

# Additional Information for Filling Up Florida

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Teacher Directions: Share the Cooperative Worker Rubric with students on the first day of the mini-unit. Go over the expected behaviors and the criteria. Decide how this rubric score will be used in your class. For purposes of this unit, it is not a summative assessment, but rather a formative one to help students keep on task and focus on the outcomes of the unit. You will need to duplicate one for each student and write the names on the sheets. Circulate as students are working during the days of the mini-units. Conference, if necessary, with students who are not exhibiting the desired behaviors at least some of the time.

Student directions: Please look at the Cooperative Worker Rubric. These are the behaviors that I expect from you as you are working on this mini-unit. I will be circulating and marking the rubric as you work. If necessary, I will call you in for a conference so that you may work toward achieving a good score. We will now go over and discuss the rubric and the criteria listed. If you have questions, please raise your hand.

Scoring Method: This is a formative assessment for students. Offer feedback and suggestions to students as you circulate and mark them. If this is the first time that students have used a rubric for group work, much instruction might be needed, and much feedback might have to be given. Students will need to see the markings once you have finished so that they can discuss them with you.

## Cooperative Worker Rubric

Name: \_\_\_\_\_  
Date: \_\_\_\_\_

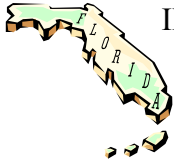
Teacher: \_\_\_\_\_  
Title of Work: \_\_\_\_\_

Skills	Criteria				Points
	4	3	2	1	
<b>Helping:</b>  The teacher observed the students offering assistance to each other.	All of the time	Most of the time	Some of the time	None of the time	
<b>Listening:</b>  The teacher observed students working from each other's ideas.	All of the time	Most of the time	Some of the time	None of the time	
<b>Participating:</b>  The teacher observed each student contributing to the project.	All of the time	Most of the time	Some of the time	None of the time	
<b>Persuading:</b>  The teacher observed the students exchanging, defending, and rethinking ideas.	All of the time	Most of the time	Some of the time	None of the time	
<b>Questioning:</b>  The teacher observed the students interacting, discussing, and posing questions to all members of the team.	All of the time	Most of the time	Some of the time	None of the time	
<b>Respecting:</b>  The teacher observed the students encouraging and supporting the ideas and efforts of others.	All of the time	Most of the time	Some of the time	None of the time	
<b>Sharing:</b>  The teacher observed the students offering ideas and reporting their findings to each other.	All of the time	Most of the time	Some of the time	None of the time	
Teacher comments:					Total

**Teacher Directions:**

Use the following outline of teacher lecture notes on pages 5 and 6 to discuss these important concepts. This is the same information covered on the diagnostic and posttests. Allow students to take notes, or duplicate for each student and allow them to take notes, depending upon your class. You may wish to add specific information detailing your own environment.

## TEACHER LECTURE NOTES FOR FILLING UP FLORIDA



### IMPORTANT DISCUSSION POINTS:

- New residents mean new houses and new roads, which invariably reduce green spaces and wildlife habitat
- Since 1950, Florida has lost over half of its wetlands, one quarter of its forests, and most of its tropical hardwood hammocks, scrubs, and coastal habitat. Habitat destruction is linked to almost every environmental problem we have in Florida, from endangered species to water and air pollution.

### I. Human Impacts to the environment to discuss:

- Fire suppression (Suppressing fire in natural fire-maintained communities leads to the growth of invasive species, crowding out native species on which wildlife rely)
- Natural resource usage
  - Natural resources are materials taken from the environment and used by people. Natural resources can be either renewable or nonrenewable.
    - Renewable – replaced by nature (Example: water, replaced by rain)
    - Nonrenewable – cannot be replaced by nature (Example: fossil fuels)
  - Conservation is the wise use of natural resources (Positive human consequence!!!)
  - Protecting organisms from extinction is an important part of conservation. The most dangerous threat to living things is the destruction of their habitat.
  - Human activities have hurt plants and wildlife, but people can take action to save them.
- Overpopulation
  - Population density – a measurement of the number of individuals of a species in a certain area
  - Limiting factors – factors that determine the maximum to which a population can grow (Examples: Food supply, water supply, space)
- Logging
- Farming
- Mining
- Construction of roads and homes
- Pollution  
Note: Pollution is the introduction of harmful or unwanted substances into the environment

### II. Biotic versus Abiotic Factors

- Biotic - Living things and their products (secretions, waste, remains) in an environment
- Abiotic – Nonliving factors in an environment (Temperature, soil nutrients)

### III. Equilibrium

- Equilibrium is a natural state of balance

- This site may be helpful in explaining equilibrium.
- <http://kalama.doe.hawaii.edu/~kilohana/be20.html>

#### IV. Ecosystems

- Ecosystems – a grouping of plants, animals and microbes interacting with each other and their environment
- These sites may be helpful in explaining Ecosystems.
- <http://mbgnet.mobot.org/fresh/index.htm>
- <http://sln.fi.edu/tfi/units/life/habitat/habitat.html>
- [http://www.thinkquest.org/library/lib/site\\_sum\\_outside.html?tname=11353&url=11353/ecosystems.htm](http://www.thinkquest.org/library/lib/site_sum_outside.html?tname=11353&url=11353/ecosystems.htm)

