

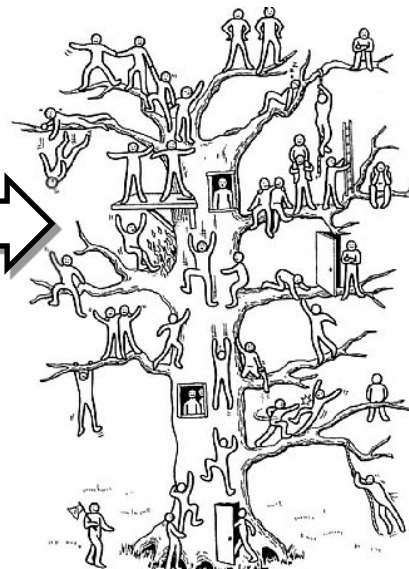
Cycle 1: Saving Our Rainforests

Assessment Result	SBE	BE	E	AE	SAE
My baseline test level is		My end of year 8 level was		My end of year 9 target is	My assessment grade for this unit is

L#	PRE-UNIT RAG	POST-LESSONS RAG	Learning Outcomes: Colour code each outcome to show what you think you have achieved for each lesson
1			MUST be able to define the terms ecosystem and biome and describe the locations of the major world biomes.
			SHOULD be able to explain the characteristics of the major world biomes and analyse how two major world biomes vary using geographical terminology.
			COULD be able to suggest in-depth geographical questions to investigate major world biomes.
2			MUST be able to identify what a food web is.
			SHOULD be able to explain the difference between a producer and a consumer and how they are interdependent.
			COULD be able to analyse how elements can impact a food web and evaluate the severity of a drought of this impact.
3			MUST be able to locate where areas of tropical rainforests are on a map of the world.
			SHOULD be able to explain why the rainforest is so biodiverse.
			COULD be able to explain your thoughts on biodiversity using evidence to support your ideas.
4			MUST be able to describe the location of and climate of tropical rainforest.
			SHOULD be able to describe the vegetation structure of tropical rainforests.
			COULD be able to explain how the climate has led to adaptations of the vegetation.
5			MUST be able to describe the location of the Penan tribe's region.
			SHOULD be able to explain how the tribe use the forest in a sustainable way.
			COULD be able to explain why the Penan's way of life is being threatened.
6			MUST be able to define what is meant by 'deforestation'.
			SHOULD be able to explain why forests are being chopped down globally.
			COULD be able to evaluate the local global impacts of deforestation.
7			MUST be able to define and identify 'endangered species'.
			SHOULD be able to explain why are animals becoming endangered.
			COULD be able to use specific examples to explain ways we can protect endangered animals.
8			MUST be able to describe the location of the Costa Rican Rainforest.
			SHOULD be able to identify how the Costa Rican Rainforest is sustainable.
			COULD be able to use specific examples to explain ways we can protect endangered animals.

Cycle 1 Reflections - Saving our Rainforests

1. What is your general/overall feeling about how this course is going? How confident are you that you will reach your target? Circle where you are on the tree...



One question I need to ask...

Exam Techniques

ALWAYS READ → DECODE → PLAN → ANSWER

My exam technique target is...

Box the command word.

Underline the keyword.

Glance at the marks.

Key-Word Checklist

See the key-word list and complete the following boxes...

Total number of key-words I don't understand...

Three key-words I will research the meaning of before next lesson...

ecosystem biome arid mountains polar tropical mediterranean temperate distribution
climate graph food chain food web abiotic biotic producer consumer decomposer adaptations,
biodiversity forest floor canopy shrub layer emergent agroforestry selective logging afforestation

Subject knowledge strengths...

Ideas on how to do better...