



Ecosystems



PowerPoint Presentation Rubric



You will be using the DiscoveryEd.com website and nwiseowl as your main researching resources so that you will be able to create a PowerPoint project for the Ecosystems science unit that we will be studying this quarter. Remember to use the key vocabulary terms for this science unit as much as possible when you take your research notes. Your PowerPoint will include images, diagrams that you'll need to label, and written summaries of many of the different ecosystem topics that we are studying. Please use this rubric as a guide when you are creating your research project. You may use your science notes about ecosystems, the DiscoveryEd.com website resources, nwiseowl.org, and any other teacher-approved materials from other websites on the Internet (BrainPop and Study Jams) to complete this reasearch-based project. Remember that you will be integrating information during your research and the information should be paraphrased **in your own words!**

Students must add more information than what is listed in each section of this rubric in order to earn a Level 4. **

Ecosystem Topics:	Level 1	Level 2	Level 3	Level 4
<p>1.) Terrestrial Ecosystems- *Explain the characteristics and types of terrestrial ecosystems (subsets of grasslands and forests). *Create a table that provides specific examples of plants and animals that live in each terrestrial ecosystem. Also, include specific locations of each ecosystem in your table. (Ex. Prairie grasslands are located in North Dakota)</p> <p>Due May 2, 2015 5.L.2.1</p>	<p>The student did not complete the requirements listed on the rubric or he/she completed a minimal amount of work for this portion of the rubric.</p>	<p>The student completed 1-2 of the required elements listed for this portion of the rubric and the information that he/she provided was somewhat incomplete.</p>	<p>The student completed 3-4 of the completed requirements for this portion of the rubric and wrote a complete description for each topic listed. The student has a clear understanding of this ecosystem topic and can articulate the ideas associated with this concept clearly.</p>	<p>The student completed all of the listed requirements for this portion of the rubric AND he/she added an additional piece of research, and an additional image, or an additional chart, graph, or table of information.</p>
<p>2.) Aquatic Ecosystems- *Explain the characteristics and types of aquatic ecosystems. (subsets of freshwater and saltwater) *Create a table that provides specific examples of plants and animals that live in each terrestrial ecosystem. Also, include specific locations of each ecosystem in your table.</p> <p>Due May 9, 2015 5.L.2.1</p>	<p>The student did not complete the requirements listed on the rubric or he/she completed a minimal amount of work for this portion of the rubric.</p>	<p>The student completed 1-2 of the required elements listed for this portion of the rubric and the information that he/she provided was somewhat incomplete.</p>	<p>The student completed 3-4 of the completed requirements for this portion of the rubric and wrote a complete description for each topic listed. The student has a clear understanding of this ecosystem topic and can articulate the ideas associated with this concept clearly.</p>	<p>The student completed all of the listed requirements for this portion of the rubric AND he/she added an additional piece of research, and an additional image, or an additional chart, graph, or table of information.</p>
<p>3.) Food Chains, Food Webs, & Energy Pyramids- * Include pictures of a food chain, a food web, and an energy pyramid. Explain how to read each one in a text box beside the picture. Which do you find most</p>	<p>The student did not complete the requirements listed on the rubric or he/she completed a minimal amount of work for this portion of the rubric.</p>	<p>The student completed 1-2 of the required elements listed for this portion of the rubric and the information that he/she provided was somewhat incomplete.</p>	<p>The student completed 3-4 of the completed requirements for this portion of the rubric and wrote a complete description for each topic listed. The student has a clear understanding of this ecosystem topic and can</p>	<p>The student completed all of the listed requirements for this portion of the rubric AND he/she added an additional piece of research, and an additional image, or an additional chart, graph, or table of information.</p>

Science Objectives: 5.L.2: 5.L.2.1, 5.L.2.2, 5.L.2.3

ELA Objectives: SL.5.2, SL.5.3, SL.5.4, SL.5.5, SL.5.6, W.5.6, W.5.7, W.5.8, W.5.10

<p>useful? * Include a video clip that explains how food chains work within an ecosystem. *Create a separate slide that explains the process of photosynthesis and include a diagram with labels.</p> <p>Due May 16, 2015 5.L.2.1</p>			<p>articulate the ideas associated with this concept clearly.</p>	
<p>4.) <u>Producers, Consumers, Decomposers-</u> *Compare the similarities and differences between each type of organism in an ecosystem. (producer, consumer, decomposer) *Describe how each of these organisms gets energy and how they are each useful to each other. * Include a picture of each type of organism and label it.</p> <p>Due May 23, 2015 5.L.2.2</p>	<p>The student did not complete the requirements listed on the rubric or he/she completed a minimal amount of work for this portion of the rubric.</p>	<p>The student completed 1-2 of the required elements listed for this portion of the rubric and the information that he/she provided was somewhat incomplete.</p>	<p>The student completed 3-4 of the completed requirements for this portion of the rubric and wrote a complete description for each topic listed. The student has a clear understanding of this ecosystem topic and can articulate the ideas associated with this concept clearly.</p>	<p>The student completed all of the listed requirements for this portion of the rubric <u>AND</u> he/she added an additional piece of research, and an additional image, or an additional chart, graph, or table of information.</p>
<p>5.) <u>Interconnected Relationships-</u> *Provide at least three examples of factors that impact multiple populations within an ecosystem using a cause/effect diagram. *List 10 ways that humans can reduce their impact on the environment.</p> <p>Due May 30, 2015 5.L.2.3</p>	<p>The student did not complete the requirements listed on the rubric or he/she completed a minimal amount of work for this portion of the rubric.</p>	<p>The student completed 1-2 of the required elements listed for this portion of the rubric and the information that he/she provided was somewhat incomplete.</p>	<p>The student completed 3-4 of the completed requirements for this portion of the rubric and wrote a complete description for each topic listed. The student has a clear understanding of this ecosystem topic and can articulate the ideas associated with this concept clearly.</p>	<p>The student completed all of the listed requirements for this portion of the rubric <u>AND</u> he/she added an additional piece of research, and an additional image, or an additional chart, graph, or table of information.</p>
<p>5.) <u>Works Cited-</u> Use the MLA format that we learned during Writing class to give credit to any sources you used during research.</p> <p>Due May 30, 2015</p>	<p>The student did not include a Works Cited slide.</p>	<p>The student listed resources, but not in MLA format on the Works Cited slide.</p>	<p>The student used the MLA format on the Works Cited slide.</p>	<p>The student used the MLA format on the Works Cited slide and it is evident that he/she used a variety of accurate and relevant sources.</p>

Additional Comments: