

CAVOC 7th grade Spring Science Curriculum
 (Cedric A. Vig Outdoor Classroom)

Suggested Schedule- Spring

<i>Time/Period</i>	ROPES	MATH	SCIENCE	HEALTH	HISTORY	ENGLISH	TECH. ED.
<i>8:30 - 9:05</i>	1	2	3	4	5	6	7
<i>9:10 - 9:45</i>	7	1	2	3	4	5	6
<i>9:50 - 10:00</i>	Snack Break	Snack Break	Snack Break	Snack Break	Snack Break	Snack Break	Snack Break
<i>10:05 - 10:40</i>	6	7	1	2	3	4	5
<i>10:45 - 11:20</i>	5	6	7	1	2	3	4
<i>11:25 - 12:00</i>	4	5	6	7	1	2	3
<i>12:00 - 12:40</i>	Lunch	Lunch	Lunch	Lunch	Lunch	Lunch	Lunch
<i>12:45 - 1:20</i>	3	4	5	6	7	1	2
<i>1:25 - 2:00</i>	2	3	4	5	6	7	1
<i>2:00 - 2:15</i>	Clean / Up	Clean / Up	Clean / Up	Clean / Up	Clean / Up	Clean / Up	Clean / Up

Environmental Barometer
 (~35 minutes)

Objective for Unit

Students will observe and count wildlife in an area.
 Students will discuss why wildlife is or is no present
 Students will consider ways in which the presence of wildlife can be seen as
 an indicator of environmental quality.

DPI Standards for Environmental Education

A.8.1, A.8.4, A.8.5, B.8.3, B.8.5, B.8.6, B.8.8, B.8.10, B.8.15, B.8.17-
 Environmental Education Standards
 A.8.1, A.8.2, A.8.3, A.8.4, A.8.6, A.8.7, A.8.8, B.8.4, C.8.1, 8.2, C.8.3,
 C.8.4, C.8.5, C.8.6, C.8.7, C.8.9, C.8.10, C.8.11, F.8.8, F.8.9, F.8.10-
 Science Standards



Materials

Clipboards
Pencils
Paper

Desired Location

Fire Ring and woods

Resource

Project Wild

Background Information

Wildlife is an important indicator of the overall health of the environment. If there are few wild animals- or little evidence of wildlife- present in an area, it is likely there is little available food, water, or shelter in the area, or there may not be enough space.

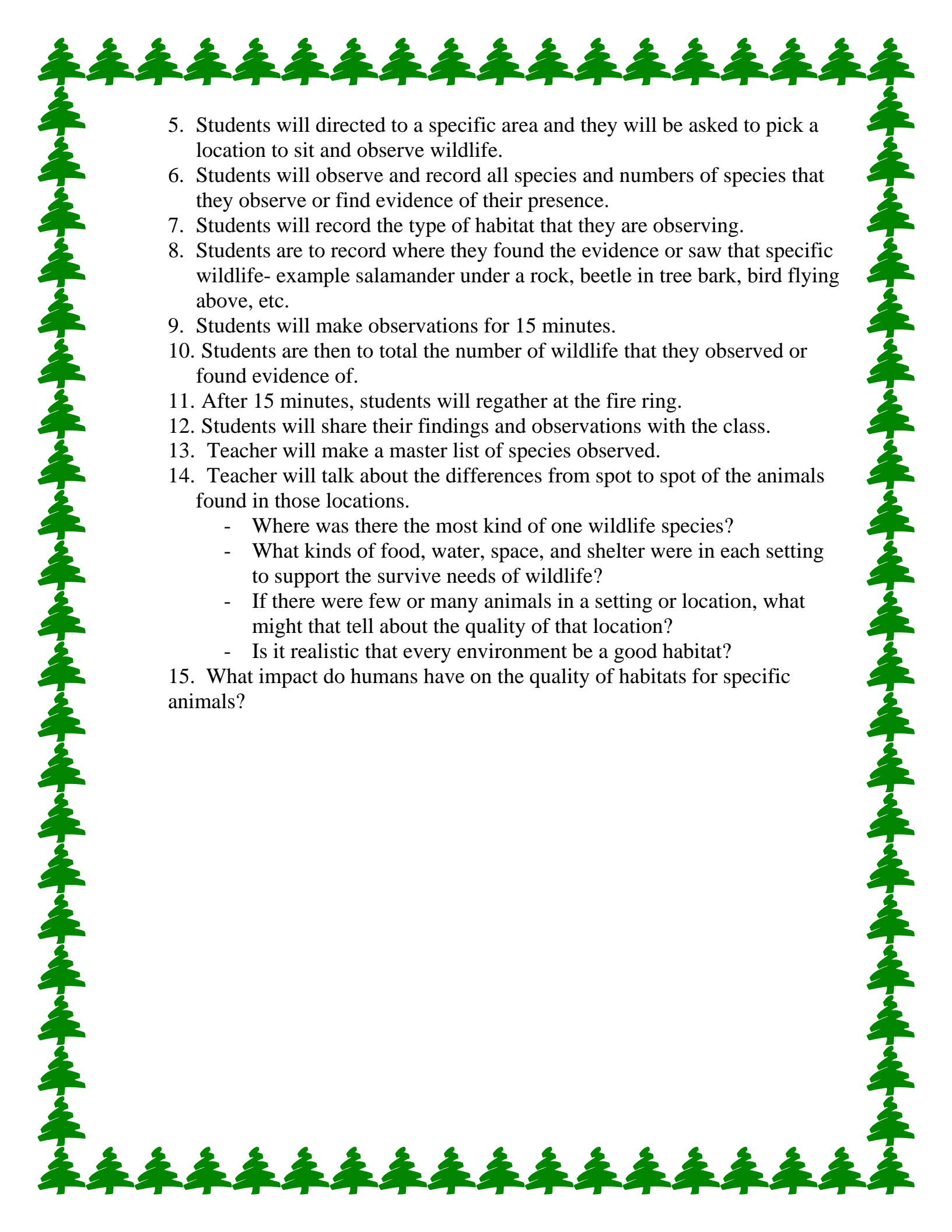
Some species of animals are more adapted to difficult conditions than others. Some, in contrast, are so specialized that it is quite difficult for them to find the food, water, shelter, and other things they need.

Even if these necessary components of habitat are available, they may not be arranged to meet the needs of wildlife. The kinds of wildlife present are also important indicator- raptors, for example, are high on the food chain. Their presence in an area is an indicator that some variety of other animals and plants are also there.

The major purpose of this activity is for students to consider that importance of wildlife as an indicator of environmental quality.

Activity

1. Before starting lesson, teacher will define what wildlife is including insects, spiders, and other invertebrates as well as fish, amphibians, reptiles, birds, and mammals.
2. Teacher will review the various types of habitat of the above-mentioned animals.
3. Teacher will lead a discussion in what signs of animal life to look for besides animals themselves- droppings, markings, calls, feathers, sheds, prints, etc.
4. Teacher will emphasis the importance of being quiet while observing nature.

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5. Students will be directed to a specific area and they will be asked to pick a location to sit and observe wildlife.
 6. Students will observe and record all species and numbers of species that they observe or find evidence of their presence.
 7. Students will record the type of habitat that they are observing.
 8. Students are to record where they found the evidence or saw that specific wildlife- example salamander under a rock, beetle in tree bark, bird flying above, etc.
 9. Students will make observations for 15 minutes.
 10. Students are then to total the number of wildlife that they observed or found evidence of.
 11. After 15 minutes, students will regather at the fire ring.
 12. Students will share their findings and observations with the class.
 13. Teacher will make a master list of species observed.
 14. Teacher will talk about the differences from spot to spot of the animals found in those locations.
 - Where was there the most kind of one wildlife species?
 - What kinds of food, water, space, and shelter were in each setting to support the survive needs of wildlife?
 - If there were few or many animals in a setting or location, what might that tell about the quality of that location?
 - Is it realistic that every environment be a good habitat?
 15. What impact do humans have on the quality of habitats for specific animals?