

A Case of Garlic Mustard Curricular Connections



Grade Level(s): 4-5th Grade

Content Area: Science and Social Studies

Key Learning Goals:

Understanding and identifying native and non-native plants and their impact on biodiversity in a given environment.

Teacher Questions:

These are the key to facilitate student thinking, connect to learning goal, and interpret resulting data from the field study.

- How would the area be different without the invasive species?
- What is our role as humans regarding introduction and control of invasive species?
- What are some of the observable differences between an area with versus an area without invasive species?
- What other plant species are present? What other plant species are absent?
- Do you see these (or other invasive species) in your local neighborhood or school area?

Primary Classroom Connections:

FOSS – Environments
Investigation 1: Terrestrial Environments

Supplementary Classroom Connections:

Invaders of the Forest (WEEB 2005)

- Wildflower, Weed or Botanical Bully
- Plants of the Melting Pot

Standards Addressed:

Science – A.4.5, C.4.1, C.4.2, C.4.4, C.4.6, C.4.7, C.4.8, F.4.1, F.4.2, F.4.3, F.4.4, G.4.1, H.4.1
Environmental Education: A.4.1, A.4.2, A.4.4, A.4.3, A.4.4, B.4.4, B.4.5, B.4.5, C.4.1, C.4.4, C.4.5, D.4.2, A.8.1, A.8.2, A.8.4, A.8.5, B.8.3, B.8.5, B.8. 10, E.8.1

Additional Extensions:

- A social studies curricular extension could include introducing the concept of new populations into existing native populations, including humans, animals and plants.
- Encourage students to think of ways they might involve their family and/or neighbors to also participate in increasing awareness of and/or removing invasive species. Students might create posters, share information at home, and offer to help weed a neighbor's garden.