

Name: _____

Date: _____

Science 10: Invasive Species Project

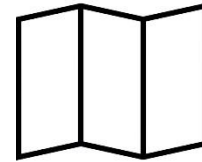
Objective

1. I can identify factors that make an organism an invasive species.
2. I can explain how invasive species affect the biodiversity within an ecosystem.

Project Outline

Create a pamphlet or report that gives information about an invasive species found in Saskatchewan. Your choices are:

- Wormwood
- Kentucky bluegrass
- Canadian thistle
- Dandelions
- Zebra mussel
- Purple loosestrife
- Eurasian water milfoil
- Silver carp
- Wild parsnip
- Common burdock



Your pamphlet must include:

1. Pictures of the invasive species
2. Common name and scientific name
3. Where your species is found (land or water, area of Saskatchewan, where else in the world?)
4. Physical description
5. Where it comes from and how it got here
6. Why is it a threat or problem in Saskatchewan?
7. How it is being controlled or eradicated (removed)?

This project must be done **individually**. It should fit on both sides of an 8 ½" by 14" piece of paper. It can be typed or handwritten. **All information should be written in your own words and not copied from the internet.** On a separate piece of paper, you must include a **works cited** showing all your references in APA format.

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Evaluation

Criteria	Level 4	5 Excellent	4 Great	2-3 Okay	0-1 Poor
Knowledge and Understanding	<ul style="list-style-type: none"> • Demonstrates good understanding of concepts related to biodiversity of ecosystems and invasive species • Information and data included is relevant and clear • Uses a variety of scholarly sources to further understanding of topic 				
Application of Concepts	<ul style="list-style-type: none"> • Makes reasonable connections between concepts • Considerable analysis and connections made between science, technology, society and the environment • Develops conclusions through thoughtful discussion of ideas 				
Inquiry and Critical Thinking	<ul style="list-style-type: none"> • Thinking is logical and reasonable and covers a variety of different points of view 				
Communication	<ul style="list-style-type: none"> • Writing is clear and concise in structure, language and content • Adequate use of grade-level, scientific language • Evidence of proof-reading • Sections are long enough to satisfactorily convey information 				
Effort and Meeting Requirements	<ul style="list-style-type: none"> • Evidence of reasonable effort • All requirements are met, including works cited 				