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

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1. The primary distinction in an ecosystem is between the \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_ or living component, and the \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_, 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 \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_.
4. Food chains exist in all ecosystems. TRUE FALSE
5. The term used to describe the relationship between organisms that eat other organisms is \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_.
6. Ecosystems constantly go through cycles of regeneration and change. TRUE FALSE
7. The different feeding levels in an ecosystem are called \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_ levels.
8. Biologists estimate that on average only \_\_\_\_\_\_\_\_\_\_% 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.

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 –

Edge effect –

Carrying capacity –

Limiting factors –

Renewable resource –

Name the eight individual factors that contribute to limiting carrying capacity.

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.***

Check with instructor regarding your idea – Date: \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_ Initial: \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_

(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.

Explain viewpoint to teacher Date: \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_ Initial: \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_

(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.

Explain definition to teacher Date: \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_ Initial: \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_

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

Complete an Occupational Connection Sheet for this module. The purpose of the worksheet is to develop an understanding of how the activities undertaken in this module may be connected to an occupation. Your research may come from several sources. A speaker may come to your class to talk about the role of wildlife in their occupation. You may chose to research the Alberta Learning Information Service ([www.alis.alberta.ca](http://www.alis.alberta.ca)) or any other Canadian information service. The role wildlife takes in the occupation may be direct and obvious, or it may be indirect or just a small component of. When you finish your Occupational Connection Worksheet, go over it with your instructor and have them initial your activity sheet.

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