

## URBAN ECOSYSTEMS & FLOODWAY HIKE

### *Explore Urban Ecosystems along the Neebing McIntyre Floodway*

The Urban Ecology Hike begins at the well forested banks of the Neebing River, at the Neebing Weir and beside Dennis Franklin Cromarty High School. Fish species of the Neebing River and invasive species are the focus here. We proceed south along the trail, to the Diversion Structure then north to the park entrance along Chapples Park Drive. This leg of the hike is dedicated to the Floodway and explains the function and history of how it was developed. Wetland species of birds, mammals, frogs and turtles and water bugs are explored beside and in the Diversion Channel. Students explore the meadow environment and mammals which could live in Chapples Park and near the Neebing River wildlife corridor.

The second leg of the hike continues southeast along the diversion channel. This portion of the hike focusses on plants and animals of the Floodway. The greenspace along the Floodway is home to wetland species in the channel itself and animals which thrive in urban areas. This hike is a variation of the popular "Ecosystems of Mission Island Activity". This allows schools to explore the urban greenspace around Chapples Park; some schools are within walking distance.



*Prior to the construction of the Neebing McIntyre Floodway homes and businesses were frequently submerged when the Neebing River crested it's banks.*



*Do benthic sampling and search for turtles and frogs in the Diversion Channel*



*Hike the Floodway Trails to look at birds, tress and urban habitat.*



*The old Intercity Mall prior to the Floodway Construction*

## **Grade 4– Habitats**

The “Big Ideas” Grade 4: Plants and animals are interdependent and are adapted to meet their needs from the resources available in their particular habitats. This trip focuses on the wetland and shoreline habitats of the birds.

**2.2** build food chains consisting of different plants and animals.

**2.3** use scientific inquiry/research skills to investigate ways in which plants and animals in a community depend on features of their habitat to meet important needs.

**3.5** classify organisms, including humans, according to their role in a food chain.

**3.7** describe structural adaptations that allow plants and animals to survive in specific habitats.

## **Grade 6– Biodiversity**

*Biodiversity includes diversity of individuals, species, and ecosystems.*

**2.2** investigate the organisms found in a specific habitat and classify them according to a classification system

**2.3** use scientific inquiry/research skills compare the characteristics of organisms within the plant or animal kingdoms

**3.1** identify and describe the distinguishing characteristics of different groups of plants and animals (*e.g., invertebrates have no spinal column; insects have three basic body parts;*

and use these characteristics to further classify various kinds of plants and animals (*e.g., invertebrates– arthropods – insects; vertebrates –mammals – primates; seed plants – flowering plants – grasses*)

## **Grade 7– Ecosystems**

*Ecosystems are made up of biotic (living) and abiotic (non-living) elements, which depend on each other to survive.*

**3.1** demonstrate an understanding of an ecosystem

**3.2** identify biotic and abiotic elements in an ecosystem, and describe the interactions between them

**3.3** describe the roles and interactions of producers, consumers, and decomposers within an ecosystem

**3.4** describe the transfer of energy in a food chain and explain the effects of the elimination of any part of the chain

**3.5** describe how matter is cycled within the environment

**3.7** explain why an ecosystem is limited the

number of living things (***e.g., plants and animals,***

***including humans***) that it can support and explain how it promotes sustainability