

Wildlife

Academic Content Area: Environment and Ecology – Grade 10

Career Development Event Content

1. Identify 20 species in each of the two groups: (a) birds, (b) mammals
2. Identify 10 birdcalls and habitat management.
3. Complete a 50-quesiton written examination.
4. Identify wildlife foods, wildlife signs, animal tracks and habitat site evaluation.
5. Perform an environmental analysis evaluation.

Related Academic Standards/Anchors

Objectives 1-5: **4.1.10.C,D; 4.3.10.C; 4.5.10.A; 4.6.10.A,C; 4.7.10.A,B; 4.9.10.A**

Connecting Examples: CDE Objectives and Standards/Anchors

Ex. 1 – Related to 4.1.10.D: Describe the multiple functions of wetlands. Sub-point, explain how a wetland influences water quality, wildlife and water retention. **Students must be knowledgeable of wildlife found in wetlands and the influence of the wetland on wildlife.**

Ex. 2 – Related to 4.3.10.C: Explain biological diversity as an indicator of a healthy environment. **Students must be able to explain species diversity and analyze the effects of species extinction on the health of an ecosystem. For example, students are required to complete an environmental analysis evaluation, that requires the students to select the species which are best suited to a particular habitat based on food, shelter, water, and living space available to animals.**

Ex. 3 – Related to 4.6.10.C: Analyze how ecosystems change over time. Sub-point, identify and explain the succession stages in an ecosystem. **Students are required to complete an environmental analysis evaluation, which requires them to identify the stages of succession of various grasses, shrubs and tree.**

Wildlife

Academic Content Area: Science and Technology – Grade 10

Career Development Event Content

1. Identify 20 species in each of the two groups: (a) birds, (b) mammals
2. Identify 10 birdcalls and habitat management.
3. Complete a 50-quesiton written examination.
4. Identify wildlife foods, wildlife signs, animal tracks and habitat site evaluation.
5. Perform an environmental analysis evaluation.

Related Academic Standards/Anchors

Objectives 1-5: **3.1.10.E; 3.2.10.B,C; 3.3.10.A**

Connecting Examples: CDE Objectives and Standards/Anchors

Ex. 1 – Related to 3.1.10.E: Describe patterns of change in nature, physical and man made systems. Sub-point, recognize that stable systems often involve underlying dynamic changes. Students must have knowledge of wildlife ecosystems and the underlying dynamics. For example, students are required to complete an environmental analysis evaluation that asks them to describe the food web presented in the marked ecosystem.

Ex. 2 – Related to 3.2.10.B: Apply process knowledge and organize scientific and technological phenomena in varied ways. Sub-point, use process skills to make inferences and predictions using collected information and to communicate, using space/time relationships, defining operationally. **Students will use such skills during the environmental analysis evaluation. For example, through observation of the marked ecosystem determine whether a healthy balance exists and recommend remediation where needed.**

Ex. 3 – Related to 3.3.10.A: Explain the structural and functional similarities and differences found among living things. Sub-point, identify and characterize major life forms according to their placement in existing classification groups. **Students must identify all life forms within a marked ecosystem and develop a food web for the ecosystem based on classification.**