1. Communities of plants, animals and microorganisms are called \_\_\_\_community or ecosystem\_\_\_\_\_.

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1. The primary distinction in an ecosystem is between the \_\_\_\_biotic\_\_\_\_\_\_ or living component, and the \_\_\_\_\_\_\_abiotic\_\_\_\_\_\_\_\_\_, or non-living component of the system.
2. Heterotrophs can produce their own food. TRUE FALSE
3. Organisms that break down dead matter are called \_\_\_\_\_decomposers\_\_\_.
4. Food chains exist in all ecosystems. TRUE FALSE
5. The term used to describe the relationship between organisms that eat other organisms is \_\_\_\_\_\_food web\_\_\_\_\_\_\_\_.
6. Ecosystems constantly go through cycles of regeneration and change. TRUE FALSE
7. The different feeding levels in an ecosystem are called \_\_\_\_\_\_\_trophic\_\_\_\_\_ levels.
8. Biologists estimate that on average only \_\_10\_\_% of the plants accumulated energy is passed on to the body of the organism that eats it.
9. When fossil fuels are burned they release carbon dioxide into the atmosphere, contributing to the greenhouse effect and global warming. TRUE FALSE

(P2) The video “Essential and Endangered Grassland Biomes” is obviously set in the grassland regions of the United States. However, the grasslands described and the history and problems faced by the grasslands go beyond borders. Prairie Land Division is in the mixed grass/short grass prairie biome.

The video discusses the different ways in which plants and animals have adapted to live in the grasslands. Select an animal which lives in the grasslands and explain how it is well suited for living in the prairies. Your report should be one page, have an image representing the animal, and an explanation of the traits that make the animal well suited for the prairies. ***What you should be looking for is that a locally occurring animal is used (2 marks), an image is used (2 marks), and the student is able to name the traits and explain how they are adapted to the grassland (6 marks).***

Assignment P3: Read the chapter “Wildlife Management” in the Alberta Conservation and Hunter Education manual and answer the following questions in the spaces provided.

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Define the following:

Habitat – the place where a species lives which provides it food, water, a resting place, a place for breeding and for escaping danger

Edge effect – where different types of habitat connect, for example the edge of a field meets trees near a creek

Carrying capacity – the number of any given species that a habitat can support (provide the essentials to survive)

Limiting factors – the factors that determine carrying capacity

Renewable resource –

Name the eight individual factors that contribute to limiting carrying capacity.  
Food, cover, water, space, predation, weather, human activities, disease and parasites

Select and compare two ecosystems from within Alberta, identifying the biotic and a-biotic components, explaining interrelatedness of organisms; identify environmental factors which affect wildlife populations, include a food chain which includes consumers and producers of the most and least complexity. Your project can be done in the form of a poster, power point presentation, or written report. It will be presented to the instructor and not the entire class. This should be comprehensive and as detailed as possible. One suggestion would be to represent the two ecosystems through their food chains, identifying the areas which may overlap, as well as identifying the components. ***Before beginning your project, confirm your idea with your instructor.***

***Use the presentation rubric to mark this assignment***

(P4) The three videos and two articles deal with three different perspectives on conservation, preservation and environmentalism. The Nature Conservancy of Canada and The Alberta Conservation Association are obviously dealing with Alberta/Canadian issues, while the Champions of the Land video is dealing with several historical figures prominent in the American conservation movement. If you compare the direction of these groups/individuals with the directions and approaches the people of Africa have taken, there are some differences.

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Your assignment is to right a brief paragraph explaining what direction you think government and peoples should take when it comes to dealing with nature – conservation, preservation, environmentalism, strict management, ??? When you have finished your paragraph, explain to your teacher what you have written and why you feel that way. Be sure to include an example of what could happen if governments don’t begin working in a direction similar to yours. ***This is a summation of what they have watched and read regarding the various forms of conservation/preservation. What you need to mark is the student’s ability to explain their own position in writing(5 marks) and verbally (5 marks).***

(P5) You have heard a great deal about the components of ecosystems – both living and non-living. You have explored the ways in which they interact with each other and the various ways in which different organizations and individuals have gone about dealing with preserving wildlife. The real question is, what do **YOU** consider to be wildlife. Your assignment is to write two definitions of wildlife. The first definition will be based on your personal experiences, feelings and understanding of nature and the outdoors. The second definition must be based on what you believe the government thinks wildlife is. Explain your definitions to your teacher. ***We are looking for two definitions here – the student’s (5 marks) and the government’s (5 marks). It is important that they be able to verbalize their position on what constitutes wildlife and relate that to their own experience. If they don’t make any reference to their own experience, question them on it and ask them about their experience with the outdoors, their attitude towards conservation and management and whether or not they have thought about things in this way before.***

***(P6) Occupational Connection Worksheet***

***Students should always be looking for occupational connections between their module work and real world activities. This sheet is more an exercise in getting students to explore careers, work with career search engines, and to start thinking about connecting to possible career choices, but to any beneficial activity outside of their school experience.***

Present Occupational Connections Worksheet Date: \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_ Initial: \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_

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