



# BIODIVERSITY

Student/Team Worksheet | Grades 6-8 | Baseline Data-Defining the Inventory Site

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NAME/TEAM: \_\_\_\_\_

OBSERVATION AREA: \_\_\_\_\_

1. What are the GPS coordinates for your study site? Use you smartphone's GPS or go to: <https://nomessgps.com/> to find the coordinates.

Latitude N \_\_\_\_\_

Longitude W \_\_\_\_\_

2. In what watershed is the study site located? <https://modelmywatershed.org>

3. Is your school considered an urban, suburban or rural community?

4. What is the area of the **inventory site**? \_\_\_\_\_ ft<sup>2</sup> \_\_\_\_\_m<sup>2</sup>

5. What is the perimeter of each **observation area**? \_\_\_\_\_ ft \_\_\_\_\_m



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6. Use WikiWatershed, <https://modelmywatershed.org> to describe land cover in your school district. Next to the land cover types write the percentage found in your school district. If the land cover type is absent in your school district write, N/A.

LAND COVER TYPE	COVERAGE %
Open Water	
Perennial Ice/Snow	
Developed, Open Space	
Developed, Low Intensity	
Developed, Medium Intensity	
Developed, High Intensity	
Barren Land (Rock/Sand/Clay)	
Deciduous Forest	
Evergreen Forest	
Mixed Forest	
Shrub/Scrub	
Grassland/Herbaceous	
Pasture/Hay	
Cultivated Crop	
Wood Wetlands	
Emergent Herbaceous Wetlands	

7. After identifying the inventory site, mark all the boxes that describe the land types found with the inventory site.

<input type="checkbox"/> concrete	<input type="checkbox"/> asphalt	<input type="checkbox"/> bare soil
<input type="checkbox"/> trees	<input type="checkbox"/> grass	<input type="checkbox"/> rocky/pebbles
<input type="checkbox"/> garden	<input type="checkbox"/> stream/river	
<input type="checkbox"/> pond	<input type="checkbox"/> containers on concrete/asphalt	



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8. How does land use in the school district compare to land use on the school grounds?
  
9. Now that the study site has been outlined and defined, what are your initial observations and questions as they relate to biodiversity?