SPRING GROVE AREA SCHOOL DISTRICT

PLANNED INSTRUCTION

Course Title:	**Wildlife Studies**	**Length of Course:**	**30 Cycles**
Grade Level(s):	**12**	**Periods Per Cycle:**	**6**
Units of Credit:	**1**	**Length of Period:**	**43 Minutes**
Required:	**Elective: X**	**Total Instructional Time:**	**129 Hours**

Course Description: **This course is the study of North American wildlife and their habitats. The history and development of wildlife management in America is considered. Natural histories of several mammals, birds, reptiles, amphibians and fishes will be examined. These include species description, range, feeding habits, reproductive behavior, and characteristics peculiar to each species. The course is designed to develop an appreciation for wildlife and to encourage personal involvement in the maintenance and restoration of this valuable resource.**

Objectives of Planned Course:

1. **The student will be able to describe the current system of classification and taxonomy.**
2. **The student will be able to distinguish major habitat types and the organisms that live in each.**
3. **The student will be able to discuss wildlife management practices of the past and the present.**
4. **The student will be able to discuss basic ecological concepts relating to ecosystems and the organisms in them.**
5. **The student will be able to identify a variety of North American wildlife common to the Northeast.**
6. **The student will be able to describe the impact man has on the habitats and the animals living in them.**
7. **The student will be able to appreciate our valuable wildlife resource.**

Relationship to Academic Standards and Strategic Plan:

Nature of Science

Reasoning and Analysis

Processes, Procedures and Tools of Scientific Investigations

Systems, Models and Patterns

Biological Sciences
- **Structure and Function of Organisms**
- **Ecological Behavior and Systems**

Earth and Space Sciences
- **Earth Features and Processes that Change Earth and Its Resources**

Materials/Resources:

Books:
- **Wildlife Ecology and Management**
- **North American Wildlife**
- **Peterson Field Guide to Eastern Birds**
- **Peterson Field Guide to Animal Tracks**
- **Pennsylvania Amphibians and Reptiles**
- **Identification Guide to Pennsylvania Fishes**
- **Wildlife of Pennsylvania and the Northeast**
- **Guide to the Mammals of Pennsylvania**

Related Posters, Charts, Videos, Magazines, Newspapers, Software, and Internet

Adopted: 12/7/88
Revised: 9/3/91; 7/15/98; 11/15/01; 8/20/07

CONTENT Wildlife Studies – Grade 12	**STANDARDS**	**GRADE-LEVEL BENCHMARKS** **GRADE SPECIFIC CRITERIA**	**INSTRUCTIONAL STRATEGIES, LEARNING PRACTICES, ACTIVITIES AND EXPERIENCES**	**ASSESSMENTS**
The student will: • Define wildlife as it applies to this course. • Explain the need for a classification system and scientific nomenclature. • Identify the five major classes of animals and their characteristics.	**S11.A.3.3** Compare and analyze repeated processes or recurring elements in patterns **S11.B.1.1.** Explain structure and function at multiple levels of organization	**S11.A.3.3.1** Describe or interpret recurring patterns that form the basis of biological classification **S11.A.3.3.2** Compare stationary physical patterns to the object's properties **S11.B.1.1.1** Explain how structure determines function at multiple levels of organization **S11.B.1.1.2** Compare and contrast the structural and functional similarities and differences among living things	Student using texts Teacher led discussion and demonstrations Individual worksheets Laboratory activities Videos, filmstrips and slides Inquiry questioning Discussion groups Outside observation Computer research and simulations Review games	Student worksheets Class discussion Individual student exams
TIME: 9 Periods				

MATERIALS AND RESOURCES:

Textbooks
Worksheets
Lab Experiments
Mounted animals and props
Videos

ENRICHMENT AND EXPANDED OPPORTUNITIES:

Related projects
Outside reading and/or observation
Current events
Related computer software

REMEDIATION AND INTERVENTION STRATEGIES:

The students will be offered the opportunity for additional instruction, extra practice, and peer assistance.

CONTENT Wildlife Studies – Grade 12	STANDARDS	GRADE-LEVEL BENCHMARKS GRADE SPECIFIC CRITERIA	INSTRUCTIONAL STRATEGIES, LEARNING PRACTICES, ACTIVITIES AND EXPERIENCES	ASSESSMENTS
The students will: • Identify major types of habitats found in North America. • Describe the physical conditions of different habitat types using biotic and abiotic components. • Determine which habitat type a species is suited for based on physical features and/or behavioral adaptations. Cont.	**S11.A.1.1** Analyze and explain the nature of science in the search for understanding the natural world and its connection to techno-logical systems **S11.A.1.3** Describe and interpret patterns of change in natural and human-made systems **S11.A.3.1** Analyze the parts of a simple system, their roles, and their relation-ships to the system as a whole Cont.	**S11.A.1.1.1** Compare and contrast scientific theories, scientific laws, and beliefs **S11.A.1.3.2** Describe or interpret dynamic changes to stable systems **S11.A.1.3.3** Describe how changes in physical and biological indicators of water systems reflect changes in these systems **S11.A.3.1.2** Analyze and predict the effect of making a change in one part of a system on the system as a whole Cont.	Student using texts Teacher led discussion and demonstrations Individual worksheets Laboratory activities Videos, filmstrips and slides Inquiry questioning Discussion groups Outside observation Computer research and simulations Review games	Student worksheets Habitat research Class discussion Individual student exams
TIME: 9 Periods				

MATERIALS AND RESOURCES:

Textbooks — Mounted animals and props
Worksheets — Videos
Lab Experiments

ENRICHMENT AND EXPANDED OPPORTUNITIES:

Related projects — Related computer software
Outside reading and/or observation
Current events

REMEDIATION AND INTERVENTION STRATEGIES:

The students will be offered the opportunity for additional instruction, extra practice, and peer assistance.

CONTENT Wildlife Studies – Grade 12	**STANDARDS**	**GRADE-LEVEL BENCHMARKS** **GRADE SPECIFIC CRITERIA**	**INSTRUCTIONAL STRATEGIES, LEARNING PRACTICES, ACTIVITIES AND EXPERIENCES**	**ASSESSMENTS**
The students will: • Explain natural succession of habitat and man's influence on it. • Identify and describe the key components of a wildlife habitat. • Design a landscape plan which provides the basic requirements for selected species of animals (insects, birds, reptiles, amphibians, and mammals). **TIME:** 9 Periods	**S11.B.3.1** Use evidence or examples to explain the characteristics of and interactions within an ecosystem Cont.	**S11.B.3.1.1** Explain the significance of diversity in ecosystems **S11.B.3.1.2** Explain the biotic and abiotic components of an ecosystem and their interactions **S11.B.3.1.3** Describe how living organisms affect the survival of one another **S11.B.3.1.4** Explain the similarities and differences in the major biomes and the communities that inhabit them **S11.B.3.1.5** Predict how limiting factors can affect organisms Cont.	Student using texts Teacher led discussion and demonstrations Individual worksheets Laboratory activities Videos, filmstrips and slides Inquiry questioning Discussion groups Outside observation Computer research and simulations Review games	Student worksheets Habitat research Class discussion Individual student exams

MATERIALS AND RESOURCES:

Textbooks — Mounted animals and props
Worksheets — Videos
Lab Experiments

ENRICHMENT AND EXPANDED OPPORTUNITIES:

Related projects — Related computer software
Outside reading and/or observation
Current events

REMEDIATION AND INTERVENTION STRATEGIES:

The students will be offered the opportunity for additional instruction, extra practice, and peer assistance.

CONTENT Wildlife Studies – Grade 12	STANDARDS	GRADE-LEVEL BENCHMARKS GRADE SPECIFIC CRITERIA	INSTRUCTIONAL STRATEGIES, LEARNING PRACTICES, ACTIVITIES AND EXPERIENCES	ASSESSMENTS
Habitats and landscaping continued. **TIME:**	**S11.B.3.2** Analyze patterns of change in natural or human-made systems over time **S11.B.3.3** Explain how human-made systems impact the management and distribution of natural resources Cont.	**S11.B.3.2.1** Use evidence to explain how cyclical patterns in population dynamics affect natural systems **S11.B.3.2.2** Explain biological diversity as an indicator of a healthy environment **S11.B.3.2.3** Explain how natural processes impact the environment over time **S11.B.3.3.3** Explain the environmental benefits and risks associated with human-made systems Cont.	Student using texts Teacher led discussion and demonstrations Individual worksheets Laboratory activities Videos, filmstrips and slides Inquiry questioning Discussion groups Outside observation Computer research and simulations Review games	Student worksheets Habitat research Class discussion Individual student exams

MATERIALS AND RESOURCES:

Textbooks
Worksheets
Lab Experiments
Mounted animals and props
Videos

ENRICHMENT AND EXPANDED OPPORTUNITIES:

Related projects
Outside reading and/or observation
Current events
Related computer software

REMEDIATION AND INTERVENTION STRATEGIES:

The students will be offered the opportunity for additional instruction, extra practice, and peer assistance.

CONTENT Wildlife Studies – Grade 12	STANDARDS	GRADE-LEVEL BENCHMARKS GRADE SPECIFIC CRITERIA	INSTRUCTIONAL STRATEGIES, LEARNING PRACTICES, ACTIVITIES AND EXPERIENCES	ASSESSMENTS
Habitats and landscaping continued	**S11.D.1.3** Explain the significance and contribution of water as a resource to living things and the shaping of the land	**S11.D.1.3.1** Explain the multiple functions of different water systems in relation to landforms **S11.D.1.3.2** Explain relationships among physical characteristics, vegetation, topography, and flow as it relates to water systems **S11.D.1.3.3** Explain factors that affect water quality and flow through a water system	Student using texts Teacher led discussion and demonstrations Individual worksheets Laboratory activities Videos, filmstrips and slides Inquiry questioning Discussion groups Outside observation Computer research and simulations Review games	Student worksheets Habitat research Class discussion Individual student exams
TIME:				

MATERIALS AND RESOURCES:

Textbooks
Worksheets
Lab Experiments
Mounted animals and props
Videos

ENRICHMENT AND EXPANDED OPPORTUNITIES:

Related projects
Outside reading and/or observation
Current events
Related computer software

REMEDIATION AND INTERVENTION STRATEGIES:

The students will be offered the opportunity for additional instruction, extra practice, and peer assistance.

CONTENT Wildlife Studies – Grade 12	**STANDARDS**	**GRADE-LEVEL BENCHMARKS** **GRADE SPECIFIC CRITERIA**	**INSTRUCTIONAL STRATEGIES, LEARNING PRACTICES, ACTIVITIES AND EXPERIENCES**	**ASSESSMENTS**
The students will: • Describe the historical developments that have occurred in America relating to wildlife management. • Identify the components of a wildlife population. • Explain and give examples of carrying capacity and limiting factors. Cont. **TIME:** 24 Periods	**S11.A.1.1** Analyze and explain the nature of science **S11.A.1.2** Identify and analyze the scientific technological challenges of societal issues **S11.A.1.3** Describe and interpret patterns of change in natural and human-made systems Cont.	**S11.A.1.1.2** Analyze and explain how to verify the accuracy of scientific facts, principles, theories, and laws **S11.A.1.1.5** Analyze or compare the use of both direct and indirect observation as means to study the world **S11.A.1.2.1** Apply and explain scientific concepts to societal issues using case studies **S11.A.1.3.1** Use appropriate quantitative data to describe or interpret change in systems Cont.	Student using texts Teacher led discussion and demonstrations Individual worksheets Laboratory activities Videos, filmstrips and slides Inquiry questioning Discussion groups Outside observation Computer research and simulations Review games	Student worksheets Extinct species research Lab experiments Class discussion Individual student exams

MATERIALS AND RESOURCES:

Textbooks — Mounted animals and props
Worksheets — Videos
Lab Experiments

ENRICHMENT AND EXPANDED OPPORTUNITIES:

Related projects — Related computer software
Outside reading and/or observation
Current events

REMEDIATION AND INTERVENTION STRATEGIES:

The students will be offered the opportunity for additional instruction, extra practice, and peer assistance.

CONTENT Wildlife Studies – Grade 12	STANDARDS	GRADE-LEVEL BENCHMARKS GRADE SPECIFIC CRITERIA	INSTRUCTIONAL STRATEGIES, LEARNING PRACTICES, ACTIVITIES AND EXPERIENCES	ASSESSMENTS
The students will: • Compare and contrast hunting of the past and hunting as a management tool today. • Define endangered species and explain conflicts, both present and future, that jeopardize our wildlife resources. **TIME:**	**S11.A.2.1** Apply knowledge of scientific investigation or technological design to develop or critique aspects of the experimental or design process **S11.A.3.1** Analyze the parts of a simple system, their roles, and their relation-ships to the system as a whole **S11.B.3.1.** Use evidence to explain the characteristics of and interactions within an ecosystem Cont.	**S11.A.2.1.3** Use data to make inferences and predictions, or to draw conclusions, demonstrating understanding of experimental limits **S11.A.2.1.4** Critique the results and conclusions of scientific inquiry for consistency and logic **S11.A.3.1.3** Use appropriate quantitative data to describe or interpret a system **S11.B.3.1.5** Predict how limiting factors can affect organisms Cont.	Student using texts Teacher led discussion and demonstrations Individual worksheets Laboratory activities Videos, filmstrips and slides Inquiry questioning Discussion groups Outside observation Computer research and simulations Review games	Student worksheets Extinct species research Lab experiments Class discussion Individual student exams

MATERIALS AND RESOURCES:

Textbooks — Mounted animals and props
Worksheets — Videos
Lab Experiments

ENRICHMENT AND EXPANDED OPPORTUNITIES:

Related projects — Related computer software
Outside reading and/or observation
Current events

REMEDIATION AND INTERVENTION STRATEGIES:

The students will be offered the opportunity for additional instruction, extra practice, and peer assistance.

CONTENT Wildlife Studies – Grade 12	STANDARDS	GRADE-LEVEL BENCHMARKS GRADE SPECIFIC CRITERIA	INSTRUCTIONAL STRATEGIES, LEARNING PRACTICES, ACTIVITIES AND EXPERIENCES	ASSESSMENTS
Wildlife management continued TIME:	**S11.B.3.2** Analyze patterns of change in natural or human-made systems over time Cont.	**S11.B.3.2.1** Use evidence to explain how cyclical patterns in population dynamics affect natural systems **S11.B.3.2.2** Explain biological diversity as an indicator of a healthy environment **S11.B.3.2.3** Explain how natural processes impact the environment over time Cont.	Student using texts Teacher led discussion and demonstrations Individual worksheets Laboratory activities Videos, filmstrips and slides Inquiry questioning Discussion groups Outside observation Computer research and simulations Guest Speaker	Student worksheets Extinct species research Lab experiments Class discussion Individual student exams

MATERIALS AND RESOURCES:

Textbooks
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Lab Experiments
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Videos

ENRICHMENT AND EXPANDED OPPORTUNITIES:

Related projects
Outside reading and/or observation
Current events
Related computer software

REMEDIATION AND INTERVENTION STRATEGIES:

The students will be offered the opportunity for additional instruction, extra practice, and peer assistance.

CONTENT Wildlife Studies – Grade 12	STANDARDS	GRADE-LEVEL BENCHMARKS GRADE SPECIFIC CRITERIA	INSTRUCTIONAL STRATEGIES, LEARNING PRACTICES, ACTIVITIES AND EXPERIENCES	ASSESSMENTS
Wildlife management continued **TIME:**	**S11.B.3.3.** Explain how human-made systems impact the management and distribution of natural resources	**S11.B.3.3.1** Describe different human-made systems and how they use renewable and nonrenewable natural resources **S11.B.3.3.2** Compare and contrast the impact of management practices in meeting the need for commodities locally and globally **S11.B.3.3.3** Explain the environmental benefits and risks associated with human-made systems	Student using texts Teacher led discussion and demonstrations Individual worksheets Laboratory activities Videos, filmstrips and slides Inquiry questioning Discussion groups Outside observation Computer research and simulations Review games	Student worksheets Extinct species research Lab experiments Class discussion Individual student exams

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Textbooks
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ENRICHMENT AND EXPANDED OPPORTUNITIES:

Related projects
Outside reading and/or observation
Current events
Related computer software

REMEDIATION AND INTERVENTION STRATEGIES:

The students will be offered the opportunity for additional instruction, extra practice, and peer assistance.

CONTENT Wildlife Studies – Grade 12	STANDARDS	GRADE-LEVEL BENCHMARKS GRADE SPECIFIC CRITERIA	INSTRUCTIONAL STRATEGIES, LEARNING PRACTICES, ACTIVITIES AND EXPERIENCES	ASSESSMENTS
The students will: • Distinguish mammals by their physical features and their unique abilities. • Identify selected species of common North American mammals. • Explain the role of various mammals within the food chain. • Describe management practices of the past and present. Cont. **TIME:** 48 Periods	**S11.A.3.1** Analyze the parts of a simple system, their roles, and their relation-ships to the system as a whole **S11.A.3.3** Compare and analyze repeated processes or recurring elements in patterns Cont.	**S11.A.3.1.1** Explain the significance of diversity in ecosystems **S11.A.3.1.2** Analyze and predict the effect of making a change in one part of a system on the system as a whole **S11.A.3.1.3** Use appropriate quantitative data to describe or interpret a system **S11.A.3.3.1** Describe or interpret recurring patterns that form the basis of biological classification **S11.A.3.3.2** Compare stationary physical patterns to the object's properties Cont.	Student using texts Teacher led discussion and demonstrations Individual worksheets Laboratory activities Videos, filmstrips and slides Inquiry questioning Discussion groups Outside observation Computer research and simulations Review games	Student worksheets Species research Lab experiments Class discussion Individual student exams

MATERIALS AND RESOURCES:

Textbooks — Mounted animals and props
Worksheets — Videos
Lab Experiments

ENRICHMENT AND EXPANDED OPPORTUNITIES:

Related projects — Related computer software
Outside reading and/or observation
Current events

REMEDIATION AND INTERVENTION STRATEGIES:

The students will be offered the opportunity for additional instruction, extra practice, and peer assistance.

CONTENT Wildlife Studies – Grade 12	STANDARDS	GRADE-LEVEL BENCHMARKS GRADE SPECIFIC CRITERIA	INSTRUCTIONAL STRATEGIES, LEARNING PRACTICES, ACTIVITIES AND EXPERIENCES	ASSESSMENTS
The students will: • Identify skulls, scats, tracks, hides, and other signs of North American mammals. • Use various classification keys and field guides to locate information. **TIME:**	**S11.B.1.1** Explain structure and function at multiple levels of organization **S11.B.3.1** Use evidence or examples to explain the characteristics of and inter-actions within an eco-system	**S11.B.1.1.1** Explain how structure determines function at multiple levels of organization **S11.B.1.1.2** Compare and contrast the structural and functional similarities and differences among living things **S11.B.3.1.3** Describe how living organisms affect the survival of one another **S11.B.3.1.5** Predict how limiting factors can affect organisms	Student using texts Teacher led discussion and demonstrations Individual worksheets Laboratory activities Videos, filmstrips and slides Inquiry questioning Discussion groups Outside observation Computer research and simulations Review games	Student worksheets Species research Lab experiments Class discussion Individual student exams

MATERIALS AND RESOURCES:

Textbooks
Worksheets
Lab Experiments
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ENRICHMENT AND EXPANDED OPPORTUNITIES:

Related projects
Outside reading and/or observation
Current events
Related computer software

REMEDIATION AND INTERVENTION STRATEGIES:

The students will be offered the opportunity for additional instruction, extra practice, and peer assistance.

CONTENT Wildlife Studies – Grade 12	STANDARDS	GRADE-LEVEL BENCHMARKS GRADE SPECIFIC CRITERIA	INSTRUCTIONAL STRATEGIES, LEARNING PRACTICES, ACTIVITIES AND EXPERIENCES	ASSESSMENTS
The students will: • Distinguish birds by their physical features and their unique abilities. • Identify selected species of common North American birds. • Explain the role of various birds within the food chain. • Describe management practices of the past and present. Cont. **TIME:** 42 Periods	**S11.A.3.1** Analyze the parts of a simple system, their roles, and their relation-ships to the system as a whole **S11.A.3.3** Compare and analyze repeated processes or recurring elements in patterns Cont.	**S11.A.3.1.1** Explain the significance of diversity in ecosystems **S11.A.3.1.2** Analyze and predict the effect of making a change in one part of a system on the system as a whole **S11.A.3.1.3** Use appropriate quantitative data to describe or interpret a system **S11.A.3.3.1** Describe or interpret recurring patterns that form the basis of biological classification **S11.A.3.3.2** Compare stationary physical patterns to the object's properties. Cont.	Student using texts Teacher led discussion and demonstrations Individual worksheets Laboratory activities Videos, filmstrips and slides Inquiry questioning Discussion groups Outside observation Computer research and simulations Review games	Student worksheets Species research Lab experiments Class discussion Individual student exams

MATERIALS AND RESOURCES:

Textbooks
Worksheets
Lab Experiments
Mounted animals and props
Videos

ENRICHMENT AND EXPANDED OPPORTUNITIES:

Related projects
Outside reading and/or observation
Current events
Related computer software

REMEDIATION AND INTERVENTION STRATEGIES:

The students will be offered the opportunity for additional instruction, extra practice, and peer assistance.

CONTENT Wildlife Studies – Grade 12	STANDARDS	GRADE-LEVEL BENCHMARKS GRADE SPECIFIC CRITERIA	INSTRUCTIONAL STRATEGIES, LEARNING PRACTICES, ACTIVITIES AND EXPERIENCES	ASSESSMENTS
The students will: • Identify skulls, nests and other signs of North American birds. • Use various classification keys and field guides to locate information. **TIME:**	**S11.B.1.1** Explain structure and function at multiple levels of organization **S11.B.3.1** Use evidence or examples to explain the characteristics of and interactions within an ecosystem	**S11.B.1.1.1** Explain how structure determines function at multiple levels of organization **S11.B.1.1.2** Compare and contrast the structural and functional similarities and differences among living things **S11.B.3.1.3** Describe how living organisms affect the survival of one another **S11.B.3.1.5** Predict how limiting factors can affect organisms	Student using texts Teacher led discussion and demonstrations Individual worksheets Laboratory activities Videos, filmstrips and slides Inquiry questioning Discussion groups Outside observation Computer research and simulations Review games	Student worksheets Species research Lab experiments Class discussion Individual student exams

MATERIALS AND RESOURCES:

Textbooks
Worksheets
Lab Experiments
Mounted animals and props
Videos

ENRICHMENT AND EXPANDED OPPORTUNITIES:

Related projects
Outside reading and/or observation
Current events
Related computer software

REMEDIATION AND INTERVENTION STRATEGIES:

The students will be offered the opportunity for additional instruction, extra practice, and peer assistance.

CONTENT Wildlife Studies – Grade 12	STANDARDS	GRADE-LEVEL BENCHMARKS GRADE SPECIFIC CRITERIA	INSTRUCTIONAL STRATEGIES, LEARNING PRACTICES, ACTIVITIES AND EXPERIENCES	ASSESSMENTS
The students will: • Distinguish reptiles and amphibians by their physical features and their unique abilities. • Identify selected species of common North American reptiles and amphibians. • Explain the role of various reptiles and amphibians within the food chain. • Describe management practices of the past and present. Cont. **TIME:** 24 Periods	**S11.A.3.1** Analyze the parts of a simple system, their roles, and their relation-ships to the system as a whole **S11.A.3.3** Compare and analyze repeated processes or recurring elements in patterns Cont.	**S11.A.3.1.1** Explain the significance of diversity in ecosystems **S11.A.3.1.2** Analyze and predict the effect of making a change in one part of a system on the system as a whole **S11.A.3.1.3** Use appropriate quantitative data to describe or interpret a system **S11.A.3.3.1** Describe or interpret recurring patterns that form the basis of biological classification **S11.A.3.3.2** Compare stationary physical patterns to the object's properties Cont.	Student using texts Teacher led discussion and demonstrations Individual worksheets Laboratory activities Videos, filmstrips and slides Inquiry questioning Discussion groups Outside observation Computer research and simulations Review games Guest speaker	Student worksheets Species research Lab experiments Class discussion Individual student exams

MATERIALS AND RESOURCES:

Textbooks
Worksheets
Lab Experiments
Mounted animals and props
Videos

ENRICHMENT AND EXPANDED OPPORTUNITIES:

Related projects
Outside reading and/or observation
Current events
Related computer software

REMEDIATION AND INTERVENTION STRATEGIES:

The students will be offered the opportunity for additional instruction, extra practice, and peer assistance.

CONTENT Wildlife Studies – Grade 12	STANDARDS	GRADE-LEVEL BENCHMARKS GRADE SPECIFIC CRITERIA	INSTRUCTIONAL STRATEGIES, LEARNING PRACTICES, ACTIVITIES AND EXPERIENCES	ASSESSMENTS
The students will: • Identify skulls, shells, calls, and other signs of North American reptiles and amphibians. • Use various classification keys and field guides to locate information. **TIME:**	**S11.B.1.1** Explain structure and function at multiple levels of organization **S11.B.3.1** Use evidence or examples to explain the characteristics of and interactions within an ecosystem	**S11.B.1.1.1** Explain how structure determines function at multiple levels of organization **S11.B.1.1.2** Compare and contrast the structural and functional similarities and differences among living things **S11.B.3.1.3** Describe how living organisms affect the survival of one another **S11.B.3.1.5** Predict how limiting factors can affect organisms	Student using texts Teacher led discussion and demonstrations Individual worksheets Laboratory activities Videos, filmstrips and slides Inquiry questioning Discussion groups Outside observation Computer research and simulations Review games	Student worksheets Species research Lab experiments Class discussion Individual student exams

MATERIALS AND RESOURCES:

Textbooks
Worksheets
Lab Experiments
Mounted animals and props
Videos

ENRICHMENT AND EXPANDED OPPORTUNITIES:

Related projects
Outside reading and/or observation
Current events
Related computer software

REMEDIATION AND INTERVENTION STRATEGIES:

The students will be offered the opportunity for additional instruction, extra practice, and peer assistance.

CONTENT Wildlife Studies – Grade 12	STANDARDS	GRADE-LEVEL BENCHMARKS GRADE SPECIFIC CRITERIA	INSTRUCTIONAL STRATEGIES, LEARNING PRACTICES, ACTIVITIES AND EXPERIENCES	ASSESSMENTS
The students will: • Distinguish fishes by their physical features and their unique abilities. • Identify selected species of common North American fishes. • Explain the role of various fishes within the food chain. • Describe management practices of the past and present. Cont. **TIME:** 6 Periods	**S11.A.3.1** Analyze the parts of a simple system, their roles, and their relation-ships to the system as a whole **S11.A.3.3** Compare and analyze repeated processes or recurring elements in patterns Cont.	**S11.A.3.1.1** Explain the significance of diversity in ecosystems **S11.A.3.1.2** Analyze and predict the effect of making a change in one part of a system on the system as a whole **S11.A.3.1.3** Use appropriate quantitative data to describe or interpret a system **S11.A.3.3.1** Describe or interpret recurring patterns that form the basis of biological classification **S11.A.3.3.2** Compare stationary physical patterns to the object's properties Cont.	Student using texts Teacher led discussion and demonstrations Individual worksheets Laboratory activities Videos, filmstrips and slides Inquiry questioning Discussion groups Outside observation Computer research and simulations Review games	Student worksheets Species research Lab experiments Class discussion Individual student exams

MATERIALS AND RESOURCES:

Textbooks
Worksheets
Lab Experiments
Mounted animals and props
Videos

ENRICHMENT AND EXPANDED OPPORTUNITIES:

Related projects
Outside reading and/or observation
Current events
Related computer software

REMEDIATION AND INTERVENTION STRATEGIES:

The students will be offered the opportunity for additional instruction, extra practice, and peer assistance.

CONTENT Wildlife Studies – Grade 12	STANDARDS	GRADE-LEVEL BENCHMARKS GRADE SPECIFIC CRITERIA	INSTRUCTIONAL STRATEGIES, LEARNING PRACTICES, ACTIVITIES AND EXPERIENCES	ASSESSMENTS
The students will: • Use various classification keys and field guides to locate information. **TIME:**	**S11.B.1.1** Explain structure and function at multiple levels of organization **S11.B.3.1** Use evidence or examples to explain the characteristics of and interactions within an ecosystem	**S11.B.1.1.1** Explain how structure determines function at multiple levels of organization **S11.B.1.1.2** Compare and contrast the structural and functional similarities and differences among living things **S11.B.3.1.3** Describe how living organisms affect the survival of one another **S11.B.3.1.5** Predict how limiting factors can affect organisms	Student using texts Teacher led discussion and demonstrations Individual worksheets Laboratory activities Videos, filmstrips and slides Inquiry questioning Discussion groups Outside observation Computer research and simulations Review games	Student worksheets Species research Lab experiments Class discussion Individual student exams

MATERIALS AND RESOURCES:

Textbooks
Worksheets
Lab Experiments
Mounted animals and props
Videos

ENRICHMENT AND EXPANDED OPPORTUNITIES:

Related projects
Outside reading and/or observation
Current events
Related computer software

REMEDIATION AND INTERVENTION STRATEGIES:

The students will be offered the opportunity for additional instruction, extra practice, and peer assistance.

CONTENT Wildlife Studies – Grade 12	STANDARDS	GRADE-LEVEL BENCHMARKS GRADE SPECIFIC CRITERIA	INSTRUCTIONAL STRATEGIES, LEARNING PRACTICES, ACTIVITIES AND EXPERIENCES	ASSESSMENTS
The students will: • Take time to enjoy the aesthetic value of our natural surroundings. • Record their observations and thoughts in a writing format unique to them. • Determine which essentials are necessary for survival in the wild. • Practice nature observation skills. **TIME:** 9 Periods			Student using texts Teacher led discussion and demonstrations Individual worksheets Laboratory activities Videos, filmstrips and slides Inquiry questioning Discussion groups Outside observation Computer research and simulations	Review of students nature journals

MATERIALS AND RESOURCES:

Textbooks — Mounted animals and props
Worksheets — Videos
Lab Experiments

ENRICHMENT AND EXPANDED OPPORTUNITIES:

Related projects — Related computer software
Outside reading and/or observation
Current events

REMEDIATION AND INTERVENTION STRATEGIES:

The students will be offered the opportunity for additional instruction, extra practice, and peer assistance.