**Honors Statement:**

\* This is an honors level course. This course is also available in the Program of Studies at the College Preparatory level. Students earning credit for an Honors level course receive an elevated number of Quality Points for their Grade Point Average. Students choosing the Honors level course should be aware that this Honors level course will include:

* Required extension opportunities that are directly related to the Standard Course of Study. This includes additional content beyond that covered in the College Preparatory level.
* More challenging coursework and assessments.  Students will be expected to demonstrate higher levels of understanding for grades.
* Projects and presentations will be more in depth.
* Students will have to focus and study regularly to master the content.
* The expectation that students can move through the coursework at an accelerated pace and students experiencing difficulty should quickly seek guidance from their teacher on how they can be more successful.

This differentiation in objectives results in different assignments and assessments. Below is a sample of how the Honors level assignments/assessments may differ in this course:

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| **HONORS level assignment for the following Objective:**  **2.7.1 Evaluate how abiotic and biotic factors interact to create the various biomes in North Carolina and analyze patterns of similar biomes throughout the world**  **2.7.3 Evaluate how human activities impact the biosphere. Analyze your specific behavior in order to minimalize your impact on the biosphere.** |
| Honors Project Criteria include:  Create an Advertisement for your biome as a vacation spot! Must include: travel poster with all your criteria explained, Short commercial,  and catchy slogan or jingle to persuade people to visit your biome  Include the following research:  1)      **Climate conditions**:  average temperature and precipitation, soil type, latitude and altitude.  Include maps and a **climatogram**.  This is a graph of the average monthly rainfall and temperatures with rainfall as a bar graph and temperature as a line graph. (see   <http://www.bcit.cc/cms/lib04/NJ03000372/Centricity/Domain/150/Biome_Climatograms.PDF>)  2)      **Create or find a map** that illustrates the **worldwide distribution** of your biome (use a bright color to identify your biome).  3)      **Plant communities**: at least 5 dominant types of plants (full names ex: white pine tree), levels of organization (ex: in rainforest: canopy, understory, shrub layer, herb layer, and lianas), and adaptations of plants to environment (ex: thorns on cactus to conserve water loss).  Include pictures.  4)      **Animal species**:  Name the dominant animal species (at least 10) and an example of adaptations to environment (for at least one species in detail); try to include indicator and/or keystone species.  Include pictures.  Include at least: 3 mammals, 3 birds, and at least 4 in any combination chosen from reptiles, fish, amphibians, and insects.  5)      **Environmental Impacts**:  What is the **human culture** like in the biome, and most importantly, what **impacts**do humans have in the biome?  What are some environmental concerns this biome is facing? |

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| **COLLEGE PREP level assignment for the following Objective:**  **2.7.1 Explain how abiotic and biotic factors interact to create the various biomes in North Carolina**  **2.7.3 Explain how human activities impact the biosphere.** |
| Powerpoint Presentation on Ecosystem & Biomes:  [..\powerpoints\ecosystems.ppt](Downloads/powerpoints/ecosystems.ppt)  Possible Word Wall/Vocabulary Activity |