## Tuesday, February 26, 2019

# Write In Your Agenda:

- <u>CW:</u>
- Finish Eating for Energy in the Galapagos.
- Eatin' For Energy Power Point and Notes.

#### <u>HW:</u>

- Finish your Eating for Energy in the Galapagos work sheet.
- Fill out Monitoring Log for today.

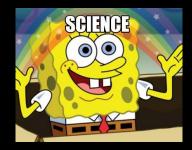
## Write In Your Monitoring Log:

### Warm-Up Prompt:

How do you know when you've reached the end of a food chain?

#### You will need:

- Pencil
- Agenda.
- Monitoring Log (Green).



### Learning Goal and Scale

• TSW be able to describe how organisms interact with and within their environment (including biotic and abiotic features, niche, food chains & webs, and predator-prey relationships).

| 4      | In addition to score 3, the student can help teach or mentor  |
|--------|---|
|        | his/her peers and apply his/her knowledge to scenarios and    |
|        | events outside of the classroom.                              |
| 3      | TSW be able to describe how organisms interact with and       |
| E      | within their environment including all of the following:      |
| CT AND | <ul> <li>Biotic and abiotic features</li> </ul>               |
| 173    | o niche   |
|        | <ul> <li>food chains and food webs</li> </ul>                 |
|        | <ul> <li>predator-prey relationships</li> </ul>               |
| 2      | TSW be able to describe how organisms interact with and       |
|        | within their environment (including 3 of the 4 requirements). |
|        | <ul> <li>Biotic &amp; abiotic features</li> </ul>             |
|        | o niche   |
|        | <ul> <li>food chains and food webs</li> </ul>                 |
|        | <ul> <li>Predator-prey relationships</li> </ul>               |
|        |   |
| 1      | TSW be able to describe how organisms interact with and       |
|        | within their environment (including 2 of the 4 requirements). |
|        | <ul> <li>Biotic &amp; abiotic features</li> </ul>             |
|        | o niche   |
|        | <ul> <li>food chains and food webs</li> </ul>                 |
|        | <ul> <li>Predator-prey relationships</li> </ul>               |
|        |   |
| 0      | Even with help, the student experiences no success.           |
|        |   |