



# Ecosystems and Interactions

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EDTC 635 Final

# Project Plan

- 3rd Grade Science Unit Plan Website - Ecosystems and Interactions
- 3 main lessons
- Timeline- 2 weeks
  - 10 – Forty minute science periods
- 20 Students with varying abilities



# Goals / Objectives / Outcomes

- Students will be able to
  - Explore and learn about ecosystems.
  - Explain how living and nonliving organisms need each other for survival.
  - Examine and design food chains.
  - Discover how food chains are an important part of each ecosystem.
  - Understand how environmental changes can affect ecosystems.
  - Describe the cause and effects of environmental changes on different ecosystems.
- New Jersey Student Learning Standards
  - NJSLS : 3-LS4-4, 8.1.5.A.1, 8.1.5.A.3, NJSLSA.R7, NJSLSA.RI.3.7,

# TPACK

- Technological Knowledge- is addressed in the use of computers to navigate the website and its components (videos, articles, games, Google Forms). Also, students have to be knowledgeable about Lucid Charts and Google Maps to construct their projects.
- Pedagogical Knowledge- Is addressed through pairing students together, using many different resources so that each child can retain the information, and allowing student choice in completing the activities through the lessons.
- Content Knowledge- is addressed through all of the resources that are used to aid in student learning (videos, websites, pictures, etc.)



# Multiple Intelligences

- Visual-Spatial- addressed through watching videos, seeing pictures, and overall viewing of website.
- Bodily-Kinesthetic – addressed through the manipulation of the computer, mouse, and keyboard.
- Musical – addressed through the music in the videos and games.
- Interpersonal- addressed through the ability to work with a partner or group to understand and create projects together.

# Multiple Intelligences cont.

- Intrapersonal – addressed through the ability to work at your own pace, and construct your own writing ideas.
- Linguistic – addressed through reading the content on the website, and through the written assignments that students must construct.
- Logical-Mathematical – addressed when students have to construct their own food chain, and explain the cause and effect relationship of environment changes.

# Citations

- <http://www.nj.gov/education/cccs/>
- <http://tpack.org/>
- <http://www.tecweb.org/styles/gardner.html>