



FJHS Waiver Example #1

2/25/22

Ms. Charice Handford

Pre-AP Biology (9th)

Lesson: Predation-Prey Cycles



Zoom
Q and A

Deer: Predation or Starvation?

Introduction: In 1936 the deer population of an island forest reserve was about 2000 animals. Although the deer had no natural predators on the island, the forest warden severely limited their food. The deer management personnel found that during winter months food was scarce. Deer that did not have enough to eat starved to death. The warden decided to control the deer population. A wolf pup that had been used in a study on predation after becoming ill was released to the island to control the deer population. In predation often increases the sudden reduction of the prey. In 1941, the wolves were taken off the island.

The result of this program are shown in the following table. The population change is the number of deer born minus the number of deer that died that year. The first population estimate is 2000 when the wolf began.

Calculate the number of deaths (predation + starvation).

- To determine the deer population change, subtract the number of deaths from births. Deaths should be a positive number, including growth, is a negative number which indicates a population decline.
- Calculate the deer population as it will gradually change from the population the year before.
- The first use of 000 has been completed for you as an example.
- Graph the deer and wolf populations as time goes on (over 100 years).

Year	Deer Population	Deer Births	Deer Deaths	Population Change	Number of Deer Population Change	Deer Population
1936	2000	2000	0	0	2000	2000
1937	2000	2000	0	0	2000	2000
1938	2000	2000	0	0	2000	2000
1939	2000	2000	0	0	2000	2000
1940	2000	2000	0	0	2000	2000
1941	2000	2000	0	0	2000	2000
1942	2000	2000	0	0	2000	2000
1943	2000	2000	0	0	2000	2000
1944	2000	2000	0	0	2000	2000
1945	2000	2000	0	0	2000	2000
1946	2000	2000	0	0	2000	2000
1947	2000	2000	0	0	2000	2000
1948	2000	2000	0	0	2000	2000
1949	2000	2000	0	0	2000	2000
1950	2000	2000	0	0	2000	2000

Graphing and Analysis:

1. Draw the wolf population in the deer population between 1937 and 1980.

2. What was the wolf population the highest? What is the relationship between the number of wolves and the number of deer?

3. What do you think would have happened to the deer on the island had wolves NOT been introduced?

4. Deer population growth is not always exponential. Write some number of individuals entering the population (birth) in a forest during the population (death). This results in only little change in the deer population numbers in which year. Was the deer population constant in 2000? How do you know?

5. Using biology vocabulary describe the predator-prey cycle in a classroom. The "balance of nature" hypothesis has been introduced to some scientists because it suggests a relationship between predator and prey that is good and necessary. Improvement of the hypothesis requires the following questions:

- Why is death by predation more natural or "fit" than death by starvation?
- How does one determine when an ecosystem is "balanced"?
- Do populations really only grow to the point of die-off? What evidence is there for this statement?

What is your opinion of the balance of nature hypothesis? What do the deer on the island tell us? Write off, or describe your answer to the question "What do you know?"

Data,
Graphing and,
Analysis

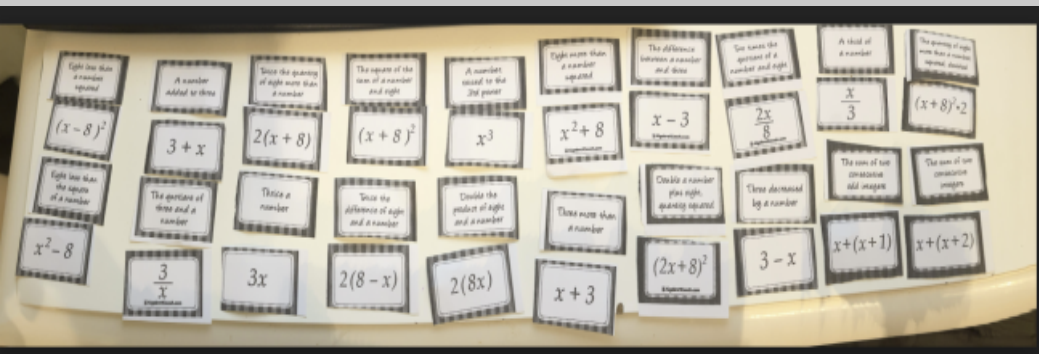
The screenshot shows the YouTube Studio interface for the channel 'Science with Char'. The channel content section is visible, listing several videos:

- Wakthrough F = ma** (4:20)
- Scientific Notation (basic to and from)** (8:43)
- Equation for Acceleration** (7:52)
- Equations for Speed and Velocity** (9:20)

Video Lesson
Science with Char
(YouTube Channel)

Mrs. Browning AMI 2/23 to 2/25: 7th Grade Math & 7th Grade ACC Math

Students in 7th Grade ACC math are Translating Algebraic Expressions. We used a card sort activity where students matched word expressions to the appropriate algebraic expression. An example of a student's work is shown below.

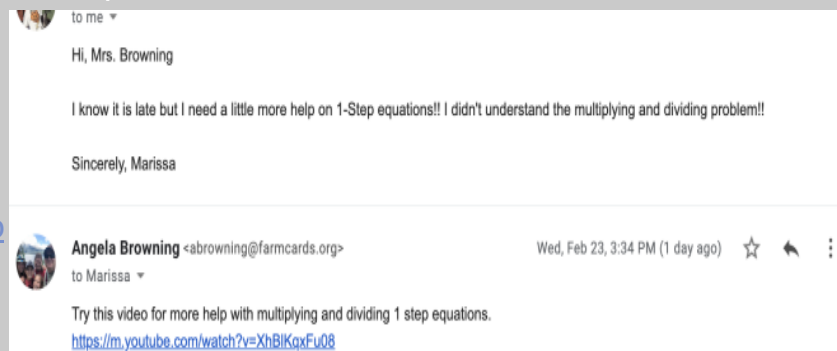


We concluded the lesson with a google form https://docs.google.com/forms/d/e/1FAIpQLSeBVwfyWsD9TQYCbzsb17xAhIJXvIBWrp7syrMUUv3hQBgeDQ/viewform?usp=sf_link as an exit ticket to gather data on the lesson.

Students in 7th Grade Math are solving 1-step equations with integers. We used an Edpuzzle video lesson

<https://edpuzzle.com/media/62163d62eb433943036a8dc8> with notes and practice problems students completed with the video in their interactive notebooks. As an interactive assignment, students complete a Kahoot assignment

https://kahoot.it/challenge/07371475?challenge-id=e6bf775a-cfce-442a-a89a-1fa6cbfba11c_1645737764834 where they compete with their classmates. As students asked questions, additional assistance was provided as shown in the email conversation



English Language Arts: 9th-Grade

Mrs. Schurtz and Mrs. Turner

Tuesday - Students finished reading Part 2 of Homer's "The Odyssey" in person this week. **Comprehension and extension activities were assigned during AMI to deepen understanding of this section of the text.**

Wednesday (AMI) - Students digitally created trading cards with characterization information over the monsters of "The Odyssey," using cited quotations to support their descriptions.

Thursday & Friday (AMI) - Students read a [nonfiction article over the myth of the two monsters, Scylla and Charybdis](#) then take a quiz over its main ideas and supporting details. Also, students are assigned practice in identifying the main ideas from unknown passages in IXL.

Technology Utilized: Google Classroom, Kami, IXL, & Whooo's Reading

Feb 24, 2:54 pm 4/4

A Summary and Analysis of the Myth of Scylla and Charybdis Edit Feedback Analysis

One short fact from this text is Scylla was a monster with six dog heads but a body of a woman.

Another fact from this text is Scylla was transformed into the sea monster because of Circe placing herbs in the fountain where she bathed.

What did you like and not like about the end of the text? Use evidence from the text to be specific.

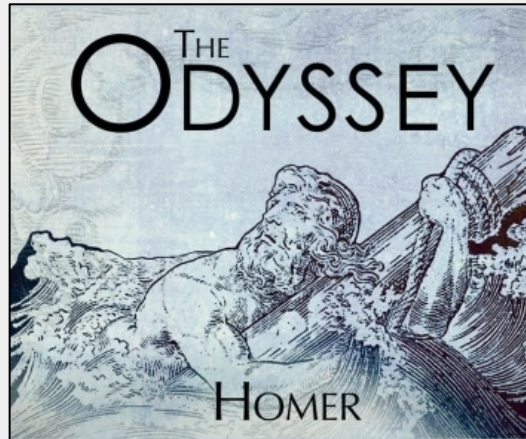
What I liked about the end of the text was I liked the beliefs of how Scylla was transformed into the creature is currently most about this short story. They may be a little cliché but nonetheless enjoyable.

What I did not like about the end of the text was There wasn't anything I didn't enjoy about this text. These topics are rather easily entertaining to me, so there isn't anything I could find that I didn't like.

Details from the text that support my opinions are "To get her love-rival out of the picture, Circe placed some magic herbs in the fountain where Scylla bathed, and Scylla was transformed into a sea monster, with the six dogs' heads immediately sprouting from her lower body," (Article 17). This theory is cliché sounding, but it is still entertaining nonetheless. "In other versions, it is Poseidon, whose advantages were spurned by Scylla, who gave her the dogs' heads and turned her into a monster," (Article 1). To me, this theory is more interesting. The love-rival theory is just too practical which is why I think this theory is a lot more interesting.

How would you summarize what you read, without your own opinions, to someone who hasn't read it?

I would objectively summarize this text by saying The major points of this text is descriptions and backstories behind the characters' Scylla and Charybdis. It also mentions how they manage to capture passing sailors. The text also touches on topics regarding Greek mythology in general, as well as analysis of the myth of Scylla and Charybdis. "Zeus punished her for this act of theft by smiting her with a thunderbolt; Charybdis fell into the sea and became a monster," (Article 2). The article also mentions some of the versions of the Charybdis myth of how she became to be. "Scylla was a monster with six heads; specifically, she had the body of a woman but with six dogs' heads. However, these heads weren't in the usual place you might expect heads to be: they hung somewhere around the lower part of her body, at least according to many depictions and accounts," (Article 1). This section of the article describes how Scylla looks in detail. The article talks mainly about the theories of how the two women developed into the creatures they are currently as well as the descriptions of their looks.



LOTUS EATERS Speed: <u>Very fast</u>	POLYPHEMUS Speed: <u>Very fast</u>
THE SIRENS Speed: <u>★★★★★</u> Strength: <u>★★★★★</u> Intelligence: <u>★★★★★</u> Special Power: <u>Lure men (mostly sailors) by an enchanting song to die.</u>	SCYLLA Speed: <u>★★★★★</u> Strength: <u>★★★★★</u> Intelligence: <u>★★★★★</u> Special Power: <u>Works with Charybdis in trying to lure and kill sailors and has many sharp teeth to help the killing.</u>
Physical Description: <u>People, mostly women, with wings and a bird-like figure.</u>	Physical Description: <u>Immortal monster with tentacled arms, six heads, and three rows of teeth in their six mouths.</u>
Role in the Odyssey: <u>Trying to kill Odysseus and his men with a beautiful song.</u>	Role in the Odyssey: <u>Eating and killing Odysseus's men from his ship.</u>
Quote: <u>"Sirens weaving a haunting song over the sea we are to shun." (Homer 2).</u>	Quote: <u>"Then Scylla made her strike, whisking six of my best men from the ship." (Homer 5).</u>

Student Work

8th grade Pre-algebra- Jones

EXAMPLE

This is an example of how to do the assignment. Solve it the problem yourself then find the other student's mistake.

It will help to solve the problem yourself first, AND THEN try and find their mistake.

$$\begin{aligned}\frac{1}{4}(40 - 8x) &= 19x + 2 - 5x \\ 10 - 2x &= 14x + 2 - 5x \\ 10 - 2x &= 9x + 2 \\ 10 &= 11x + 2 \\ 8 &= 11x \\ x &= \frac{8}{11}\end{aligned}$$

$$\begin{aligned}\frac{1}{4}(40 - 8x) &= 19x + 2 - 5x \\ 10 - 2x &= 19x + 2 - 5x \\ 10 - 2x + 2 &= 19x + 2 - 5x + 2 \\ 12 - 2x &= 14x + 2 \\ 12 &= 16x + 2 \\ 10 &= 16x \\ \frac{10}{16} &= \frac{16x}{16} \\ \frac{5}{8} &= x\end{aligned}$$

EXAMPLE RESPONSE:

This student was correct till they got to $10 = 16x + 2$

They **ADDED 2** to each side and they should have **SUBTRACTED**. They got 12 where they should have got 8.

Correct Answer:

$$x = \frac{8}{11}$$

Back

Next

Clear form

Students are solving equations with variables on both sides of the equal sign.

Students are showing mastery by finding mistakes of others.

$$-5x - 16 = 9x + x - 1$$

$$-5x - 16 = 8x - 1$$

$$-16 = 13x - 1$$

$$-15 = 13x$$

$$x = -\frac{15}{13}$$

This person subtracted x from $9x$ instead of added.

What should the correct answer be? *

$$x = -1$$

$$-5x + 12 - 7x = -3(5x + 8)$$

$$-5x + 12 - 7x = -15x + 24$$

$$-12x + 12 = -15x + 24$$

$$-12x + 12 = -15x + 24$$

$$3x + 12 = 24$$

$$3x = 12$$

$$x = 4$$

when they multiplied -3 times 8 they got positive 24 instead of -24

7th Grade Science Mrs. Noggle

Environmental impacts of Feeding the World

Ongoing Research & Data Collection-

- Importance of Agriculture
- Negative impacts of food production
- Benefits of Sustainable Agriculture
- Engineering Ideas in food production for reduction of GHG emissions

Resources

<https://www.nationalgeographic.com/environment/article/dead-zones>

<https://www.youtube.com/watch?v=Fv8xGzVtUBM>

<https://www.calacademy.org/educators/lesson-plans/exploring-the-impacts-of-feeding-the-world>

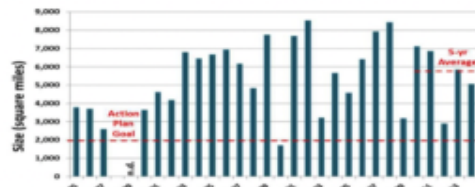
Google Doc-Collection of research

Google Form-CFA

Google Slides Presentation

Dead zone poster project

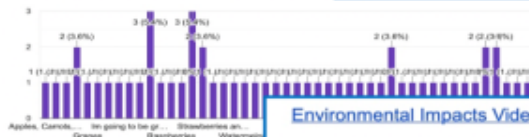
My group had the solution part of the project. One idea was conservation tillage. This is simply just reducing how often a field is tilled. Reducing this causes less run off into water streams putting less harmful chemicals into the water. While it sounds good on paper it comes with some consequences like it will cost more because you have to buy better soil to keep the crops going while not being tilled for a while.



Questions Responses 13 Set

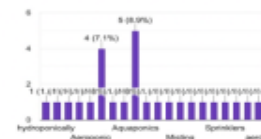
What produce (fruit/vegetable) are you growing?

16 responses:



What type of water system are you using?

16 responses:



Environmental Impacts Video Link


After watching the video above, answer the questions below in complete sentences with detail and thought behind it. You may also research on the internet to provide more information to the questions.

1. Why might feeding the global population be different now than it was 50 years ago? It would be different because now people eat a lot more food but 50 years ago people ate less food. Also it doesn't help that we are destroying the environment making it even harder for farmers to grow food.
2. How is food production related to environmental change and habitat loss? From agriculture and croplands. And croplands alone take up as much land as South America, and they are destroying forest to make room for more land for crops to be planted.
3. What is the difference between the amount of land needed to feed the average American, versus the diet of people living in other countries? The land to feed an average American is 2,300 sq. meters which is equivalent to 5 nba basketball courts. But the people that live in other countries on a diet eat around 3 nba basketball courts, and that is 40% less than Americans.

Ms. Locke
7th-9th
EAST

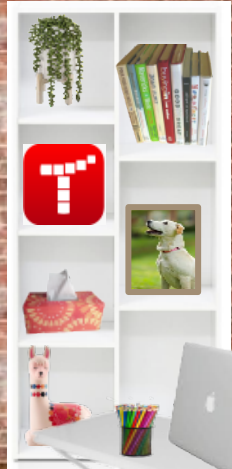


Check Here



Choose here and here

	Pick 2 from this column	Pick 2 from this column	Pick 1 from this column
Digital Choice Board EAST © 2018 Permission Required Digital Assets	Photo Journal	Plan & Submit a Newsletter	Design a Website
	Animated Playlist	Global Fiction Book	Plan & Execute an Event
	Final Ad	Stake to an area	Build Healthy Digital Habits
	Values Board	Create a Football Schedule	Create a Blog
Digital Choice Board EAST © 2017 Permission Required Digital Assets	CHOICE 1 Create a Story in Google Forms	CHOICE 2 Write an E-Book Adventure Story	CHOICE 3 Design a Project for a Project Day
	CHOICE 4 Analyze Text in Google Docs	START HERE Final Project	CHOICE 5 Create a Guide to an Area
	CHOICE 6 Organize Group Projects in Google Sheets	CHOICE 7 Build Your Online Business	CHOICE 8 Start a Business



Ms. Doss 7,8,9 Resource English

<https://docs.google.com/forms/d/1x7j2sTCC7SQT8AzKrPqnXnaaOYkHcT2jrsTYyJVX7IM/edit>

This is a multi-grade class with students performing at a wide range of levels. The assignments are provided with that in mind and are modified appropriately. Assignments are on google classroom. Students can email me or request a zoom or google meet if they need additional support.

We are writing a short persuasive paragraph with a focus on writing complete sentences and using correct punctuation. The main assignment for the day is a google form with a reading passage and questions on the passage. Students are provided with a link to a recording of the passage for ones needing it read aloud.

Writing Prompt Comprehension Questions



What is your favorite season and why? Write 5 sentences explaining your choice. Be sure to write complete sentences and use correct punctuation. (Pick winter, fall, spring, or summer.)

SNOWMEN Reading Passage



Many people build snowmen in the winter. Most snowmen are about the height of a human, but some individuals have made giant snowmen, breaking world records.

The largest snowman in the world was built in 2008 in Maine. This snow-woman was over 122 feet tall. The snow-woman was built to honor a United States senator who represented Maine. Her name was Olympia Snowe.

The previous record was set in 1995. The snowman was also built in Maine. This snowman was over 83 feet tall and weighed over 1,000,000 pounds.

Although they haven't set a record, people in Anchorage, Alaska gather to build a giant snowman every winter. The snowman's name is Snowzilla.

Reading Passage and

You can also listen to a recording of the story here.
<https://mote.fm/g2w7f6x>

Your answer _____

What is one thing that people like to do in the winter? * 1 point

Your answer _____

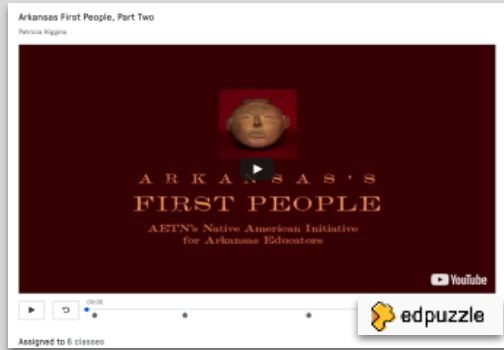
When was the largest snowman built? * 1 point

Your answer _____

Where were the largest snowmen in the world built? * 1 point

Your answer _____

Mrs. Higgins 8th Grade Arkansas History



As an introduction to our European Explorers unit, students are completing an Edpuzzle over Arkansas's First People by AETN. Students will learn about the Caddo, Quapaw, and Osage tribes, assessing their learning along the way through popup questions within the video.

10:07 **Arkansas**
Which Spanish explorer encountered Native Americans along the St. Francis River?
• Hernand de Soto
• Hernan de Turis
✓ Hernando de Soto
• Christopher Columbus

10:08 **Arkansas**
Which tribe occupied territory in Southwestern Arkansas, northeastern Texas, and Southeastern Oklahoma before European settlement began?
• Choctaw
✓ Caddo
• Cherokee
• Chickasaw

10:09 **Arkansas**
Which tribe claimed Northeast Arkansas as their territory, hunting and camping across the Ozark Plateau?
• Caddo
• Chickasaw
✓ Choctaw
• Cherokee

10:10 **Arkansas**
Which tribe occupied lands along the Mississippi River in the Delta region?
• Choctaw
✓ Chickasaw
• Cherokee
• Caddo

10:11 **Arkansas**
The Chickasaw were almost completely wiped out by disease in the early 1800s and were pushed off their land in the early 1820s.
✓ True
• False

edpuzzle

Assignment Friday, February 25th

Instructions (optional)
Complete the Edpuzzle, Arkansas First Peoples, Part 2

If you are not able to complete the Edpuzzle, research and write a 350 word essay on the Quapaw, Caddo, and Osage tribes.

For: All students

Points: Ungraded

Due: Fri, Feb 25

Topic: Arkansas First Peoples and Explorers

Rubric

edpuzzle

Differentiated assignment with accommodation for students, who have slow internet connection

This lesson will tie into future instruction as we continue our unit by examining French exploration and its effect on native peoples, including the establishment of Arkansas Post.