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| Science 7 Unit Overview – Ecosystems | | | | | |
| Unit Name: | | Ecosystems | | | |
| Duration: | | 3.5 Weeks | | | |
| IRP Standards: | | -Analyze the roles of organisms as part of interconnected food webs, populations, communities, and ecosystems  -Assess survival needs and interactions between organisms and the environment | | | |
| Assessment Strategies | | -Mini Assignment see appendix A for details  -Chapter 1 quiz | | | |
| Materials | | B.C. Science Probe 7 Chapter 1 | | | |
| LESSON | **OBJECTIVE** | | | **ACTIVITIES** |
| What is an Ecosystem | Ss will identify what is an ecosystem and identify the living and non -living aspects of the environment | | Give worksheet on ecosystems to students for them to work on (without use of previous notes or text book)  Direct teach ecosystems layers  Allow students to complete or correct their worksheet and do activities in the book | |
| Ecosystems within Ecosystems | Ss will identify ecosystems within ecosystems in their environment | | Answer questions relating to the ecosystems lesson  Give worksheet on ecosystems within ecosystems to students for them to work on (without use of previous notes or text book)  Direct teach ecosystems within ecosystems  Allow students to complete or correct their worksheet and do activities in the book | |
| The Needs of Living Things | Ss will recognize what are the needs of living things | | Answer questions relating to the ecosystems within ecosystems lesson  Give worksheet on the needs of living things to students for them to work on (without use of previous notes or text book)  Direct teach the needs of living things  Allow students to complete or correct their worksheet and do activities in the book | |
| The interactions of Living Things in Ecosystems | Ss will identify many different ways living things interact | | “Answer questions relating to the needs of living things  Give worksheet on the ways living things interact to students for them to work on (without use of previous notes or text book)  Direct teach the ways living things interact  Allow students to complete or correct their worksheet and do activities in the book | |
| Review Chapter 1 | Ss will review the topics covered in this unit | | “Answer questions relating to the ways living things interact  Students will mind map on a blank sheet paper all the things they learned in this chapter without the use of the textbook or worksheets  Group together the mind map suing the entire classes ideas | |
| Assignment | See Appendix A | | See Appendix A | |
| Test | Test | | Chapter 1 Test | |

# Appendix A - The Assignment as Posted on the Wikipage

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| Human and Animal Use of the Enviornment  Due: Tuesday, September 25rd  Assignment: What would you like to create? Do you want to create a diorama? A poster? How about create a demonstration? Would building a website be more of your thing?  Please choose any organism of your choice. You are to create something beautiful! However, you must also add information that would show:  a) What is the organism's habitat (please artistically create the habitat) and what are the important living and non-living things that are a part of it's habitat  b) Discuss if it is endangered or going to be extinct.  c) What it's distribution is around the world (this could be a picture)  d) What are the limiting factors that prevent it from living in more places) What are some of the interactions it has with it's community (is it a predator or prey and how does it compete)  This will be out of 5 marks.     |  |  |  |  |  | | --- | --- | --- | --- | --- | |  | Unsatisfactory  1 mark | Satisfactory  2 marks | Good  3 marks | Excellent  4 marks | | Required Information and all instructions followed | Only one or two requirements | 3 or 4 requirements | 5 or 6 requirements | All requirements | | Appropriate detail and depth of knowledge | some details of the topic provided | either too much or too little detail | depth of content is appropriate for the audience | appropriate depth makes the presentation memorable | | Organization of presentation | ideas presented in no particular order | most ideas‘flow’from one to another | ideas are presented logically | presentation leads the audience to a thorough understanding | | Visual impact | few images provided and explanations are sketchy | poster has images, colour and some explanation | images and explanations are related and easy to see | explanations well supported by images ‐ poster captures attention of audience | | Creativity in poster and presentation | little imagination throughout the presentation | examples used explain the topic poorly | examples or extensions relate well to the topic | examples and extensions are exceptionally relevant | |