

Part I: Overview of Workplace

Sweet Marsh Wildlife Management Unit of the Iowa DNR. Funded and built with funding from the [Wildlife Restoration Act \(commonly referred to as the Pittman-Robertson Act\)](#). Over 15,500 acres are managed by a state biologist and wildlife technicians whose varied duties makes them “jacks of all trades” to manage both local and migrating wildlife. (EXPLORE)

Part II: Workplace Focus

The primary focus of my time at the Sweet Marsh Wildlife Management Unit (SMWMU) was helping to create habitat (and food plots) for wildlife. I observed and planted food plots and restored native prairie. I also assisted and observed in banding waterfowl and game species, surveying turtles and assorted general biological surveys called [MSIMs \(Multi Species Inventory and Management\)](#).

Part III: Introduce Problem/Challenge

Wildlife Management is the focus of Sweet Marsh WMU. The challenge for the unit is to effectively manage and maintain the ecological system of the area including but not limited to directly impacting populations by creating breeding and nesting habitat and “food plots” to support the ecosystem. Wildlife includes local animal and passage bird populations.

How can the SMWMU maximize their wildlife management activities to benefit most species?

- Sweet Marsh Wildlife Management Unit as a fuel depot

Part IV: Standards, Driving or Essential Questions

Iowa 7th Grade Science Standards

[MS-LS2-1](#). Analyze and interpret data to provide evidence for the effects of resource availability on organisms and populations of organisms in an ecosystem.

[MS-LS2-2](#). Construct an explanation that predicts patterns of interactions among organisms across multiple ecosystems.

[MS-LS2-3](#). Develop a model to describe the cycling of matter and flow of energy among living and nonliving parts of an ecosystem.

Students will:

- 1) ***identify an organism that exists within or utilizes the Sweet Marsh Wildlife Management Unit operational area,***
- 2) ***research the organism,***
- 3) ***determine what impact the interventions SMWMU provide to support the organism either directly or indirectly,***
- 4) ***develop a model that depicts the food chain of the organism and***
 - a) ***mark where in the food chain SMWMU impacts the organism directly or indirectly***
 - b) ***brainstorm cost effective methods to further support populations.***

<u>No Evidence</u>	<u>Emerging</u>	<u>Developing</u>	<u>Proficient</u>	<u>Enriched</u>
Nothing Submitted			All criteria listed above are met	All criteria listed above are met without ???

[MS-LS2-4](#). Construct an argument supported by empirical evidence that changes to physical or biological components of an ecosystem affect populations.

Part V: Extern Host Role

Jason Auel - State Biologist -
Logan
Garrett
Jason Clark
Trent
Eric

Part VI: Student Learning

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