Life Science 7
Mrs. Duddles

Q1 – Rock Cycle & Ecosystems

Friday 10/27 – Half Day PM Only

Objectives:

- Students will analyze the parts of an environment
- Students will investigate the presence, health, and benefits of trees
- Students will assess the biodiversity of surrounding area

White Space Question:

How might carnivores be affected if the main plant species in a community were to disappear?

Agenda:

- Continue work on initial analysis of Stream Leaders data; compile data from all 6 groups and determine mean, median, and mode values

Thursday 10/26

Objectives:

- Students will analyze the parts of an environment
- Students will investigate the presence, health, and benefits of trees
- Students will assess the biodiversity of surrounding area

White Space Question:

Define the following terms: mean, median, and mode.

Agenda: No Power Hour today

- Conduct initial analysis of Stream Leaders data; compile data for all 6 groups and determine mean, median, and mode values
- Finish Activity 3 “Roles in Energy Transfer” (if you didn’t do it for homework; due Friday)

Wednesday 10/25

Objectives:

- Students will analyze the parts of an environment
- Students will investigate the presence, health, and benefits of trees
- Students will assess the biodiversity of surrounding area

White Space Question:

What does turbidity measure?

Agenda:

- Take an up-close look at macroinvertebrate samples from Stream Leaders collection at Delia Park
- Finish Activity 3 “Roles in Energy Transfer”:
  - Do Lesson Review on page 29 (#1 – 11)
  - Complete Vocabulary
  - Answer Analysis Questions
  - Finish Activity 3 for homework if not completed in class

Tuesday 10/24

Objectives:

- Students will analyze the parts of an environment
- Students will investigate the presence, health, and benefits of trees
- Students will assess the biodiversity of surrounding area

White Space Question:

If the water in a stream ecosystem has a pH 2, lots of suspended sediments, > 20°C temperature, and low level of dissolved oxygen, can most organisms live in that stream?

Agenda:

Continue School Site Investigation Project work:

- Take attendance
- Get into project groups; review group letter assignment (ABCDEF)
- Go to Delia Park for Stream Leaders program

Monday 10/23

Objectives:

- Students will analyze the parts of an environment
- Students will investigate the presence, health, and benefits of trees
- Students will assess the biodiversity of surrounding area

White Space Question:

What are benthic macroinvertebrates? Why are they bio-indicators?

Agenda:

Continue School Site Investigation Project work:

- Assign Stream Leaders group letters (ABCDEF) so that you know which side of the stream you will be working on Tuesday 10/24 when we go to Delia Park (don't forget to dress for working outside)
- Assign data recorders for Stream Leaders
- Learn how to use sweep nets to help determine the insect biodiversity at our school site

Friday 10/20

Objectives:

- Students will analyze the parts of an environment
- Students will investigate the presence, health, and benefits of trees
- Students will assess the biodiversity of surrounding area

White Space Question:

A consumer that eats only grasses and fruits is classified as _____.

Agenda: short class period for Power Hour

- Continue School Site Investigation Project work:
  - Prep work for Clinton River Watershed Stream Leaders program
  - Learn how to use sweep nets to help determine the insect biodiversity at our school site

HW: Review Macroinvertebrate pdf file on Mrs. Duddles' web page to help you identify the different species of macroinvertebrates

Thursday 10/19

Objectives:

- Students will analyze the parts of an environment
- Students will investigate the presence, health, and benefits of trees
- Students will assess the biodiversity of surrounding area

White Space Question:

Name the three types of consumers.

Agenda:

- Continue School Site Investigation Project work:
  - Prep work for Clinton River Watershed Stream Leaders program
  - Learn how to use sweep nets to help determine the insect biodiversity at our school site

Wednesday 10/18

Objectives:

- Students will analyze the parts of an environment
- Students will investigate the presence, health, and benefits of trees
- Students will assess the biodiversity of surrounding area

White Space Question:

What is the niche of a decomposer in the environment?

Agenda:

- Cranbrook field trip permission slips; last day today
- Continue School Site Investigation Project work:
  - Prep work for Clinton River Watershed Stream Leaders program
  - Learn how to use sweep nets to help determine the insect biodiversity at our school site

Tuesday 10/17

Objectives:

- Students will analyze the parts of an environment
- Students will investigate the presence, health, and benefits of trees
- Students will assess the biodiversity of surrounding area

White Space Question:

How does a producer get energy? How is this different from a consumer?

Agenda:

- Collect Cranbrook field trip permission slips; last day today
- Continue School Site Investigation Project work:
  - Compile tree assessment data
  - Turn in sketch of the sample leaves from your trees with identification completed
  - Learn how to use sweep nets to help determine the insect biodiversity at our school site

Monday 10/16

Objectives:

- Students will analyze the parts of an environment
- Students will investigate the presence, health, and benefits of trees
- Students will assess the biodiversity of surrounding area

White Space Question:

Identify some biotic and abiotic factors found in the Field of Dreams.

Agenda:

- Collect Cranbrook field trip permission slips; due today
- Continue School Site Investigation Project work:
  - Complete Tree Health Chart
  - Identify trees by their leaves
  - Learn how to use sweep nets to help determine the insect biodiversity at our school site

Friday 10/13 – Half Day AM Only

Objectives:

- Students will analyze the parts of an environment
- Students will investigate the presence, health, and benefits of trees
- Students will assess the biodiversity of surrounding area

White Space Question:

What are the main sources of pollution affecting the health of our watershed?

Agenda:

- Collect Cranbrook field trip permission slips; due 10/16
- Continue School Site Investigation Project work:
  - Finish sketch of leaf samples from your tree
  - Share, compare, and consolidate your notes on the Clinton River Watershed presentation from last Thursday 10/05

Thursday 10/12

Objectives:

- Students will analyze the parts of an environment
- Students will investigate the presence, health, and benefits of trees
- Students will assess the biodiversity of surrounding area

White Space Question:

How can human activity accelerate Earth processes? Give an example.

Agenda:

- Collect Cranbrook field trip permission slips; due 10/16
- Continue School Site Investigation Project work:
  - Conduct assessment of trees on our school site (determine the type of tree and health of the trees)
  - Complete Tree Health Chart
  - Identify the type of tree by its leaves

Wednesday 10/11

Objectives:

- Students will analyze the parts of an environment
- Students will investigate the presence, health, and benefits of trees
- Students will assess the biodiversity of surrounding area

White Space Question:

Why is weathering important to the process of erosion?

Agenda:

- School Site Investigation Project group status review (Are you on target?)
- Copy Activity 3 “Roles in Energy Transfer” set up in to Science Notebook
- Collect Cranbrook field trip permission slips; due 10/16

Tuesday 10/10

Objectives:

- Students will analyze the parts of an environment
- Students will investigate the presence, health, and benefits of trees
- Students will assess the biodiversity of surrounding area

White Space Question:

Explain the difference between destructive and constructive processes.

Agenda:

- Distribute Cranbrook Institute of Science permission forms; due Monday 10/16
- Finish Activity 2A "Weathering, Erosion, and Deposition" (25 mins)
- Discuss and Review Activity 2A; Turn in SS 29.1 for grading
- School Site Investigation Project group status review (Are you on target?)

Monday 10/09

Objectives:

- Students will analyze the parts of an environment
- Students will investigate the presence, health, and benefits of trees
- Students will assess the biodiversity of surrounding area

White Space Question:

How is the rock cycle related to the formation of soil?

Agenda:

- Turn fact sheet/field guide for your local bird species if you did not do so on Friday
- Discuss and Review Conclusion Writing Rubric (15 min)
- Start Activity 2A “Weathering, Erosion, and Deposition”

Friday 10/06

Objectives:

- Students will analyze the parts of an environment
- Students will investigate the presence, health, and benefits of trees
- Students will assess the biodiversity of surrounding area

White Space Question:

What watershed do you live in?

Agenda:

- Have you turned in the permission form for Stream Leaders trip?
- Finish fact sheet/field guide for your local bird species; turn in for grading
- Copy Activity 2A "Weathering, Erosion, and Deposition" set up in to Science notebook

HW: Finish copying Activity 2A in to Science notebook

Thursday 10/05

Objectives:

- Students will analyze the parts of an environment
- Students will investigate the presence, health, and benefits of trees
- Students will assess the biodiversity of surrounding area

White Space Question:

Would a group of alligators that live at a particular wildlife refuge be considered a population or a community?

Agenda:

- Take attendance
- Get into School Site Investigation Project groups for presentation on the Clinton River Watershed with Ms. Abby Lane
- Listen, participate, and take notes in Science notebook

Wednesday 10/04

Objectives:

- Students will analyze the parts of an environment
- Students will investigate the presence, health, and benefits of trees
- Students will assess the biodiversity of surrounding area

White Space Question:

What is the main difference between the ecosystem and community level?

Agenda:

- Take attendance
- Get into School Site Investigation Project groups for Oakland Audubon Society Presentation & Birding Event with Mr. David Frye
- Listen and participate

Tuesday 10/03

Objectives:

- Students will analyze the parts of an environment
- Students will investigate the presence, health, and benefits of trees
- Students will assess the biodiversity of surrounding area

White Space Question:

What are the levels of organization in the environment?

Agenda:

- Have you turned in the permission form for Stream Leaders trip?
- Turn in Activity 2 “Introduction to Ecology” Conclusion for grading
- Prep for Birding Event with Audubon Society 10/04
- Create a fact sheet/field guide for one of the local bird species

Monday 10/02

Objectives:

- Students will analyze the parts of an environment
- Students will investigate the presence, health, and benefits of trees
- Students will assess the biodiversity of surrounding area

White Space Question:

Give two examples of a biotic factor.

Agenda: (shorten class period for NWEA Language testing)

- Have you turned in Stream Leaders Program field trip permission form?
- Finish discussion and review for Activity 2 “Introduction to Ecology”
  - Please check your answers and make corrections
- Prep for Birding Event with Audubon Society 10/04 if time

HW: Write Conclusion for Activity 2 “Introduction to Ecology” on a separate sheet of paper

Friday 09/29

Objectives:

- Students will analyze the parts of an environment
- Students will investigate the presence, health, and benefits of trees
- Students will assess the biodiversity of surrounding area

White Space Question:

Define biotic factor.

Agenda: (Shorten class for Butcher Jog-A-Thon)

- Collect Stream Leaders Program field trip permission form; due today
- Finish Activity 2 “Introduction to Ecology” (30 mins)
- Start discussion and review for Activity 2
  - Please check your answers and make corrections

HW: Finish Activity 2 work including Analysis Questions

Thursday 09/28

Objectives:

- Students will analyze the parts of an environment
- Students will investigate the presence, health, and benefits of trees
- Students will assess the biodiversity of surrounding area

White Space Question:

Define abiotic factor.

Agenda: (short class for Power Hour)

- Collect Stream Leaders Program field trip permission form; due tomorrow
- Continue working on Activity 2 "Introduction to Ecology"
  - Do Lesson Review on page 15, questions 1 – 10
  - Complete Vocabulary
  - Answer Analysis Questions
- Science Notebook check today

Wednesday 09/27

Objectives:

- Students will analyze the parts of an environment
- Students will investigate the presence, health, and benefits of trees
- Students will assess the biodiversity of surrounding area

White Space Question:

Define the term native species.

Agenda:

- Collect Stream Leaders Program field trip permission form; due Friday 09/29
- Copy Activity 2 “Introduction to Ecology” set up in to Science notebook
- Start Activity 2
  - Read pages 4 – 17 in Ecology and the Environment book
  - Answer questions 1 – 3, 5 – 11, 13 – 18
- Science Notebook check on Thursday

Tuesday 09/26

Objectives:

- Students will observe and record the plant and wildlife species around the school, as well as natural habitats
- Students will investigate the presence, health, and benefits of trees
- Students will assess the biodiversity of surrounding area

White Space Question:

How is an invasive species different from a non-native species?

Agenda:

- Shorten Science/ ELA classes today for NWEA Math testing with Mr. Carron (AM classes only 30 mins)
- No Science class for PM classes (report for NWEA Math & ELA testing)
- Collect Stream Leaders Program field trip permission form; due Friday 09/29
- Discuss the differences among native, non-native, and invasive species with video about invasive species in the Great Lakes (AM classes)

Monday 09/25

Objectives:

- Students will observe and record the plant and wildlife species around the school, as well as natural habitats
- Students will investigate the presence, health, and benefits of trees
- Students will assess the biodiversity of surrounding area

White Space Question:

How is an impervious surface different from a pervious surface?

Agenda:

- Distribute Stream Leaders Program field trip notice & permission slip; due Friday 09/29
- Review Outdoor Space Assessment survey of Butcher Educational Center (AM classes)
- Discuss the differences among native, non-native, and invasive species with video about invasive species in the Great Lakes (PM classes)
- Distribute student user id and passwords for Think Central access
- Review how to access online resources for 7th grade texts

Friday 09/21 – Half Day PM Only

- ELA/Math Block today for 7th Grade classes
- 7th Grade Science class not in session today

Thursday 09/20

Objectives:

- Students will observe and record the plant and wildlife species around the school, as well as natural habitats
- Students will investigate the presence, health, and benefits of trees
- Students will assess the biodiversity of surrounding area

White Space Question:

Name one sign of wildlife that you observed on our school site on Tuesday.

Agenda: (short class period for Power Hour today)

- Work on Butcher School Site Investigation project:
  - Finish Outdoor Space Assessment of Butcher Educational Center
  - Start Day 2 of data collection for Plant and Animal Observations chart

Wednesday 09/20

Agenda:

- NWEA ELA testing today; No Science and Math classes today – AM Session
- Shorten Science class – PM Session
  - Finish Outdoor Space Assessment of Butcher Educational Center survey

Tuesday 09/19

Objectives:

- Students will observe and record the plant and wildlife species around the school, as well as natural habitats
- Students will investigate the presence, health, and benefits of trees
- Students will assess the biodiversity of surrounding area

White Space Question:

When working in a group, what skills could be useful to you?

Agenda: (extended time for Science class today)

- Make up Rock Cycle quiz for any absent students
- Work on Butcher School Site Investigation project:
  - Conduct Outdoor Space Assessment of Butcher Educational Center
  - Begin data collection for Plant and Animal Observations chart

Monday 09/18

Objectives:

- Students will understand that the earth is made up of different layers
- Students will understand the Rock Cycle and how to classify types of rocks
- Students will understand how to behave responsibly & safely in the lab

White Space Question:

Where do rocks come from?

Agenda:

- Choose groups for Butcher School Site Investigation Project (10 mins)
- Review notes/resources for Rock Cycle quiz (5 mins)
- Take Rock Cycle quiz
- Turn in Rock Cycle quiz when completed; Read for remainder of class

Quiz/ Test Procedures

- No talking during quiz/test time
- Bring an independent reading book
- Turn in quiz/test when complete and read silently for remainder of class period

Friday 09/15

Objectives:

- Students will understand that the earth is made up of different layers
- Students will understand the Rock Cycle and how to classify types of rocks
- Students will understand how to behave responsibly & safely in the lab

White Space Question:

How can a sedimentary rock become a metamorphic rock?

Agenda:

- Complete Crayon Rock Cycle lab
- Read & follow directions in the activity handout to complete the lab
- Prepare for Rock Cycle quiz Monday 09/18

HW: Study for Rock Cycle Quiz Monday 09/18 (Find study resources on Mrs. Duddles' class webpage and in your Science notebook)

Thursday 09/14

Objectives:

- Students will understand that the earth is made up of different layers
- Students will understand the Rock Cycle and how to classify types of rocks
- Students will understand how to behave responsibly & safely in the lab

White Space Question:

How does a metamorphic rock become an igneous rock?

Agenda:

- Short class period for Power Hour
- Review Michigan Rock Cycle notes as a class to prepare for Rock Cycle quiz next Monday

HW: Finish reading & reviewing Michigan Rock Cycle notes PowerPoint (the file is on Mrs. Duddles' class webpage)

Wednesday 09/13

Objectives:

- Students will understand that the earth is made up of different layers
- Students will understand the Rock Cycle and how to classify types of rocks
- Students will understand how to behave responsibly & safely in the lab

White Space Question:

How does an igneous rock become a sedimentary rock?

Agenda:

- Finish Activity 1 “The Rock Cycle Game” (25 mins)
  - Answer Analysis Questions, Complete Vocabulary, Write Conclusion
- Discuss and Review Activity 1 (25 mins)
- Turn in SS 22.1 and diagram for AQ #6 for grading

Tuesday 09/12

Objectives:

- Students will understand that the earth is made up of different layers
- Students will understand the Rock Cycle and how to classify types of rocks
- Students will understand how to behave responsibly & safely in the lab

White Space Question:

What evidence do geologists have that the Earth is made up of different layers?

Agenda:

- Start Activity 1 “The Rock Cycle Game”
  - Read, listen, and follow directions to complete lab activity

Monday 09/11

Objectives:

- Students will understand that the earth is made up of different layers
- Students will understand the Rock Cycle and how to classify types of rocks
- Students will understand how to behave responsibly & safely in the lab

White Space Question:

Name the three types of volcanic mountains. Describe how each are formed.

Agenda:

- Finish discussion for summer work packet #2 Activity 38 “Beneath the Earth’s Surface”
- Turn in Activity 38 scaled drawing for grading
- Copy Activity 1 “The Rock Cycle Game” set up in to Science notebook

Friday 09/08

Objectives:

- Students will understand that the earth is made up of different layers
- Students will understand the Rock Cycle and how to classify types of rocks
- Students will understand how to behave responsibly & safely in the lab

White Space Question:

What did you do or experience for the first time this summer?

Agenda:

- Collect class syllabus signature page due today
- Read and sign Lab Safety student contract; attach to Science notebook
- Discuss and review summer work packet #2 Activity 38 “Beneath the Earth’s Surface”

Thursday 09/07

Objectives:

- Students will understand that the earth is made up of different layers
- Students will understand the Rock Cycle and how to classify types of rocks
- Students will understand how to behave responsibly & safely in the lab

Agenda:

- Short class periods for Power Hour
- Collect class syllabus signature page (due by Friday) & summer work
- Discuss & review CHAMPS classroom expectations & how to be safe & responsible in the lab
- Distribute Science notebooks

HW:

- Review course syllabus with parents/guardians & turn in signature page to Mrs. Duddles by tomorrow
- Bring summer work packet Activity 38 to class tomorrow

Wednesday 09/06

Objectives:

- Students will review CHAMPS classroom behavior & syllabus course expectations

Agenda:

- Collect summer work assignments:
  - Rock Collection
  - Rock Cycle Diagram
  - Hold on to Activity 38 "Beneath the Earth's Surface"
- Conduct classroom housekeeping procedures: materials, syllabus, class expectations
- Lockers (4th hour class only)

HW:

- Review course syllabus with parents/guardians & turn in signature page to Mrs. Duddles by this Friday

Wednesday 09/06

Welcome Back to Butcher!

Welcome to Life Science 7!

Tuesday 09/05

- ½ Day – Home Schools Only

Monday 09/04

- WCS District – No School
  Labor Day Observance