

Practical Task Term 1: Biosphere to ecosystems

Date: _____

Name: _____

Total	
	30

Duration: 45 minutes

INSTRUCTIONS AND INFORMATION**Read the following instructions carefully before answering the questions.**

1. This is a formal SBA task and must be done under supervised conditions in the classroom.
2. Each learner completes this task on his/her own (under test conditions).
3. Present the answers according to the instructions of each question.
4. Draw all diagrams in pencil and labels in blue ink.
5. The diagrams in the question paper may NOT be drawn to scale.

BACKGROUND INFORMATION

The biosphere is the thin layer of land, air and water around the earth's surface that supports life. The abiotic, or non-living, portion of each ecosystem in the biosphere includes the flow of energy, nutrients, water, and gases and the concentrations of organic and inorganic substances in the environment. The biotic, or living, portion includes organisms based on their methods of acquiring energy: the primary producers, largely green plants; the consumers, which include all the animals; and the decomposers, which include the microorganisms that break down the remains of plants and animals into simpler components for recycling in the biosphere.

Ecological pyramids are a graphical representation in the shape of a pyramid to show the feeding relationship of groups of organisms, and the flow of energy or biomass through the different trophic levels in a given ecosystem.

QUESTION 1: Abiotic factors

Grade 10 learners carried out an investigation to determine the water content,

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**Smithsonian Institution, National
Academy of Engineering, National
Science Resources Center of the
National Academy of
Sciences, Institute of Medicine**

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Resources in Education ,2000-10 *Precollege Science and Mathematics Teachers* National Research Council,Division of Behavioral and Social Sciences and Education,Commission on Behavioral and Social Sciences and Education,Committee on National Statistics,Panel on Statistics on Supply and Demand for Precollege Science and Mathematics Teachers,1990-02-01 The report of a panel assembled by the National Research Council to evaluate the statistics on the supply and demand for science and mathematics teachers concludes that the available data are inadequate and presents recommendations for improved data and further research No index Acidic paper Annotation copyrighted by Book News Inc Portland OR

Lifepac Science Grd 10 Teacher Book Alpha Omega,2001-10-31 Beginning with God s creation this Science series leads students to a more in depth knowledge about themselves and the multiple facets of their environment In Grades 1 8 the Science series teaches basic knowledge about man and his physical environment Health studies covering proper nutrition hygiene and disease are discussed For secondary courses Grades 9 12 teaches Physical Science Biology Chemistry and Physics Grade 10 covers Biology

Rebuilding the Natural Environment, Grade 10 Carla C. Johnson,Janet B. Walton,Erin E. Peters-Burton,2022-05-23 What if you could challenge your tenth graders to think about how innovation can make the world a better place for humans while finding ways to sustain progress and conserve resources With this volume in the STEM Road Map Curriculum Series you can Rebuilding the Natural Environment outlines a journey that will steer your students toward authentic problem solving while grounding them in integrated STEM disciplines Like the other volumes in the series this book is designed to meet the growing need to infuse real world learning into K 12 classrooms This interdisciplinary four lesson module uses project and problem based learning to help students connect their existing knowledge about energy production and its effects on the natural environment to create innovations in renewable sources of energy based on research evidence Working in teams students will design an innovative way to meet society s energy needs and develop a pitch to market their innovation focusing on how the innovation will optimize human experiences while being mindful of the natural environment To support this goal students will do the following Understand several forms of renewable sustainable energy sources Apply their understanding of how alternators are used to generate electricity in lab experiments as well as explain how tools such as windmills and dams are used to operate them Describe how electricity is generated in photovoltaic cells Calculate the amount of electricity consumed by several household items and consider this consumption when determining the average monthly energy consumption of households around the world in comparison to U S households Understand how fossil fuels have been used in the production of electricity and the impact they have had on the world s economy humans quality of life and the earth Identify several hindrances to the creation of new energy sources as well as ideas to counter them List several factors that can be used to motivate people from all walks of life to use renewable and sustainable energies Create a fictional company that uses renewable energies The STEM Road Map Curriculum Series is

anchored in the Next Generation Science Standards the Common Core State Standards and the Framework for 21st Century Learning In depth and flexible Rebuilding the Natural Environment can be used as a whole unit or in part to meet the needs of districts schools and teachers who are charting a course toward an integrated STEM approach

Resources in Education ,1993 *Human Rights, Diversity, and National Identity* Patricia E. Bromley,2011 Fundamental world changes that simultaneously undermine a nation state s charisma and promote the rise of a supra national system have wide ranging effects upon national states within a modern global society My dissertation empirically examines the effects of social and cultural globalization on systems of mass schooling which are central institutions in every country Globally primary and secondary education initially emerged as the premier tool for nation states to create a unified national citizenry loyal to their country and socialized into a common cultural tradition I examine the extent to which this original nationalizing purpose of schooling is challenged by the increased emphases on universal human rights and diversity in civic education The analyses consist of two sections Hierarchical linear models are used to analyze a unique primary data source of 521 social science textbooks from 74 countries during the period 1970 2008 These findings show a worldwide increase in emphasis on human rights and increases in discussions of diversity in well established liberal democracies Cross national quantitative analyses are complemented by a qualitative case study of social science curricula in British Columbia BC which examines nation building within a context of strong emphasis on diversity and human rights The BC study utilizes currently approved high school citizenship education textbooks as well as older textbooks dating back to 1871 It also draws on a selection of historical documents including Ministry of Education reports curricular frameworks and high school exit exams Process wise I find the incorporation of human rights and diversity reflects macro level changes in national and global society Content wise I find four main approaches to reconciling ideas of human rights and diversity with national identity 1 framing human rights and multiculturalism as part of national identity 2 using pedagogical approaches that promote multiple perspectives and individual agency 3 celebrating social and scientific figures and accomplishments as the source of national pride and 4 drawing on exogenous sources to affirm state legitimacy This study is one of the first to theorize that civic education worldwide is moving away from a national focus and to provide empirical evidence of this trend A key implication is that educational systems are being repurposed from their original goal of constructing a unitary national citizenry to a new view emphasizing human diversity and equality in a globally interconnected world Further students are increasingly taught that the global civil society and non state actors are important and legitimate agents of social change

X-kit Fet G10 Mathematics , Examination Papers for Science Schools and Classes Great Britain. Education Department. Department of Science and Art,1877

Resources for Teaching Middle School Science Smithsonian Institution,National Academy of Engineering,National Science Resources Center of the National Academy of Sciences,Institute of Medicine,1998-04-30 With age appropriate inquiry centered curriculum materials and sound teaching practices middle school science can capture the

interest and energy of adolescent students and expand their understanding of the world around them Resources for Teaching Middle School Science developed by the National Science Resources Center NSRC is a valuable tool for identifying and selecting effective science curriculum materials that will engage students in grades 6 through 8 The volume describes more than 400 curriculum titles that are aligned with the National Science Education Standards This completely new guide follows on the success of Resources for Teaching Elementary School Science the first in the NSRC series of annotated guides to hands on inquiry centered curriculum materials and other resources for science teachers The curriculum materials in the new guide are grouped in five chapters by scientific area Physical Science Life Science Environmental Science Earth and Space Science and Multidisciplinary and Applied Science They are also grouped by type core materials supplementary units and science activity books Each annotation of curriculum material includes a recommended grade level a description of the activities involved and of what students can be expected to learn a list of accompanying materials a reading level and ordering information The curriculum materials included in this book were selected by panels of teachers and scientists using evaluation criteria developed for the guide The criteria reflect and incorporate goals and principles of the National Science Education Standards The annotations designate the specific content standards on which these curriculum pieces focus In addition to the curriculum chapters the guide contains six chapters of diverse resources that are directly relevant to middle school science Among these is a chapter on educational software and multimedia programs chapters on books about science and teaching directories and guides to science trade books and periodicals for teachers and students Another section features institutional resources One chapter lists about 600 science centers museums and zoos where teachers can take middle school students for interactive science experiences Another chapter describes nearly 140 professional associations and U S government agencies that offer resources and assistance Authoritative extensive and thoroughly indexed and the only guide of its kind Resources for Teaching Middle School Science will be the most used book on the shelf for science teachers school administrators teacher trainers science curriculum specialists advocates of hands on science teaching and concerned parents

Research in Education ,1973 *NICEM Index to Nonprint Special Education Materials, Multimedia Learner Volume* National Information Center for Educational Media,National Information Center for Special Education Materials,1979 **Prentice Hall Literature: Tvtt Fifth Edition Student Edition Grade 10 2000c** Prentice-Hall Staff,1999-12 *Integrated Approaches to STEM Education* Judy Anderson,Yeping Li,2020-12-23 This book provides a platform for international scholars to share evidence for effective practices in integrated STEM education and contributes to the theoretical and practical knowledge gained from the diversity of approaches Many publications on STEM education focus on one or two of the separate STEM disciplines without considering the potential for delivering STEM curriculum as an integrated approach This publication analyzes the efficacy of an integrated STEM curriculum and instruction providing evidence to examine and support various integrations The volume focuses on the problems seen by

academics working in the fields of science technology engineering and mathematics STEM and provides valuable high quality research outcomes and a set of valued practices which have demonstrated their use and viability to improve the quality of integrated STEM education

Adhesives, Sealants, and Coatings for Space and Harsh Environments Lieng-Huang Lee, 2013-03-13 New technologies constantly generate new demands for exotic materials to be used in severe environments The rapid developments of aerospace industries during the last two decades have required new materials to survive extreme high and low temperatures and various radiations The exploration of new energy sources e g solar and geothermal has led us to develop new solar collectors and geothermal devices Even the search for new oils has demanded that we study the corrosive environment of oil fields In the telecommunication industries optical fibers have been adopted broadly to replace metallic conductors However none of the optical fibers can survive abrasion or corrosion without the application of a coating material For microelectronics protection in terms of coatings and encapsulants is deemed necessary to prevent corrosion One of the major causes of corrosion has been shown to be water which appears to be abundant in our earthly environments Water can attack the bulk adhesive or sealant the interface or the adherend Water can also cause delamination of coating film and it is definitely the major ingredient in causing cathodic or anodic corrosion Thus water becomes the major obstacle in solving durability problems of various materials in harsh environments

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Canadian Books in Print ,1995 **American Phrenological Journal and Life Illustrated** ,1901 *Resources in Women's Educational Equity* ,1977 *Michigan School Moderator* ,1898

New-England Journal of Education ,1913

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