Name: Paul Turk

Grade Level: 10

Subject Area: Biology

Duration: 1 class period (90 minutes)

**Rationale:** Students need to understand under what conditions native animals survive and/or thrive, and how animal populations are inseparably connected to plant communities.

**Objectives:** Students will:

* Know the different native plant communities found in California
* Understand the interrelationship between habitat conditions and animal populations
* Understand the interdependence of plant communities and the animals that live there
* Understand the conditions under which native plant communities will thrive
* Know what animal populations are supported by each native plant community

**SDA Standards addressed:**

BIO1.4.5 Comprehend the interdependence between organisms and their environment

BIO1.5.4 Investigate relationships between organisms within their niche

BIO1.6.4 Determine how the relationships between organisms affect the balance of the ecosystem

BIO1.6.5 Assess the environmental issues facing local ecosystems and earth’s biomes

Biol2.2.1 Develop critical and creative thinking skills (analysis, evaluation, divergent questioning, modeling)

Biol2.2.2 Understand and utilize the scientific method of problem solving

Biol2.2.3 Utilize the principles and methodologies of cooperative learning

BIO2.4.6 Exhibit an understanding of global conservation efforts

BIO2.5.5 Research the impact of plant life on the biosphere

BIO2.6.5 Analyze the importance of plant life to human life

BIO2.7.1 Strengthen belief in God as Designer and Creator by applying the higher concepts of Biology II

BIO2.7.2 Utilize the concepts of Biology II to improve lifestyle choices

BIO2.7.3 Apply the study of Biology II to ethical issues regarding life

**Pre-Assessment:** Students have already learned in class about basic needs of animals in their habitat; in the initial presentation (Native Plant communities) students will be encouraged to share what they already know about plants ans animals in their habitats.

**Procedure:**

Introduction: Slide show on California native plant communities

Discussion: In groups of three, students will choose one of the communities listed below:

Coastal sage scrub

Desert

Central oak woodland

Grassland

Chaparral

Riparian woodland

Vernal pool

Research: Student groups will research the environmental requirements for their group of and major plants found in their chosen community; these factors should include all of the following:

* soil characteristics (pH, composition, water permeability)
* water
* major nutrients (N/P/K)
* Companion plants

As students find answers to these questions, they will put them into a visual presentation that they will share with the class (Google Slides, PowerPoint, etc.)

Conclusion: Each group will share their presentation with the class; if time permits, similarities in requirements will be identified for all plant communities (with the intent of incorporating all these similarities into the native plant garden)

**Differentiation:** students will be allowed to choose the topic they are most interested in (different communities) and will be grouped with other students with a similar interest

**Technology needed:** Nearly all students have their own computer; all that is absolutely required is one per group, required is one per group, but if each student has their own device that can access the internet, one student can be creating the presentation while the other two are researching the topic; all that is necessary is a reliable internet connection

**Estimated time required:**

Introduction/discussion/group selection: 15 minutes

Research/creation of student presentations: 50 minutes

Presentations: 25 minutes

**Assessment:** Students will prepare presentations that they will share with the class that will summarize the conditions required for one of the following plant communities to survive and thrive in a particular area.

a. Coastal sage scrub

b. Desert

c. Central oak woodland

d. Grassland

e. Chaparral

f. Riparian woodland

g. Vernal pool

A rubric will be provided that will specify expected information in the presentation.

**Lesson extension:** If there is not enough time for the presentations on the same day as the research, the presentations can easily be the next day. In a 90-minute class period, there is little chance that there will be time left over!

**Connections:** Students will be encouraged to make connections between setting up native habitat here at school and the possibility of creating microhabitats at home; they will also have opportunity to recognize the importance of maintaining habitat that already exists to prevent loss of species that are at risk, and to recognize the importance of species that may seem insignificant.

**Presentation rubric:**

|  |  |  |  |
| --- | --- | --- | --- |
|  | **Adequate (C)** | **Good (B)** | **Excellent (A)** |
| **Information**  **(60%)** | 70-79% | 80-89% | 90-100% |
| **Completeness**  **30%**  Soil charact.  Water  Nutrients (NPK)  Plants | Some of the required information  21-23 | Most of the required information  24-26 | All required information  27-30 |
| **Accuracy**  **30%** | Some inaccurate data  21-33 | Mostly accurate  24-26 | Completely accurate  27-30 |
| **Presentation**  **(25%)** | Present  18-20 | Somewhat interesting, mostly read  21-23 | Well-done, mostly not read  24-25 |
| **Visual Aid**  **(15%)** | Small, difficult to see  10-11 | Large enough to see, somewhat interesting  12-13 | Captures attention  14-15 |
| **Total** |  |  |  |