

**“Biological Diversity - Researching an endangered Canadian species”**

2022-2023

Grade 9

C. Berard

**Full name of the species**

The leatherback sea turtle (*Dermochelys coriacea*), sometimes called the lute turtle or leathery turtle or simply the luth, is the largest of all living turtles and the heaviest non-crocodilian reptile, reaching lengths of up to 1.8 metres (5 ft 11 in) and weights of 500 kilograms (1,100 lb).

Kingdom - Animalia  
Phylum - Chordata  
Class - Reptilia  
Order - Testudines  
Family - Dermochelyidae  
Genus - *Dermochelys*  
Species - *Coriacea*



Keynote on the Leatherback Sea Turtle - Classification

Each student chose a Canadian species that was listed as a species at risk according to the Committee on the Status of Endangered Wildlife in Canada. They were required to research their chosen species, specifically answering twenty questions provided by their teacher. They wrote a report about their species and then used the report to create a keynote presentation that they shared with their classmates (the keynote also had required elements based on a rubric). The final part of this project was to create a realistic drawing of their species, using pointillism to enhance the drawing with colour and different shades.

**Research Project - 40 marks**

- Where is the species habitat (in Canada [provinces etc] and Worldwide [countries])? - **2 marks**
- What type of ecosystem does the species live in? - **1 mark**
- Description of the species (size, colour(s), term for different genders, term for young, any other relevant info). - **5 marks**
- Name the species (full proper name including kingdom to species, etc.). - **7 marks**
- What niche does it fill? (Predator? Prey? Favourite food(s), busiest day or night?). - **2 marks**
- Life span / expectancy. - **1 mark**
- Natural enemies (predators) for the species. - **1 mark**
- General lifestyle and activity information for species (a day in the life). - **2 marks**
- Are there any mating/courtship rituals (describe)? - **2 mark**
- Length of gestation. - **1 mark**
- Average number of young? - **1 mark**
- Nursing/maternal habits of species, if any. - **2 marks**
- Living and family arrangements (what is the group called? how many in a group? are they all related? how long do they stay together?). - **2 marks**
- Approximately how many individuals left in the wild in Canada? Worldwide? - **2 marks**
- Is it on the species at risk list? If so, what is it listed as? **1 mark**
- How do humans negatively effect this species? **1 mark**
- Interesting information (to you) not covered by another point. - **5 marks**
- Bibliography of resources (must include at least 2 resources, can not include wikipedia). **2 marks**

Note\* 5 Pictures are to be included but are part of the technology rubric

**Endangered Species Technology Rubric**

	Excellent (5)	Very Good (4)	Good (3)	Fair (2)	Needs Work (1)
Powerpoint is graphically interesting with background (1 throughout) and a choice of font and size that is appropriate.					
Presentation contains correct spelling, grammar, and punctuation.					
Presentation contains a minimum of 5 pictures of the topic which have been imported into the slideshow.					
Presentations contains one transition that is used throughout the slideshow.					
Layout of the presentation is organized in a manner that makes sense and is visually pleasing.					
<b>Bonus:</b> Presentation contains a video that is embedded into the slideshow.					

**What niche does the American Badger fill?**

- The American badger is a specialized predator
- The American badger's favourite food is earthworms, and they generally make up around 80% of their diet.



Keynote on the American Badger - Niche



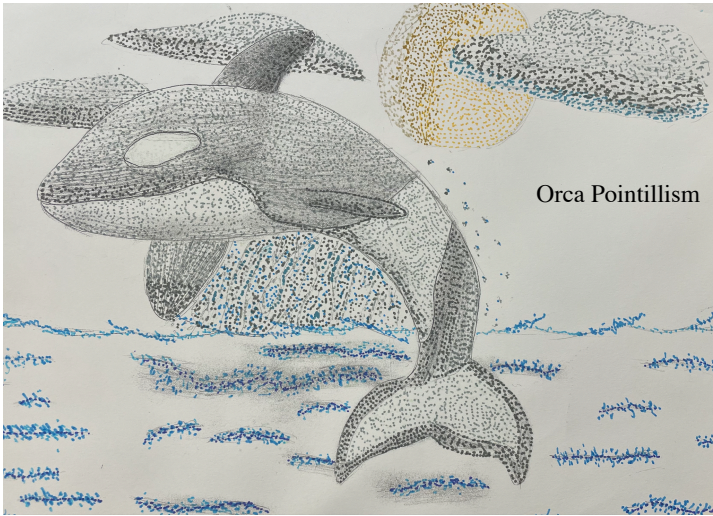
Cougar Pencil Drawing



Species Pointillism Rubric

Art Topic	5	4	3	2	1
Realistic drawing of the species. It is clear as to what the image is meant to be. 5 X 2 = 10 marks total.					
Background is appropriate habitat for the topic species. 5 marks.					
Pointillism adds colour to topic without smudges or gaps. 5 marks.					
Colours are appropriate for the topic and background. 5 marks.					

Lynx Pencil Drawing



Turtle Pointillism





## ***Social 8 Integration within Core***

2022-2023

Grade 8/9

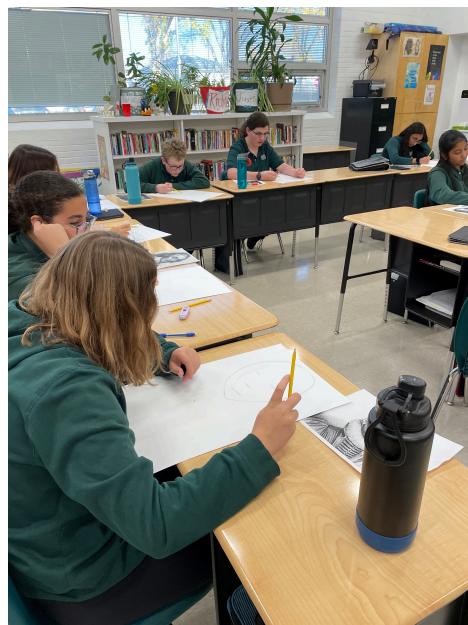
P. Edey

The focus of the grade 8 social studies curriculum is exploring worldview. Within this unit of study students look at the history of the Renaissance, interactions between the Spanish and the Aztec in Meso-America and the juxtaposition of isolationist Japan.

In the Renaissance component of study, the students look at how European cultures moved from beliefs and practices of the Middle Ages into the Renaissance beliefs of humanism, trade, science, mathematics and art movements. In addition to these curricular outcomes, the students in grade 8/9 each chose a notable figure of the Renaissance times from scientists, mathematicians, writers, artists, religious figures and monarchs, to research the background, contributions of that individual and the changes as a result of their work. This research was then shared as an essay. To go along with the writing portion, students learned how to take an image of a person, and recreate it using the guided drawing process. Through this art project,

students learned about how to look at an image and transcribe it onto paper themselves, keeping to scale and location of features, and shading techniques.

Project Rubric					
	20	15	10	5	0
Creativity	Work exceptionally unique, detailed and interesting. Explores several different options and takes many creative risks.	Work generally unique, detailed and interesting. Explores some different options and takes some creative risks.	Work somewhat unique, detailed or interesting. Shows some developing ideas but without a true sense of originality.	Work occasionally unique, detailed or interesting. Shows minimal risks taken. Similar to examples shown.	Work not unique, detailed or interesting and shows no original ideas or risks taken.
Elements & Principles	Exceptional understanding and application of the elements of art and principles of design.	Good understanding and application of the elements of art and principles of design.	Basic understanding and application of the elements of art and principles of design.	Minimal understanding or application of the elements of art or principles of design.	No understanding or applications of the elements of art or principles of design.
Craftsmanship	Work done with exceptional care and attention to detail and neatness.	Work done with good care and attention to detail and neatness.	Work done with basic care and attention to detail and neatness.	Work done with minimal care and attention to detail or neatness.	Work done with no care or attention to detail or neatness.
Understanding, Achievement & Completion	Exceptional understanding of project requirements. Assignment followed and work is all complete and consistent.	Good understanding of project requirements. Assignment followed and work is mostly complete and consistent.	Basic understanding of project requirements. Assignment followed and work is somewhat complete and consistent.	Minimal understanding of project requirements. Assignment generally followed, but work is incomplete or inconsistent.	Lack of understanding of project requirements. Assignment is not followed and work is incomplete or inconsistent.
Effort and Participation	Listens respectfully and works quietly, uses materials appropriately, gives best effort even if challenged	Listens respectfully and works quietly, uses materials appropriately, gives best effort until challenged, then gives some effort	Needs reminders to work quietly, needs reminders to use art materials appropriately, gives some effort but gives up if challenged	Distracts others, does not complete work, does not use materials appropriately, gives little to no effort	Distracts others, does not complete or do work, does not use materials appropriately



	Excellent (5)	Proficient (4)	Satisfactory (3)	Limited (2)	Poor (1)
<b>Organization of project: biographical information included in text of four paragraphs written for historical figure, focus on contributions to Renaissance</b>	Supporting details, historical accuracy well organized, connecting emotions and historical figure's ideas present throughout writing, reference/ focus on their cultural contributions.	Report has sufficient substance, thought and clarity, more supporting details needed, random ideas included.	Organization and flow is lacking, no intro or conclusion sentences in each paragraph, focus not on contributions in culture.	Minimal organization of ideas, lacks historical accuracy, clarity and paragraph format missing.	Assignment is incomplete, one historical figure not well researched, text was copied from outside source.
<b>Writing - writing reveals research that relates to historical figures feelings, participation and thoughts of events leading to contributions to the Renaissance</b>	Writing is clear, shows thought provoking composition, views of historical figure given are detailed and well supported.	Writing is mostly clear and on topic and strives to answer most of the questions required in the assignment. Contributions discussed in detail.	Writing contains mostly relevant topics but does not spend a significant amount of time on contributions.	Lacking clarity, topic sentences are not supported with details in multiple paragraphs, random facts.	Minimal work, lacks depth and clarity, student did not paraphrase information in project with text written.
<b>Supporting Details/content, Historical Accuracy and significance of historical figure</b>	All paragraphs have related yet different ideas supported by details. Historical facts accurate and clear and conclusion.	Paragraphs clearly explain subject's ideas, may lack depth, images, clarity, conclusions or accuracy.	Details do not support each topic sentence, random ideas, focus is unclear.	Lacking consistency in ideas, or accuracy of facts of historical significance.	Facts if present are not supportive of the topic of purpose of the assignment.
<b>Grammar/ Editing Spelling, punctuation and evidence of editing for each sentence clearly accomplished</b>	All sentences are complete, make sense and are edited. Academic and key vocabulary are present throughout.	Mostly correct usage of vocabulary, small errors do not take away from the overall quality.	Several spelling, punctuation and grammar errors, but message and content remain clear.	Multiple errors in sentence structure, grammar and spelling have a significant impact on the overall quality.	No evidence of editing, unclear writing and ideas. Assignment has large components that are incomprehensible.
<b>Directions followed: Required length, content, focus of historical figures connect to ideas and times of his/her culture</b>	Student work is complete, both historical bio pages have images wrapped around text, required length, paragraph format, focus and content, neat and on time.	Most directions followed, consistent supporting evidence, one key component may be missing from the report.	A significant amount of the report is complete, however there are several components missing that take away from the report.	Report is mostly incomplete. More sections are missing than included and the report feels incomplete and unfinished.	Most sections of the report are incomplete. Student has not followed the outline of expectations for the assignment.



TOTAL

/25



Art: students will

- examine and simplify basic shapes and spaces;
- employ space, proportion and relationships for image making;
- experiment with value, light, atmosphere and colour selection to reflect mood in composition.

LA: students will

- access information in a variety of oral, print and other media texts, such as interviews, mini lessons and documentaries;
- integrate appropriate visual, print and/or other media to inform and engage the audience;
- revise to ensure effective introductions, consistent points of view, effective transitions between ideas and appropriate conclusions;
- revise to enhance effective transitions between ideas and maintain a consistent organizational pattern;
- revise to combine narration, description and exposition effectively.

Technology: students will

- use the internet ethically as a research tool;
- credit source material;
- read for applicable content;
- download or copy and paste text and images;
- use the iPad as a tool to build and format word documents, integrate images, data, and other types of information.