Living Organism Interactions Miss Imig

General Science

Fall 2012

**“Found My Niche”**

Niche? Parasitism? Predator? All of these scientific terms can be confusing without concrete application to our everyday lives. We have learned the characteristics that all living things share as well as the ways in which they interact with each other. What if we thought of these principles in light of the way WE interact with other humans and animals?

**THE PROJECT**

Your job is to tell us about your “niche” and connect what you have learned in class with what you experience on a daily basis. Each student will present their niche to the class via prezi or poster.

**OBJECTIVES**

* Define niche, habitat, prey, commensalism, mutualism, and parasitism
* Apply the “niche” ecological principle to everyday life
* Illustrate each component of the niche with a picture
* Organize information using Prezi.com
* Present personal niche to the class

**PRESENTATION**

* “Prezi” presentation containing- a definition, example from “your niche,” and picture of the following 6 components:
  + Niche (Role of organism)
  + Habitat
  + Prey (what they eat and how it is obtained)
  + Mutualism
  + Commensalism
  + Parasitism
* Oral 4-6 minute presentation of niche

**RUBRIC**

**Definitions**

|  |  |  |  |
| --- | --- | --- | --- |
| **0** | **1** | **2** | **3** |
| 0-1 components are accurately defined | 2-3 components are accurately defined | 4-5 components are accurately defined | All 6 components are accurately defined |

**Personal Niche Applications**

|  |  |  |  |
| --- | --- | --- | --- |
| **0** | **1** | **2** | **3** |
| 0-1 components have an appropriately correlated student life component | 2-3 components have an appropriately correlated student life component | 4-5 components have an appropriately correlated student life component | All 6 components have an appropriately correlated student life component |

**Pictures**

|  |  |  |  |
| --- | --- | --- | --- |
| **0** | **1** | **2** | **3** |
| 0-1 pictures appropriately depict the corresponding component | 2-3 pictures appropriately depict the corresponding component | 4-6 pictures appropriately depict the corresponding component | All 6 pictures appropriately depict the corresponding component |

**Product (Prezi or Poster)**

|  |  |  |  |
| --- | --- | --- | --- |
| **0** | **1** | **2** | **3** |
| Product shows no organization or coherent thought | Product is poorly organized and shows lack of fluidity | Product is moderately organized, appealing and smooth-flowing. | Product is well organized, visually appealing and has a smooth flow |

**Oral Presentation**

|  |  |  |  |
| --- | --- | --- | --- |
| **0** | **1** | **2** | **3** |
| Student exhibits poor volume and clarity of speech | Student exhibits below average volume and clarity of speech | Student exhibits average volume and clarity of speech | Student exhibits excellent volume and clarity of speech |

**TOTAL /15**

References:

National Geographic Society et al. (2003). *Science*: *Level Red.* Peoria, IL: Glencoe McGraw Hill.