

Goals: students will learn knowledge and skills necessary to plan and implement quality habitat restoration projects.

#	Essential Understandings	Activities (suggested*)	Resources	Assessments	Thinking Skills	EALRS/
1	<p>◆ Guiding Questions</p> <p>Students will understand what habitat is and why it is important.</p> <ul style="list-style-type: none"> ◆ What are the key elements of a habitat? ◆ Who needs habitat (include humans)? ◆ What are examples of key habitat requirements for the above? ◆ Habitat definitions? (habitat, wildlife, native, native plants, eco system/ spheres/zones) ◆ Why is habitat important? <p><i>Note: Habitat is covered in most 4/5th grades in LWSB and much of this should be a review.</i></p> <p>Time: 1 hour</p> <p>Students will understand that we can deliberately create habitat by including the key elements in restoration, landscape or other projects.</p> <ul style="list-style-type: none"> ◆ Where can we create habitat? ◆ What are the most important things we can add to a site to create or improve habitat? ◆ What do we need to know before we start restoring or creating habitat in a specific place? ◆ What would be our goals for restoring a habitat and how will we know we achieved them? <p>Time: ½ - ¾ hour</p>	<ul style="list-style-type: none"> ◆ Short slide show or video of key habitat requirements (to be created) or "Formula for Habitat" King County program (modified) or other resource? ◆ Listing of answers on display board/ general discussion ◆ Written test (at end of session- Key components of habitat. Time: 3 minutes) ◆ Walk through potential habitat site/ sites. ◆ Students individually write ideas to create habitat. Use responses to create list ◆ Question and answer on site or in classroom, list answers on display board. ◆ List goals/assessments for success 	<p>Background info on habitat for teacher- including key definitions.</p> <p>Slide show/video or other visuals</p> <p>Environmental Education Dictionary</p> <p>Individual student booklet (created for this project)</p> <p>Background information- key elements of habitat restoration (WSFW, etc) that specifically lists the answers to these questions.</p> <p>Portable display board, paper for lists.</p>	<p>Oral- Question and Answer</p> <p>Created Response (short test)</p> <p>Performance during a later activity</p> <p>Personal Communication (put name of student next to responses on list)</p> <p>Created Response</p>		
2	<p>Students will understand that 'assessments' of sites are important to all habitat garden/ restoration project.</p> <ul style="list-style-type: none"> ◆ What is 'assessment'. ◆ What are things we need to assess for our site? ◆ How can we make assessments for: wildlife, plants, aspect, water, soil, access <p>Time: ½ hour</p>	<ul style="list-style-type: none"> ◆ Refer to last session lists for 'what do we need to know before we start restoring ...' ◆ Direct instruction/ question answer. ◆ List answers 	<p>Background information on standard assessments for restoration projects.</p> <p>Assessment form</p>			

<p>Students will understand that they can use observational skills, tools, methods and specialists to assess the site for wildlife.</p> <ul style="list-style-type: none"> ◆ What wildlife might live in our site? ◆ How can we assess wildlife on our site? ◆ How can wildlife reach our site? <p>Time: ¾ hour</p> <p>Student will understand that individual wildlife species have specific needs for survival, and with this knowledge a habitat restoration can provide these specific needs.</p> <ul style="list-style-type: none"> ◆ What does a specific wildlife species that might live in our habitat project need in order to survive? <p>Estimated time: ¾ hour</p>	<ul style="list-style-type: none"> ◆ Go to site and assess wildlife sign. Students work in teams and record data. Transfer data to Master Journal. ◆ Work with specialist/ literature to identify possible wildlife species on site. Make list for Master Journal. ◆ Look at aerial photo of site. Locate wildlife corridors, or lack of... ◆ Students work individually to research a specific animal and their habitat needs, selected from observation or research on our site (include actual plant names for food/shelter) ◆ Habitat chart- modified from Habitat Rummy- WILD. Have students fill in chart with data. 	<p>Master Assessment / Monitoring Journal</p> <p>Background info; basics of wildlife sign (student booklet)</p> <p>Wildlife Guides for region</p> <p>Wildlife list for ecosystem of site (in student booklet)</p> <p>Tracking books</p> <p>Knowledgeable wildlife specialist</p> <p>Recent aerial map of site</p> <p>Wildlife food books/ literature easily understood</p> <p>Wildlife guides that include data on shelter etc for this region. (create?)</p> <p>Poster board- paper</p>	
<p>Students will understand that they can use observation, methods and specialists to assess the native plants and plant community of the site?</p> <ul style="list-style-type: none"> ◆ What is a native plant? Non native? Invasive? Naturalized? ◆ What is the plant zone we live in? ◆ What is a plant community? ◆ What is the plant community of the site? ◆ How can we identify plants of our site? 	<ul style="list-style-type: none"> ◆ Slide show/ video ◆ Go to site- use ID books to identify several plants on site, do leaf pressings of plants that cannot be identified with certainty. Confirm plant ID with specialists <p>Or....</p> <ul style="list-style-type: none"> ◆ Work with specialists to assess all plants on site (Native plant unit students?) ◆ List plants on site. Identify native, invasive, naturalized, wildlife values. 	<p>Slide show/ video: native plants of the region, plant communities of our ecozone/system,</p> <p>Native plant field guides</p> <p>Plant ID sheets in student booklet</p> <p>Plant community charts</p> <p>Knowledgeable native plant specialist</p> <p>Herbarium press</p>	<p>3</p>

	Students will understand that they can use observation, tools, methods and specialists to assess soil, aspect, water and topography of site.	ized, wildlife values. ◆ Students work together to assess soil Ph, Sun aspect, presence and type of water,	Background info for these assessments. Soil maps Topographic maps Compass Soil tester (electronic)			
4	Project Evaluation (using assessments) Project Planning & Design (including setting up volunteer days, flow charts, contracting with design specialists etc.)	◆				
5	Hardscape features Trails, seating, protection, nesting/feeding boxes,	◆				
6	Plant Procurement Plant propagation	◆				
7	Basics of installation	◆				
8	Monitoring Activities Maintenance Projects	◆				

* in preparing this document I included ideas for activities to implement. These are only suggested to emphasize different instructional methods, learning skills, assessments that could be used during this curriculum (avoiding direct instruction and question/answer formats only).