**MyEco Project**

***Designing Your Own Ecosystem Project***

You have learned about ecosystems and how organisms interact with one another. Your task is to design your own ecosystem. In teams\* of 4 – 5, you will create your own ecosystem complete with all the biotic and abiotic factors. Be creative. There are THREE PARTS TO THIS PROJECT. THE FINAL PRODUCT IS **DUE JANUARY 6th, 2014.** **Use class time WISELY**. Off task behavior will result in a lower grade!

**\*Be sure to get your team members’ CONTACT INFORMATION (email, phone number, address, username, etc.)**

**PART I – Prezi Presentation\*\* (Rough Draft MUST be finished on December 20th, 2013)**

<http://www.prezi.com>

Your Prezi presentation must have the following elements:

1. *EVERYONE* must have a “research notes” log that documents all the research. This “notes” log should have your sources on one side and the paraphrased information on the other. REFER TO THE “RESEARCH NOTES LOG TEMPLATE” on the next page.
2. Introduction to your Ecosystem (include name, possible location on Earth, and other unique characteristics)
3. Abiotic Factors
4. Biotic Factors
   1. Herbivores, omnivores, detritivores, decomposers, and carnivores (include a slide that explains cellular respiration)
   2. Producers (include a slide explaining photosynthesis)
5. Species Relationships
   1. Commensalism, mutualism, predation, parasitism, etc.
   2. Food webs/food chains
   3. Energy pyramid
6. Human Disruption of Ecosystem
   1. Discuss what human activities could disrupt the ecosystem. Specify how the activity disrupts the ecosystem and thoroughly explain the consequences.
7. Works Cited Page (MLA Format)

\*\*Reminder: everything must be written in your OWN WORDS. If you’re not sure how to do this, seek help from your English teacher or me after school. Plagiarism in any form will result in an automatic ZERO and other consequences (parent-teacher conference and/or referral to administrator.)

**PART II – Physical Model of Ecosystem** (Foundation MUST be finished by January 3rd)

* Create a physical model of your ecosystem using a variety of materials on the board provided. Be creative and as realistic as possible.
* You will probably need the following materials: glue, tape, construction paper, Legos, toy animals, rulers, scissors, markers, and etc. Feel free to use other materials that can enhance your physical model.

**PART III – Children’s Book (Ecology WebQuest)**

To complete this project, follow the directions on the website below. (If your group has 5 people, have two authors, instead of one. This will make more sense once you read the directions.)

<http://www.angelfire.com/planet/ecology7/index.html>

**GROUP ASSIGNMENTS**

**\*\*NO, YOU MAY NOT SWITCH GROUPS.** If someone is not doing their part of the project, let me know privately.

**Period 6**

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**PERIOD 10**

|  |  |  |  |  |
| --- | --- | --- | --- | --- |
| **Group 1** | **Group 2** | **Group 3** | **Group 4** | **Group 5** |
| Jose | Chiara | Carlos | Steven | E’mani |
| Nicole | Roxana | Suleiny | Melissa | Lenyi |
| Lovely | Alicia | Teresa | Nicholas | Ashaunti |
| Jessica | Jashawn | Sean | Indira | Lauryn |
|  |  |  |  | Zakeay |

**RESEARCH NOTES LOG**

|  |  |
| --- | --- |
| **SOURCE** | **NOTES** |
| **1. National Geographic -** <http://animals.nationalgeographic.com/animals/mammals/sea-otter/> | * Usually found in water, but sometimes goes to shore to sleep * Float in forests of kelp |
| 2. |  |
| 3. |  |

**PREZI RUBRIC**

|  |  |  |  |  |  |
| --- | --- | --- | --- | --- | --- |
| ***Criteria*** | | | | | Total Points |
|  | 1 | 2 | 3 | 4 |  |
| **Organization** | Audience cannot understand presentation because there is no sequence of info. | Audience has difficulty following presentation because student jumps around. | Info presented in logical sequence which audience can follow. | Info presented in logical, interesting sequence which audience can follow. |  |
| **Content Knowledge** | Student does not have grasp of info; presentation contains factual error or student cannot answer questions about subject. | Student is uncomfortable w/info and is able to answer only basic questions. | Student is at ease w/content and had no factual errors but doesn’t elaborate. | Student demonstrates full knowledge (more than required) by answering all class questions with explanations and elaboration. |  |
| **Required Elements** | Contains none or few of the required elements as described in the instructions. | Contains the some of the required elements but are missing 2-3 crucial elements as described in the instructions. | Contains MOST of the required elements as described in the instructions. | Contains ALL required elements as described in the instructions. |  |
| **Visuals** | No visuals used. | Occasional visuals that rarely support text and presentation. | Visual aids relate to the presentation. | Visual aids explain and reinforce the presentation. |  |
| **Mechanics** | Presentation had four or more spelling and/or grammatical errors. | Presentation had 3 misspellings and/or grammatical errors. | Presentation has no more than two misspellings and/or grammatical errors. | No misspellings, factual or grammatical errors. |  |
| **Delivery** | Student mumbles, incorrectly pronounces terms/speaks too quietly for back of class to hear. | Student incorrectly pronounces terms. Audience has difficulty hearing presentation. | Voice is clear and most words pronounced correctly. | Clear voice, correct pronunciation of all terms. |  |
| **Efficiency** | Uses very little to none of the class time efficiently is completely off task. | Uses some class time efficiently and is occasionally off task. | Uses most class time efficiently and is rarely off task. | Uses all class time efficiently and remains on task at all times. |  |
| **Research Notes** | Fails to paraphrase text correctly and does not properly cite sources. | Paraphrased some text sources correctly and does not properly cite most sources. | Paraphrased most text sources correctly and properly cites most sources. | Paraphrased all text sources correctly and properly cites the source. |  |
| General Comments: |  | | | | |