

STANDARDS

- CCSS: RST.9-10.1, 2, 4, 5, 7, 8, 10; RST.11-12.1, 2, 4, 10; SL.6.1-8.1; SL.6.5-8.5
- **NGSS**: MS-LS2-3, MS-LS2-4
- <u>OLP</u>: (grades 6-8) 5.A.1, 5.A.3, 5.A.4, 5.A.6, 5.A.16, 5.A.21, 6.A.5-6.A.7, 6.D

ONLINE CONTENTS

- Food Web Quiz
- Coral Reefs: Unraveling
 the Web Coral reefs are an
 ecosystem that supports
 millions of different creatures.
 A coral reef is so complex,
 it's better to think of it as a
 food web a network of food
 chains that tells a story about
 the interdependence of all the
 animals and plants that live in
 the reef.

FOOD WEB

This lesson is a part of the *Food Web* unit, which explains how matter is recycled and energy is transferred in the biotic (living) parts of a coral reef ecosystem. Below is a summary of what is included in the entire unit.

UNIT CONTENTS

A. Background Information

- · Earth's System
- Matter
- Energy
- Feeding Strategies
- · Food Chain
- Food Web
- Ecological Pyramids
- Energy Pyramid & 10% Rule

B. Lessons

Watch It! Unraveling the Web

 A worksheet to accompany the <u>Coral Reefs: Unraveling the</u> Web video

Stringing it Together

 An activity that models food chains and food webs in the coral reef ecosystem to aid in understanding how matter is recycled and energy flows through it

Read it! Sharks

A worksheet to accompany the <u>Sharks!</u> field blog

Read it! Faces & Functions of Algae

 A worksheet to accompany the <u>The Faces and Functions of</u> Algae on the Reef field blog





NOTES

READ IT!



INSTRUCTIONS:

- 1. Read Shark, a blog from our Great Barrier Reef, Australia mission (https://bit.ly/sharksGBR).
- 2. While reading the blog, take notes and connect it to your prior learning. Note things that you agree or disagree with. There is a space, below, for this.
- 3. Next, document what you like and dislike about this blog in the space below. Be sure to pay attention to things like style and tone, along with the content and visual design. Be sure to *explain* what it is that you do or do not like about each element.
- 4. Answer the questions.

LIKES	DISLIKES

1.	How does the first paragraph tie into the rest of the blog (what is its purpose)?
2.	What is a shark's trophic level? What is their role on the coral reef?
3.	Compare and contrast the shark populations from the previous study to what the scientists are finding on this Great Barrier Reef research mission. Cite specific textual evidence to support this.
4.	Did the author fully support his claim? Explain why you think this.

UN	Unit 16: Food Webs - Sharks Student Worksheet					
5.	Top-order predator, abundance, and fishing regulations are specific vocabulary for the topic of this blog. Define them below.					
6.	Write a sentence of your own creation that connects the three words from #5, above.					
7.	Is this blog a reliable source for scientific information? Why or why not?					

	Uni	1 16: FOOD WEBS -	SHARKS STUDENT WO	ORKSHE
8.	3. Do you notice any bias in this writing? If so, what?			
0		Am.		
9.	 Describe three things that you learned while reading this blog en 	itry.		
4.0				
10	10. Construct a comment to post in response to this blog. Remembe connections, asks a question, or gives an opinion in a respectful of the blog that you are specifically referring to. Don't be afraid to	manner. You mig	iht want to quote th	ne part
	to explain yourself and remain polite.	o disagree with an	iother writer, but by	o surc