

Monday, April 22, 2019

Write In Your Agenda:

CW:

- Hand in Part 4 of “Voluminous Vocabulary” cards.
- Finish “Oh Deer!” Limiting Factor Activity.

HW:

- Fill out Monitoring log for today!

Write In Your Monitoring Log:

Warm-Up Prompt:


Who had the advantage in the “Oh Deer!” activity from last Thursday – the deer or the cougars? Why do you think that?

You will need:

- Pencil.
- Agenda.
- Monitoring Log.

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">○ Energy Transfer○ Biological Accumulation○ Limiting factors○ Predator-prey relationships○ Carrying capacity
	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">○ Energy Transfer○ Biological Accumulation○ Limiting factors○ Predator-prey relationships○ Carrying capacity
	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">○ Energy Transfer○ Biological Accumulation○ Limiting factors○ Predator-prey relationships○ Carrying capacity
	0	Even with help, the student experiences no success.