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| **Rogene Worley Middle School Weekly Lesson Plan 2015-16 School Year** | | | |
| **Department: Science Grade Level: 8 Six Weeks: 2nd Week: 1 Dates: 10/5/15-10/9/15**  **100% Every Student Every Day** | | | |
|  | **Monday** | **Tuesday** | **Wednesday** |
| **TEKS**  **Dual Coding** | **SE:** 8.11(A) The student is expected to describe producer/consumer, predator/prey, and parasite/host relationships as they occur in food webs within marine, freshwater, and terrestrial ecosystems. | **SE:** 8.11(B) The student is expected to investigate how organisms and populations in an ecosystem depend on and may compete for biotic and abiotic factors such as quantity of light, water, range of temperatures, or soil composition. | **SE:** 8.11(C) The student is expected to explore how short- and long-term environmental changes affect organisms and traits in subsequent populations. |
| **Process Standard 8.3(B)** | **Process Standard 8.3(B)** | **Process Standard 8.3(B)** |
| **Lesson**  **Objective**  **(WE will learn)** | We will recognize relationships in food webs and investigate interdependence in ecosystems.. | We will investigate interdependence in ecosystems. | We will explore how short- and long-term environmental changes affect organisms and traits in subsequent populations. |
| **I will statement**  **(Demonstration of learning)** | I will complete a poster walk and begin the So Squirrely activity. | I will debrief over my so squirrely activity and do vocabulary practice. | I will complete 8.11C Background and reading assignment. |
| **Purposeful Instructional**  **Agenda** | 1. Warm up 2. Gallery Walk Food Web Posters 3. So Squirrely Activity | 1. Warm up 2. So Squirrely Debrief 3. Vocabulary Practice | 1. Warm up 2. 8.11 C Background 3. 8.11 C Reading Assignment |
| **Homework:** | **Homework: Study Vocabulary** | **Homework: Study Vocabulary. Finish Worksheets from class.** |
| **Seed Question**  **FSGPT** | **What are the similarities and differences in a terrestrial environment between a predator/prey relationship and a parasite/host relationship?** | **What are the major biotic and abiotic factors found in most ecosystems?** | **How can short-term and long-term environmental changes affect organisms and populations?** |
| **AVID**  **strategy** | **Collaborative Inquiry Based Learning** | **Collaborative Inquiry Based Learning** | **Collaborative Inquiry Based Learning** |
| **Kagan Strategy** | **Consensus** | **Consensus** | **Consensus** |

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|  | **Thursday** | **Friday** | **Notes** | |
| **TEKS**  **Dual Coding** | **SE:** 8.11(D) The student is expected to recognize human dependence on ocean systems and explain how human activities such as runoff, artificial reefs, or use of resources have modified these systems. | **SE:** 8.11 (A/B/C/D) | Vocab Quiz Friday.  STAAR Tutoring on Friday! | |
| **Process Standard 8.3(B)** | **Process Standard: 8.3(B)** |
| **Lesson**  **Objective**  **(WE will)** | We will recognize humans’ effect on resources. | We will assess our knowledge over 8.11 (ABCD) vocabulary quiz. |
| **I will statement**  **(Demonstration of learning)** | I will complete 8.11D reading assignment and study for my vocabulary quiz. | I will take a vocabulary quiz. |
| **Purposeful Instructional**  **Agenda** | 1. Warm up 2. 8.11 D Reading Assignment 3. Study for Vocab Quiz | 1. 8.11 (ABCD) Vocab Quiz |
| **Homework: Study Vocabulary. Finish Worksheet from class.** | **Homework:** |
| **Seed Question**  **FSGPT** | **How has human activity such as runoff and other forms of pollution affected aspects of the ocean systems?** | **How are humans dependent upon ocean systems?** |  | |
| **Avid Strategy** | **Collaborative Learning** | **Collaborative Inquiry Based Learning** |  | |
| **Kagan Strategy** | **Consensus** | **Consensus** |  | |