

Unit 1 Sustainable Ecosystems

BIG IDEAS

- Ecosystems are dynamic and have the ability to respond to change, within limits, while maintaining their ecological balance.
- People have the responsibility to regulate their impact on the sustainability of ecosystems in order to preserve them for future generations.

Sustainable Ecosystems:

Overall Expectations

- E1** assess the impact of human activities on the sustainability of terrestrial and/or aquatic ecosystems, and evaluate the effectiveness of courses of action intended to remedy or mitigate negative impacts;
- E2** investigate factors related to human activity that affect terrestrial and aquatic ecosystems, and explain how they affect the sustainability of these ecosystems;
- E3** demonstrate an understanding of the dynamic nature of ecosystems, particularly in terms of ecological balance and the impact of human activity on the sustainability of terrestrial and aquatic ecosystems.

Materials

Please see page XX for a list of the materials required for this unit and other units.

In this unit, students will learn how sustainable ecosystems endure and support the organisms that live within them. They will learn that human activities can alter the nutrient balance within an ecosystem. Students will use and define the terms “trophic level,” “bioaccumulation,” “cellular respiration,” and “photosynthesis.”

Students will also understand that populations become limited when resources are limited, and that each species occupies an ecological niche defined by abiotic and biotic components. They will investigate how humans have broadened their ecological niche and altered their ecosystems, to increase their carrying capacity. Students will use the terms *predation*, *competition*, *mutualism*, and *parasitism*.

Finally, students will explore biodiversity. Threats to biodiversity include habitat loss, introduction of alien species, overexploitation, and breaking the connectivity among ecosystems. Students will learn about bio remediation and bioaugmentation, and how restoration techniques can offset damage to an ecosystem.

English language learners may benefit from a preview of the key ideas and vocabulary of the unit, in which you develop a simple concept map relating all three chapter topics to the idea of sustainable ecosystems. Use the map to introduce and define the terms *cycle*, *chain*, *ecosystem*, *abiotic*, *biotic*, *sustainability*, *organism*, *population*, *species*, *biodiversity*, and *resources*, and return to the map throughout the unit to introduce and reinforce key terms and to help students connect new understandings to prior knowledge. Include examples and non-examples in the concept map.

Using the Unit Opener (Student textbook page 1)

- Check what students know and believe already about sustainable ecosystems using BLM 1-1, Unit 1 Anticipation Guide. Then, when you have completed the unit, check again and have students reflect on how and why their understandings and attitudes may have changed.
- ELL** The forest ecosystem is very familiar to Canadian students but may be unfamiliar to English language learners. Discuss the names and characteristics of common forest animals and plants. This activity could be done in partners or small groups.
- ELL** Ask spatial learners to draw some of the animal warning road signs they have seen either in the local area or in their travels. For example, students may have seen a duck-crossing or turtle-crossing sign if they were near a marsh. Students can use chart paper, mini white boards, or the front board to sketch their signs.
- ELL** For the benefit of linguistic and international learners, arrange students into groups of five or six. Have each group draw on a placemat spider map (see page 566 of the student textbook), the *habitat*, in other words, protecting animals from being hit by cars on highways. Assign one person in each group to ensure that everyone has a chance to contribute.

Assessment of Learning for Unit 1

Activity	Evidence of Learning	Interventions
Unit Issue Project	[what you would expect to see if the student “gets it” – point form] <TO COME>	[what you might do if a student does not show the evidence– interventions, reference to BLMs, etc.] <TO COME>
Unit Issue Analysis Project	<TO COME>	<TO COME>

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Clifford Lane



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