**Project**: Remaining Ecosystems

**Goal** Students will research, prepare a webpage and present the remaining ecosystems of the San Francisco Bay Area.

Webpage: <http://zanniedallara.weebly.com/eco-remaining-ecosystems-webpage.html>

**Remaining Ecosystems**

|  |  |
| --- | --- |
| 1. Current:    * ~~The Estuary~~    * ~~Open Ocean~~ 2. Past Semester:    * ~~Freshwater - Watersheds~~    * ~~Redwood Community~~    * ~~Oak Woodlands – Kule Loklo/Point Reyes~~ | 1. Marine Ecosystem - Rocky Shoreline  * Ex: Duxbury Reef/Agate Beach  1. Marine Ecosystem -Sandy Beach  * EX: Muir Beach  1. Terrestrial Ecosystem - Chaparral  * EX: Marin Headlands/MMWD |

**Presentation Format**

1. Create a **Webpage**
   1. Weebly.com is free and easy
2. Prepare a **presentation** to the class.
3. Include a note guide **Note Guide for classmates.**

**Include**

**Benchmark#1**

1. Set up web page on Weebly (or other format, I can help you with Weebly)
2. Publish and send me a link

**Benchmark#2**

1. Research outline

**Benchmark#3** (Posted on webpage)

1. What is this ecosystem, how is it characterized
2. Functions (why it is needed – *think fresh water flood control and chemical processing*)
3. A local example

**Benchmark#4** (Posted on webpage)

1. Key ecosystem elements
   1. Diagram of layout
   2. Abiotic and biotic factors
   3. Key species (2 plants and 2 animals minimum)
   4. Include 1 Invasive Species and the role/damage it plays
   5. Adaptations that species have to the habitat

**Benchmark#5** (Posted on webpage)

1. Debbie downer
2. What people are doing to help
3. References

**Benchmark#6**

1. Be ready for mock presentations and peer edit

**Benchmark#7**

1. Note Guide prepared (uses Cloze note format, or other note taking guide)
2. Printed out

**Benchmark#8**

1. Present (20-30minutes)

**Extra Credit:** Come up with a **lab** to explore ecosystem in class

**Rubric**

|  |  |
| --- | --- |
| Topic: | Group Members: |

|  |  |  |  |  |  |  |
| --- | --- | --- | --- | --- | --- | --- |
| CATEGORY | | Comment | **A** | **B** | **C** | **D/F** |
| **Webpage** | **/10** | | Each section in the Fact Sheet has a clear beginning, middle, and end.  All facts in the Fact Sheet are accurate.  Attractive formatting and well-organized information  Pictures to support content | | | |
| **Benchmark #3** | **/10** | | **Benchmark#3**   * 1. What is this ecosystem, how is it characterized   2. Functions (why it is needed)   3. A local example | | | |
| **Benchmark #4** | **/10** | | **Benchmark#4**   * 1. Key ecosystem elements   2. Diagram of layout   3. Abiotic and biotic factors   4. Key species * 2 plants and 2 animals minimum   + Include 1 Invasive Species and the role/damage it plays   + Adaptations that species have to the habitat | | | |
| **Benchmark #5** | **/10** | | **Benchmark#5**   * 1. Debbie downer   2. What people are doing to help | | | |
| **Notes and Note guide** | **/10** | | Printed before class  Uses cloze note format, or other easy to use format  Well thought out  Covers all content | | | |
| **Presentation** | **/10** | | 20-30mins  Prepared  Each student knows their own section  Professional  Eye contact (not reading)  Use of visuals to support information | | | |
| **Ref** | **/5** | | Careful and accurate records are kept to document the source of the facts and graphics in the webpage | | | |
| **Rough Draft** | **/15** | | On time + Complete + Showing effort in every area | | | |
| \_\_\_\_\_/80  A=80-72 B=71-64 C=63-56 D and Below=55⇓ | | | | | | |