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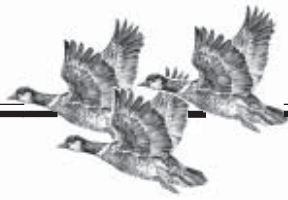
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Alaska Natural Heritage Program: www.uaa.alaska.edu/enri/aknhp_web

Alaska Science Forum: www.gi.alaska.edu/ScienceForum

Alaska Sea Grant Program: www.uaf.edu/seagrant

Alaska Wildlife Notebook Series: www.state.ak.us/adfg

Anchorage Daily News: www.adnsearch.com

Animal Diversity Web:
www.animaldiversity.ummz.umich.edu

An electronic field guide: www.enature.com

BLM. Dinosaurs on Alaska's North Slope:
www.ak.blm.gov/ak930/akdino.html

California Condor: www.dfg.ca.gov/hcpb/condor.html
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Cornell Lab of Ornithology: www.birds.cornell.edu

Dinosaurs on Alaska's North Slope: www.ak.blm.gov/ak930/akdino.html

Endangered Species: endangered.fws.gov (US Fish and Wildlife Service)

Endangered Species.com, the Rarest Info Around:
www.endangeredspecie.com

Feather resources:
www.ostrichesonline.com
www.featherplace.com

Kenai Wildlife Refuge, Mammals on the Kenai National Wildlife Refuge: www.kenai.fws.gov/mammals.html

National Park Service: www.nps.gov

National Science Standards: www.nas.edu

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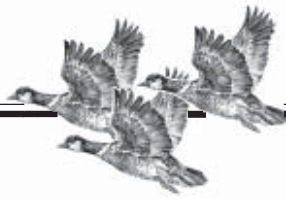
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www.r7.fws.gov

US Fish and Wildlife Service Alaska region, Arctic National Wildlife Refuge: www.r7.fws.gov/nwr/arctic
For information on the Western Arctic Caribou herd

World Wildlife Fund, Windows on the Wild:
www.worldwildlife.org/windows





Science Standards

AK State Content Standards													National Science Standards								
ES Activity	A			B					C				D		A	C	E	F			
	12	14	15	1	2	3	4	6	2	3	4	5	1	3							
<i>Biodiversity</i>																					
Biodiversity Grab Bag		✓															✓				
Biodiversity Field Trip	✓			✓														✓	✓		
Scavenge for Biodiversity	✓																✓	✓			
Musical Habitats		✓															✓	✓			
<i>Endangered Plants and Animals of Alaska</i>																					
Sea Otter Passport to Discovery	✓	✓	✓	✓	✓	✓			✓	✓							✓	✓		✓	
Albatross Alert!		✓		✓	✓				✓		✓		✓	✓			✓	✓	✓	✓	
Puny Plants	✓	✓																✓		✓	
Become an Expert	✓	✓	✓	✓				✓				✓		✓			✓	✓		✓	
<i>Population Dynamics</i>																					
Distant Thunder		✓																✓		✓	
The Last Curlew		✓																✓		✓	
And Then There Were None		✓																✓		✓	
Hermit Crab Game		✓																✓		✓	
Population Posters		✓																✓		✓	
How Many Animals Live Here?		✓																✓		✓	
Don't Put All Your Eggs in One Basket		✓																✓		✓	
Graphic Populations		✓																✓		✓	
<i>Human and Natural Influences</i>																					
Conservation Issues																					
Pollutants		✓											✓	✓				✓		✓	✓
Space for Species	✓	✓											✓	✓				✓		✓	
<i>Special Stories</i>																					
Puppet Show		✓																✓		✓	
Flannel Story Boards		✓																✓		✓	
Trade Book Connection		✓																✓		✓	



Science Standards continued...

Alaska Content Standards Addressed:

Content Standard A: A Student should understand scientific facts, concepts, principles and theories.

- A12 distinguish the patterns of similarity and differences in the living world in order to understand the diversity of life and understand the theories that describe the importance of diversity for species and ecosystems (Diversity)
- A14 understand the interdependence between living things and their environments; and understand that a small change in a portion of an environment may affect the entire environment (Interdependence)
- A15 use science to understand and describe the local environment (Local Knowledge)

Content Standard B: A student should possess and understand the skills of scientific inquiry.

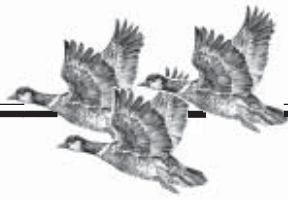
- B1 use the processes of science;
- B2 design and conduct scientific investigations using appropriate instruments
- B3 understand that scientific inquiry often involves different ways of thinking, curiosity, and the exploration of multiple paths
- B4 understand that personal integrity, skepticism, openness to new ideas, creativity, collaborative effort, and logical reasoning are all aspects of scientific inquiry
- B6 employ strict adherence to safety procedures in conducting scientific investigations

Content Standard C: A student should understand the nature and history of science.

- C2 understand that scientific knowledge is validated by repeated specific experiments that conclude in similar results
- C3 understand that society, culture, history and environment affect the development of scientific knowledge
- C4 understand that some personal and societal beliefs accept nonscientific methods for validating knowledge
- C5 understand that sharing scientific discoveries is important to influencing individuals and society and in advancing scientific knowledge

Content Standard D: A student should be able to apply scientific knowledge and skills to make reasoned decisions about the use of science and scientific innovations.

- D1 apply scientific knowledge and skills to understand issues and everyday events
- D3 recommend solutions to everyday problems by applying scientific knowledge and skills



Science Standards continued...

National Science Standards Addressed:

Content Standards, Grades K-8:

A. Science as Inquiry

- * Abilities necessary to do scientific inquiry (K-8)
- * Understanding about scientific inquiry (K-8)

C. Life Science

- * The characteristics of organisms (K-4)
- * Life cycles of organisms (K-4)
- * Organisms and environments (K-4)
- * Structure and function in living systems (5-8)
- * Reproduction and heredity (5-8)
- * Regulation and behavior (5-8)
- * Populations and ecosystems (5-8)
- * Diversity and adaptations of organisms (5-8)

E. Science and Technology

- * Understanding about science and technology (K-8)
- * Abilities to distinguish between natural objects and objects made by humans (K-4)
- * Understandings about science and technology (5-8)

F. Science in Personal and Social Perspectives

- * Characteristics and changes in populations (K-4)
- * Types of resources (K-4)
- * Changes in environments (K-4)
- * Science and technology in local challenges (K-4)
- * Populations, resources and environments (5-8)
- * Science and technology in society (5-8)





Appendix 1

Species Information

Threatened and Endangered Animals and Plants

Before a plant or animal species can receive protection under the Endangered Species Act, it must first be placed on the Federal list of endangered and threatened wildlife and plants. Our listing program follows a strict legal process to determine whether to list a species, depending on the degree of threat it faces. An “endangered” species is one that is in danger of extinction throughout all or a significant portion of its range. A “threatened” species is one that is likely to become endangered in the foreseeable future. The Service also maintains a list of plant and animals native to the United States that are candidates or proposed for possible addition to the Federal list. All of the Service’s actions, from proposals to listings to removals (“delisting”), are announced through the *Federal Register*.

Fish and Wildlife web site to access the Endangered Species Act
and Teacher's Kit

<http://endangered.fws.gov/>

<http://endangered.fws.gov/kids/heyteach.htm>





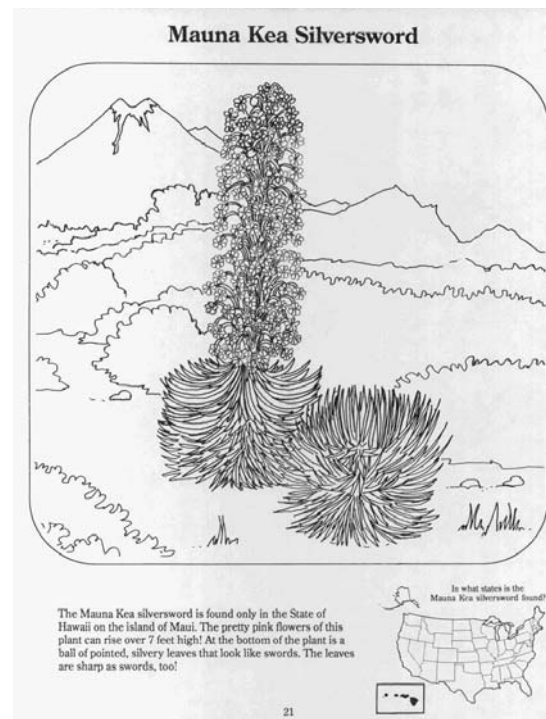
Appendix 2

Endangered Species Coloring Book

United States Environmental Protection Agency

Web page download:

[Http://www.epa.gov/espp/coloring/cbook.pdf](http://www.epa.gov/espp/coloring/cbook.pdf)



Sample Page