

DRAFT

PSAS|CAESA Homeschool at the Zoo Curriculum Outline

General Themes for 6-week units

First 6 Weeks – Primary Production

1. The Sun
2. Rainforest
3. Grasslands
4. Deserts
5. Plant Adaptations
6. Pollinators

Second 6 Weeks – Herbivores

1. Grazers around the World
2. Grazers in Our Own Backyard
3. Seed eaters - Granivores
4. Fruit eaters – Frugivores
5. Root eaters
6. Urban Wildlife

Third 6 Weeks – Winter Strategies

1. Deciduous Trees
2. Conifers
3. Migration
4. Hibernation
5. Animals in Winter
6. Celebrating Animals in Literature

-----*WINTER BREAK*-----

Fourth 6 Weeks – Meat Eaters: Carnivores and Omnivores

1. Predator-Prey relationships
2. Teeth and Beaks, Eyes
3. Claws and Talons
4. Territories and Social Behavior
5. Scavengers
6. Food Webs

Fifth 6 Weeks – Ecosystem Services

1. Forest Products

2. Fabric and Clothing
3. Food
4. Houses
5. Cities
6. Customs Around the World

Sixth 6 Weeks – Conservation

1. History of Conservation Movement
2. Famous Conservationists
3. Endangered Species
4. Endangered Ecosystems
5. Endangered Cultures
6. What Can I Do?

Daily Routine

9:00 – 9:30am – Check-in and Outdoor game:

Games will relate to the theme of the day. For example, on Week 1 of the Fourth 6 Weeks – *Meat Eaters: Carnivores and Omnivores* – the theme is Predator-Prey Relationships. We will start out the day playing a game called *Oh Deer!* From Project Wild. This game introduces children to the concept of the cyclic nature of predator-prey relationships by assigning each child a role of either deer or a deer resource – water, food, shelter – or a deer predator. The children play rounds in a format similar to Red Rover and record the changing population of deer.

9:30 – 10:30am – Daily Lesson:

Each day the theme will be taught using animals at the zoo and biofacts as examples for the lesson.

10:30 – 11:30 – Individual Observation and Journaling:

Children will choose a different animal to observe each 6-week period. They will make a record their animal in a journal using drawings, ethograms, and other observations.

11:30 – 1:00 – Lunch and Social Time

1:00 – 3:00 – Group Projects:

Students will use the afternoon to pursue long-term projects which may be one or more from the following list:

1. Using the Scientific Method to answer a question
2. Reporting the zoo news with articles and zookeeper interviews
3. Planting a garden
4. Creating a play or puppet show for guests to the zoo
5. Making a “Micro-museum”
6. Recording sights and sounds around the zoo for the zoo’s Instagram or Youtube channel
7. Making enrichment for the zoo animals
8. Making scavenger hunts or other challenging games for each other