

## Invasive Species Fact Lesson

**Subject:** Science / Language Arts

**Grade Level:** Elementary/Middle

### Idaho General Education Performance Standards:

- CCRA.R.7 Integrate and evaluate content presented in diverse media and formats, including visually and quantitatively, as well as in words.\*
- CCRA.W.8 Gather relevant information from multiple print and digital sources, assess the credibility and accuracy of each source, and integrate the information while avoiding plagiarism.
- CCRA.SL.4 Present information, findings, and supporting evidence such that listeners can follow the line of reasoning and the organization, development, and style are appropriate to task, purpose, and audience.

**Time:** 3-45min.

### Supplies:

- Copies of “Invasive Species Fact Sheet” on IRRC website
- Copies of “Invasive Species Research Requirement Guide”
- Computers/projector for whole class
- Individual computers available for student research

### Learning Objectives:

Students will:

- Identify an invasive plant species and then research another invasive species and present their findings to the class.

### Content Overview:

Students will learn about invasive plant species and research about more. Depending on the focus you want students can research about any category of invasive species- (i.e. aquatic, plant, insects, birds etc.)

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## Instructional Approach:

### Interest Approach:

1. Watch the video “Ray Holes- The Goat King” From the Life on the Range website: <http://www.lifeontherange.org/range-stories/ray-holes-the-goat-king.asp>
2. Have students read in pairs the Invasive Species Fact Sheet.

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### Learning Activity:

1. Explain to students that they will be creating and presenting a similar fact sheet on a species of their choice.
2. Handout Invasive Species Research Requirement Guide
3. Have students go to the Idaho Department of Agriculture website & search for “Invasive Species in Idaho” or follow this link:  
<http://www.agri.idaho.gov/Categories/Environment/InvasiveSpeciesCouncil/InvSppList.php>
4. From here students can choose any invasive species to research & present on.
5. Have students show you the “Invasive Species Research Requirement Guide” before working on their poster or PowerPoint. (teachers discretion)

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### Assessment:

1. Grade student’s presentation- on fact quality & all requirements being met.

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**Attachments:**

- Invasive Species Research Requirement Guide

## **Invasive Species Research Requirement Guide**

Remember to use Complete sentences, include at least 1 image no more than 5. Use correct grammar skills (punctuation, capitalization, correct spelling).

Invasive Species: (Scientific name & any common names it is known by:

How does this species impact the environment?

Give at least 2 examples of its impacts.

Where did this species originate?

How did this species come to Idaho?

Give a detailed description of what this species looks like.

Why is this species invasive?

Can it be controlled? Why or why not? If so, how?

Brought to you by the Idaho Rangeland Resource Commission with information from the following- Cheatgrass & Medusa Head-United States Department of Agriculture (USDA), & Natural Resources Conservation Service (NRCS), Ventenata- University of Idaho Department of Rangeland Management & Ecology- Tim Prather & Junipers- “Biology, Ecology, And Management of Western Junipers” by Oregon State University.