Title: Deer Plotting

Abstract/Vignette: The National Park Service takes a yearly census of the deer population in a given area. Students will assist the NPS in taking a census of the deer population in an area over the course of three seasons: fall, winter and spring.

Grade level(s): Please check all that apply.
- [ ] K-2
- [ ] 3-5
- [x] 6-8
- [ ] 9-12
- [ ] College and Lifelong Learning

Discipline: Please check all that apply.
- [x] Art and Music
- [ ] Health and PE
- [ ] Foreign Language
- [x] Literature and Language Arts
- [x] Mathematics
- [x] Science
- [x] Social Studies and Geography
- [ ] History
- [ ] Technology

Year Developed: 2006

Period (month, week, year): unspecified

Teaching environment:
- [x] In the Classroom (indoors)
- [x] Outdoors
- [ ] In the Community
- [ ] Online/Virtual
Planning for Service Learning
Deer Plotting
Assunta Wight

Grade Level(s): Mildly Mentally Challenged 6–8th grade self-contained Science class, approximately 10-15 students with two teachers

Service Need: The NPS takes a yearly census of the deer population in a given area

Service Idea: Assist the NPS in taking a census of the deer population in an area over the course of three seasons: fall, winter and spring

Preparation:
1. Teacher contacts Elizabeth Kerwin-Nesbitt to firm up plans.
2. Teacher gathers resources and gains administrative permission for activities.
3. Teacher gains parental permission and student support for activities.
4. Teacher conducts activities.

Action:
1. Students learn about deer from a variety of resources.
2. Students meet with community contact to learn about deer plotting.
3. Students take a walking fieldtrip to deer plotting area and conduct deer plotting activities.
4. Students take/keep data on deer over the course of the school year.

Reflection: Teacher/community members/students reflect each activity and modify as necessary.

Demonstration: Students will demonstrate an understanding of deer and deer plotting by making presentations of learned material to a selected audience in a format of the student’s choosing.

Youth Voice and Choice: Students can choose how to present learned material.

Curricular Connections:
- English/Language Arts – Students will keep a written/pictorial journal of activities.
- Social Studies/History
- Mathematics – Students will graph results of deer plotting over time.
- Science – Students will learn about deer and hypothesize about data.
- Languages
- Art and Music – Students will draw a picture and write a description of the deer plotting area.

Skill Development: Students will develop skills in the above listed curricular areas.

Books: Assorted deer books, Oh, Deer curriculum guide, other resources as needed

Community Contacts: Elizabeth Kerwin-Nesbitt, other contacts as needed

Notes: Teacher/students/community members’ final reflection will include a determination as to the continuation of the program into the next school year.