

## Environmental Education Standard

### Knowledge of Environmental Processes and Systems

Grade: 6th Language Arts

Standard:

B.8.2-B.8.3- Students will be able to define and cite examples of succession, evolution, extinction, and biodiversity.

Sample Activity:

Use this website to provide background information to students about what biodiversity is.

[http://www.ecokids.ca/PUB/eco\\_info/topics/biodiversity/index.cfm](http://www.ecokids.ca/PUB/eco_info/topics/biodiversity/index.cfm)

## Environmental Education Standard

### Decision and Action Skills

Grade: 6th Language Arts

Standard:

D.8.1-D.8.2; D.8.5-D.8.6; E.8.2- Students will develop a personal action plan addressing a local environmental issue, listing short and long term solutions, and persuade others to participate in the action.

Sample Activity:

<http://www.nwf.org/Eco-Schools-USA/Become-an-Eco-School/Cool-School-Challenge/Materials.aspx>

Do Elementary School Audit Forms

Next - Develop an environmental action plan to decrease personal energy use.

Note: this could be a combined science/language activity

## Environmental Education Standard

### Decision and Action Skills

Grade: 7th Language Arts

Standard:

D.8.4; D.8.8; E.8.2- Students will explain how citizens work together in education, economic, and government institutions to solve environmental issues.

Sample Activity:

Environmental Issue Research Project

[https://drive.google.com/open?id=0BxgFmluCVr\\_CSzROTnNiSlZaR28&authuser=0](https://drive.google.com/open?id=0BxgFmluCVr_CSzROTnNiSlZaR28&authuser=0)

## Environmental Education Standard

### Knowledge of Environmental Processes and Systems

Grade: 7th Language Arts

Standard:

B.8.14; B.8.22-B.8.24- Students will create a timeline of resource management history in Wisconsin and identify careers and agencies responsible for current natural resource management.

Sample Activity:

Go to the <http://forestrycareers.org/careers.html> (Careers in Forestry and Natural Resources) website and discuss with students the *Think About It* questions. Go to each of the links on that page to view the career categories available. Students should complete the Career Exploration worksheet for a chosen career. After completing the worksheet the students will research the history of one of the following areas: fish and wildlife, aquatic, forestry or fire management with emphasizing Wisconsin. After researching the area they they should create a historical timeline.