

Adventures in Learning All About Black Bears Curriculum Guide grades 6-8



Objectives:

Language Arts

- Apply non-fiction information in a fictional story
- Apply Writing, grammar and usage
- Organize and apply factual information
- Apply the writing process with peer critique

Science

- Understand physical characteristics, adaptations and behaviors of animals
- Understand the relationship of living things with their environments
- Understand competition within an ecosystem

Social Studies

- Apply geographic knowledge of the United States
- Understand the impact of human activity on the environment and the populations of living organisms

Mathematics

- Apply rounding and estimation of numbers
- Apply multiplication up to 5 digit numbers

Vocabulary:

Solitary – lives alone

Omnivore – eats both plants and animals

Muzzle – the jaws and nose of an animal

Hibernate – to become inactive or in a resting state

Habitat – the place where a plant or animal naturally lives



Educator Series Connections:

The following activities are ideas and applications taken from sessions of the Educator Series. These are the live professional growth opportunities available through the 21st Century Learning calendar.

100% Participation

Either before or after participating in the All About Black Bears Adventure in Learning, engage students in the following activity. Tell students you will ask them a question about Black Bears. You will give the class enough time for each student to formulate a response before asking students to share answers.

Ask the students to think of two physical features or behaviors that help black bears survive. Tell students to write their answers down then place their hand palm down on their desk when they have their answer written down. Wait until all students have placed their palm face down, then call on several students to share responses as they will have different answers.

If students participate in this activity before participating in All About Black Bears Adventure in Learning, they can add to their lists after the session working either individually or in small groups. This activity can provide pre-assessment for the following activity to make sure all students are prepared to be successful.

Differentiated Instruction:

Students will complete this assignment after participating in the All About Black Bears Adventure in Learning.

Assignment:

Students may choose to

1. Write a short story about black bear.
2. Make an illustrated poster that includes physical characteristics and adaptations of the black bear.
3. Create a song that includes factual information about the black bear. Students may choose to use a melody from a song they know such as Mary Had A Little Lamb.

Give clear and concrete expectations for the assignment. For example tell students they must include at least four physical characteristics, and three behavioral adaptations and three new vocabulary words. Encourage students to be creative. They may choose to add additional facets to the assignment which is motivating and differentiated also known as a “work up”.

Determine what students must know and understand to successfully complete the assignment they choose. For example: what bears eat, where they live, predators, behaviors, etc. You may review the information students learned in the All About Black Bears Adventure in Learning. You may also give this assignment to students before they participate in the Adventure in Learning so they can ask questions during the session to help them with the task.

Provide resources for students such as a video, lesson, worksheet, or the websites that are included in this curriculum guide.

Cross-Curricular Connections

Black Bears live every state across the United States. Have students research the number of black bears that are believed to still exist in the wild in each state as well as the regions in which they reside. For example, have each student research one or two states and share the information with the class or give students a chart with the information already included. Students will need to research the geographic regions of each state as well. Using a blank map of the United States, have students label each state and make a key to demonstrate the number of black bears that live in each state and region. For example, one illustrated bear equals ten bears. Have students make a key for their map.



Critical Thinking Skills:

After participating in the All About Black Bears Adventure in Learning:

1. What information did you learn in All About Black Bears Adventure in Learning that surprised you the most? Explain why.
2. Choose one of the following sentences to complete.

Black bears are like flowers because _____.

Black bears are like a sandwich because _____.

Black bears are like a human because _____.

Websites:

<http://www.bear.org/>

http://www.bear.org/Kids/KA_Home.html

http://www.defenders.org/wildlife_and_habitat/wildlife/black_bear.php

