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| rDaily Agenda | Mon. 10-20 | Tues. 10-21 | Wed. 10-22 | Thur. 10-23 | Fri. 10-24 |
| Essential Question | How to track a natural disaster on the way, and advise populations as to what to do for best chance of survival | What do I already know about Human Impacts on the Environment? |  |  |  |
| Daily Learning Target | I can analyze and interpret data on natural hazards (hurricane) to forecast future events and inform the public about data collected from technologies developed to mitigate the effects of the disaster on human populations. | I can demonstrate my knowledge of human impact on the environment. (Pre assessment will provide indicators of content knowledge and inform instruction.) |  |  |  |
| Bell-ringer | Whole class time activity. No Bellringer given. | In your journals, define the following essential vocab: ecology, limiting factors, conservation, greenhouse gasses, global warming |  |  |  |
| KCAS Standard or  CC# & DOK Level  (full text) | ESS3-2 Analyze and interpret data on natural hazards to forecast future catastrophic events and inform the development of technologies to mitigate their effects on human populations | ESS3-3  LS2-5 Evaluate competing design solutions for maintaining biodiversity and ecosystem services. |  |  |  |
| Instructional Strategy/Activity | Problem Based Learning (PBL) activity |  |  |  |  |
| Thinking Strategies Incorporated | Background Knowledge, Thinking strategies, Problem solving strategies, Collaboration, Metacognition | Background Knowledge, Thinking strategies, Problem solving strategies, Collaboration, Metacognition | Background Knowledge, Thinking strategies, Problem solving strategies, Collaboration, Metacognition | Background Knowledge, Thinking strategies, Problem solving strategies, Collaboration, Metacognition | Background Knowledge, Thinking strategies, Problem solving strategies, Collaboration, Metacognition |
| Formative Assessment | Class survives the simulation with minimal in game damages |  |  |  |  |
| Student Assignment | Survive the simulation with the most population numbers still intact |  |  |  |  |
| RTI/Modification |  |  |  |  |  |