

Habitats

Healthy Land Equals Healthy Water



Southwest Florida
Water Management District



WATERMATTERS.ORG • 1-800-423-1476

Teacher's Guide

Dear Teacher:

Welcome to *Habitats*! This teacher's guide is to be used in conjunction with the *Habitats Student Guide*. The purpose of the program is to educate students, residents and visitors about habitats and land resources and to encourage protection of Florida's natural resources.

Habitats is for students in grades 6–8 and correlated to the Next Generation Sunshine State Standards and the Common Core State Standards. It includes a variety of information, questions, activities, games and websites to explore. In addition, we have included a *Habitats Challenge*, which contains items similar to those students could expect to find on the Florida Comprehensive Assessment Test (FCAT).

Many other free materials are available from the Southwest Florida Water Management District (SWFWMD) and can be ordered online at www.WaterMatters.org/publications/. We also offer water resources workshops for teachers. For additional information, please contact the Communications Section of the Public Affairs Bureau at (352) 796-7211 or, in Florida, at 1-800-423-1476, ext. 4757. Visit our website at **WaterMatters.org**.

Habitats

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Background

During the course of studying *Habitats*, your students will learn about habitats and the important role of land resources in southwest Florida. The Southwest Florida Water Management District (SWFWMD) is the regional agency responsible for managing water resources and maintaining a balance between the water needs of current and future users without damaging the environment. The future of our natural resources depends on all of us working together to ensure that we are able to live in a healthy environment.

As a teacher, you have a very important role in preparing students to take on the responsibility of being stewards of the land and our natural water resources. By educating your students about the protection of Florida's water, you help ensure that they are responsible citizens actively involved in maintaining a clean and healthy environment. In turn, they will take on the role of preparing the next generation to continue this important mission.

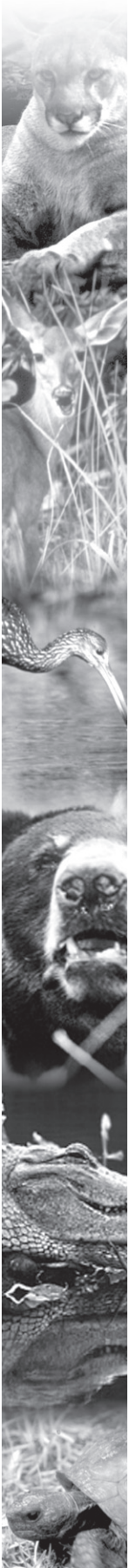
The following tips are provided to help you guide your students through the *Habitats* program. Be sure to read the entire booklet and teacher's guide in preparation for use with your students.

For Each Unit:

- Read and discuss with your students the material presented in the *Habitats Student Guide*.
- Have students complete the Communities activities at the end of each unit in the *Habitats Student Guide* and discuss the results.
- Make copies of the Habitat Activities found in this teacher's guide.
- Distribute the Habitat Activities and have students complete the assignments. Answers are on page 20 of this teacher's guide.

Other Activities:

- As a class, review the vocabulary listed on page 13 of the *Habitats Student Guide*.
- Encourage students to learn more about habitats and our natural resources by reading newspapers, magazines and books and by using the Internet to visit websites.
- Have students complete the activities presented on the inside cover and pages 8 and 11 of the *Habitats Student Guide*. Answers are on page 20 of this teacher's guide.
- Make copies and administer the *Habitats Challenge* on pages 22–24 of this teacher's guide.



Unit 1

Habitats and Ecosystems

Habitat Activity: Boost Your Nature Vocabulary

Directions:

To help you learn more about habitats and land resources, it is important that you become familiar with new vocabulary. So far, you have learned that a *habitat* is a place where a plant or animal naturally grows or lives. You have also learned that an *ecosystem* is a community of plants and animals that naturally grow and live together. A *species* refers to a specific kind of plant or animal. Read the following examples using these nature words and select the correct word that matches each description. Write the word on the blank line. Then challenge yourself by answering the questions that follow.

habitat

ecosystem

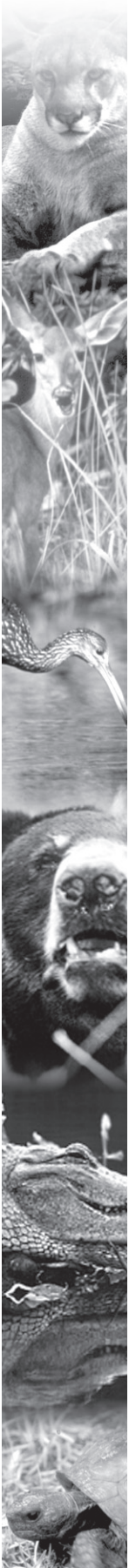
species

- _____ a variety of palm trees, wading birds, insects and other creatures living in a swamp
- _____ a mangrove tree that grows in an estuary
- _____ an open land, shallow water of a pond, or a swamp
- _____ a Florida panther that lives near a freshwater wetland area

How would you describe the difference between a habitat and an ecosystem?

Name several species that you think may be considered threatened or endangered.

Describe a few events that could cause a habitat to change.



Unit 1

Habitats and Ecosystems

Habitat Activity: My Home Community

Directions:

It's time to become more acquainted with your neighborhood ecosystem! Measure an area of approximately 20 feet around the outside of your home and consider this area your community. Study the area and record your observations below.

My Home Community

The people who live here include

The animals that live here include

The plants that live here include

I would describe this habitat as

Two events that could change the quality of my home community are:

1. _____
2. _____

Two ways to protect the quality of my home community are:

1. _____
2. _____

I think it is important to protect my home community because

Unit 2

Florida's Water Habitats

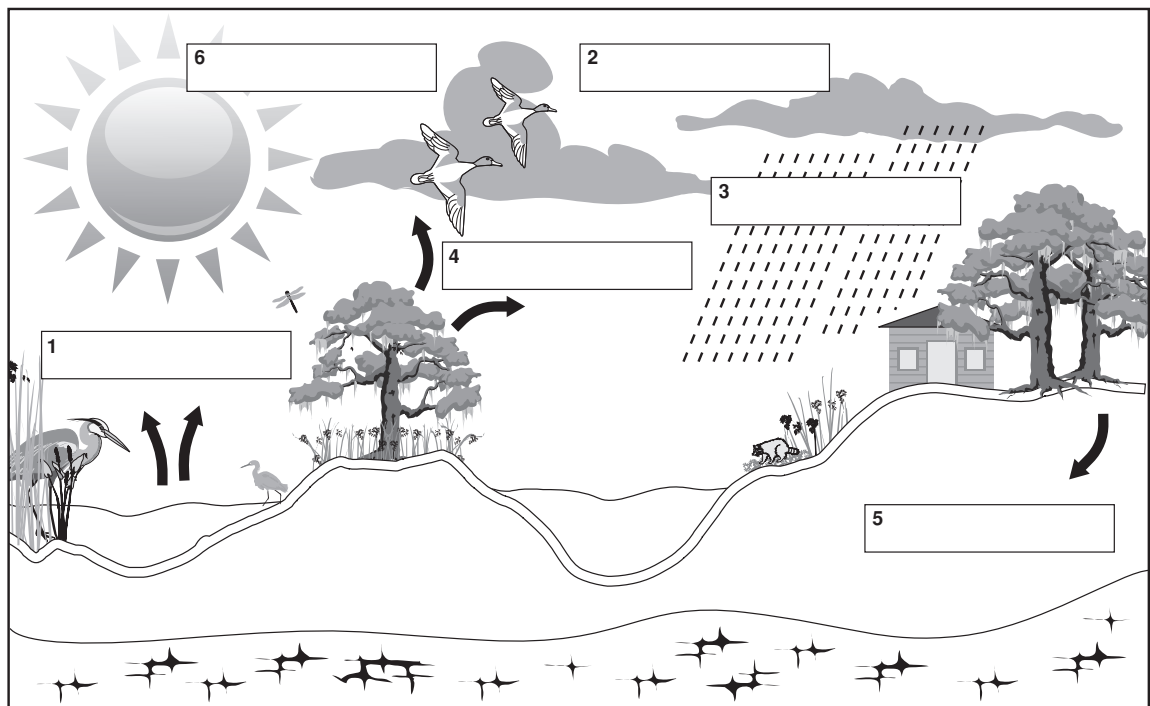
Habitat Activity: Habitats Depend on the Hydrologic Cycle

Directions:

The hydrologic cycle, or water cycle, is a process in which water recycles itself over and over again. The sun serves as the energy source that causes water to move continuously through several phases. Study the phases described on the chart below. Then use the information to label the different phases in the illustration of the hydrologic cycle.

The Hydrologic Cycle

solar energy	energy provided by the sun for the never-ending water cycle
evaporation	vapor created when the sun heats water in lakes, streams, rivers, oceans, puddles, etc.
transpiration	vapor created when plants, trees and animals give off moisture
condensation	tiny droplets of water formed when water vapor rises into the air and cools
precipitation	moisture released from clouds in the form of rain, snow, hail, etc.
percolation	downward movement of water through the ground



Unit 2

Florida's Water Habitats

Habitat Activity: Name That Habitat

Directions:

In this unit you have learned about a variety of water habitats. Study the photos and definitions below of water habitats that can be found in our area. Write the correct name of the water habitat under each photo.



Estuary

An estuary is a partially enclosed body of water formed where fresh water from rivers and streams flows into the ocean, mixing with salty seawater. Many animal and plant species reproduce in this special kind of environment.

Wetlands

Wetlands are areas of land covered by water all or part of the year. They may contain either fresh or salt water and provide habitat for a variety of plants and animals. Wetlands help improve our water quality, store water and protect us from floods.

Lake

A lake is a large body of fresh water that may be natural or constructed and is surrounded by land. The plants that grow underwater provide food for the animals that live in this habitat.



Now try to name a few plants and animals that may be found in each type of habitat described above.



Estuary

Wetlands

Lake

Habitat Activity: A Brackish Experiment

Habitats: Healthy Lands Equals Healthy Water

Tampa Bay, Sarasota Bay and Charlotte Harbor are the largest estuaries that lie within the geographical boundaries of the Southwest Florida Water Management District. Like in other estuaries, they are transitional zones between fresh and salt water. The marine life in an estuary must adapt to the constant changes of water in order to survive. Try this experiment to learn more about a few of the differences between salt water and fresh water meets and gradually mixes with fresh water.

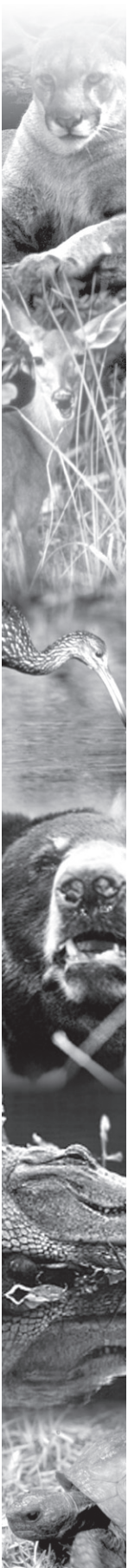
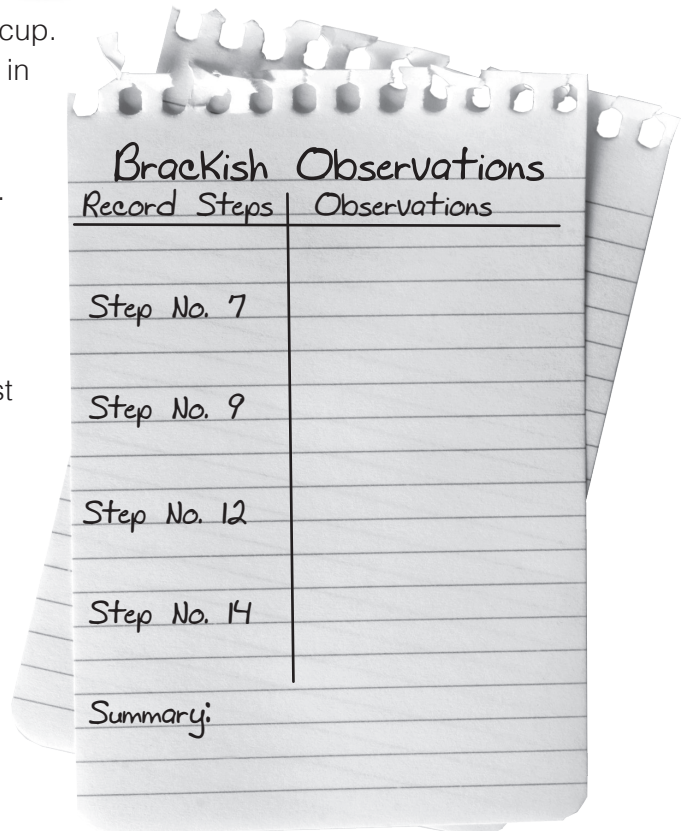
Materials

- two clear plastic cups (10 oz.)
- two slices of raw potato
- salt
- tablespoon
- measuring cup
- water
- food coloring
- knife
- ruler



Activity

1. Measure the diameter of the top of each cup.
2. Cut two 1-inch slices of potato that will fit in the cup.
3. Fill each cup with 8 ounces of water.
4. Add 3 tablespoons of salt to the first cup.
5. Add food coloring to the water in the second cup.
6. Place one slice of potato in each cup.
7. Record your observations.
8. Add 2 more tablespoons of salt to the first cup and stir.
9. Record your observations.
10. Remove the potato from the second cup.
11. Very slowly, pour some of the colored water from the second cup on top of the potato in the first cup.
12. Record your observations.
13. Gently stir the water.
14. Record your observations.
15. Write a summary describing what you learned by conducting the experiment.



Unit 3

What's Connected to a Habitat?

Habitat Activity: Meet a Few of Florida's Symbols

Directions:

The Florida Legislature has adopted many state symbols to represent our unique environment. Read about a few of them below. Then complete the activities.



State Tree: Sabal Palm

The sabal palm grows in all kinds of soils and may be found throughout our state. You have most likely seen many of them near your home. The sabal palm was an important tree in early Florida history. Settlers used the tree for food and shelter. Young buds on the leaves were used for food, the trunks were used to build forts and homes, and the leaves were used for making roofs. The sabal palm is also called the cabbage palm or palmetto.



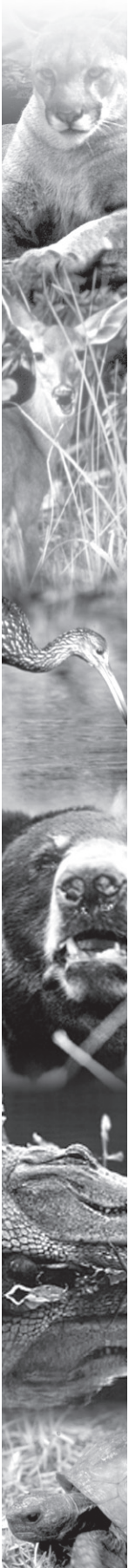
State Flower: Orange Blossom

The orange blossom is one of the most fragrant flowers. The white flowers on the orange trees can be seen and smelled during orange blossom time throughout central and south Florida. Florida is the largest producer of citrus fruits in the United States.



State Marine Mammal: West Indian Manatee

The manatee is an endangered species that may be found in both fresh and salt water. In winter, manatees gather at warm freshwater areas, including Crystal River, Homosassa River, Tampa Bay and Fort Myers. They spend summers in Florida's coastal offshore habitats. They eat a wide variety of aquatic plants, including seagrasses and mangroves. The manatee is also called "sea cow" because it grazes on aquatic plants.



State Bird: Northern Mockingbird

This gray and white mockingbird lives in Florida throughout the year. The northern mockingbird has a reputation for singing a lot. It is also considered an expert at imitating other calls from birds. It is easy to understand why the Latin name for mockingbird means “mimic of many tongues.”

Florida Symbol Quiz

True or False?

- T F 1. The mockingbird is also known as the sea cow.
- T F 2. Manatees can be found in freshwater and saltwater environments.
- T F 3. Early settlers used the sabal palm for food and shelter.
- T F 4. Mockingbirds spend only winters in Florida.
- T F 5. Manatee in Latin means “mimic of many tongues.”

Describe the important role water plays in the lives of each symbol described above.

Conduct research to find two more Florida state symbols. In what ways do they represent our state?

Unit 3

What's Connected to a Habitat?

Habitat Activity: An Ecotourist's Guide to Manners

Directions:

Ecotourism has become very popular in Florida. Instead of visiting the usual tourist attractions, many people want to experience natural areas. Florida is fortunate to have such a wide variety of natural habitats to enjoy. As you tour a few of the wonderful wilderness areas, please remember to be a welcome visitor and mind your ecotourism manners. Read the following simple rules. Discuss why following each rule is important for protecting the quality of the environment. Then add two of your own rules and tell why they are important.

- Be sure to stay on the trails.
- Avoid picking the plants.
- Try to remain gentle and calm.
- Never tease or pester the animals.
- Always leave the natural environment undisturbed.

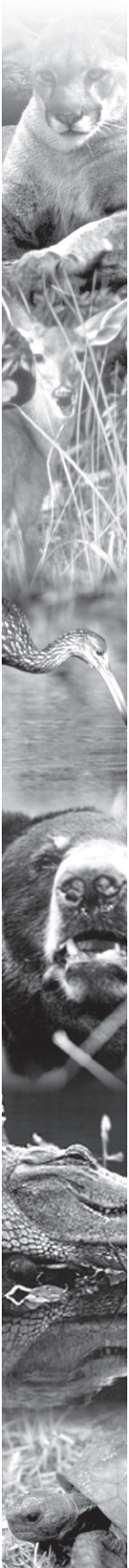
Add two of your own rules below.

- _____
- _____

Now imagine that you are in charge of creating a sign for the entrance of a nature park. You want to encourage visitors to enjoy their experience, but you also want to make sure they will follow the rules. Use the space below to develop a brief message or slogan that could be posted next to the entrance.



*Welcome
to Nature*



Unit 4

Impacts to Habitats

Habitat Activity: New Residents' Environmental Fair

Directions:

You have learned that natural and human activities can have an impact on our aquatic habitats. As people continue to move to our state, it is important that they appreciate and protect our precious natural resources. Pretend that an environmental fair is going to be held for new residents in your neighborhood. You have been assigned to set up a habitats booth that helps new residents learn more about environmental issues in the area. Use the form below to plan your booth. When you finish, share your plans with classmates. Decide which booths could possibly become part of a REAL environmental fair!

Habitat Booth

What is the name of your booth?

What is the message you want to teach?

What materials will you need to develop the booth?

How much will the booth cost?

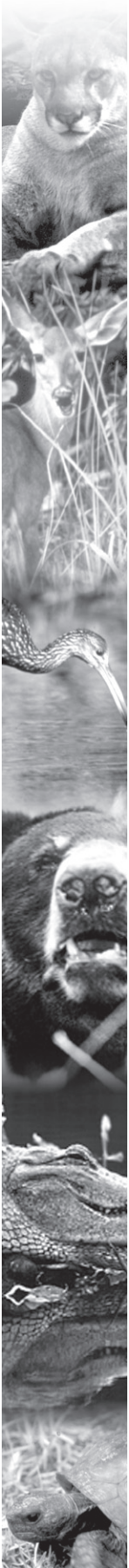
How long do you think it will take to create the booth?

What will your role be during the environmental fair?

What will visitors do at your booth?

Will visitors receive anything when they visit (pamphlets, posters, etc.)?

How will you know if your booth is successful?



Unit 4

Impacts to Habitats

Habitat Activity: Create a Habitat Play

Directions:

Use what you have learned about habitats to teach others about the importance of protecting our wild lands. Write a short script that could be used to perform a play or puppet show for kids. Your characters might include people, plants or animals. Use the following play about protecting wetlands to give you ideas for developing your own. You may want to perform this one too!

Why Do We Need Wetlands?

Opossum, Alligator and Snake

Opossum: This meeting of the Southwest Florida Branch of the Royal Order of Floridian Animals is now in session. Secretary Snake, will you please call roll.

Snake: Certainly. Opossum?

Opossum: Present.

Snake: Alligator?

Alligator: Present.

Snake: Frog? Frog? Frog?

Alligator: Um ... Frog is absent.

Snake: OK, then. Let's sssee ... Duck? Duck? Duck?

Alligator: Ah, Duck isn't here either.

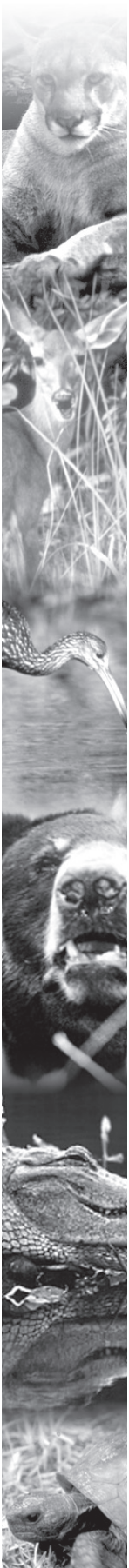
Snake: All right. Dragonfly, are you here?

Alligator: Actually, you're not going to find many of the wetland creatures here today.

Opossum: Why, Alligator? Has there been a disaster in the wetland?

Alligator: Well, yes. It's awful! You see, last week the bulldozers came and filled in our wetland. Then, a couple of days later, dozens of people came and began building a hotel for humans.

Snake: Why those humanssss ... I oughta bite them!



Alligator: You see, without a wetland environment, all of the wetland creatures had to move out and go in search of new wetland homes.

Opossum: Well, they didn't have to do that. My baby and I could've shared our tree branch with them.

Alligator: No, Opossum. You see, wetland animals need to live in areas of land that are filled with water most of the year. Our wetland friends can't live in dry places like trees.

Snake: OK, I'll organize a rebellion. Tomorrow evening we go around and bite every human we ssssee!

Alligator: Snake, I'm sad about the destruction of the wetlands too, but they're not being destroyed because the humans are mean. They are just thinking about their hotel — not us. You see, they don't realize how important wetlands are to us animals. Even scarier, they don't realize how important wetlands are to them!

Opossum: Don't be silly! Wetlands aren't important to humans!

Alligator: Actually, they are very important to humans. As a matter of fact, they're so important, they're sometimes called "nature's kidneys." This is because wetlands help filter out harmful substances from rainwater before the substances can do damage to the environment — just like our kidneys do for us.

Snake: But what do they have to filter out from rainwater?

Alligator: Greases, oils and other pollutants that are found on pavement. You see, when rainwater flows over roads and parking lots, it picks up these harmful substances and carries them into rivers, lakes and streams. The soils and plants in a wetland help filter out many of these pollutants before they ever reach these water bodies. Wetlands also act as sponges and absorb excess water. This helps protect humans from floods.

Opossum: Wait a minute! I've heard that the Southwest Florida Water Management District buys land and protects it. Do they buy wetlands?

Alligator: Yes, they do. And as a matter of fact, the water management district even allows people to canoe, walk, bike and hike through these lands so they can appreciate the wonder of wetlands.

Snake: Wow! Wetlandssss are very important to plantssss, animalssss AND humanssss! Do you think these sssstudents could help us spread the wonderful word of wetlandssss?

Opossum: OK, kids. On the count of three, let's sing the wetlands song.

Alligator: [To the tune of "This Land Is Made For You and Me"] This swamp is your land, this swamp is my land. From the Weeki Wachee to Captiva Island. From (name of school) to the Withlacoochee. This swamp was made for you and me!

Unit 5

Managing Habitats

Habitat Activity: Give the Birds a Helping Hand

Here is your opportunity to be a bird watcher and provide a watering hole for thirsty birds in your neighborhood. Just like all living creatures, birds need clean, fresh water in order to survive. When migrating birds land in Florida, they deserve a fresh drink of our healthy water. Follow the instructions below and you are sure to attract a variety of bird species. If you want to learn more about birds, be sure to visit the Audubon Society at www.audubon.org, which also provides links to Audubon chapters in Florida.

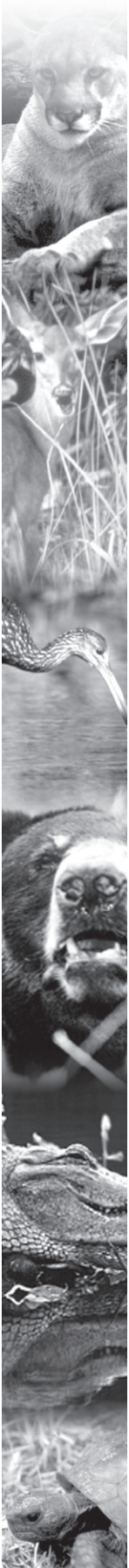
Materials:

- A shallow concrete or terra-cotta dish
- A tree stump or small table for holding the dish
- Fresh water
- A bird book for identifying visitors

Directions:

1. Set the dish a few feet off the ground on a stump or small table near a bush that is close enough to provide cover and a landing place.
2. Fill the dish with clean water.
3. If at all possible, keep cats indoors or locate your bird feeder in a place that does not provide cover for cats to wait in ambush for birds.
4. Wait patiently and soon the birds will arrive.
5. Use a bird book to identify new visitors.
6. Remember to keep the water clean if you want the birds to return.





Observations:

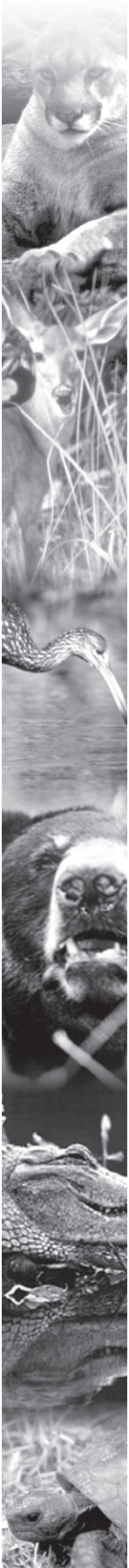
What kinds of birds visited?

How long did they stay?

Did you see the same birds return? If so, how often?

Do you think the quality of the water in the birdbath is better than the water in a pond? Why?

What other observations can you describe?



Unit 5

Managing Habitats

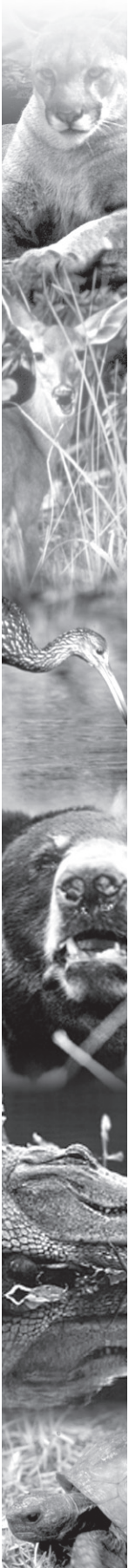
Habitat Activity: Controlled Burning Helps Habitats

Directions:

You have learned in this unit that it is very important to manage land effectively in order to protect our natural ecosystems. One way to do this is by controlled burning of a section of land. Controlled burning helps to maintain plant and animal communities and reduces the threat of property damage from wildfires. Imagine that you are a radio announcer. There is going to be a controlled burns in your listening area. Write a 30-second radio announcement that tells citizens about the upcoming event. In addition to letting them know when and where the event will take place, be sure to include a description of a controlled burn and explain the benefits of this activity to plant and animal communities. You may also let your listeners know that they can receive additional information about controlled burning by contacting the Pubic Affairs Bureau of the Southwest Florida Water Management District at 1-800-423-1476, ext. 4757.

Title of announcement: _____

Script: _____



Unit 6

Stewardship of Natural Resources

Habitat Activity: Be a Habitat Steward

Directions:

Take the following survey to find out if you are practicing good stewardship of our natural resources. For each question, answer Yes or No.

Yes No

____ ____ Do you read about the environment in newspapers, magazines or books?

____ ____ Do you visit nature centers?

____ ____ Do you volunteer to help habitat environments in your community?

____ ____ Do you share with others how healthy habitats help the water resources?

____ ____ Do you do your best to conserve water and other natural resources in order to keep habitats clean and healthy?

How many questions did you answer Yes? ____

How many questions did you answer No? ____

If you answered Yes to all the questions, you are taking on the responsibility for protecting our habitats and water resources. For each question that you answered No, describe how you could improve the situation. Can you think of other questions that could be included in this survey? Remember, it's up to all of us to protect our natural resources.

Unit 6

Stewardship of Natural Resources

Habitat Activity: Become a Wildlife Reviewer

Directions:

Become a wildlife website reviewer! Visit a few of the websites listed below and then complete the review.

Learn about the habits of panthers by checking out the Florida Panther Net at

www.panther.state.fl.us

Learn about endangered animals and meet the people who work to protect them at

www.thewildones.org

Find out about protecting manatees by visiting **www.savethemanatee.org**

Wildlife Website Review

Name of website: _____

Date of visit: _____

Directions: Circle one for each question.

A= Excellent, B=Above Average, C=Average, D=Below Average

- A B C D** What overall grade would you give this site?
- A B C D** Was the information presented in an interesting way?
- A B C D** Did you learn more about habitats?

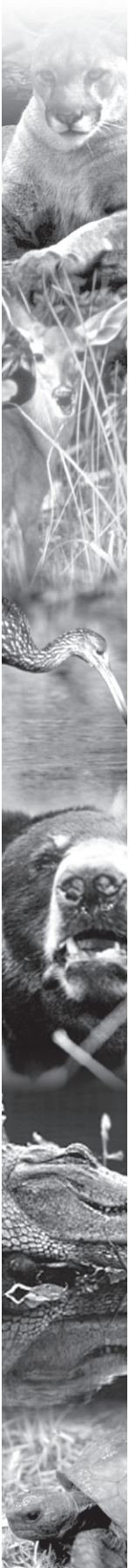
What did you like the most about this site? _____

What did you like the least about this site? _____

What did you learn about water resources and their connection to wildlife? _____

Would you recommend this site to a friend? _____

Any additional comments? _____



Student Guide Answer Key

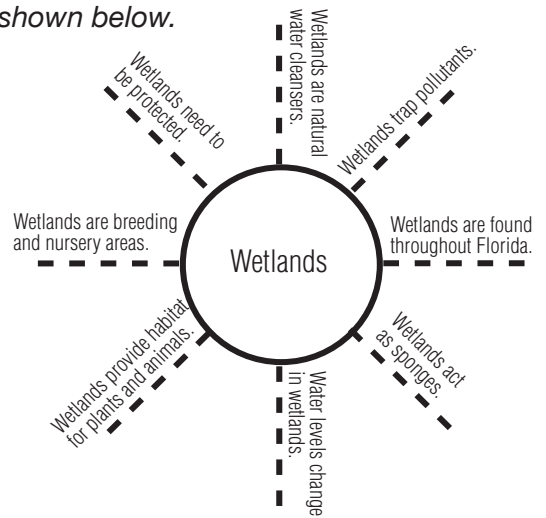
Habitats Quiz (see inside cover of Student Guide)

1. T 3. T 5. T 7. T 9. T
 2. F 4. F 6. T 8. F 10. F

Wetlands Concept Map (see page 8 of Student Guide)

Answers may vary. Some acceptable responses are shown below.

- Wetlands are found throughout Florida.
- Wetlands act as sponges.
- Water levels change in wetlands.
- Wetlands provide habitat for plants and animals.
- Wetlands are breeding and nursery areas.
- Wetlands need to be protected.
- Wetlands are natural water cleansers.
- Wetlands trap pollutants.
- Wetlands are always changing.



Habitat Crossword Puzzle (see page 11 of Student Guide)

- | | | | | |
|---------------|------------|-------------------|---------------|-------------|
| 1. manatee | 5. choices | 9. aquatic | 13. marsh | 17. drought |
| 2. erosion | 6. estuary | 10. wetland | 14. wasteland | 18. spring |
| 3. mangrove | 7. soak | 11. address | 15. water | 19. niche |
| 4. endangered | 8. lake | 12. contamination | 16. replenish | |

Answers to Habitat Activities

Unit 1: Habitats and Ecosystems

Habitat Activity: Boost Your Nature Vocabulary

Answers: ecosystem, species, habitat, species

Unit 2: Florida's Water Habitats

Habitat Activity: Habitats Depend on the Hydrologic Cycle

Answers: 1-evaporation, 2-condensation, 3-precipitation, 4-transpiration, 5-percolation, 6-solar energy

Habitat Activity: Name That Habitat

Answers: wetlands, estuary, lake

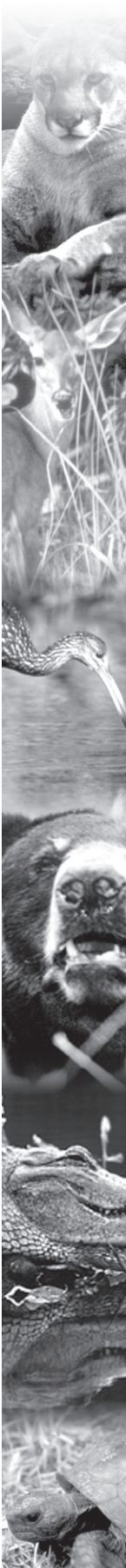
Habitat Activity: A Brackish Experiment

Before beginning this activity, make sure your students understand the concept of brackish water. Students should demonstrate their understanding about the density of water.

Unit 3: What's Connected to a Habitat?

Habitat Activity: Meet a Few of Florida's Symbols

Answers: 1-F, 2-T, 3-T, 4-F, 5-F



Habitats Challenge (pages 22–24)

Items included in the *Habitats Challenge* are similar to those presented on the Florida Comprehensive Assessment Test (FCAT).

Answers to multiple-choice items: 1-b, 2-d, 3-c, 4-a, 5-b, 6-d, 7-b, 8-b, 9-a, 10-d

Answers to extended-response items:

Question 1. Responses will vary. Students should be able to demonstrate an understanding of how government agencies, private organizations and businesses help to protect natural areas as described in Unit 5.

Score 2 points if . . . The response indicates that the student has a thorough understanding of how government agencies, private organizations and businesses help to protect natural areas as described in Unit 5.

Score 1 point if . . . The response indicates that the student has a partial understanding of how government agencies, private organizations and businesses help to protect natural areas as described in Unit 5.

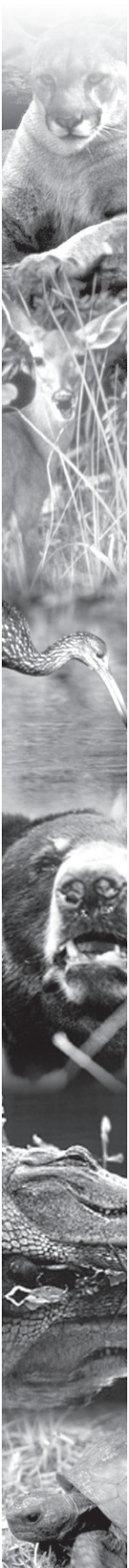
Score 0 points if . . . The response is inaccurate, confused or irrelevant.

Question 2. Responses will vary. Students should be able to assimilate information about an individual's sense of ownership and responsibility regarding habitat protection.

Score 2 points if . . . The response indicates that the student was able to correctly assimilate information about an individual's sense of ownership and responsibility regarding habitat protection.

Score 1 point if . . . The response indicates that the student was able to partially assimilate information about an individual's sense of ownership and responsibility regarding habitat protection.

Score 0 points if . . . The response is inaccurate, confused or irrelevant.



Habitats Challenge

Directions:

This is your opportunity to demonstrate what you have learned about habitats. It is also an opportunity for you to practice answering questions similar to those found on the FCAT. Do your best and meet the challenge!

For each multiple-choice item, select the best answer.

1. In this program, you have learned a lot about habitats. What is a habitat?

- a. a living community of plants and animals and their relationship with the environment around them
- b. a place where an animal or plant lives
- c. a group of plants or animals that are genetically similar and reproduce with each other
- d. all of the above

2. Which of the following water habitats exist in our area?

- a. estuaries
- b. lakes, ponds and wetlands
- c. rivers and springs
- d. all of the above

3. Which one below does NOT belong in a list of facts about wetlands?

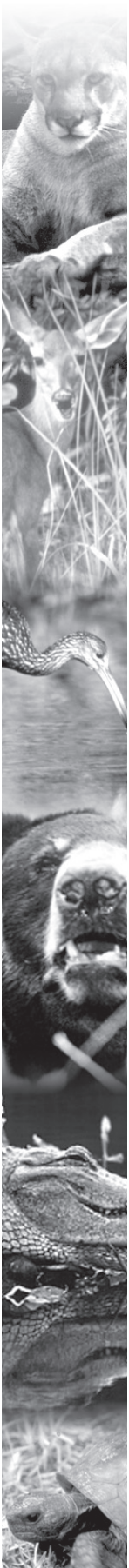
- a. Wetlands can contain either fresh water or salt water.
- b. Wetlands help to filter out pollutants.
- c. Wetlands are areas that are wet for the entire year.
- d. Wetlands provide habitat for a variety of plants and animals.

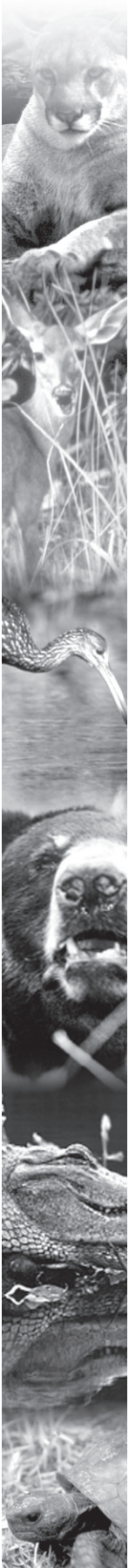
4. Florida is fortunate to have a high level of biological diversity, which is also known as biodiversity. What does this mean?

- a. Florida has an environment that supports a wide variety of plants and animals.
- b. Florida has a short geologic past with natural features that are fairly new.
- c. Florida is made up of mainly dry areas.
- d. Florida has an environment that supports only a few species of plants and animals.

5. Exotic species do not occur naturally and can cause a lot of damage to wetlands. Which of the following is an example of an exotic species harmful in Florida?

- a. Florida panther
- b. melaleuca tree
- c. gopher tortoise
- d. alligator





- 6. The Green Swamp is an important wetland area with four major rivers that begin here. What else is true about this area?**
- a. It provides flood protection and natural treatment of runoff water.
 - b. It sits considerably lower than surrounding lands.
 - c. Most of the preserve is open to the public for recreational activities.
 - d. Both a and c.
- 7. Controlled burning may be used to manage sections of land. What is the purpose of this activity?**
- a. To reduce the population of animals.
 - b. To maintain good wildlife habitat and to prevent wildfires from destroying homes.
 - c. To destroy all the trees in an area.
 - d. To make certain that homes will not be built in a particular area.
- 8. Choose the BEST reason for protecting the health and well-being of our habitats.**
- a. So that the quality of habitats can decrease.
 - b. So that habitats will continue to exist.
 - c. So that the number of habitats can be reduced.
 - d. So that fewer plants and animals will exist.
- 9. Stewardship plays a very important role in protecting natural resources. What is stewardship?**
- a. a sense of ownership in and responsibility for our land and natural resources
 - b. an avoidance of responsibility for taking care of our natural resources
 - c. a sense of ownership of a canoe or other type of boat
 - d. a sense of responsibility for reducing our natural resources
- 10. The future of our habitats depends on which of the following?**
- a. businesses
 - b. farmers
 - c. citizens
 - d. all of the above

Activities in *Habitats Healthy Land Equals Healthy Water* address the following Common Core State Standards and Next Generation Sunshine State Standards for grades 6–8:

Common Core State Standards for Literacy in History/Social Studies, Science, and Technical Subjects

Reading Standards for Literacy in History/Social Studies

Reading: Key Ideas and Details

RST.6-8.2: Determine the central ideas or conclusions of a text; provide an accurate summary of the text distinct from prior knowledge or opinions.

Next Generation Sunshine State Standards for Science

- SC.6.E.6.2: Recognize that there are a variety of different landforms on Earth's surface such as coastlines, dunes, rivers, mountains, glaciers, deltas, and lakes and relate these landforms as they apply to Florida.
- SC.6.N.3.3: Give several examples of scientific laws.
- SC.7.L.17.1: Explain and illustrate the roles of and relationships among producers, consumers, and decomposers in the process of energy transfer in a food web.
- SC.7.L.17.2: Compare and contrast the relationships among organisms such as
- SC.7.L.17.3: Describe and investigate various limiting factors in the local ecosystem and their impact on native populations, including food, shelter, water, space, disease, parasitism, predation, and nesting sites.
- SC.8.L.18.3: Construct a scientific model of the carbon cycle to show how matter and energy are continuously transferred within and between organisms and their physical environment.
- SC.8.L.18.4: Cite evidence that living systems follow the Laws of Conservation of Mass and Energy.