**ECOLOGY VOCAB (Part 1)**

* **Definition should be your interpretation not copy and paste from a textbook, website or any other reference.**

|  |  |
| --- | --- |
| Vocabulary | Definition |
| Food Web |  |
| Food Chain |  |
| Biodiversity |  |
| \*Biome |  |
| \*Carnivore |  |
| \*Herbivore |  |
| \*Omnivore |  |
| \*Habitat |  |
| \*Predation |  |



**ECOLOGY VOCAB (Part 2)**

* **Definition should be your interpretation not copy and paste from a textbook, website or any other reference.**

|  |  |
| --- | --- |
| Vocabulary | Definition |
| Energy Pyramid |  |
| Trophic Level |  |
| Phototroph |  |
| Autotroph |  |
| Heterotroph |  |
| Producer |  |
| Consumer |  |
| Difference between 1st & 2nd Consumer |  |
|  |  |
|  |  |
|  |  |

Food Web Project

Instructions: Please follow these directions carefully to complete your project

1. Without looking, pick 15 pieces of paper from the envelope.
2. Lay them out on a poster
3. Make a DRAFT food web of the animals, insects and plants on the poster. You may use your phones, computer or textbook to look up information to help you construct your food web.

* You can add more animals, insects or plants to make the food web work, but you must use the 15 you selected.

1. Once your group finishes the draft, raise your hands and your teacher will come around to check your work.
2. When your group gets the go ahead, pick up one more poster at the front of the classroom.
3. Transfer your simplified Food Web to that poster.
4. Draw and color at least 6 or 7 organisms out of the 15 you chose earlier.
5. Next, answer the questions provided in the packet. After your group finishes the questions (everybody should complete the questions), please raise your hands and I will come by and check.
6. Afterwards, write down the answers to the questions on the back of the poster you used for the draft. However, you must use complete sentences.
7. Fill out the Ecology Vocabulary (Part 1) & label your Food Web.

REFER TO THE RUBRIC FOR FURTHER INSTRUCTIONS

**FOOD WEB Project Questions**

1. Based on the animals, insects and plants you chose, what biome were you given? Circle the best answer choice
2. Rainforest
3. Tundra
4. Taiga
5. Desert
6. Grassland
7. Temperate Forest
8. Oceans
9. Wetland/Swamp
10. What are some adaptations the animals have to survive this particular biome/ecosystem?
11. Where in the world is it located?
12. What is the climate like?
13. Create a Food Chain from your groups Food Web?
14. List 5 Interesting Facts about your biome.



1. If human beings were added to your group’s food web, how would your food web change? Draw a hypothetical Food Web including a human being.
2. List 3 human activities that can affect the biosphere or biome.



1. Difference between renewable and non- renewable resources.
2. List 2 human activities that affect the land resources, and explain the changes that can result.



1. List 2 human activities that affect air resources, and explain the changes that can result.



1. List 2 human activities that can affect water resources and explain the changes that can result.



1. Find an article or current event related to human activity/pollution that affected your biome/ecosystem.

**RUBRIC- Food Web**

**(TEACHER COPY)**

|  |  |  |
| --- | --- | --- |
| Criteria | Points | Notes |
| **Mechanics :** |  |  |
| Spelling, correct grammar and written in complete sentences |  |  |
| **Content:** |  |  |
| The project is well researched and well understood by the student. |  |  |
| Every group member is competent about the material and completes the worksheets provided. |  |  |
| 5 interesting facts about the biome were thoughtful and complex. |  |  |
| Food Web organisms are correctly labeled carnivore, herbivore and omnivore. Easy to read |  |  |
| Current event article is relevant and group members demonstrate comprehensive knowledge about the event |  |  |
| **Organization/Visuals:** |  |  |
| The posters are neat, well organized and visually appealing. |  |  |
| Shows creativity |  |  |
| **Presentation:** |  |  |
| Students present with confidence, speak well and clearly and maintain excellent engagement |  |  |
| Group members share speaking responsibilities |  |  |

Total Pts. = /50

**Peer**

**Evaluation**

**Team Member Evaluated: \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_**

|  |  |  |  |  |
| --- | --- | --- | --- | --- |
|  | 4 | 3 | 2 | 1 |
| Participation | Consistently participates in group work | Participates in group work most of the time | Participates in group work some of the time | does not participate in group work |
| Role Performance | Effectively performs assigned role within the group | Adequately performs assigned role on a consistent basis | Adequately performs assigned role some of the time | Does not perform assigned role within the group |
| Collaboration | Consistently works toward team goals | Works toward team goals most of the time | Works toward team goals all of the time | Does not work towards team goals |
| Cooperation | Interacts well within the group and respects other group members | Interacts adequately within the group and respects other group members | Interacts adequately within the groups but does not respect others | Does not cooperate with other group members |
| Professionalism | Is professional. They were positive, appropriate and kind | Is professional most of the time. | Is professional some of the time. They weren’t positive, appropriate or kind | Is unprofessional. They were negative, crude or unkind. |
| Comments |  | | | |

**Team Member Evaluated: \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_**

|  |  |  |  |  |
| --- | --- | --- | --- | --- |
|  | 4 | 3 | 2 | 1 |
| Participation | Consistently participates in group work | Participates in group work most of the time | Participates in group work some of the time | does not participate in group work |
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| Collaboration | Consistently works toward team goals | Works toward team goals most of the time | Works toward team goals all of the time | Does not work towards team goals |
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| Professionalism | Is professional. They were positive, appropriate and kind | Is professional most of the time. | Is professional some of the time. They weren’t positive, appropriate or kind | Is unprofessional. They were negative, crude or unkind. |
| Comments |  | | | |

**Self Evaluation RUBRIC**

|  |  |  |
| --- | --- | --- |
| Criteria | Points | Notes |
| **Mechanics :** |  |  |
| Spelling, correct grammar and written in complete sentences |  |  |
| **Content:** |  |  |
| The project is well researched and well understood by the student. |  |  |
| Every group member is competent about the material and completes the worksheets provided. |  |  |
| 5 interesting facts about the biome were thoughtful and complex. |  |  |
| Food Web organisms are correctly labeled carnivore, herbivore and omnivore. Easy to read |  |  |
| Current event article is relevant and group members demonstrate comprehensive knowledge about the event |  |  |
| **Organization/Visuals:** |  |  |
| The posters are neat, well organized and visually appealing. |  |  |
| Shows creativity |  |  |
| **Presentation:** |  |  |
| Students present with confidence, speak well and clearly and maintain excellent engagement |  |  |
| Group members share speaking responsibilities |  |  |

Total Pts. = /50