

ECOZONES PROJECT

(Michele Reid – Durham District School Board)

Purpose: To examine, detail and produce a display about a particular ecozone in Canada.

Curriculum Connections: For a complete list of curriculum connections, please go to the Teacher Resource Centre Website at www.pc.gc.ca/education.

Product: Students will work in pairs where each student will be equally responsible for the final product. **Each group** will produce the following:

- a) a detailed wall map (criteria listed below)
- b) a written report (criteria listed below)
- c) a summary sheet (criteria listed below)

Timeline:

_____ Library Research *

_____ Library Research *

_____ Library Research *

_____ Computer Room

_____ Computer Room

**Note: The large wall map must be produced in the Library during the research days. There will not be any opportunity to do it elsewhere.*

Due Date: This project will be due _____. No other time will be given in class other than the dates listed above. Work not completed in class time will be considered homework.

Ecozone Choice:

My ecozone is: _____

My Partner is: _____

My Partner's home number is: _____

Evaluation: Students will be evaluated based on group and individual components as follows:

Group:

Knowledge/Understanding – Map Content	/40	
Thinking/Inquiry – Written/Map Portion	/50	
Communication – All items	/30	
Application – All items	/40	
<i>Total Group Marks Available</i>		/160

Individual:

Knowledge/Understanding – Questions	/30	
Communication – Questions	/10	
Learning Skills – Teacher/Self and Peer Evaluations		
<i>Total Individual Marks Available</i>		/40

TOTAL PROJECT MARKS AVAILABLE /200

**Note: Evaluation forms attached.*

Criteria:

a) Map – must include the following:

- colourful map of your ecozone using proper map components (TODALS: title, orientation, date, author, legend, source)
- major cities identified and labeled
- national parks identified and labeled
- major transportation systems identified and labeled
- climographs for any **two** major cities in your ecozone (paste on the border of the map by the cities and use an arrow to connect them to the cities)
- **two** inset maps : one identifying where in Canada the ecozone is located, and the other representing data (thematic) of your choice. e.g. soil types or language groups or vegetation differences, etc. [choose one theme]
- **two** additional graphs e.g. resources, industry, recreation, cultural make-up, etc.

Also to be included in some manner on the map:

- description of the land, vegetation, soils, wildlife, industry, resources, cultures, religions, languages, aboriginal groups, population
- pictures that are representative of your ecozone

b) Written Report – must include the following:

- the definition of an ecozone
- details why this area is a distinct ecozone
- details of one environmental issue that affects this ecozone
- predictions for growth and/or future trends in this area
- the processes responsible for the development of this ecozone (physical processes)
- details of the land use in this area

c) Summary Sheet - should briefly describe the important information about your ecosystem (max. 1 page).

ALL INFORMATION MUST BE TYPED (including the information that is pasted on the map)

Sources of Reference:

- classroom textbook
- Canadian Atlas

Web sites: (these are only some of the available sites – you are expected to find more)

<http://www.pc.gc.ca> (Parks Canada)

<http://www.ec.gc.ca/soer-ree/English/Framework/NarDesc> (Environment Canada)

<http://www.statcan.ca/english/kits/eco1.htm> (Statistics Canada)

<http://www.atlas.gc.ca/site/english/maps/environment/ecology/framework/terrestrialecozones>
(Natural Resources Canada)

Note: You must use at least **5 (five)** sources of reference. At least one of those must be a book. Make sure that you write down the bibliographic information including the page number each time you find some information

Checklist

Use this checklist to make sure that you have all of the information required. Distribute the work evenly between you and your partner, and check off the information once you have found it. Before you hand it in, make sure you do a double check that everything is there.

<i>Me</i>	<i>My Partner</i>	<i>Criteria</i>	<i>Done</i>	<i>Final Check</i>
		<ul style="list-style-type: none"> • Colourful TODALS map of our ecozone on large paper 		
		<ul style="list-style-type: none"> • Major cities labelled on map 		
		<ul style="list-style-type: none"> • National Parks labelled on map 		
		<ul style="list-style-type: none"> • Major transportation systems labelled on map 		
		<ul style="list-style-type: none"> • Two climographs on map 		
		<ul style="list-style-type: none"> • One inset map (choice of theme) 		
		<ul style="list-style-type: none"> • Second inset map (choice of theme) 		
		<ul style="list-style-type: none"> • One graph (choice of theme) 		
		<ul style="list-style-type: none"> • Second graph (choice of theme) 		
		<ul style="list-style-type: none"> • Description of land, vegetation, soils, wildlife on map 		
		<ul style="list-style-type: none"> • Description of industry, resources, cultures, religions on map 		
		<ul style="list-style-type: none"> • Description of languages, aboriginal groups, population on map 		
		<ul style="list-style-type: none"> • Pictures from our ecozone 		
		<ul style="list-style-type: none"> • Definition of ecozone in written report 		
		<ul style="list-style-type: none"> • Details why this area is a distinct ecozone in written report 		
		<ul style="list-style-type: none"> • Details of one environmental issue that affects this ecozone in written report 		
		<ul style="list-style-type: none"> • Predictions for growth and/or future trends in this area in written report 		
		<ul style="list-style-type: none"> • Description of the physical processes responsible for the development of this area in written report 		
		<ul style="list-style-type: none"> • Details of the land use in this area in written report 		
		<ul style="list-style-type: none"> • Summary sheet 		
		<ul style="list-style-type: none"> • Everything typed 		
		<ul style="list-style-type: none"> • Spelling and grammar check completed before report is printed 		
		<ul style="list-style-type: none"> • Bibliography 		
		<ul style="list-style-type: none"> • Self and peer evaluation completed 		

Peer Evaluation (Learning Skills): (circle the most appropriate answer in each criteria area)

Criteria	Did not meet minimal expectations	Needs Improvement	Satisfactory	Good	Excellent
Responsibility for components of work	My partner did not follow through with any of the assigned work	My partner did very little of the work leaving it for me to do	My partner did some of the work but left at least half of their work for me to do	My partner did most of the work that they committed to	My partner did all of the work that they agreed upon
Reliability	My partner did not meet the timelines that we agreed upon	My partner rarely met the timelines that were agreed upon	My partner sometimes met the timelines that we agreed upon	My partner almost always met the timelines that we agreed upon	My partner had everything done when he/she said they would
Attendance	My partner never showed up for the entire project	My partner missed 3 days or more during the class project time	My partner missed 2 days during the class project time	My partner missed 1 day during the class project time	My partner didn't miss any days during the class project time
Cooperation	My partner didn't want to share any responsibility for the decision making and wanted to do it their way	My partner was resistant to listening to my input on how to do the project but included a few of my ideas	My partner listened to my ideas and allowed me to use some of them in the project	My partner listened to my ideas, shared their ideas, and compromised on some of the final project	My partner and I equally shared in the decision making processes for this project
Working Relationship	I would never work with this partner again	I would be very reluctant to work with this partner again	I would work with this partner again only if there were strict guidelines for responsibility	I would work with this partner again with only a slight hesitation	Sign me up now! This partner was fabulous to work with.

My Name: _____

My Partner's Name: _____

Self Evaluation (Learning Skills): (circle the most appropriate answer in each criteria area)

Criteria	Did not meet minimal expectations	Needs Improvement	Satisfactory	Good	Excellent
Responsibility	I didn't do any of the work that I agreed upon or was assigned	I did very little of the work that I was assigned, and severely let my partner down	I did some of the work that I was assigned, but let much of it to my partner (unfairly)	I did most of the work that I agreed upon and feel relatively confident in my performance	I did all of the work that I agreed upon and think that I make an excellent, responsible partner
Congeniality	I wanted everything my way and didn't care what my partner wanted	I wasn't interested in my partner's thoughts, but let them do one or two things their way just to please them	I listened to some of my partner's ideas but let them know who was in control of this project	I listened and discussed my partner's ideas and tried to make the project an equal combination of both of our thoughts	I was very open and understanding to the input of my partner, and admitted they had good ideas that could be included
Organization	I wasn't interested in this project and lost all of the sheets and information that I collected	I was very sloppy in the data collection of this project and misplaced some of it or ran out of time	I tried to keep on track but was often distracted and never got around to much of the data collection required	I kept organized throughout the process, but found I had a lot to do the night before it was due	I sailed through this project very easily, keeping organized and on task throughout
Sharing	I didn't share the responsibility of this project	I didn't share anything for this project or I took over all the project (by choice)	I did very little for this project or I did most of the work for this project (by choice)	I didn't quite share the load evenly with my partner	I equally shared the workload with my partner and I am happy with the results
Overall	I didn't make a very good partner and I let myself and others down	I really could have done a much better job to make the kind of partner a person deserves	I was an okay partner, but could have worked harder to do a better job	I was a good partner, and wouldn't change too much about the way I did this project	I was a great partner, and wouldn't change anything about how I work with others

My Name: _____

My Partner's Name: _____

Teacher Evaluation (Learning Skills):

Criteria	Did not meet minimal expectations	Needs Improvement	Satisfactory	Good	Excellent
Responsibility	Project was incomplete/late	Project was more than 3 days late	Project was 2 days late	Project was 1 day late	Project was on time
Commitment	Group showed little commitment to the project	Group was often off task and had to be reminded to work on the project	Group used the library and computer time with about 50% effectiveness	Group used the library and computer time with about 75% effectiveness	Group stayed on task at all times and utilized the library and computer time to their best advantage
Innovation	Students put no thought in to how to present their project in an interesting way	Students put little thought in to how to present their project in an interesting way	Students showed minimal innovation in presentation	Students showed some elements of innovation in presentation of their projects	This group's project was very innovative in presentation
Research Skills	Students had to be directed in every instance of the research process	Students needed direction for most of the elements of the project	Students found the easiest information and required direction for the more difficult tasks	Students were generally self sufficient but needed some guidance in the more difficult tasks	Students were completely self sufficient and did not need any direction
Overall Team Evaluation	This group does not work well together and should never be paired together again	This group has had some major problems but did achieve some success	The group did achieve the task assigned, but there were problems that needed mediation	This group achieved the task and handled most problems themselves	This group was great together and had no problem working together to achieve their goal

Group Members: _____

Ecozone: _____

Ecozones Project – Group Evaluation Rubric

Categories	50 – 59% (Level 1)	60 – 69% (Level 2)	70 – 79% (Level 3)	80 – 100% (Level 4)
Knowledge and Understanding <ul style="list-style-type: none"> • Knowledge of facts and terms • Understanding of relationships between concepts 	<ul style="list-style-type: none"> • Demonstrates limited knowledge of facts and terms • Demonstrates limited understanding of relationship between concepts 	<ul style="list-style-type: none"> • Demonstrates some knowledge of facts and terms • Demonstrates some understanding of relationship between concepts 	<ul style="list-style-type: none"> • Demonstrates considerable knowledge of facts and terms • Demonstrates considerable understanding of relationship between concepts 	<ul style="list-style-type: none"> • Demonstrates thorough knowledge of facts and terms • Demonstrates thorough and insightful understanding of relationships between concepts
Thinking and Inquiry <ul style="list-style-type: none"> • Inquiry skills (e.g. formulating questions, organizing research, ...) 	<ul style="list-style-type: none"> • Applies few of the skills involved in an inquiry process 	<ul style="list-style-type: none"> • Applies some of the skills in an inquiry process 	<ul style="list-style-type: none"> • Applies most of the skills in an inquiry process 	<ul style="list-style-type: none"> • Applies all or almost all of the skills involved in an inquiry process
Communication <ul style="list-style-type: none"> • Communication of information and ideas • Use of symbols and visuals, including the use of technology 	<ul style="list-style-type: none"> • Communicates information and ideas with limited clarity • Uses symbols and visuals with limited accuracy and effectiveness 	<ul style="list-style-type: none"> • Communicates information and ideas with some clarity • Uses symbols and visuals with some accuracy and effectiveness 	<ul style="list-style-type: none"> • Communicates information and ideas with considerable clarity • Uses symbols and visuals with considerable accuracy and effectiveness 	<ul style="list-style-type: none"> • Communicates information and ideas with a high degree of clarity, and with confidence • Uses symbols and visuals with a high degree of accuracy and effectiveness

Ecozones Project – Group Evaluation Rubric (continued)

Categories	50 – 59% (Level 1)	60 – 69% (Level 2)	70 – 79% (Level 3)	80 – 100% (Level 4)
<p>Application</p> <ul style="list-style-type: none"> • Making logical conclusions or generalizations • Making predictions and planning courses of action • Use of technology and equipment 	<ul style="list-style-type: none"> • Infrequently makes logical conclusions or generalizations • Makes predictions and plans courses of action with limited effectiveness • Uses technology, equipment and materials safely and correctly only with supervision 	<ul style="list-style-type: none"> • Sometimes makes logical conclusions or generalizations • Makes predictions and plans course of action with moderate effectiveness • Uses technology, equipment, and materials safely and correctly only with some supervision 	<ul style="list-style-type: none"> • Usually makes logical conclusions or generalizations • Makes predictions and plans courses of action with considerable effectiveness • Uses technology, equipment, and materials safely and correctly 	<ul style="list-style-type: none"> • Always or almost always makes logical conclusions or generalizations • Makes predictions and plans courses of action with a high degree of effectiveness • Demonstrates and promotes the same and correct use of technology, equipment and materials

Ecozones Project – Individual Evaluation Rubric

Categories	50 – 59% (Level 1)	60 – 69% (Level 2)	70 – 79% (Level 3)	80 – 100% (Level 4)
Knowledge and Understanding <ul style="list-style-type: none"> • Knowledge of facts and terms • Understanding of relationships between concepts • Understanding of concepts, principles, and theories 	<ul style="list-style-type: none"> • Demonstrates limited knowledge of facts and terms • Demonstrates limited understanding of relationships between concepts • Demonstrates limited understanding of concepts, principles, and theories 	<ul style="list-style-type: none"> • Demonstrates some knowledge of facts and terms • Demonstrates some understanding of relationships between concepts • Demonstrates some understanding of concepts, principles, and theories 	<ul style="list-style-type: none"> • Demonstrates considerable knowledge of facts and terms • Demonstrates considerable understanding of relationships between concepts • Demonstrates considerable understanding of concepts, principles, and theories 	<ul style="list-style-type: none"> • Demonstrates thorough knowledge of facts and terms • Demonstrates thorough and insightful understanding of relationship between concepts • Demonstrates thorough understanding of concepts, principles, and theories
Communication <ul style="list-style-type: none"> • Communication of information and ideas 	<ul style="list-style-type: none"> • Communicates information and ideas with limited clarity 	<ul style="list-style-type: none"> • Communicates information and ideas with some clarity 	<ul style="list-style-type: none"> • Communicates information and ideas with considerable clarity 	<ul style="list-style-type: none"> • Communicates information and ideas with a high degree of clarity

Teacher Notes:

1. Students should be given examples of expectations via overhead or exemplars.
2. Use the ecozones map from *Making Connections* to make an overhead for the base maps. Students can place Bristol board on the wall and trace the base map from the overhead. Make sure there is enough room left to add materials around the perimeter of the map.
3. Some generalizations will need to be made to find information. Some of the material is not identified in terms of ecozones.