AGENDAS FOR THE WEEK: *September 28th – October 2nd* AP Environmental Science Room 1504

	MONDAY 9/28 (B) 8:15 – 9:45	TUESDAY 9/29 (A)	WEDNESDAY 9/30 (B) 8:15 – 9:45	THURSDAY 10/1 (A)	FRIDAY 10/2 (EOD PIT B) 8:15 – 9:45
	Objective(s): SWBAT *Define "island biogeography." *Provide examples of generalist, specialist, and invasive species. *Describe the three major components of biodiversity.	**Objective(s): SWBAT** * *	**Objective(s): SWBAT** *Define "adaptations" and provide real-world examples. *Differentiate between the various mechanisms of evolution. *Compare allopatric and sympatric speciation. *Define primary and secondary succession.	**Objective(s): SWBAT** * *	**Objective(s): SWBAT** *Provide and describe examples of various ecosystem services. *Draw a range of tolerance graph for a given species. *Contrast realized and fundamental niches.
P	**Engage** Students come into class to slides/videos of local biodiversity.	**Engage**	**Engage** A fun music video about bird evolution will be playing as students come in.	**Engage**	**Engage** Students will be coming in to class and writing on the board what services they/their family uses (some examples: pest control, insurance, health care)
L **A**	**Explore** Students will be partaking in the "island biogeography" lab in class, which models the theory of island biogeography. **Explain** Students will come back together and discuss/write down their lab findings. **Elaborate** *[May move to be before lab]* Students will listen to a lecture about biodiversity, island biogeography, etc. and take notes. They relate it back to their findings and expand on them.	**Explore/Explain/Elaborate**	**Explore** Students will be partaking in a "battle of the beaks" where they try to "eat" seeds with different beak shapes. **Explain** Students will be answering questions about the battle of the beaks that connect the activity to adaptations and Darwin's finches. **Elaborate** Students will take notes on adaptations and genetic diversity and ecological succession. **Elaborate Part 2** Students will do a succession card sort.	**Explore/Explain/Elaborate**	**Explore/Explain** Students will be taking notes about ecosystems tolerances, disruptions and succession, and ecosystem services. Then, students will be completing a "Ecosystem Services Activity Slides" activity where they read an article, sort cards, and make/present slides on ecosystem services. **Elaborate** At the end of class, students will be doing a Booklet Review game to prepare for the exam in two classes.
N	**Evaluate and Summary** Students will be filling out their first daily exit tickets.	**Evaluate and Summary**	**Evaluate and Summary** Students will be filling out their daily exit tickets.	**Evaluate and Summary**	**Evaluate and Summary** Students will be filling out their daily exit tickets.

Resources:	• ExitTicketsGeneral + Exit Ticket Questions • https://www.youtube.com/@TheSuburbianBackyard/shorts (Youtube channel showcasing biodiversity in the Austin area!)	•	• ExitTicketsGeneral + Exit Ticket Questions • Funny Engages	•	• ExitTicketsGeneral + Exit Ticket Questions

AGENDAS FOR THE WEEK: *September 28th – October 2nd* Environmental Systems Room 1504

	MONDAY 9/28 (B) 12:30 – 2:00	**TUESDAY 9/29 (A)**	**WEDNESDAY 9/30 (B)** 12:30 – 2:00	**THURSDAY 10/1 (A)**	**FRIDAY 10/2 (EOD PIT B)** 11:55 – 1:25
	Objective(s): SWBAT *Provide evidence of their learning by doing well on the chapter 3 assessment.	**Objective(s): SWBAT** * *	**Objective(s): SWBAT** *Predict changes that may occur in an ecosystem if genetic diversity is increased or decreased. [TEKS 5.G] *Define biodiversity and list the four components of biodiversity. *Explain why biodiversity is important. *Summarize the "insurance hypothesis" in their own words.	**Objective(s): SWBAT** * *	**Objective(s): SWBAT** *Predict how the introduction of an invasive species, extinction of a current species, or resource changes may alter the food chain. [TEKS 5.E, 5.F, 6.D] *Evaluate the effects of common human activities on the environment. [TEKS 11.A] *Define/provide examples of native, non-native, specialist, and generalist species. *Identify examples of keystone species and why they are important.
P	**Engage** Students will have 15-20 minutes to study and finish up their notebooks for the notebook check.	**Engage**	**Engage** As students come into class, a short video plays showing how frogs can cure cancer.	**Engage**	**Engage** As students come into class, they have some rebus puzzles to solve on the board.
L	**Explore/Explain/Elaborate** Students will take the chapter 3 assessment for the majority of the class. When finished, they can work quietly in the back of the room.	**Explain** **Explore** **Elaborate**	**Explore/Explain** Students will read about the "amphibians at risk" case study to start the new unit. Then, the class will review the chapter 3 test together (go over most missed questions). Students will take notes about biodiversity and the insurance hypothesis.	**Explore** **Explain** **Elaborate**	**Explore/Explain** Students will be taking notes about species roles, especially native, non-native, specialist, and generalist species. Notes are interspersed with class discussions. **Elaborate** Students have the rest of class to work on their "keystone species posters" which they research

A			**Elaborate [put it here but it seems more like prep for next class]** Students will have ~10 minutes to research something cool about their favorite species and its ROLE/"USE". The top three get candy or stickers. >>Similar to "frogs cure cancer" what does your species do? Bomb-sniffing rats, beavers change the course of a river, etc. >>>Starting points are googling: What would happen if [_____] went extinct? AND/OR What is the ecological role of [_____]?		and make a poster for display about.
N	**Evaluate and Summary** Students leave their notebooks for the Ch. 3 notebook check at the end of class.	**Evaluate and Summary**	**Evaluate and Summary** Students will be filling out their daily reflection questions.	**Evaluate and Summary**	**Evaluate and Summary** Students will be filling out their daily reflection questions.
Resources:	• N/A	•	• Scientists Cure Cancer By Injecting Frog Bacteria - YouTube	•	• N/A