

Day	Requirement	Time to Execute
1	<p>3 B+C, F:</p> <ul style="list-style-type: none"> <li>B. Air Pollution - Perform an experiment to test for particulates that contribute to air pollution. Discuss your findings with your counselor.</li> <li>C. Water Pollution - Describe the impact of a waterborne pollutant on an aquatic community. Write a 100-word report on how that pollutant affected aquatic life, what the effect was, and whether the effect is linked to biomagnification.</li> <li>D. Photograph an area affected by erosion. Share your photographs with your counselor and discuss why the area has eroded and what might be done to help alleviate the erosion.</li> <li>F. Pollution Prevention - Determine 10 ways to conserve resources or use resources more efficiently in your home, at school, or at camp. Practice at least two of these methods for seven days and discuss with your counselor what you have learned.</li> </ul> <p>4 B:</p> <ul style="list-style-type: none"> <li>B. Make at least three visits to each of the two study areas (for a total of six visits), staying for at least 20 minutes each time, to observe the living and nonliving parts of the ecosystem. Space each visit far enough apart that there are readily apparent differences in the observations. Keep a journal that includes the differences you observe. Discuss your observations with your counselor.</li> </ul>	<p>10 min – Roll call            10 min - Introduction            10 min – Air Pollution experiment            20 min – Pollution Prevention            30 min – Water pollution example            10 min – Choosing outdoor study areas</p> <p><b>90 mins total</b></p>
2	<p>1:</p> <ul style="list-style-type: none"> <li>1. Make a time-line of the history of environmental science in America. Identify the contribution made by the Boy Scouts of America to environmental science. Include dates, names of people or organizations, and important events.</li> </ul> <p>3A:</p> <ul style="list-style-type: none"> <li>A. Discuss what is an ecosystem. Tell how it is maintained in nature and how it survives.</li> </ul> <p>6:</p> <ul style="list-style-type: none"> <li>6. Find out about three career opportunities in environmental science. Pick one and find out the education, training, and experience required for this profession. Discuss this with your counselor, and explain why this profession might interest you.</li> </ul>	<p>10 min. – Roll call            30 min. – History of Environmental Science            20 min. – Ecosystem Discussion            20 min. – Career Primers (5-6)            10 min. – Questions</p> <p><b>90 mins total</b></p>
3	<p>6:</p> <ul style="list-style-type: none"> <li>6. Find out about three career opportunities in environmental science. Pick one and find out the education, training, and experience required for this profession. Discuss this with your counselor and explain why this profession might interest you.</li> </ul> <p>3D:</p>	<p>10 min. – Roll call            20 min. – Chosen Career discussion            10 min. – Erosion picture sharing            20 min. – Air Pollution discussion</p>

	<p>D. Photograph an area affected by erosion. Share your photographs with your counselor and discuss why the area has eroded and what might be done to help alleviate the erosion.</p> <p>2:</p> <p>2. Define the following terms: <b>population, community, ecosystem, biosphere, symbiosis, niche, habitat, conservation, threatened species, endangered species</b>, extinction, pollution prevention, brownfield, ozone, watershed, airshed, nonpoint source, hybrid vehicle, fuel cell.</p>	<p>30 min. – Define first terms</p> <p><b>90 mins total</b></p>
4	<p>5:</p> <p>5. Using the construction project provided or a plan you create on your own, identify the items that would need to be included in an environmental impact statement for the project planned.</p> <p>3G+E:</p> <p>E. Do research on one species that was endangered or threatened but that has now recovered. Find out how the organism recovered, and what its new status is. Write a 100-word report on the species and discuss it with your counselor.</p> <p>G. Using photographs or illustrations, point out the differences between a drone and a worker bee. Discuss the stages of bee development (eggs, larvae, pupae). Explain the pollination process, and what propolis is and how it is used by honey bees. Tell how bees make honey and beeswax, and how both are harvested. Explain the part played in the life of the hive by the queen, the drones, and the workers.</p>	<p>10 min. – Roll call</p> <p>30 min. – Environmental Impact plan</p> <p>10 min. - Bee anatomy</p> <p>5 min. – Pollination</p> <p>5 min. – Hive structure</p> <p>15 min. - Honey Production</p> <p>20 min. – Endangered Species</p> <p><b>90 mins total</b></p>
5	<p>3F + H:</p> <p>F. Pollution Prevention - Determine 10 ways to conserve resources or use resources more efficiently in your home, at school, or at camp. Practice at least two of these methods for seven days and discuss with your counselor what you have learned.</p> <p>H. Learn to identify the major invasive plant species in your community or camp and explain to your counselor what can be done to either eradicate or control their spread.</p>	<p>10 min. – Roll Call</p> <p>15 min. – Pollution Discussion</p> <p>15 min. – Invasive Plants</p> <p>20 min. – Study area discussion</p> <p><b>60 mins total</b></p>
6	<p>2:</p> <p>2. Define the following terms: population, community, ecosystem, biosphere, symbiosis, niche, habitat, conservation, threatened species, endangered species, extinction, <b>pollution prevention, brownfield, ozone, watershed, airshed, nonpoint source, hybrid vehicle, fuel cell</b>.</p>	<p>10 min - roll call</p> <p>30 min – Define terms</p> <p>10 min – Confirm MB/partial</p> <p>10 min. – Finish any other reqs.</p> <p><b>60 mins total</b></p>