

Summative Task for Diversity of Living Things (Gr. 6)

Social Studies Overall Expectations:

- demonstrate an understanding of biodiversity, its contributions to the stability of natural systems, and its benefits to humans.
- investigate the characteristics of living things, and classify diverse organisms according to specific characteristics
- assess human impacts on biodiversity, and identify ways of preserving biodiversity

You are a famous reporter who has exposed a local issue related to biodiversity. Your colleagues have called upon you to report your discovery at "The Biodiversity Convention." You have been asked to identify and explain:

• The Local Issue

- Choose a local issue related to Biodiversity (Tell the Who, What, Where, When, Why, How)
- What ecosystem(s) will be affected?

• Points of View

- Consider the different points of view of the local issue:
 - How would **Individuals** be impacted by the local issue? (children, elderly people, parents, families)
 - How would **Society** (community members) be impacted by the local issue? (teachers, store owners, doctors, environmentalists, etc.)
 - How would the **Environment** be impacted by the local issue?
- * Consider the positive and negative aspects of the issue *

• Biodiversity

- Identify some of the organisms living in that ecosystem
- How do the organisms living in the ecosystem interact with each other and other ecosystems?
- Explain how the local issue affects Biodiversity (Threats to plants, animals etc.)
- Will any products that come from this ecosystem be affected?
- What problems will occur if biodiversity is diminished in this area?

• Plan of Action

- Create a plan of action to preserve biodiversity on the area
- Implement your plan or create local awareness (show proof)

Consider the following **vocabulary**: classification, biodiversity, natural community, interrelationships, vertebrate, invertebrate, stability, characteristics, and organism

Graphic Organizer DUE: _____

Final Product DUE: _____

Graphic Organizer for Diversity of Living Things Summative Task (Gr. 6)

The Local Issue	Choose a local issue related to Biodiversity. (Tell the Who, What, Where, When, Why, How)
	Who
	What
	Where
	When
	Why
	How
	What ecosystem(s) will be affected? Explain.

Points of View	How would Individuals be impacted by the local issue? (children, elderly people, parents, families) Positive Negative
	How would Society (community members) be impacted by the local issue? (teachers, store owners, doctors, environmentalists, etc.) Positive Negative
	How would the Environment be impacted by the local issue? Positive Negative
Biodiversity	Identify some of the organisms living in that ecosystem How do the organisms living in the ecosystem interact with each other and other ecosystems? Explain how the local issue affects Biodiversity (Threats to plants, animals etc.)

	<p>Will any products that come from this ecosystem be affected?</p> <p>What problems will occur If biodiversity is diminished in this area?</p>
<p>Plan of Action (Show proof)</p>	<p>Create a plan of action to preserve biodiversity on the area</p> <p>Implement your plan or create local awareness</p>
<p>Personal Connection:</p>	
<p>Other Interesting Information</p>	

Assessment for Summative Task for Diversity of Living Things (Gr. 6)

	Level 4	Level 3	Level 2	Level 1
<p>Knowledge Includes all information about the local issue (5W's, How, Points of View, Biodiversity connections, and Plan of Action)</p>	comprehension of all of the content about the local issue	comprehension of most of the content about the local issue	comprehension of some of the content about the local issue	limited comprehension of the content about the local issue
<p>Inquiry Use of planning skills (research, gathering information)</p> <p>Use of processing skills (analysing, interpreting, evaluating, forming conclusions)</p>	<p>Most important facts are included</p> <p>- several possessing skills are used with the gathered information</p>	<p>Many important facts are included in</p> <p>- many possessing skills are used with the gathered information</p>	<p>Some important facts are included</p> <p>- some possessing skills are used with the gathered information</p>	<p>Few important facts are included</p> <p>- few possessing skills are used with the gathered information</p>
<p>Communication Expresses and organizes thinking</p> <p>Communicates for intended audiences and purposes</p> <p>Uses grade appropriate vocabulary and terminology</p>	<p>clearly and concisely expresses and organizes information using a variety of forms (oral, visual, and written)</p> <p>effectively communicates for intended audience and purposes</p> <p>always uses appropriate vocabulary and terminology</p>	<p>expresses and organizes thinking using several forms (oral, visual, and written)</p> <p>communicates for intended audience and purposes</p> <p>usually uses appropriate vocabulary and terminology</p>	<p>expresses and organizes thinking using some forms (oral, visual, and written)</p> <p>somewhat communicates for intended audience and purposes</p> <p>sometimes uses appropriate vocabulary and terminology</p>	<p>expresses and organizes thinking using few forms (oral, visual, and written)</p> <p>has difficulty communicating for intended audience and purposes</p> <p>rarely uses appropriate vocabulary and terminology</p>
<p>Application Connections among science, technology, society, and the environment</p> <p>Proposal of courses of practical action to deal with problems involving science, technology, society, and the environment</p>	<p>Makes several meaningful connections and reflects on the impact of the local issue</p> <p>Proposes an attainable plan of action with several components related to preserving biodiversity and follows through</p>	<p>Makes meaningful connections and/or reflects on the impact of the local issue</p> <p>Proposes an attainable plan of action related to preserving biodiversity and follows through</p>	<p>Connection or reflection on the impact of the local issue</p> <p>Proposes plan of action related to preserving biodiversity</p>	<p>Makes no meaningful connections and/or reflections on the impact of the local issue</p> <p>Plan of action to preserve biodiversity is weak or unrelated and does not follow through</p>

