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RareBooksClub. Paperback. Book Condition: New. This item is printed on demand. Paperback. 50 pages. Original publisher: Washington : U. S. G. P. O. , 2008. LC Number: KF26 . E5555 2008b OCLC Number: (OCoLC)298452229 Subject: Biodiversity -- Great Smoky Mountains National Park (N. C. and Tenn.). Excerpt: . . . 11 Of the 37 curriculum units that we teach annually, 15 of the units focus on science which uses biodiversity information produced from the efforts and successes of ATBI. Our students learn to separate groups of organisms (In kindergarten the students simply distinguish invertebrate from a vertebrate, but by 8th grade the students sort insect orders.), classify organisms, use dichotomous keys, identify spe-cific adaptations for different species, observe habitat requirements, identify threats from pollution, and examine exotic invasions. Most importantly, students learn how our precious natural resources are protected. Statistically in our school alone during the past decade, approximately 9000 student hours have been spent in instruction with information from the ATBI. As you can see from the data, the implications for instruction at all levels - elementary, secondary, higher education, and citizen edu-cation - are enormously daunting. Eyebrows might be raised concerning the abilities of elementary students to engage in scientific study and research. I invite any skep-tic to visit our school and observe our curriculum in action. I predict that most doubters will soon discover that young students, especially at the upper middle school level, have great research potential and are eager to demonstrate their abili-ties and to articulate their findings. The ATBI has provided numerous opportunities for our students to interact with scientists who can have significant influence concerning career choices. One of my students credits his interest in science to his outing with a scientist on a Lepidoptern Blitz a few years ago....



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