

Sherri Buchanan  
Coastal Ecology of the Bahamas

**Title**

Invasive species – Definition, Type, and Effects

**Grade Level:**

6<sup>th</sup> grade

**Content area:**

Science, geography, and reading

**Time Allotment:**

5 class periods (50 minutes each)

- Day 1 – Presentation of Invasive species in the Bahamas and an overview of expedition. Group discussion on definition of invasive species with brainstorming of various local and/or state invasive species.
- Day 2 – Library and online research on various local and/or state invasive species.
- Day 3 – Group work on completing chart
- Day 4 – Group presentations of completed charts
- Day 5 – Guest speaker from State Agency ( Forestry or Extension Service)

**Academic Standards:**

This lesson is based on the Mississippi Framework for Biology and Life Science. # 4i. “Analyze changes in an ecosystem resulting from natural causes (succession), changes in climate, human activity (pollution and recycling), or introduction of non-native species.

**Abstract:**

At the conclusion of the invasive species unit, students will be able to define invasive species, give examples of local and/or state invasive species, and describe the effects of these species.

**Goal:**

Students will develop:

- Library and online search skills
- The ability to work productively in small groups
- The use of charts to summarize data.

**Performance Indicators:**

1. Definition of Invasive Species
2. Group Activity
3. Completion of Local and/or state Invasive Species Chart

**Background Information:**

Students will need to have some knowledge of the local and/or state environment and common species.

**Materials:**

- Bahamas Coastal Ecology Guide and Photos
- Pictures of Invasive species in the Bahamas (plant and marine)
- Library materials
- Blank Charts
- Pencils

**Technology:**

- Projector to show photos
- Computers for online search
- Internet access

**Instructional Procedure:**

1. Present the information from the Earthwatch Expedition "Coastal Ecology of the Bahamas"
  - A. Pictures of the Bahamas - Water and Land
  - B. Discuss the various invasive species of the Bahamas
2. Present to class the goal and objectives for the unit on invasive species.
3. Break class into small groups for cooperative learning environment.
4. Assign each member of a group a task: organizer, researcher, research assistant(s), data collector, data recorder, presenter, volunteer(s)
5. Individual groups will brainstorm and take notes of any suggestions of local and/or state invasive species.
6. Individual groups will perform research on local and/or state invasive species with each member completing assigned tasks.
7. Group members will work with the data recorder to complete the chart of invasive species.
8. The presenter for each group will present to the class the data found and recorded by the group.
9. Entire class will listen to a presentation by a State Agency representative on invasive species in Mississippi. The class will discuss with the representative the data collected by the various groups.
10. Each student will write at least two paragraphs on the entire week activities with examples of local invasive species listed. (May be given as a homework assignment or as a follow-up evaluation.)

**Assessment:**

Students will be evaluated on the active participation in the group activities.

Students will be evaluated on the actual finished product of the Chart of Invasive Species

Students will be evaluated on the paragraphs.

A matrix will be used to obtain a final grade.

<b>Activity</b>	<b># of Points – Minimum is 0 and Maximun is 5</b>
Actual performance of assigned group task	
Group participation	
Productive library or online research.	
Group work on Chart compilation	
Chart of Invasive Species	
Writing Sample content	
Writing Sample grammar	

**Explanation of Points**

30-35 points = A

23-30 points = B

16-22 points = C

8-15 points = D

0-7 points = F

