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| EALR 4: Life ScienceBig Idea: EcosystemsEssential Question: *How does energy flow through ecosystems?* |
| **Content Standard** | **Performance Expectations:****Learning Targets:** | **Covered** | **How well do I know this?**  |
| **4** | **3** | **2** | **1** |
| 6-8 LS2A | Explain that an ecosystem is a defined area that contains populations of organisms and abiotic factors. |  |  |  |  |  |
|  | Give examples of local ecosystems and describe their boundaries and contents. |  |  |  |  |  |
| 6-8 LS2B | Analyze the flow of energy in a local ecosystem. |  |  |  |  |  |
|  | Draw a labeled food web showing the relationships among the populations. |  |  |  |  |  |
| 6-8 LS 2C | Explain how energy from the sun is transformed through photosynthesis to produce chemical energy in food. |  |  |  |  |  |
|  | Explain that plants are the only organisms that make food. |  |  |  |  |  |
|  | Understand that animals can not survive without plants. |  |  |  |  |  |
| 6-8 LS2D | Predict what could happen to an ecosystem if non-living (abiotic)factors change |  |  |  |  |  |
|  | Predict what would happen t an ecosystem if one or more populations are added or removed. |  |  |  |  |  |
| 6-8 LS2E | Investigate a local environmental issue. Define the problem , research causes, evaluate solutions. |  |  |  |  |  |
|  | Identify resources that reduce the capacity of an ecosystem to support various populations (Limiting factors) |  |  |  |  |  |
| EALR 1: SystemsBig Idea: Inputs and outputs, Boundaries and Flows (with specific emphasis on…) |
| 6-8 SYSB | Explain how boundaries of a system can be drawn to fit the purposes of a study. |  |  |  |  |  |
| 6-8 SYSF | Given a complex societal issue describe the issue from a systems point of view. How changes in one part of the system are likely to change the other. |  |  |  |  |  |
| EALR 2: InquiryBig Idea: Questioning and investigating (with specific emphasis on …) |
| 6-8 INQB | Plan and conduct a scientific field study that is appropriate for the question. |  |  |  |  |  |
|  | Work collaboratively with other students to carry out the investigation |  |  |  |  |  |
| 6-8 INQG | Prepare a written report of an investigation |  |  |  |  |  |