

Altering the Food Chain

IMPORTANCE OF THE FOOD CHAIN



Changing the Food Chain

When we change our ecosystems, we can sometimes cause unintended changes to food chains that can affect us in many different ways. In the basic example above, you can see that if we get rid of grasshoppers, the leaf population will grow drastically while the mice population will shrink. With less mice to hunt, the owl population will also shrink.

Altering the Food Chain – Real Life Example

In Borneo, DDT was used as a pesticide to kill mosquitoes that carried malaria. Malaria is a disease caused by a parasite that mosquitoes spread to people. Malaria can be deadly, but usually causes flu-like symptoms.

The problem with using DDT was that it didn't just kill the mosquitoes. It also killed all the other insects in the region it was used. This meant the cockroaches were killed, which were the main food for lizards. The number of lizards dropped dramatically, as well as the number of cats that ate the lizards. The cats kept the rat population under control. With less cats, the rat population grew tremendously.

The overpopulation of rats became a serious problem in Borneo. The rats ended up causing multiple epidemics that caused more deaths than malaria caused in the first place. To solve the problem of too many rats, the government of Borneo brought in thousands of cats from other countries. "Operation Cat Drop" was a success! With cats back in Borneo, they began to control the rat population.

Many lessons were learned from Borneo. Mainly that if you don't understand the inter-relationships between things, solutions often cause more problems.

Interactions And Ecosystems Grade 7 Projects

Michael Brown



Interactions And Ecosystems Grade 7 Projects:

Catch a Fire Theresa Armstrong, Dr. Eva Brown, Will Burton, Jonathan Dueck, Bonnie Ferguson-Baird, Keith Fulford, Tom Lake, Dave Law, Glenys MacLeod, Jacob Mans, Bonnie Powers, Laura Sims, Sid Williamson, Alex Wilson, 2019-09-01 This book will inspire challenge and engage you and transform your teaching and learning Each chapter in this book is written by a different educator or team about their experiences with project based learning both in and out of the classroom They reflect not only on the how of project based learning but more importantly on the what and the why They offer insight into how connecting with learners honouring their experiences and promoting deep and rich questioning can be the path to powerful projects and learning Their writing and thinking is saturated with empathy expertise a desire to improve their practice and an acknowledgment of the need to collaborate

Interactions Within Ecosystems Jennifer Lawson, 2004 The 12 lessons in this module introduce students to ecology through an exploration of ecosystems succession biotic and abiotic elements food pyramids and energy cycles Students learn to use microscopes to explore organisms As well they investigate environmental issues related to ecosystems and the interaction between humans and other living organisms Also included materials lists activity descriptions questioning techniques activity centre and extension ideas assessment suggestions activity sheets and visuals The module offers a detailed introduction to the Hands On Science program guiding principles implementation guidelines an overview of the skills that young students use and develop during scientific inquiry a list of children s books and websites related to the science topics introduced and a classroom assessment plan with record keeping templates

Course and Curriculum Improvement Projects: Mathematics, Science, Social Sciences National Science Foundation (U.S.), 1974

Resources for Teaching Elementary School Science National Science Resources Center of the National Academy of Sciences and the Smithsonian Institution, 1996-03-28 What activities might a teacher use to help children explore the life cycle of butterflies What does a science teacher need to conduct a leaf safari for students Where can children safely enjoy hands on experience with life in an estuary Selecting resources to teach elementary school science can be confusing and difficult but few decisions have greater impact on the effectiveness of science teaching Educators will find a wealth of information and expert guidance to meet this need in Resources for Teaching Elementary School Science A completely revised edition of the best selling resource guide Science for Children Resources for Teachers this new book is an annotated guide to hands on inquiry centered curriculum materials and sources of help in teaching science from kindergarten through sixth grade Companion volumes for middle and high school are planned The guide annotates about 350 curriculum packages describing the activities involved and what students learn Each annotation lists recommended grade levels accompanying materials and kits or suggested equipment and ordering information These 400 entries were reviewed by both educators and scientists to ensure that they are accurate and current and offer students the opportunity to Ask questions and find their own answers Experiment productively Develop patience persistence and confidence in their own

ability to solve real problems The entries in the curriculum section are grouped by scientific area Life Science Earth Science Physical Science and Multidisciplinary and Applied Science and by type core materials supplementary materials and science activity books Additionally a section of references for teachers provides annotated listings of books about science and teaching directories and guides to science trade books and magazines that will help teachers enhance their students science education Resources for Teaching Elementary School Science also lists by region and state about 600 science centers museums and zoos where teachers can take students for interactive science experiences Annotations highlight almost 300 facilities that make significant efforts to help teachers Another section describes more than 100 organizations from which teachers can obtain more resources And a section on publishers and suppliers give names and addresses of sources for materials The guide will be invaluable to teachers principals administrators teacher trainers science curriculum specialists and advocates of hands on science teaching and it will be of interest to parent teacher organizations and parents

Resources in Education, 2000 **Teaching to Diversity** Jennifer Katz, 2012 In *Teaching to Diversity* Dr Jennifer Katz synthesizes the research and 16 years experience of teaching in inclusive classrooms and schools to provide answers to several questions How do I make inclusion work for ALL students What are the foundational best practices of a truly inclusive learning community How does one create such a community The author pulls together in an organized way a three block model of universal design for learning UDL and suggests a step by step approach for implementing it This framework includes Block One Social and Emotional Learning details ways to build compassionate learning communities K 12 in which all students feel safe and valued and develop a positive self concept sense of belonging and respect for diverse others Block Two Inclusive Instructional Practice includes a framework for planning units from K 12 and explains instructional and management practices for teaching assessing grading and reporting in UDL Classrooms Block Three Systems and Structures suggests strategies for creating inclusive learning communities and explores ways in which resource teachers student services personnel and school administrators can support and create socially and academically inclusive schools and classrooms The three block model of UDL can empower educators with the knowledge skills and confidence required to teach diverse learners in the same classroom including those who have previously been excluded Ultimately it is about creating classrooms and schools that heal by teaching to the heart mind and spirit of every student **Project and Design Literacy as Cornerstones of Smart Education** Matthias Rehm, Jelle Saldien, Stefania Manca, 2019-09-26 The book includes high quality papers presented at the 4th International Conference on Smart Learning Ecosystems and Regional Development at Universit Roma Tor Vergata Italy from 22 to 24 May 2019 Providing insights into the relevance of smart learning ecosystems schools campuses the workplace informal learning contexts etc for regional development and social innovation it also discusses how citizens involvement with smart ecosystems can be increased and made more effective **Science 6**, 2014-06-09 Look at topics in natural and social sciences while using simple language in quick easy sessions Learn about

basic geography space and the world around us with practical vocabulary and suggestions for furthering activities with each lesson and investigative projects The last of 6 workbooks designed for the elementary grades Great for CLIL and ESL EFL classrooms or as a review workbook For more programs or digital licensing for Classroom use please consult www.bestacademyefl.com For teacher information and resources about this book please email us at info.bestacademyefl.com

Ohio SchoolNet Software Review Project ,1998 **Developing Digital Libraries for K-12 Education Marcia A. Mardis,2003 *Curricular Program Implementation in the Context of Randomized Field Trials* Gloria Isabel Miller,2011**

Abstract curricular program implementation in the context of randomized field trials Gloria Isabel Miller This study examined three cases of commercially available curricular program implementations to determine if a unified approach to measuring the level of implementation was possible proof of concept Further the study investigated whether the level of curriculum and implementation plan specificity made a difference to the strength of implementation achieved in classrooms and described the implementation evolution in different contexts The study sample consists of a total of 163 teachers in eight school districts across the United States In each case teachers were randomly assigned to using the curricular innovation or their currently used materials and processes The three cases HS Math NewScience and MathIntervention were purposely chosen to represent three different points of curricular and implementation specificity and two different subject areas math and science Each case features a commercially available program that also had opportunities for teachers to use electronic technology to enhance their learning or to engage their students The cases represent differing student grade levels The cases are different enough to provide a range that exercises the measurement techniques introduced in this study so results can begin to generalize across curricular programs and grades However the cases are similar enough in research design instrumentation and data collection methods to make them comparable A key contribution of this investigation is the creation of a framework to measure the level of implementation the extent to which the teacher and students display the actions behaviors and interactions expected by using the innovation The unified conceptual framework arrived at by using an Activity Theory perspective together with the analytical methods employed provide a way to view the rich complex interaction of implementation as a system with the larger system of the school organization Data from the analysis revealed that variations in the level of implementation were no different regardless of the level of specificity A strong finding of this work is that implementation evolves slowly even when the curricular program is scripted and coaching support is provided to teachers The paper concludes with implications for policy and future research **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

Summaries of Projects Completed in Fiscal Year ... National Science Foundation (U.S.),1979 **Biological Invasions in South Africa** Brian W. van Wilgen,John Measey,David M. Richardson,John R. Wilson,Tsungai A. Zengeya,2020-03-10 This open access volume presents a comprehensive account of all aspects of biological invasions in South Africa where research has been conducted over more than three decades and where bold initiatives have been implemented in attempts to control invasions and to reduce their ecological economic and social effects It covers a broad range of themes including history policy development and implementation the status of invasions of animals and plants in terrestrial marine and freshwater environments the development of a robust ecological theory around biological invasions the effectiveness of management interventions and scenarios for the future The South African situation stands out because of the remarkable diversity of the country and the wide range of problems encountered in its varied ecosystems which has resulted in a disproportionate investment into both research and management The South African experience holds many lessons for other parts of the world and this book

should be of immense value to researchers students managers and policy makers who deal with biological invasions and ecosystem management and conservation in most other regions

Science Strategies to Increase Student Learning and Motivation in Biology and Life Science Grades 7 Through 12 David Butler, 2022-02-17 On the first day of school have you ever thought of your classrooms as newly opened boxes of crayons I do Like pencil sticks of colored wax the students each have different names individual characteristics and various levels of brightness I set a goal each year to promote not only creativity but to draw out of my students reasons about why science is so important As science educators we not only need to illustrate the importance of knowing facts and terminology but also be able to frame those concepts in such a way that students are motivated to want to study and understand biology When I began teaching I never thought that I would have the multitude of experiences I have now I have taught in schools ranging from city to rural public to private and large to small not to mention classes ranging from general science to advanced biology Through these diverse experiences I have developed a number of strategies that have enhanced student achievement and science appreciation In this book I will share with you these experiences and techniques showing you how to enhance teaching skills increase student drive create mental connections better manage your class time use proper technology practice forms of differentiation and incorporate the NGSS In addition this text allows me to share my most treasured philosophies experiences and teaching strategies and how they can be applied to biology life science classrooms

Innovative Curriculum Materials ,1999 **ENC Focus** ,2001 *Systems and Models for Developing Programs for the Gifted and Talented* Joseph S. Renzulli, E. Jean Gubbins, Kristin S. McMillen, Rebecca D. Eckert, Catherine A. Little, 2023-05-31 Now completely revised and expanded Systems and Models for Developing Programs for the Gifted and Talented includes chapters on the major systems and models for developing programs for the gifted including the Autonomous Learner Model the Integrative Education Model the Multiple Menu Model the Purdue Three Stage Model the Schoolwide Enrichment Model and Levels of Service Forty two experts in gifted education contributed to 25 chapters and each chapter includes a discussion of the model theoretical underpinnings research on effectiveness and considerations for implementations Discussion questions follow each chapter Chapters provide compact yet comprehensive summaries of the major models developed by leaders in the field of gifted education

Marine Fisheries Review ,1975 Summaries of Projects Completed National Science Foundation (U.S.),

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