

David Hunter Science Self Contained

Day 11 and Day 12 Science March 30th and March 31st

· Standards

H.B.1A.1 Ask questions to (1) generate hypotheses for scientific investigations, (2) refine models, explanations, or designs, or (3) extend the results of investigations or challenge scientific arguments or claims.

· I can statements

I will be able to demonstrate and describe the principles of the scientific method.

· Essential questions

What is the scientific method and how do we use this model to search for answers to expand scientific knowledge ?

· Resources needed to complete the lesson

<https://www.cpalms.org/Public/PreviewResourceStudentTutorial/Preview/112960>

· Activities to support learning

1. Viewing of interactive tutorial and answering of segments of questions related to the audio/visual presentation.
2. Student create and document an experiment at home

Work/assignment that the student must submit

Students will include a written explanation of each of the following points; based on your experiment.

1. Make an observation.
2. Ask a question.
3. Form a hypothesis, or testable explanation.
4. Make a prediction based on the hypothesis.
5. Test the prediction.
6. What are the results of testing the prediction ?

Examples of experiments

1. Dropping 2 objects to determine which one hits the floor first.
2. Build a simple bridge at home and test if it could support a certain weight.

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Day 13 and Day 14 Science April 1st and April 2nd 2020

- Standards

H.B.3A.2 Develop and revise models to describe how photosynthesis transforms light energy into stored chemical energy

- Learning Objective: I can articulate the process of photosynthesis and explain how it is vital for human life.

- Essential questions

What is photosynthesis and how does it contribute to human and animal life?

Explain the ways that light from the sun is essential for animal and plant life?

- Resources needed to complete the lesson

<https://www.cpalms.org/Public/PreviewResourceStudentTutorial/Preview/107103>

- Activities to support learning

Student will complete the learning module on photosynthesis and answer all of the questions.

Student will create an artistic representation of how photosynthesis helps to create one of their favorite fruits or vegetables.

- Work/assignment that the student must submit (Students must complete and submit all required assignments for attendance.

Student will draw a picture that has labels and shows how photosynthesis impacts one of their favorite fruits or vegetables. Student has to also look up a picture of a mature plant. This plant will be reproduced and labeled.

Day 15 and 16 : April 3rd & April 6th Mr. Hunter : Science Self-Contained

- Standards

H.B.4C.1 Develop and use models of sex cell formation (meiosis) to explain why the DNA of the daughter cells is different from the DNA of the parent cell.

- LEARNING Objective: I, the student, can explain how the process of meiosis works and note how characteristics between parent and offspring is different in some measures.

- Essential questions

What is meiosis and how does it contribute to differences between a parent and offspring? What is DNA ?

- Resources needed to complete the lesson

<https://www.cpalms.org/Public/PreviewResourceStudentTutorial/Preview/118821>

- Activities to support learning

1. Student will view and answer all questions of the interactive audio/video.
2. Student will write 1-2 paragraphs that explain how diversity exists between offspring of the same parents. Student may use animals, plants or humans as an example.

- Work/assignment that the student must submit (Students must complete and submit all required assignments for attendance.)

The written activity that is describe above. The 1-2 paragraph submission will serve as the work sample.

Science Day 17 &18 April 7th and April 8th David Hunter Self-contained

· Standards

H.B.4C.3 Construct explanations for how meiosis followed by fertilization ensures genetic variation among offspring within the same family and genetic diversity within populations of sexually reproducing organisms.

Learning Objective: · I, the student, will explain the process of conception in the human reproductive process.

· Essential questions

What is fertilization ? How does an egg develop into an embryo ? What is the role of genes and the development of an embryo?

· Resources needed to complete the lesson

<https://www.cpalms.org/Public/PreviewResourceStudentTutorial/Preview/120437>

· Activities to support learning

1. Student will view and answer all questions from the module listed above in the resource section.
2. Student will type or write at least 10 facts from the module. They will explain each fact

· Work/assignment that the student must submit (Students must complete and submit all required assignments for attendance.)

Student written work of at least 10 facts from the module will be graded.

Science Day 19 and 20 April 9th and 10th David Hunter, Self-contained

- Standards

H.B.6D. Conceptual Understanding: Sustaining biodiversity maintains ecosystem functioning and productivity which are essential to supporting and enhancing life on Earth. Humans depend on the living world for the resources and other benefits provided by biodiversity. Human activity can impact biodiversity.

LEARNING Objectives· I, the student, will learn how biodiversity is essential in the survival of living organisms. I will also appreciate how humans can damage the environment by adding non-native species to a locale and causing the destruction of native species.

- Essential questions

1. What is biodiversity and how does it contribute to the flourishing of society?
2. How does the introduction of some, non –native species to an ecological system serve as a detriment?

- Resources needed to complete the lesson

<https://www.cpalms.org/Public/PreviewResourceStudentTutorial/Preview/166281>

- Activities to support learning

1. The viewing and answering of all questions of the learning module.
2. Student research on the internet that illustrates examples of how snakeheads are damaging rivers in the United States.

- Work/assignment that the student must submit (Students must complete and submit all required assignments for attendance.)

Students will create a graphic illustration of a river system that is damaged by snakeheads. This illustration must be labelled and reveal how this non-native species is causing critical damage to the ecological system of the river

