

| Science Grade 7   |  |   |   |   |
|---|--|---|---|---|
| Life Science: Interactions within Ecosystems (IE)   |  |   |   |   |
| Outcome   | 1 - Beginning  | 2 – Approaching   | 3 – Meeting   | 4- Exemplary  |
|   | The student is having difficulty demonstrating an understanding of the concept.  | The student is developing an understanding of the concept.  | The student consistently demonstrates an understanding of the concept or has achieved the concept.  | The student independently demonstrates an in-depth understanding of the concept, and consistently applies this  |
| <b>IE7.1</b><br><b>Relate key aspects of Indigenous knowledge to their understanding of ecosystems.</b> | <ul style="list-style-type: none"> <li>• <b>With help</b>, I can point out key aspects of traditional Indigenous beliefs about ecosystems from information I have gathered.</li> </ul> | <ul style="list-style-type: none"> <li>• I can <b>point out</b> key aspects of traditional Indigenous beliefs about ecosystems from information I have gathered.</li> </ul> | <ul style="list-style-type: none"> <li>• I can relate <b>key traditional Indigenous beliefs</b> about ecosystems from information I have gathered to my own understanding of ecosystems using specific examples.</li> </ul> | <ul style="list-style-type: none"> <li>• I can draw conclusions about the <b>connection between the scientific definition of ecosystems</b> and <b>key traditional Indigenous beliefs</b> about ecosystems from information I have gathered.</li> </ul> |
| Comments  |  |   |   |   |

| <p style="text-align: center;"><b>Science Grade 7</b></p> <p style="text-align: center;"><b>Life Science: Interactions within Ecosystems (IE)</b></p>               |                                    |  |   |   |  |
|---|------------------------------------|--|---|---|--|
| <b>Outcome</b>  |                                    | <b>1 - Beginning</b>   | <b>2 – Approaching</b>  | <b>3 – Meeting</b>  | <b>4- Exemplary</b>  |
|   |                                    | The student is having difficulty demonstrating an understanding of the concept.  | The student is developing an understanding of the concept.  | The student consistently demonstrates an understanding of the concept or has achieved the concept.  | The student independently demonstrates an in-depth understanding of the concept, and consistently applies this   |
| <b>IE7.2</b><br><b>Observe, illustrate, and analyze living organisms within local ecosystems as part of interconnected food webs, populations, and communities.</b> | <b>Components of the biosphere</b> | <ul style="list-style-type: none"> <li>• <b>With help</b>, I can observe and illustrate some of the interactions of biotic components within specific populations, communities, and ecosystems.</li> </ul> | <ul style="list-style-type: none"> <li>• I can <b>observe and illustrate some</b> of the interactions of biotic components within specific populations, communities, and ecosystems.</li> </ul> | <ul style="list-style-type: none"> <li>• I can <b>draw conclusions about</b> the interactions of biotic components within specific populations, communities, and ecosystems.</li> </ul>                 | <ul style="list-style-type: none"> <li>• I can <b>compare the interactions of biotic components</b> within specific populations, communities, and ecosystems.</li> </ul>                                 |
|   | <b>Classification of Organisms</b> | <ul style="list-style-type: none"> <li>• I can <b>distinguish between producers, consumers and decomposers</b> in a food chain.</li> </ul>   | <ul style="list-style-type: none"> <li>• I can <b>show how producers, consumers and decomposers interact, using a food chain.</b></li> </ul>  | <ul style="list-style-type: none"> <li>• I can illustrate the interconnections of producers, consumers, <b>decomposers in a particular ecosystem</b> using food chains <b>and food webs.</b></li> </ul> | <ul style="list-style-type: none"> <li>• I can <b>compare</b> the interconnections of producers, consumers, and <b>decomposers in two or more ecosystems</b> using food chains and food webs.</li> </ul> |
| <b>Comments</b>   |                                    |  |   |   |  |

| <b>Science Grade 7</b><br><b>Life Science: Interactions within Ecosystems (IE)</b>  |  |   |   |  |
|---|--|---|---|--|
| Outcome   | 1 - Beginning  | 2 – Approaching   | 3 – Meeting   | 4- Exemplary   |
|   | The student is having difficulty demonstrating an understanding of the concept.  | The student is developing an understanding of the concept.  | The student consistently demonstrates an understanding of the concept or has achieved the concept.  | The student independently demonstrates an in-depth understanding of the concept, and consistently applies this   |
| <b>IE7.3</b><br><b>Evaluate biogeochemical cycles (water, carbon, and nitrogen) as representations of energy flow and the cycling of matter through ecosystems.</b> | <ul style="list-style-type: none"> <li>● I can model <b>some</b> of the biogeochemical cycles (water, carbon, and nitrogen).</li> <li>● <b>With help</b>, I can give examples of decomposers in ecosystems.</li> </ul> | <ul style="list-style-type: none"> <li>● I can <b>model the biogeochemical cycles</b> (water, carbon, and nitrogen).</li> <li>● I can <b>give examples</b> of decomposers in ecosystems.</li> </ul> | <ul style="list-style-type: none"> <li>● I can <b>compare</b> how biogeochemical cycles (water, carbon, and nitrogen) represent energy flow and the cycling of matter through ecosystems.</li> <li>● I can <b>explain the role of decomposers</b> in ecosystems.</li> </ul> | <ul style="list-style-type: none"> <li>● I can suggest how biogeochemical cycles have been used or could be <b>used to develop technologies designed to assist in managing aspects of ecosystems.</b></li> <li>● I can <b>compare the role of decomposers to other consumers</b> in ecosystems.</li> </ul> |
| <b>Comments</b>   |  |   |   |  |

| Science Grade 7  |                      |  |  |  |  |
|--|----------------------|--|--|--|--|
| Life Science: Interactions within Ecosystems (IE)  |                      |  |  |  |  |
| Outcome  |                      | 1 - Beginning  | 2 – Approaching  | 3 – Meeting  | 4- Exemplary   |
| IE7.4<br>Analyze how ecosystems change in response to natural and human influences, and propose actions to reduce the impact of human behaviour on a specific ecosystem. | Change in ecosystems | <ul style="list-style-type: none"> <li>• <b>With help</b>, I can list different changes in ecosystems that happen in response to natural and human influences</li> </ul>   | <ul style="list-style-type: none"> <li>• I can <b>list different changes in ecosystems</b> that happen in response to natural and human influences.</li> </ul>   | <ul style="list-style-type: none"> <li>• I can <b>explain with examples</b> how ecosystems change in response to natural and human influences.</li> </ul>  | <ul style="list-style-type: none"> <li>• I can <b>defend a position</b> on the impact of natural and human influences on ecosystems.</li> </ul>  |
|  | Actions              | <ul style="list-style-type: none"> <li>• <b>With help</b>, I can describe some current actions that reduce the impact of human behaviour on a specific ecosystem.</li> <li>• I can take into account <b>one</b> of the following factors: scientific, social, technological, <b>OR</b> environmental in describing current actions.</li> </ul> | <ul style="list-style-type: none"> <li>• I can <b>describe some current actions</b> that reduce the impact of human behaviour on a specific ecosystem.</li> <li>• I can take into account <b>some</b> of the following factors: scientific, social, technological, <b>OR</b> environmental in describing current actions.</li> </ul> | <ul style="list-style-type: none"> <li>• I can <b>propose possible actions</b> to reduce the impact of human behaviour on a specific ecosystem, <b>with support</b>.</li> <li>• I can take into account <b>most</b> of the following factors: scientific, social, technological, <b>OR</b> environmental in proposing possible actions.</li> </ul> | <ul style="list-style-type: none"> <li>• I can <b>design an action plan</b> to reduce the impact of human behaviour on a specific ecosystem.</li> <li>• I can take into account <b>all</b> of the following factors: scientific, social, technological, <b>AND</b> environmental in designing an action plan.</li> </ul> |
| Comments   |                      |  |  |  |  |

| Science Grade 7                                   |               |   |  |  |
|---|---------------|---|--|--|
| Life Science: Interactions within Ecosystems (IE) |               |   |  |  |
| Outcome   | 1 - Beginning | 2 – Approaching   | 3 – Meeting  | 4- Exemplary   |
|   |               | The student is having difficulty demonstrating an understanding of the concept. | The student is developing an understanding of the concept. | The student consistently demonstrates an understanding of the concept or has achieved the concept. |
|   |               |   |  |  |