

Name: _____

Class Period: _____

Ecology (Biomes)

Start Date: May 3rd, 2017

End Date: May 9th, 2017

<p>DOK 1- Beginning Begin here if Pre-Assessment score is 79 or below.</p>	<p>DOK 2- Developing Begin here if Pre-Assessment score is 80 -99.</p>	<p>DOK 3- Proficient Begin here if Pre-Assessment score is 100.</p>	<p>DOK 4- Distinguished</p>
<p>Pre-Assessment (Place score at the bottom of the sheet) Student notes for DOK 1: <i>Complete Must Do and then select any one of the choices. Be sure you take the vocabulary assessment and then conference with teacher before moving on to DOK 2.</i></p> <p>MUST DO: Flashcards for Interactions of Life (Share with Teacher) OR Vocabulary Foldable or TIP Chart terrestrial biomes, temperate deciduous forest, tropical rain forest, grassland, savannah, desert, taiga, tundra, mountain, aquatic communities, freshwater, estuaries, and marine</p> <p>Choices (Choose only one):(Pick sheet up from assignment location)</p>	<p>Must Do: North America Biome Map Activity. Read all directions, answer all questions on the sheet given. (Pick sheet up from assignment location) https://www.biologycorner.com//worksheets/biome_map.html</p> <p>Choices (Any one):</p> <ol style="list-style-type: none"> 1. Create a booklet about the 7 land biomes and 2 aquatic biomes 2. Write a story about a person living in a particular biome 3. Create a comic strip (min. 5 boxes) including plant life, soil type, temperature (highs and lows) for various seasons, and at least 2 interesting facts. 4. Create your own assignment related to location, plant/animal life, temperature, precipitation amounts and soil conditions within the 7 land biomes and 2 aquatic biomes. MUST be teacher approved. <p>** All work needs to include in descriptions temperature, rainfall, vegetation/plants and examples of wildlife</p>	<p>Choose A or B:(Pick sheet up from assignment location) A.Biome Group Project: https://www.biologycorner.com/projects/biome.html See teacher once your group is assembled to report the role of each member.</p> <p>B.Biomes <i>“Survivor”</i> Research Project You are flying in a plane, when suddenly the engine goes out! Luckily you keep calm as the plane goes spinning out of control. You eject just minutes before the plane goes crashing down and bursts into a ball of flame. You have no idea where you are, but thanks to science class, you are able to recognize your surroundings as one of the world’s biomes. You manage to survive three years before you are rescued by a group of travelers who come across your shelter. Your main objective is to explain how life would be if you were to live in a biome such as the arctic tundra or the tropical rainforest. How would you survive? What would you eat? Where would you live? What would you see? **Use informational worksheet to complete.</p>	<p>Choose A or B A. Research a biome and describe it then identify any threats that can harm your biome (and how it is affecting it, include what is being threatened (habitat, specific organisms), describe what could be done to avoid/stop this threat, something interesting about the threats in your biome, include pictures that represent the threats, What is the location and size of the</p>

<p>1. Biomes concept map. https://www.biologycorner.com/worksheets/biomes_concept_fill_in.html 2. Home, Home on the Biome</p> <p>**For websites and powerpoints go to teacher website, look in class folder and click link needed.</p>			<p>biome? Include the specific location (continents, countries, latitude, and general area. Also include plants and animals in your biome along with any food chains.</p> <p>B. Create your own assignment. MUST be teacher approved.</p>
<p>Vocabulary Quiz Score: _____</p>	<p>DOK2 Formative Assessment on Illuminate. See teacher for Access Code. Score: _____</p>	<p>DOK3 Formative Assessment on Illuminate. See teacher for Access Code. Score: _____</p>	<p>Formative Assessment: Same as Assignment Score: _____</p>

Pre-Assessment: _____

Post-Assessment: _____

Goal for Playlist: Level _____

Unit Competency: MS5 Life Science: Matter and Energy in Organisms and Ecosystems

Students will apply scientific and engineering practices to understand and analyze the characteristics, functions, and behavioral interactions within an ecosystem.

Unit GPS Standards: S7L4. Students will examine the dependence of organisms on one another and their environments.

e. Describe the characteristics of Earth’s major terrestrial biomes (i.e. tropical rain forest, savannah, temperate, desert, taiga, tundra, and mountain) and aquatic communities (i.e. freshwater, estuaries, and marine).

Performance Indicators: Create a tool to provide information of the characteristics of the Earth’s major terrestrial biomes.

Learning Targets:

- a. I can compare and contrast the Earth’s major terrestrial biomes and aquatic communities.
- b. I can identify adaptations of organisms in various biomes.

Video Link Resources:

<https://gpb.pbslearningmedia.org/resource/tdc02.sci.life.eco.arctic/arctic-tundra/#.WPDV1vn1DIU>

<https://gpb.pbslearningmedia.org/resource/nat15.sci.lisci.killer/killer-whales-and-the-changing-arctic/#.WPDWIPn1DIU>

Direct Instruction/Whole Class

1. Introduction to Biomes: <https://www.youtube.com/watch?v=hly0ZlyPPDg>
2. Habitats: <https://www.youtube.com/watch?v=Q5VI4V24eNI&index=4&list=PLpVSLnEyW17bKa2esIHEpr1YNkoQldBlc&t=1s>
3. Brainpop Video Ecosystems: <https://www.brainpop.com/science/ecologyandbehavior/ecosystems/>
4. Brainpop Video Land Biomes: <https://www.brainpop.com/science/ecologyandbehavior/landbiomes/>