



CAVOC 6th Grade Spring Curriculum- Ichthyology

(Cedric A. Vig Outdoor Classroom)

Suggested Schedule-

7:50	Homerooms
7:55	Report to Commons, check in, board bus
8:10	Arrive at CAVOC
8:15	Orientation & Large Group Ropes Instruction
8:30	Session I (90 minutes)
10:00	Break – juice served at the lodge (15 minutes)
10:15	Session II (90 minutes)
11:45	Lunch (45 minutes)
12:30	Session III (90 minutes)
2:00	Clean Up
2:15	Walk to bus
2:30	Departure
2:50	Arrive JWJHS – Commons or outside
2:58	Dismissal

--SESSIONS--

MO: Micro Odyssey
I: Ichthyology
RO: Ropes Course

Sessions	1	2	3
Time/team	8:30 – 10:00	10:15 – 11:45	12:30 – 2:00
1	MO	I	RO
2	RO	MO	I
3	I	RO	MO

Ichthyology

(~ 90 minutes)

Objective for Unit

Students will recognize and identify the major species of freshwater or saltwater fish that live in their area.

Students describe various values of fish species in some aquatic communities.

Students will locate places where the fish species occur.



DPI Standards for Environmental Education

A.8.2, A.8.3, A.8.4, A.8.5, B.8.3, B.8.6, B.8.8, B.8.14, B.8.15 –
Environmental Education Standards

A.8.2, A.8.3, A.8.4, A.8.6, A.8.7, B.8.3, B.8.4, F.8.1, F.8.2, F.8.3,
F.8.5, F.8.6, F.8.7, F.8.8, F.8.9, F.8.10 – Science Standards

Materials

Paper
Pencils
Large Map of the State
Chart Tablet
Fishing Poles
Filet knife
Bait
Clipboards

Desired Location

Pond and later pavilion

Resource

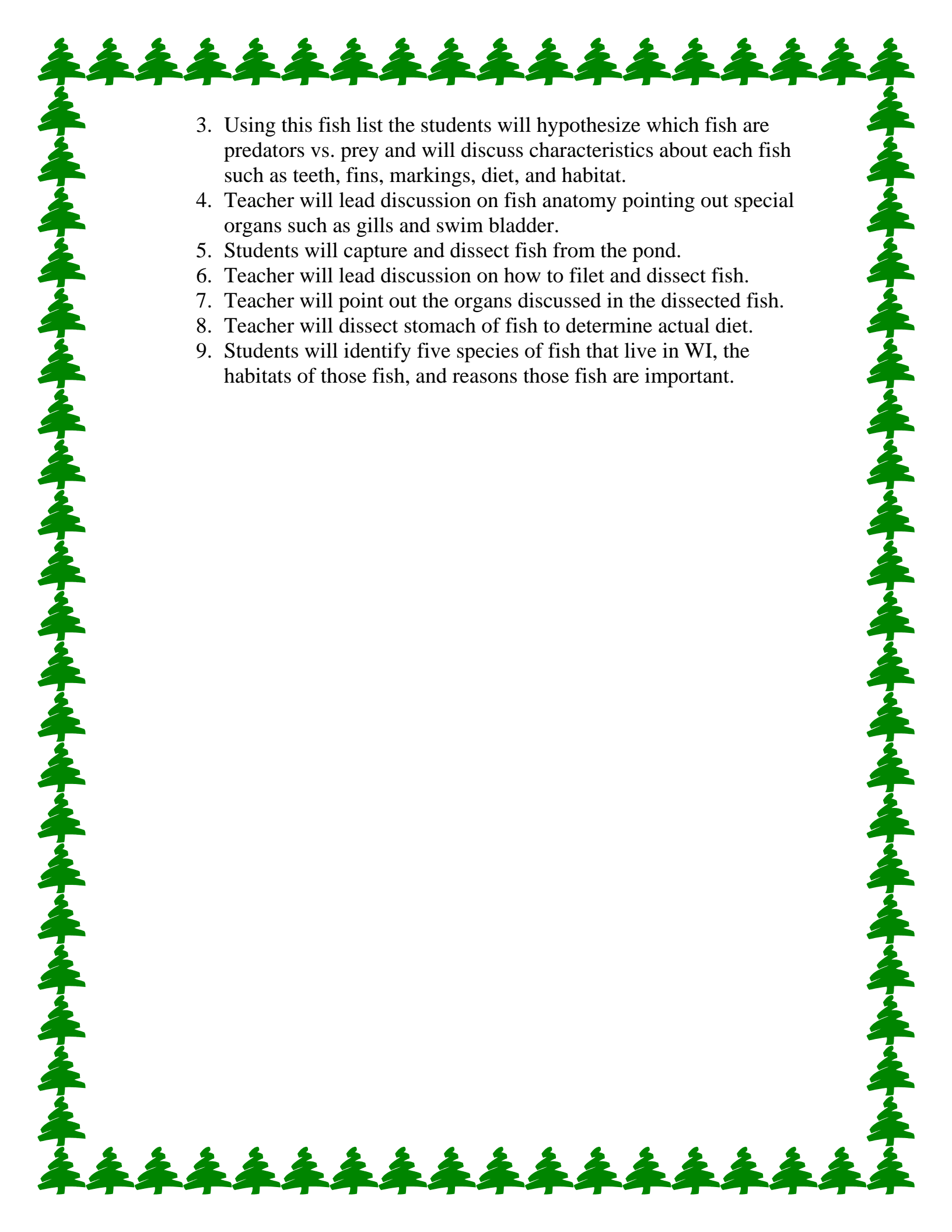
Project Wild Aquatic

Background Information

Fish play a variety of roles in aquatic ecosystems. Some are predators on other aquatic life, while others feed on plant material. Still others scavenge or feed on detritus. Some species deposit eggs in special nests; some have live young. Fish also exhibit a wide range of behaviors and have many different characteristics and adaptations. While some fish species are better known or seen more often, all fish species play important roles in freshwater and saltwater ecosystems.

Activity

1. Ask the students what fish species they think inhabit the waters in their community, state, or region. What different fish species have they seen caught, heard of, or read about?
2. Have students make a list of fish on the chart tablet of all the different fish found in our region.

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3. Using this fish list the students will hypothesize which fish are predators vs. prey and will discuss characteristics about each fish such as teeth, fins, markings, diet, and habitat.
 4. Teacher will lead discussion on fish anatomy pointing out special organs such as gills and swim bladder.
 5. Students will capture and dissect fish from the pond.
 6. Teacher will lead discussion on how to filet and dissect fish.
 7. Teacher will point out the organs discussed in the dissected fish.
 8. Teacher will dissect stomach of fish to determine actual diet.
 9. Students will identify five species of fish that live in WI, the habitats of those fish, and reasons those fish are important.