



# Connecticut Envirothon

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## WILDLIFE OBJECTIVES

### ENVIROTHON STUDENTS WILL BE ABLE TO:

Identify common wildlife species from silhouettes, mounted specimens, or pictures. (Part of an animal may be shown instead of the whole animal). Keys will be used for more extensive identification (all mounts used at this station were legally harvested or the result of road kills).

- Identify common wildlife species based on wild life sign. Sign can include animal fur, hair, feathers, gnawings, rubbings, pellets, and scat.
- Answer questions concerning the natural history of wildlife species occurring in Connecticut.
- Identify wildlife species from natural history information.
- Identify basic wildlife survival needs.
- Describe specific adaptations of wildlife to their environment and role in the ecosystem.
- Describe predator/prey relationships and be able to identify examples.
- Describe food chains and food webs and be able to identify examples.
- Describe factors that inhibit or enhance population growth.
- Identify habitat requirements for specific species.
- Evaluate a given habitat and select or list species most likely to live there.
- Describe ways habitat can be improved for specific species by knowing their requirements.
- Discuss concepts of carrying capacity and limiting factors.
- Discuss how forestry practices can enhance or impact wildlife habitat.
- Answer questions concerning hunting regulations and how they pertain to wildlife management.
- Describe various ways people can help in the protection, conservation management, and enhancement of wildlife populations.
- Identify agencies responsible for providing the protection and management of wildlife

resources.

- Identify wildlife species that are listed as endangered or threatened and describe the main causes that have led to the depleted populations.
- Describe major consequences of wetland destruction on wildlife.
- Identify non-native wildlife species that have been introduced into Connecticut accidentally and purposely.
- Identify the most common carriers of rabies and lyme disease.
- Describe the cause, transmission, and symptoms of rabies and lyme disease in people and wildlife.

### **PRACTICE EXERCISES:**

Using a field guide to birds, identify two raptor species and determine their habitat requirements. Do the same for two waterfowl species and two passerine species. Choose a large mammal and track its food chain down to its lowest possible component. List the animals likely to be found in a mature forest type. Name three furbearers found in your area of Connecticut. Determine whether there is an open trapping season on them. Check the current hunting regulations, list the maximum number of deer legally allowed by one person in Connecticut. Go to the woodlot nearest your school and list four habitat types found there. Find a wetland that shows evidence of present or past beaver activity.

### **SAMPLE QUESTIONS**

- 1 A vernal pool is a special breeding site for fish in the spring. True or False?
- 2 What two fish eating raptor species populations are now recovering from the effects of DDT?
- 3 How many species of bats can be found in Connecticut?
- 4 The most recently reintroduced species in Connecticut is the:
  - a) raccoon
  - b) opossum
  - c) wild turkey
  - d) coyote
  - e) fisher
- 5 Sexual dimorphism in wildlife means:
  - a) males participate in rearing of young
  - b) females do not participate in rearing of young
  - c) males and females of a species have different external

characteristics d) eggs are infertile e) this term does not apply to wildlife