

## Slope Failure and Ecosystems

Content Area(s)/Course: AP Biology	Unit: Ecology
Lesson Topic: Introduction of terrestrial ecosystems	Length of Lesson: 1 Day
Materials for Students: writing utensil	Materials for Teacher: guided worksheet/notes/presentation

Standard(s) Addressed:  
Standard HS-LS2-1 Interdependent relationships in ecosystems

Student Outcome(s):  
I can: define an ecosystem  
I can: point to specific variables that give rise to specific ecosystems

### Context for Learning

This is the start of a unit on ecology. Students will learn about abiotic and biotic factors that bring about the formation of specific terrestrial ecosystems. The abiotic factor that will be emphasized as a primary predictor of the type of ecosystem is precipitation. Students will be shown the most common (8) terrestrial ecosystems and how the abiotic and biotic factors vary among them.

- Tropical Rainforest **Ecosystems**.
  - Taiga **Ecosystem**.
  - Temperate Forest **Ecosystem**.
  - Tundra **Ecosystem**.
  - Shrubland **Ecosystem**.
  - Lentic **Ecosystems**.
  - Desert **Ecosystem**.
  - Grassland **Ecosystem**.

### Instructional Delivery

Lesson notes: The notes will cover how to recognize different terrestrial ecosystems based on abiotic and biotic factors. Definition of important ecological terms will be laid out before getting into the types of ecosystems.

Activity: No activity for this lesson

### Assessment/Evaluation (Formative/Summative)

There will be an informal formative assessment in the form of their worksheet. Gather how they are doing by walking around to each student and observing them work. There will be a formal formative assessment the day after this lesson in the form of a mini quiz (bell ringer) that will allow me to review and check for comprehension before moving on.

Accommodations: Walk around and help those students that need more help. Extra time for students that need it on the mini quiz.

