

## Week 1

| Date | Learning Targets: I can...   | Activities  | Assessment  |
|------|--|---|---|
|      |  |   |   |
|      |  |   |   |
| 8/15 | 1. Describe class expectations for behavior and work ethic<br>2. Understand class activities and competencies to be gained<br>3. Identify opportunities to get involved in FFA | - Icebreaker<br>- Overview of the Syllabus and Competencies (post it notes and then posters over units)<br>- Class Materials needed<br>- Classroom Expectations | • Return syllabus agreement and Explore Bowhunting Agreement by Friday 8/17 |
| 8/16 | 1. Identify opportunities to get involved in FFA<br>2. Create a classroom notebook<br>3. Develop a SAE Project and keep records  | - FFA and You<br>- Develop a table of contents for notebook<br>- SAE Calendar Pages   | • Notebook Checks four times per semester                                   |
| 8/17 | <b>UNIT 1: Introduction to Wildlife Management</b><br>Explain wildlife conservation, preservation, management, and recreation  | - Project Wild: Deer Dilemma (pg. 426)  | Bellringer: Name three ways you can get involved in FFA                     |

## Week 2

| Date | Learning Targets   | Activities  | Assessment   |
|------|--|---|--|
| 8/20 | Explain the economic impact of wildlife and wildlife management  | Explore Bowhunting: This is How We Measure Success<br><br>Project Wild: Does Wildlife Sell (pg. 213)  | Bellringer: What is the difference in wildlife conservation and preservation           |
| 8/21 | Create a timeline of game management   | Project Wild: Wildlife in National Symbols; Wildlife on Coins and Stamps<br><br>Project Wild: History of Wildlife Management (pg. 267)<br><br>Project Wild: Let's Talk Turkey (pg. 248) | Bellringer: Describe one economic impact wildlife has on Anderson County.              |
| 8/22 | Compare modern wildlife management strategies with current American attitudes concerning wildlife                        | Project Wild: Sustainability, Then, Now, Later (pg. 449)  | Bellringer: What historical events created state parks?                                |
| 8/23 | Demonstrate an understanding of current legislation regarding wildlife management and the regulation of hunting activity | Project Wild: Philosophical Differences pg. (364); For Your Eyes Only (pg. 197); Wild Bill's Fate (pg. 270); Know Your Legislation: What's in it for Wildlife (pg. 272)                 | Bellringer: What is sustainability?  |
| 8/24 | Identify and describe methods of human and wildlife conflict resolution  | Project Wild: Back from the Brink pg. (355)<br><br>Project Wild: Deer Crossing (pg. 392)<br><br>Project Wild: Career Critters pg. 371   | Bellringer: What are two contrasting philosophical differences in wildlife management? |

### Week 3

| Date | Learning Targets   | Activities  | Assessment  |
|------|--|---|---|
| 8/27 | Identify career and entrepreneurship opportunities in wildlife management                      | Explore Bowhunting: Dare to Compare<br>Project Wild: Wildwork (pg. 385) | Bellringer: In what ways can wildlife improve environmental problems?               |
| 8/28 | Identify employer expectations, including work habits and citizenship skills                   | Game Warden   | Bellringer: What skills and competencies are needed in wildlife management careers? |
| 8/29 | Review for the Unit 1 Exam   | Unit Review   | Bellringer: (Based off of Game Warden discussion)                                   |
| 8/30 | Thoroughly explain concepts studied in Unit 1 of Wildlife Management                           | Unit Exam   | Bellringer:   |
| 8/31 | <b>UNIT 2: Wildlife Habitat and Species</b><br>Differentiate between game and non-game species | Project Wild: Here Today, Gone Tomorrow (pg. 154)                       |   |

**Week 4**

| <b>Date</b> | <b>Learning Targets</b>   | <b>Activities</b>  | <b>Assessment</b> |
|-------------|---|--|-------------------|
| 9/3         | NO SCHOOL- LABOR DAY  |  |                   |
| 9/4         | Describe the various components and functions of ecosystems   | Project Wild: From Bison to Bread (pg. 395)<br><br>Project Wild: Ecosystem Facelift (pg. 166);<br>Bottleneck Genes (pg. 172)<br><br>Project Wild: Habitat Rummy (pg. 14) |                   |
| 9/5         | Describe the relationship between habitat availability and wildlife populations and calculate a habitat quality index   | Project Wild: Oh Deer (pg. 36)   |                   |
| 9/6         | Identify plant materials that serve as food and/or cover for wildlife species   |  |                   |
| 9/7         | Describe some of the characteristics of healthy aquatic habitats<br><br>Identify strategies for preventing pollution of wildlife habitat and strategies for restoring polluted habitats | Project Wild: Litter We Know (pg. 434)   |                   |

**Week 5**

| <b>Date</b> | <b>Learning Targets</b>  | <b>Activities</b>  | <b>Assessment</b> |
|-------------|--|--|-------------------|
| 9/10        | Identify various habits and the animals that exist within them   | Research Project/ Computer Lab   |                   |
| 9/11        | Describe the physiology and anatomy of Kentucky game species   | Explore Bowhunting- Points to Consider<br>Project Wild: Tracks! (pg. 30) |                   |
| 9/12        | Describe the physiology and anatomy of Kentucky non-game species   | Explore Bowhunting- Points To Consider<br>Project Wild: Tracks! (pg. 30) |                   |
| 9/13        | Describe different preventative and removal techniques for nuisance species<br><br>Describe the importance of trapping | Beaver Trapper   |                   |
| 9/14        | Identify various habits and the animals that exist within them   | Computer Lab/ Build Day  |                   |

**Week 6**

| <b>Date</b> | <b>Learning Targets</b>   | <b>Activities</b>  | <b>Assessment</b> |
|-------------|---|--|-------------------|
| 9/17        | Identify various habits and the animals that exist within them  | Student Presentations  |                   |
| 9/18        | Review for Unit 2   | Unit Review  |                   |
| 9/19        | Thoroughly explain concepts studied in Unit 1 of Wildlife Management  | Unit Exam  |                   |
| 9/20        | <b>Unit 3: Wildlife Biology &amp; Population Dynamics</b><br><br>Classify animals based on their species and Stages of Growth and Development | Explore Bowhunting: Lure In Your Target<br><br>Project Wild: Bearly Growing (pg. 19)<br><br>Skull Mounts (Caleb and Bobby) |                   |
| 9/21        | Explain and identify the essential nutrient needs of selected wildlife species (deer, turkeys, and quail).                                    |  |                   |

**Week 7**

| <b>Date</b> | <b>Learning Targets</b>   | <b>Activities</b>   | <b>Assessment</b> |
|-------------|---|---|-------------------|
| 9/24        | <b>NO SCHOOL- PD</b>  |   |                   |
| 9/25        | Differentiate between the sex of wildlife species                                       | Explore Bowhunting: Don't Call Blind  |                   |
| 9/26        | Determine home range, space requirements and travel patterns of deer, turkey, and quail | Explore Bowhunting: Map It Out<br>Explore Bowhunting: Build your shot opportunities |                   |
| 9/27        | Explain the migratory nature of birds and how it affects their management               |   |                   |
| 9/28        |   | Unit Review<br>Lure In Your Target Presentations                                    |                   |

**Week 8**

| <b>Date</b> | <b>Learning Targets</b>  | <b>Activities</b>   | <b>Assessment</b> |
|-------------|--|---|-------------------|
| 10/1        | Thoroughly explain concepts studied in Unit 1 of Wildlife Management   |   |                   |
| 10/2        | Explain the relationship between carrying capacity, limiting factors and wildlife populations  | Project Wild: How Many Bears Can Live in this Forest?<br><br>Project Wild: Carrying Capacity (pg. 46) |                   |
| 10/3        | Define biotic potential and calculate biotic potentials for selected species   |   |                   |
| 10/4        | Discuss the advantages and disadvantages of stocking wildlife  | Project Wild: Planting Animals (pg. 152)  |                   |
| 10/5        | Recognize cause and effect relationships represented by population curves and how they are utilized in managing wildlife populations | Project Wild: Birds of Prey (pg. 111)   |                   |



**Week 9**

| <b>Date</b>    | <b>Learning Targets</b>  | <b>Activities</b>  | <b>Assessment</b> |
|----------------|--|--|-------------------|
| 10/8           | Describe the role of predation on animal wildlife  | Project Wild: Quick-Frozen Critters pg. (122)  |                   |
| 10/9           | Review for the Unit 4 Exam   | Unit Review  |                   |
| 10/10          | Thoroughly explain concepts studied in Unit 4 of Wildlife Management   | Unit Exam  |                   |
| 10/11          | <b>Unit 4: Wildlife Management Procedures</b><br><br>Develop an understanding of hunter safety and ethics and why they are important to the well being of wildlife | Explore Bowhunting: Be Safe, Don't Keep it a Secret<br><br>Explore Bowhunting: It's All in the Challenge                                 |                   |
| 10/12          | Explain the different methods of hunting for selected wildlife species   | Explore Bowhunting: You can't get any closer than that!<br><br>Explore Bowhunting: The Total Set Up<br><br>Explore Bowhunting: Score Big |                   |
| 10/15 to 10/19 | <b>FALL BREAK</b>  |  |                   |

**Week 10**

| <b>Date</b> | <b>Learning Targets</b>  | <b>Activities</b>  | <b>Assessment</b> |
|-------------|--|--|-------------------|
| 10/22       | Explain the different methods of hunting for selected wildlife species   | Explore Bowhunting: Adrenaline and the Hunt<br><br>Explore Bowhunting: Shot Placement              |                   |
| 10/23       | Explain the different methods of hunting for selected wildlife species   | Explore Bowhunting: Here's Concrete Evidence   |                   |
| 10/24       | Develop an understanding of animal ecology, specifically the white-tailed deer, through a fun and interactive board game | <b>National Convention</b><br><br>Explore Bowhunting: The White's Tale                             |                   |
| 10/25       | Conduct a field evaluation of habitat for selected species on a given area   | <b>National Convention</b><br><br>Computer Lab Research  |                   |
| 10/26       | Describe symptoms that specified wildlife exhibit when infected with specified diseases                                  | <b>National Convention</b><br><br>Computer Lab Research<br><br>Project Wild: Good Buddies (pg. 91) |                   |

**Week 11**

| Date  | Learning Targets  | Activities  | Assessment |
|-------|---|---|------------|
| 10/29 | Identify and explain the procedures of pelt preparation   | Explore Bowhunting: Anatomy and Field Dressing<br><br>Taxidermist Demonstration   |            |
| 10/30 | Recommend approved practices for managing habitat and population  | Field Trip: Wild Game Reserve in Frankfort<br><br>Project Wild: Ethi-Reasoning (pg. 203)  |            |
| 10/31 | Develop a wildlife management plan for a given land area with suggested practices for improving habitat characteristics | Computer Lab<br><br>Project Wild: Improving Wildlife Habitat in the Community (pg. 440); Can Do (pg. 446)<br><br>Project Wild: Checks and Balances (pg. 387)<br><br>Project Wild: Career Critters (pg. 371) |            |
| 11/1  | Apply new skills and knowledge to a mock hunt   | Explore Bowhunting: Archery Challenge Course  |            |
| 11/2  | Thoroughly explain concepts studied in Units 1-5 of Wildlife Management   | Finals Review   |            |

**Week 12**

| <b>Date</b> | <b>Learning Targets</b>   | <b>Activities</b>               | <b>Assessment</b> |
|-------------|---|---------------------------------|-------------------|
| 11/5        | <b>NO SCHOOL- PD</b>  |                                 |                   |
| 11/6        | <b>NO SCHOOL- PD</b>  |                                 |                   |
| 11/7        | Thoroughly explain concepts studied in Units 1-5 of Wildlife Management | Finals                          |                   |
| 11/8        | Thoroughly explain concepts studied in Units 1-5 of Wildlife Management | Finals                          |                   |
| 11/9        |   | Club Day- Last Day of Trimester |                   |