***Invasive Species (Villains) Speed Dating***



**Name of species: ex. *Canus latrans***

**Common Name: Coyote**

**Dating Name: Wile. E. Coyote**

**Pick-up Line: “Wile E. Coyote, Supergenius. I like the way it rolls out. Wile E. Coyote, Supergenius.”**

**Profile picture:**

|  |  |
| --- | --- |
| Me-up close | **Me-in action** |
| **My old home** (map of origin) | **My new place** (map of where species is invasive) |

**Do you come here often?** (how were you introduced to a different ecosystem):

**My favorite foods** (if animal) **Favorite place for new home** (if plant):

**My favorite hang-outs:**

**My takeovers** (name places where your species have become a problem-give details-amount, land space, SPECIFIC diversity lost):

**What I like about my new homes** (lack of predators-*law enforcement*, food-*fine dining opportunities* etc.)

**I have very expensive tastes!** (how much does it cost to try to get rid of you, to mitigate the damage you are responsible for)

**Pictures of my best “hosts”**

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**As always be creative in your answers….and be specific as you need to learn about invasive species and how they got to be invasive and what damage they do—how does that affect biodiversity, and the Environment, Economy, Ethical (Social ) aspect.**

**My Little Black Book of Dates**

**Plants:**

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**Animals:**

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**Fungi, Bacteria, Protozoa….Make sure to label well.**

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**Speed Dating Rubric**

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| --- | --- | --- | --- | --- |
| **CATEGORY** | **4 (Advanced)** | **3 (Proficient)** | **2 (Partially Proficient)** | **1 (Unsatisfactory)** |
| **Research** | Student researched the subject and integrated 5 or more "tidbits" from their research into their dating profile. | Student researched the subject and integrated 4 "tidbits" from their research into their dating profile. | Group researched the subject and integrated 2-3 "tidbits" from their research into their newscast. | Either no research was done or it was not clear that the student used it in the dating profile. |
| **Accuracy of Facts** | All supportive facts are reported accurately. | Almost all facts are reported accurately. | Few facts are reported accurately. | No facts are reported accurately OR no facts were reported. |
| **Point of View - Purpose** | Dater establishes a purpose at the beginning and maintains that focus throughout! Cohesive presentation. | Establishes a purpose at the beginning, but occasionally wanders from that focus. | The purpose is somewhat clear but many aspects of the dating profile seem only slightly related. | It was difficult to figure out the position of the dater. |
| **Speaks clearly** | Speaks clearly and distinctly all of the time and mispronounces no words. | Speaks clearly and distinctly all of the time but mispronounces 1 or more words. | Speaks clearly and distinctly most of the time and mispronounces no words. | Does NOT speak clearly and distinctly most of the time AND/OR mispronounces more than 1 word. |
| **Enthusiasm** | Facial expression and body language show a strong interest and enthusiasm about the topic throughout the session, but it is not overdone. | Facial expression and body language show a strong interest and enthusiasm about the topic throughout the session, but it is somewhat overdone. | Facial expression and body language show some interest and enthusiasm about the topic throughout the session. | Facial expression and body language depict apathy or boredom with the topic. |
| **Graphics** | Graphics (2) are clearly related to the material being presented. | Graphic (1) is clearly related to the material being presented. | Graphics (2) are only somewhat related to the material being presented. | Graphics are not related to the material being presented and/or no graphics at all. |
|  |  |  |  |  |

**Invasive Species List**

|  |  |  |  |
| --- | --- | --- | --- |
| **Asian clam** (Corbicula fluminea)  **Asian swamp eel** (Monopterus albus)  **Water hyacinth** (Eichhornia crassip  **Yellow iris** (Iris pseudacorus)  **Nutria** (Myocastor coypus)  **Giant** salvinia (Salvinia molesta)  **Rasberry Crazy Ants** (Nylanderia sp. near pubens)  **Purple Star Thistle** (Centaurea calcitrapa)  **Kudzu (**Pueraria montana var. lobata)  **Redbelly tilapia** (Tilapia zillii)  **Chinese mystery snail** (Cipangopaludina  **Brown Tree Snake** (Boiga irregularis) chinensis malleata)  **Yellow Star Thistle** (Centaurea solstitialis)   |  |  | | --- | --- | | **Hemlock woolly adelgid** (Adelges tsugae Annand) |  |   **Avian Infuenza Virus** (Influenzavirus HPAV)  **Infectious hematopoietic necrosis virus**  **Chronic Wasting Disease**  **Eurasian Collared Dove** (*Streptopelia decaocto)*  **Northern Snakehead Fish** (*Channa argus)* | **Zebra mussel** (Dreissena polymorpha)  **European starling** (Sturnus vulgaris)  **Saltcedar** (Tamarix spp.)  **Wild Boar** (Sus scrofa)  **European gypsy moth** (Lymantria dispar)  **Mexican fruit fly** (Anastrepha ludens)  **Africanized honeybee** (Apis mellifera scutellata)  **Bighead carp** (Hypophthalmichthys nobilis) **Butterfly peacock bass** (Cichla ocellari)  **Hydrilla** (Hydrilla verticillata)  **Johnsongrass** (Sorghum halepense)  **Cheat grass** (Bromus tectorum)  **Fire ant** (Solenopsis invicta)  **Caulerpa taxifolia**  **Purple Loosestrife** (Lythrum salicaria)  **Lionfish** ([*Pterophyllum scalare*](https://www.invasive.org/browse/subinfo.cfm?sub=58644))  **Privet** ([*Ligustrum vulgare*](https://en.wikipedia.org/wiki/Ligustrum_vulgare)*)*  **European Starlings** (*S. v. vulgaris)* |

**Invasive Species sites:**

[**https://en.wikipedia.org/wiki/Lists\_of\_invasive\_species**](https://en.wikipedia.org/wiki/Lists_of_invasive_species)

[**http://www.pbs.org/wgbh/nova/nature/invasive-species-game.html**](http://www.pbs.org/wgbh/nova/nature/invasive-species-game.html) **animation game with a good list of invasives**

[**http://www.glencoe.com/sites/common\_assets/science/virtual\_labs/CT09/CT09.html**](http://www.glencoe.com/sites/common_assets/science/virtual_labs/CT09/CT09.html)

[**http://oceanservice.noaa.gov/facts/invasive.html**](http://oceanservice.noaa.gov/facts/invasive.html)

[**https://www.youtube.com/watch?v=eY7nuxE8-jM**](https://www.youtube.com/watch?v=eY7nuxE8-jM)

Common Assessment (Minor)

watch the video “5 Extremely Invasive Species”

<https://www.youtube.com/watch?v=eY7nuxE8-jM>

Complete the virtual lab

[**http://www.glencoe.com/sites/common\_assets/science/virtual\_labs/CT09/CT09.html**](http://www.glencoe.com/sites/common_assets/science/virtual_labs/CT09/CT09.html)

Students will click the journal icon on the left, write down the 6 questions in the lab and answer for a Class 2- minor grade.