

# Friday, March 2, 2018

## Write In Your Agenda:

### CW:

- Hand in “Pond”ering Population Growth Packet.
- Finish “Oh Deer” Packet.
- Start Carrying Capacity Investigation/Ecology Fable.

### HW:

- Have Monitoring Log completed and signed.

## Write In Your Monitoring Log:

### Response to Warm-Up:


Who had the advantage during the “Oh Deer!” activity yesterday? Why?

### You will need:

- Pencil.
- Agenda.
- Monitoring Log.
- “Oh Deer!” Packet

# Learning Goal and Scale

- *TSW be able to describe how populations fluctuate within their environment (depending on energy transfer, biological accumulation, limiting factors, predator-prey relationships, and carrying capacity).*

4	In addition to score 3, the student can help teach or mentor his/her peers and apply his/her knowledge to real world scenarios.
	3 TSW be able to describe and graphically represent how populations of organisms fluctuate within their environment depending upon all of the following: <ul style="list-style-type: none"><li>○ Energy Transfer</li><li>○ Biological Accumulation</li><li>○ Limiting factors</li><li>○ Predator-prey relationships</li><li>○ Carrying capacity</li></ul>
2	TSW be able to describe how populations of organisms fluctuate within their environment (depending upon 2 of the 3 following elements). <ul style="list-style-type: none"><li>○ Energy Transfer</li><li>○ Biological Accumulation</li><li>○ Limiting factors</li><li>○ Predator-prey relationships</li><li>○ Carrying capacity</li></ul>
1	TSW be able to describe how populations of organisms fluctuate within their environment (depending upon 1 of the 3 elements). <ul style="list-style-type: none"><li>○ Energy Transfer</li><li>○ Biological Accumulation</li><li>○ Limiting factors</li><li>○ Predator-prey relationships</li><li>○ Carrying capacity</li></ul>
0	Even with help, the student experiences no success.