

Matrix of Curriculum Connections for Science Courses per Lesson Plan ◆ = direct connections # = extension activity □ = related Feel free to note objectives that you feel are covered and send your ideas to Protected Areas Association!	A Special Place	Visiting PAA	Weaving the Web of Life	Going, Going, Gone	Deforestation Dance	Deforestation Webquest	You Be the Judge	Spruce River	Biodiversity Delimmas	Ecoregions Unit	Our Inheritance, Their Inheritance	Flower's Meadow	Taking a Stand	The Study of Biodiversity	Let's Take Action	Land and Sea Jeopardy	General Connections:	* ERB Activity Sheets	* Challenge 2000
	3C. Construct a food web from a list of common plants and animals found in the woods of Newfoundland and Labrador.			◆															
3D. Use the following terms in describing components of a food web: producers, consumers, decomposers, herbivores, carnivores, omnivores, predator and prey.			◆																
7A. Define species as a group of organisms that can naturally interbreed to produce fertile offspring.				◆					◆										
7B. Define community as a group of interacting populations of two or more different species that live together in the same area.			◆	◆					◆				◆						
7C. Define population as members of a species, (naturally interbreeding organisms) living within the same area.			◆	◆					◆										
7D. Describe examples of communities within his/her own area.			◆	◆						◆			◆					□	3 5
7E. Identify populations that exist in the various communities within his/her			◆	1						◆			◆					□	4 5
7F. Identify, through the use of reference guides, samples of the flora (plants) and fauna (animals) found in the local environment.													◆						
7G. Analyze a community (from field trips) with particular reference to:			4										◆						
i) biotic and abiotic factors.			4										◆						
ii) relationships exhibited among organisms			4										◆						
iii) micro-environments			4										◆						
iv) examples of food chains.			4										◆						
v) examples of human influence			4										◆						
7H. Appreciate nature and the need to conserve areas for future generations to enjoy.		◆			◆			◆	◆	◆	◆	◆	◆					□	
9A. Define a sample as a randomly selected group representing an entire population of organisms.													◆						
9B. Estimate the size of a population using the quadrat sampling method.													Plant						
9C. Estimate the size of a population using the mark-recapture method.																			
9D. Recognize that the accuracy of sampling is dependent upon sample size and the number of samples taken.													◆						

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	9E. Cite examples of how the mark-recapture has been utilized in Newfoundland and Labrador.																		
9F. Assess the impact of data from sampling techniques on wildlife and fishery management.																			
10A. Define succession as <i>the natural series of changes which occur in an area over time.</i>																		□	
10B. Describe an example of succession occurring in the local environment.																		□	
11A. Identify examples of how humans have affected their environment.		◆	◆	◆	◆	◆	◆			◆	◆			◆	◆	◆		□	2 5
Grade 9 Environmental Quality																			
1A. Describe changes in the environment (local, regional and global) that are the direct and indirect result of human actions.		◆								◆	◆				◆			□	
Grade 9 Diversity of Living Things																			
1A. Define diversity as the term biologists use to represent the variety or differences which exist among organisms.									◆	◆				◆				□	
1B. Appreciate the diversity which exists in a local group of organisms.									3 4	◆				◆				□	
1C. Propose an explanation as to why there is diversity in nature.														◆					
8A. Classify a number of common objects into several groups according to easily observed characteristics.														◆					
12A. Define a dichotomous key as a list of pairs alternative characteristics used for classification.														Plant	Plant				
12B. Demonstrate a knowledge of how to use a dichotomous key.														Plant					
12C. Devise a suitable dichotomous key which can be used to identify leaves of														6					