



Tour Theme: Animals (grades 6-8)

Nevada State Standards

English Language Arts

- 2.6.4 Summarize information from several sources.
- 2.8.4 Use outlines, maps, and graphic organizers to aid comprehension.
- 4.6.6; 4.7.6; 4.8.6 Read and follow multi-step directions to complete a complex task.
- 5.8.5 Write summaries that present main ideas and key supporting information.
- 8.6.4; 8.7.4 Follow multi-step oral directions to complete a task.
- 8.8.4 Follow multi-step oral directions to complete a complex task.
- 9.6.1; 9.7.1; 9.8.1 Use specific and varied vocabulary and apply Standard English to communicate ideas.
- 9.6.2 Develop and deliver presentations that include media aids appropriate to audience and purpose.
- 9.7.2 Develop and deliver presentations that integrate appropriate public speaking techniques and media aids.
- 9.8.2 Select and use vocabulary and public speaking techniques appropriate to audience and purpose.
- 9.7.3 Organize and deliver a persuasive speech appropriate to audience and purpose.
- 10.6.1 Demonstrate active listening skills by participating in conversations and group discussions.
- 10.7.1 Provide constructive feedback when participating in conversations and group discussions.
- 10.8.1 Participate in conversations and group discussions as active listeners who provide constructive feedback.
- 10.6.2 Ask and answer questions to generate possible solutions to a problem.
- 10.7.2 Distinguish between relevant and irrelevant information offered in support of an opinion.
- 10.8.2 Ask for and provide specific evidence in support of an opinion.
- 10.7.3 Participate in discussions in a variety of formats such as committees, panels, and debates.
- 10.8.3 Apply understanding of agreed-upon rules and individual roles in a variety of discussion formats.
- 10.6.4 Evaluate the logic and effectiveness of a speaker's argument(s).
- 10.7.4 Develop logical arguments in support of opinions.

- 10.8.4 Express supported opinions while considering divergent viewpoints.
- 10.12.4 Justify a position using logic and refuting opposing viewpoints.
- 11.6.1 Formulate a plan for research to answer a focused question.
- 11.7.1 Formulate questions and statements of purpose to guide cross-curricular research.
- 11.8.1 Formulate questions and develop a clear statement of purpose that lead to inquiry, investigation, and research of cross-curricular topics.
- 11.6.4 Record information using note-taking and organizational formats.
- 11.7.4 Record information using a self-selected note-taking or organizational strategy.
- 11.8.4 Record information using a variety of note-taking and organizational strategies.

Science

- N.8.A.1 Students know how to identify and critically evaluate information in data, tables, and graphs. E/S
- N.8.A.2 Students know how to critically evaluate information to distinguish between fact and opinion. E/S
- N.8.A.3 Students know different explanations can be given for the same evidence. E/S
- N.8.A.6 Students know scientific inquiry includes evaluating results of scientific investigations, experiments, observations, theoretical and mathematical models, and explanations proposed by other scientists. E/S
- N.8.B.1 Students understand the consequences of technologies that can cause resource depletion and environmental degradation, but technology can also increase resource availability, mitigate environmental degradation, and make new resources economical.
- N.8.B.2 Students know scientific knowledge is revised through a process of incorporating new evidence gained through on-going investigation and collaborative discussion. E/S
- L.8.C.1 Students know how matter and energy are transferred through food webs in an ecosystem. E/S
- L.8.C.3 Students will evaluate how changes in environments can be beneficial or harmful. E/S
- L.8.C.4 Students know how interrelated factors affect the number and type of organisms an ecosystem can support. E/S
- E.8.A.3 Students know the properties that make water an essential component of the earth system. E/S

Social Studies

Geography:

- 1.8.3 Use maps, graphic representations, aerial photo-graphs, satellite images, and computer resources to compare Earth's physical and human features.
- 2.8.1 Describe the relationship between physical and human features, such as landforms and political boundaries.
- 3.8.3 Describe the interdependence among soil, climate, plant life, and animal life within different ecosystems.
- 3.8.4 Compare and contrast the biodiversity and productivity of different ecosystems on Earth.
- 3.8.5 Formulate a hypothesis about the changing nature of an ecosystem and use appropriate research skills to draw conclusions.
- 5.8.3 Evaluate the role of technology in the human modification of the physical environment.
- 5.8.4 Describe the changes that result from human modification of the physical environment.
- 6.8.1 Explain how different characteristics of people, places, and resources have affected events and conditions in the past.
- 6.8.2 Explain how the physical geography of a place or region can influence current events.
- 6.8.3 Examine a contemporary issue using geographic knowledge, skills, and perspectives.
- 6.8.4 Describe several future outcomes of a geographic issue and defend one possible solution.
- 7.8.1 Identify and define geographic problems and issues by asking geographic questions.

Objective(s)

- Create a food web for the Springs Preserve using the animals currently found at that site.
- Evaluate the state of the cienega at the Springs Preserve by comparing and contrasting the environment with and without ground water in the aquifers using satellite imagery.
- List the identifiable factors that affected the number and type of birds found at the Springs Preserve in 2003 and 2007.
- Create and present skits that share information about the Springs Preserve and our position(s) on the development of the site.
- Debate the pros and cons of the development of the Springs Preserve by the Las Vegas Water District in a roundtable discussion.