

CCE LTER- Phytoplankton Growth and Dissolved Oxygen- Day #4

Teacher: <i>Mrs. Jennifer Ogo: Kearny High School SCT</i>
Date: <i>January 2013</i>
Previous Lesson: Limiting Nutrients and Phytoplankton Growth
Title: Phytoplankton Growth and Dissolved Oxygen
Subject / grade level: <i>Marine Science, Marine Biology, Biology or AP Environmental Science- High School</i>
Materials: graph paper, handout
Lesson objective(s): Students will analyze CCE data and be able to see the correlation between phytoplankton growth and dissolved oxygen in the ocean
Differentiation strategies to meet diverse learner needs: Students will work in pairs to graph CCE data
ENGAGEMENT: What kind of questions should the students ask themselves after the engagement?: How does dissolved oxygen content relate to phytoplankton growth?
EXPLORATION Describe what hands-on/minds-on activities students will be doing: Students will be graphing CCE data to see the correlation between dissolved oxygen and phytoplankton growth List “big idea” conceptual questions the teacher will use to encourage and/or focus students’ exploration: The big idea is the idea of interconnectedness and nutrient cycling
EXPLANATION Student explanations should precede introduction of terms or explanations by the teacher. What questions or techniques will the teacher use to help students connect their exploration to the concept under examination? Teacher will need to help students graph and analyze the data
ELABORATION Describe how students will develop a more sophisticated understanding of the concept: Students will share out their graphs and data. They will use the graphs to answer the attached questions.
EVALUATION How will students demonstrate that they have achieved the lesson objective?: Students will answer the questions about the graph.