Bilingual **Worksheet**

Digital Based

BIODIVERSITY (ECOSYSTEM)

X

GRADE I
SENIOR HIGH
SCHOOL

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IDENTITAS SISWA

STUDENT IDENTITY

NAMA (*NAME*): _____

NIS (*ID*) : _____

KELAS (*CLASS*): _____.

KELOMPOK(*GROUP*): _____

NEXT ➡

Competency Standards:

3.2 Analyzing various levels of ecosystem and conservation

4.2 Presenting observations of various levels of biodiversity through the conservation

Purpose :

1. Know the constituent components of the ecosystem
2. Know the interaction between ecosystem constituent components
3. Know the definition of an ecosystem

Activity 1

Instructions:

- *Please do the following questions correctly* (Kerjakanlah soal-soal berikut dengan benar)
- *Please read down the text carefully before answer the question* (Baca teks soal secara teliti sebelum menjawab pertanyaan)
- *Please Match the vocabulary word with the proper definition and put to the box the alphabet* (Cocokkan kata kosakata dengan definisi yang tepat lalu masukkan huruf (a, b, c, d atau e) ke dalam kotak)

MATCHING

Definition

1 the physical environment in which a species lives ...

2 consumes animals ...

3 consumes both plants and animals ...

4 study of living things interact with each other and with their environment ...

5 feeding positions in a food chain or web ...

Vocabulary

a. ecology
b. carnivore
c. omnivore
d. food chain
e. habitat

Activity 2

Instructions:

- *Please do the following questions correctly* (Kerjakanlah soal-soal berikut dengan benar)
- *Please read down the text carefully before answer the question based on the question instruction in indonesian* (Baca teks soal secara teliti sebelum menjawab pertanyaan sesuai dengan instruksi soal dengan bahasa indonesia)

PROBLEM

Description

Pernahkah kalian memperhatikan sawah? Jika kalian berada di sawah, kalian akan melihat bentanganhijau tanaman padi. Terdengar suara kicauan burungpipit yang bergerombol mencari makan. Kalian juga merasakan sejuknya hembusan angin. Di sawah sering ditemukanseekor ular yang memangsa seekor tikus. Hal tersebut dapat menguntungkan petani karena dapat mengurangi gerombolan tikus yang merusak padi. Katak juga banyak ditemukan di sawah dan tak jarang, ular pun juga memakannya. Aliran air sungai yang menuju sawah membuat banyak organisme air tawar, seperti: ikan kecil, keong hidup di sawah. Sawah yang dialiri air bersifat lembab maka cocok untuk kehidupan cacing tanah dan mikroorganisme pengurai.

Berdasarkan rumusan masalah yang telah kalianbuat, Susunlah hipotesis?

Activity 3

Instructions:

- *To test the hypothesis Please do the experiment correctly* (untuk menguji hipotesis kegiatan 2. Kerjakanlah percobaan berikut)
- *prepare the tools and materials to do the experiment* (sediakan alat dan bahan untuk melakukan percobaan)
- do the experiment based on the procedures (Lakukan percobaan berdasarkan prosedur kerja berikut)

EXPERIMENT

Tools and Materials (alat dan bahan)

1. Raffia rope size 1X1 m2
2. Meter
3. School parking lot
4. Pathok
5. Microscope
6. School garden
7. Stationery
8. Lup

Work procedures (Prosedur Kerja)

1. Choose the tools and materials used in the experiment to be carried out and briefly explain their uses!
2. Arrange a systematic way of working based on the tools and materials you have chosen

Based on the experimental design that you have made, tabulate your observations in the following table!

Abiotic component	Biotic component	TOTAL

Classificate based on the type of interaction and give examples each other

Types of interaction	Example	Addition
Biotic and Biotic		
Biotic and Abiotic		

Experiment Result Description

Develop conclusions based on the results of the experiment

GOOD JOB