

	Monday 3/18/19	Tuesday 3/19/19	Wednesday 3/20/19	Thursday 3/21/19	Friday 3/22/19
<p style="text-align: center;">Biology</p> <p>Standards:</p> <p><u>HS-LS1-1 From Molecules to Organisms: Structures and Processes</u></p> <p>Construct an explanation based on evidence for how the structure of DNA determines the structure of proteins which carry out the essential functions of life through systems of specialized cells.</p>	<p>Objective: Practice replicating DNA, transcribing mRNA, and translating to amino acids</p> <p>Activity: -Bell Ringer -Quizizz formative assessment -Protein Synthesis Game -Protein synthesis worksheet</p> <p>Assessment: Worksheet due Wednesday</p>	<p>Objective: Describe how mutations can occur in DNA and mRNA</p> <p>Activity: -Bell Ringer -POGIL: Mutations -Notes</p> <p>Assessment: Notebook check</p>	<p>Objective: Describe how mutations can occur in DNA and mRNA</p> <p>Activity: -Bell Ringer -Mutations Lab</p> <p>Assessment: Lab sheet turned into basket</p>	<p>Objective: Explain current genetic technology</p> <p>Activity: -Bell Ringer -Radiolab: CRISPR podcast</p> <p>Assessment: Storyboard turned into basket</p>	<p>Objective: Explain current genetic technology</p> <p>Activity: -Bell Ringer -Vox: Genetic Technology -Genetics technology research project</p> <p>Assessment: Presentations next week</p>

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<p>Earth Science</p> <p>NGSS Standards:</p> <p><u>HS-ESS2-4</u> <u>Earth's Systems</u></p> <p>Use a model to describe how variations in the flow of energy into and out of Earth's systems result in changes in climate</p>	<p>Objective: Describe how carbon is stored and transferred on Earth</p> <p>Activity: -Bell Ringer -HAS: Carbon sinks and sources</p> <p>Assessment: Questions submitted online</p>	<p>Objective: Explore how light-colored surfaces, such as snow, ice, and some clouds, have a cooling effect on Earth's temperature</p> <p>Activity: -Bell Ringer -Albedo notes and discussion -HAS module</p> <p>Assessment: Module completion</p>	<p>Objective: Explore how light-colored surfaces, such as snow, ice, and some clouds, have a cooling effect on Earth's temperature</p> <p>Activity: -Bell Ringer -HAS module -feedback of ice and clouds notes</p> <p>Assessment: Module completion</p>	<p>Objective: Explore how light-colored surfaces, such as snow, ice, and some clouds, have a cooling effect on Earth's temperature</p> <p>Activity: -Bell Ringer -Feedback loops reading and discussion</p> <p>Assessment: Notebook Check</p>	<p>Objective: Determine the relationship between heat and the expansion of water and represent graphically how water expands as it is heated.</p> <p>Activity: -Bell Ringer -thermal expansion of water lab</p> <p>Assessment: Lab sheet turned into basket</p>

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Ecology Climate Unit	<p>Objective: Create an advertisement to convince the public to save a species threatened by climate change</p> <p>Activity: -Bell Ringer -Save the Species Brochure</p> <p>Assessment: Project Due Friday</p>	<p>Objective: Create an advertisement to convince the public to save a species threatened by climate change</p> <p>Activity: -Bell Ringer -Save the Species Brochure</p> <p>Assessment: Project Due Friday</p>	<p>Objective: Create an advertisement to convince the public to save a species threatened by climate change</p> <p>Activity: -Bell Ringer -Save the Species Brochure</p> <p>Assessment: Project Due Friday</p>	<p>Objective: Create an advertisement to convince the public to save a species threatened by climate change</p> <p>Activity: -Bell Ringer -Save the Species Brochure</p> <p>Assessment: Project Due Friday</p>	<p>Objective: Create an advertisement to convince the public to save a species threatened by climate change</p> <p>Activity: -Bell Ringer -Save the Species Gallery Walk</p> <p>Assessment: Notebook Check</p>