



<p><i>Deliberate and specific retrieval of expected prior knowledge (be specific)</i></p> <p>Retrieval should occur regularly throughout the learning journey:</p> <p>Recall simple food chains and identify and name different sources of food.</p> <p>Describe basic adaptations of organisms to their habitats and how different plants and animals depend on each other</p> <p>Key Questions</p> <p>"How are living things related to each other within an ecosystem?"</p> <p>"How are organisms adapted to live in their environments"</p>	<p><i>Academic transformation (be specific)</i></p> <p>Your core curriculum must do all of the following:</p> <ul style="list-style-type: none"> • Ecosystems • Habitats • Interaction of communities in an ecosystem through the use of food chains, and food webs. • Predator prey cycles • Decomposers • Importance of insects • Toxins in the environment • Animal adaptations • Plant adaptations <p>Scientific skills</p> <p>Explain predator prey graphs</p> <p>Sampling techniques (quadrats/transects)</p> <p>Maths skills</p> <p>Data interpretations and analysis: Predator prey graphs</p> <p>Population change: % increase/decrease calculations</p>	<p><i>Personal transformation (2 or 3)</i></p> <p>Eco-Leadership Roles: students take responsibility for promoting sustainable practices within the school, developing leadership skills and personal responsibility.</p> <p>DDT article - Ethical responsibility of humans to protect their environment</p> <p>Career opportunities</p> <ul style="list-style-type: none"> • Biologist: • .Marine Biologist • .Ecologist/Field Ecologist:
<p><i>Can I Learning Questions</i></p> <p>Can I describe ecosystems and habitats?</p> <p>Can I describe interdependence?</p> <p>Can I construct predator prey graphs?</p> <p>Can I recall animal and plant adaptations?</p>	<p><i>Literacy</i></p> <p>Key vocab</p> <p>Tier 2 vocabulary: Population, community, adapt, habitat, variation, organism</p> <p>Tier 3 vocabulary: Abiotic, biotic, interdependence, biodiversity, decomposer</p> <p>Disciplinary reading</p> <p>Ecosystems article and questions</p> <p>Crayfish article</p> <p>Effects of DDT on Bee Populations</p> <p>Classroom talk/discussion strategies: e.g. Think, Pair Share; I say you say; Choral Reading</p>	<p><i>Misconceptions (5 or 6 examples)</i></p> <ul style="list-style-type: none"> • Adaptation means perfection • Adaptations are a matter of choice • Immediate adaptation • All traits are adaptations • Adaptation benefits all species equally