

Unit Topic: _____

Franklin-Simpson Middle School

Date: _____

D A Y I N U N I T	*Content Strand *Learning Target -I Can *Essential Questions -WHY?? -How do you know? Curriculum document Common Core	Vocabulary/ Vocab Activity Activities Activities II	Thoughtful Ed./ Student Engagement www.marshall.kyschools.us/ www.muhlenberg.kyschools.us/?q=node/61 Engagement Cube Cube II (examples)	Literacy/Reading in the Content Literacy Ideas	Formative/ Summative Assessment F –Formative S-Summative www.act.org/standard/guides/explore/ Strategies More Ideas	Differentiation T-Task S-Special Needs G-Gifted/Accel. http://serge.ccsso.org/Ideas 9 Types Big Explanation Tool	Technology 50 Ideas
1	SC-06-4.7.1 Students will describe the consequences of change in one or more abiotic factors on a population within an ecosystem. The number of organisms an ecosystem can support depends on the resources available and abiotic factors (e.g., quantity of light and water, range of temperatures, soil composition). DOK 2	Organism, ecosystem, ecology, biosphere, biotic factor, abiotic factor	Do Task Rotation for Chapter 21 Section 1, page 618.		Take Pre-Test		
2			Go outside, Do Nature Square, (Students will write down everything they see within their circle).	Discuss Task Rotation	Take a class poll of the things found in their circle from outside. Students will graph the results.		
3	SC-6-I-S-2 Students will document and describe consequences of change in one or more abiotic factors on a	Adaptation, population, community, limiting factor, niche, habitat,	Make a vocabulary chart.			Watch United Streaming video “ The Science of Life: Ecology”	

	population within an ecosystem	producer, decomposer, consumer					
4					Take test on Ecology.		
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