

Shoreline Discovery

We are looking forward to your visit to Acadia National Park, which will provide your students with a special opportunity to learn about survival and relationships along Acadia’s shoreline.

Please meet your ranger at **9:00 AM** at **Fabbri Picnic Area.** The program **concludes at 12:00.** Plan a bathroom break just before departing. If you have any questions about the program in advance, please call the education office at 288-8823, and/or 288-8825 on the day of the program. If you will be more than 15 minutes late, please call the Visitor Center at 288-8832 so that they can contact the ranger by radio.

**Program Schedule** (timing and sequence may vary)

9:00 Welcome, Logistics, Bathroom Break

9:20 Introduction, Challenge and Adaptation Metaphors

9:40 Hike to Otter Cove

10:00 Activity Rotation – Snack Break, Intro to Otter Cove, Shoreline Exploration, Adaptation Hunt,

Animal Investigations, Life Cycle Line-Up

11:30 Conclusion, Hike back to Fabbri Picnic Area

12:00 Departure

**Plan to Bring**

* **Chaperones:** Plan early! Acadia requires a chaperone for every ten students. Extra chaperones are welcome.
* **Food:**  No food or drink is available at the field trip site. Each student needs to bring a snack and a re-sealable drink. Although a lunch break will not be included in the program, you are welcome to plan to eat bag lunches afterward at the Fabbri Picnic Area before heading back to school.
* **Clothing:** Wear layered outdoor clothing to accommodate changing weather conditions. Pants should be worn instead of shorts. Supportive shoes are essential—no sandals or flip-flops. Students will not be wading in the water, but should wear shoes that may get wet and muddy. Brimmed hats and sunscreen provide more protection from the sun.
* **Nametags:** Students and adults need name tags. A piece of masking tape with name in marker is sufficient.
* **Signed photo release forms:** Please send photo releases home with students for parent signatures.

**Teachers’ Responsibilities**

* **Adherence to school procedures** such as permission slips, insurance, transportation, etc.
* **Recruit chaperones** and inform them of their responsibilities. Please photocopy and distribute the chaperone handout.
* Prepare students to follow **Leave No Trace** practices:
  + Stay on trails if possible.
  + Respect, listen, and use quiet voices.
  + Leave natural objects. Take trash with you. (You may want to bring a trash bag.)
* **Supervise students** and help them stay focused while on the program.
* **Notify trip participants** about the recommendation to check for ticks after visiting the park. Tick numbers here have risen in recent years.
* Ensuring that **safe practices** are followed throughout.

**Program Goals:**

* To provide an opportunity for students to connect to the resources of Acadia through sensory exploration and discovery.
* To increase students’ knowledge about environmental impacts to organisms, including challenges and adaptations for survival in their shoreline habitat.
* To assist students in understanding the interdependent relationships in ecosystems.
* To aid students’ understanding of commonalities and differences among life cycles.
* To foster a sense of respect and stewardship for Acadia’s shoreline and appreciation for the park’s role in preserving it.

**Program Objectives:**

Students will be able to:

* Describe three challenges that shoreline organisms face and explain how environmental changes affect organisms.
* Describe three ways organisms along the shoreline are adapted to challenges.
* Describe how different organisms have unique and diverse life cycles, but all have certain stages in common.
* Explain two interdependent relationships or connections witnessed during shoreline exploration (food web, habitat connection, etc.).
* List three aspects of proper shoreline safety and etiquette.
* Explain why it’s important for Acadia National Park to protect shorelines.

**Learning Standards:**

**From the Next Generation Science Standards:**

*Interdependent Relationships in Ecosystems*

3-LS4-3. Construct an argument with evidence that in a particular habitat some organisms can survive well, some survive less well, and some cannot survive at all.

3-LS4-4. Make a claim about the merit of a solution to a problem caused when the environment changes and the types of plants and animals that live there may change.

*Inheritance and Variation of Traits: Life Cycles and Traits*

3-LS1-1. Develop models to describe that organisms have unique and diverse life cycles but all have in common birth, growth, reproduction, and death.