

Answer Key – DVD Questions – Careers in Florida’s Freshwater Environment



Name: _____ Class Period: _____ Date: _____

1. Many people enjoy the recreational and leisure activities that Florida’s freshwater lakes, rivers, wetlands and springs have to offer. List your favorite freshwater activities:

a. **Answers may vary: canoeing, kayaking, fishing, boating, snorkeling, SCUBA, bird watching, swimming, water skiing, etc.**

b.

c.

d.

2. A person who studies wildlife behavior is a **wildlife biologist**.

3. Describe the typical duties of a:

botanist: Make maps of where plants grow; document which types of plants are growing in an area; identify native and non-native plants, etc.

fisheries biologist: study fish populations, fish habitat, water quality

entomologist: study insect pollination or reproduction; how to control insects; biocontrol

information specialist: manages and disseminates information on a topic (Florida freshwaters)

4. What is an herbarium? **A plant library**

5. Individuals who control and manage aquatic plants for a living are called: **aquatic plant managers**

6. Environmental changes from droughts, floods, hurricanes, pollution, overuse and development of freshwater environments can often be reversed by: **restoration**

7. Compare and contrast facilities needed in an aquatic plant nursery versus a terrestrial plant nursery.

An aquatic plant nursery would need lots of water tanks or ponds to grow plants in water.

A terrestrial nursery would need the same type of greenhouse but without the tanks or ponds.

Both need laboratories for cloning plants and dealing with plant diseases and solving other problems.



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8. How does an environmental law enforcement officer help Florida’s freshwater environments?

They make sure control and restoration activities are carried out properly; they inspect plant shipments for invasive species, diseases or other problems (import/exports); they make sure permits are followed closely for planting and/or removing plants.

9. Water chemistry technicians can also play a role in protecting Florida waters. Describe two ways:

- a. **A water chemistry technician analyzes water quality and can alert people if the water chemistry is changing.**
- b. **They can also detect if untreated wastewater might be escaping into our waterways.**

10. Some people study plants and animals in our natural areas and then make a career out of teaching this information to people in parks and other public venues. Name two of these careers:

park ranger, park manager, information specialist, teacher, extension agent, tour guide, fishing guide, writer, public relations, video producer, photographer

11. Commercial fishing and aquaculture are two very important industries in Florida. Name two jobs connected to each of these industries?

Commercial fishing: commercial fisherman, fishing guide, fish camp operator, boat builder seafood processor, seafood restaurant owner, etc.

Aquaculture: fish biologist, field or laboratory technician, fish veterinarian, fish tank builder, aeration system builder, plant manager

12. Describe three careers that involve writing and/or communicating with the public about nature (including Florida’s freshwater environments):

information specialist, outdoor writer, photographer, graphic artist, illustrator, videographer, public relations, etc.

13. Choose three careers (from this video) that interest you and explain why.

Answers will vary.

For more information on the subject, visit this web page: <http://plants.ifas.ufl.edu/education>



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The following is a list of suggested standards that pertain to this activity. This list is provided as a reference to incorporate and expand upon as needed.

Common Core State Standards

9th – 10th Grade

Common Core Code	FL Common Core Code	Common Core Standard
RI.9-10.1	LAFS.910.RI.1.1	Cite strong and thorough textual evidence to support analysis of what the text says explicitly as well as inferences drawn from the text.
RI.9-10.4	LAFS.910.RI.2.4	Determine the meaning of words and phrases as they are used in a text, including figurative, connotative, and technical meanings; analyze the cumulative impact of specific word choices on meaning and tone (e.g., how the language of a court opinion differs from that of a newspaper).
RI.9-10.10	LAFS.910.RI.4.10	By the end of grade 9, read and comprehend literary nonfiction in the grades 9–10 text complexity band proficiently, with scaffolding as needed at the high end of the range. By the end of grade 10, read and comprehend literary nonfiction at the high end of the grades 9–10 text complexity band independently and proficiently.
W.9-10.2	LAFS.910.W.1.2	Write informative/explanatory texts to examine and convey complex ideas, concepts, and information clearly and accurately through the effective selection, organization, and analysis of content.
W.9-10.2d	LAFS.910.W.1.2d	Use precise language and domain-specific vocabulary to manage the complexity of the topic.
W.9-10.9	LAFS.910.W.3.9	Draw evidence from literary or informational texts to support analysis, reflection, and research.
W.9-10.9b	LAFS.910.W.3.9b	Apply grades 9–10 Reading standards to literary nonfiction (e.g., “Delineate and evaluate the argument and specific claims in a text, assessing whether the reasoning is valid and the evidence is relevant and sufficient; identify false statements and fallacious reasoning”).
SL.9-10.1	LAFS.910.SL.1.1	Initiate and participate effectively in a range of collaborative discussions (one-on-one, in groups, and teacher-led) with diverse partners on grades 9–10 topics, texts, and issues, building on others’ ideas and expressing their own clearly and persuasively.
SL.9-10.1c	LAFS.910.SL.1.1c	Propel conversations by posing and responding to questions that relate the current discussion to broader themes or larger ideas; actively incorporate others into the discussion; and clarify, verify, or challenge ideas and conclusions.
L.9-10.4	LAFS.910.L.3.4	Determine or clarify the meaning of unknown and multiple-meaning words and phrases based on grades 9–10 reading and content, choosing flexibly from a range of strategies.
L.9-10.4a	LAFS.910.L.3.4a	Use context (e.g., the overall meaning of a sentence, paragraph, or text; a word’s position or function in a sentence) as a clue to the meaning of a word or phrase.
L.9-10.6	LAFS.910.L.3.6	Acquire and use accurately general academic and domain-specific words and phrases, sufficient for reading, writing, speaking, and listening at the college and career readiness level; demonstrate independence in gathering vocabulary knowledge when considering a word or phrase important to comprehension or expression
RST.9-10.1	LAFS.910.RST.1.1	Cite specific textual evidence to support analysis of science and technical texts, attending to the precise details of explanations or descriptions.
RST.9-10.4	LAFS.910.RST.2.4	Determine the meaning of symbols, key terms, and other domain-specific words and phrases as they are used in a specific scientific or technical context relevant to grades 9–10 texts and topics.
RST.9-10.10	LAFS.910.RST.4.10	By the end of grade 10, read and comprehend science/technical texts in the grades 9–10 text complexity band independently and proficiently
WHST.9-10.2d	LAFS.910.WHST.1.2d	Use precise language and domain-specific vocabulary to manage the complexity of the topic and convey a style appropriate to the discipline and context as well as to the expertise of likely readers.
WHST.9-10.9	LAFS.910.WHST.3.9	Draw evidence from informational texts to support analysis, reflection, and research.



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Module 2 ~ A Fish Tale (HS)
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11th – 12th Grade

RI.11-12.1	LAFS.1112.RI.1.1	Cite strong and thorough textual evidence to support analysis of what the text says explicitly as well as inferences drawn from the text, including determining where the text leaves matters uncertain.
RI.11-12.4	LAFS.1112.RI.2.4	Determine the meaning of words and phrases as they are used in a text, including figurative, connotative, and technical meanings; analyze how an author uses and refines the meaning of a key term or terms over the course of a text (e.g., how Madison defines faction in Federalist No. 10).
RI.11-12.10	LAFS.1112.RI.4.10	By the end of grade 11, read and comprehend literary nonfiction in the grades 11–CCR text complexity band proficiently, with scaffolding as needed at the high end of the range. By the end of grade 12, read and comprehend literary nonfiction at the high end of the grades 11–CCR text complexity band independently and proficiently.
W.11-12.2	LAFS.1112.W.1.2	Write informative/explanatory texts to examine and convey complex ideas, concepts, and information clearly and accurately through the effective selection, organization, and analysis of content.
W.11-12.2d	LAFS.1112.W.1.2d	Use precise language, domain-specific vocabulary, and techniques such as metaphor, simile, and analogy to manage the complexity of the topic.
W.11-12.9	LAFS.1112.W.3.9	Draw evidence from literary or informational texts to support analysis, reflection, and research.
W.11-12.9b	LAFS.1112.W.3.9b	Apply grades 11–12 Reading standards to literary nonfiction (e.g., “Delineate and evaluate the reasoning in seminal U.S. texts, including the application of constitutional principles and use of legal reasoning [e.g., in U.S. Supreme Court Case majority opinions and dissents] and the premises, purposes, and arguments in works of public advocacy (e.g., The Federalist, presidential addresses)”).
SL.11-12.1	LAFS.1112.SL.1.1	Initiate and participate effectively in a range of collaborative discussions (one-on-one, in groups, and teacher-led) with diverse partners on grades 11–12 topics, texts, and issues, building on others’ ideas and expressing their own clearly and persuasively.
L.11-12.4	LAFS.1112.L.3.4	Determine or clarify the meaning of unknown and multiple-meaning words and phrases based on grades 11–12 reading and content, choosing flexibly from a range of strategies.
L.11-12.4a	LAFS.1112.L.3.4a	Use context (e.g., the overall meaning of a sentence, paragraph, or text; a word’s position or function in a sentence) as a clue to the meaning of a word or phrase.
L.11-12.6	LAFS.1112.L.3.6	Acquire and use accurately general academic and domain-specific words and phrases, sufficient for reading, writing, speaking, and listening at the college and career readiness level; demonstrate independence in gathering vocabulary knowledge when considering a word or phrase important to comprehension or expression.
RST.11-12.1	LAFS.1112.RST.1.1	Cite specific textual evidence to support analysis of science and technical texts, attending to important distinctions the author makes and to any gaps or inconsistencies in the account.
RST.11-12.4	LAFS.1112.RST.2.4	Determine the meaning of symbols, key terms, and other domain-specific words and phrases as they are used in a specific scientific or technical context relevant to grades 11–12 texts and topics.
RST.11-12.10	LAFS.1112.RST.4.10	By the end of grade 12, read and comprehend science/technical texts in the grades 11–12 text complexity band independently and proficiently.
WHST.11-12.2d	LAFS.1112.WHST.1.2d	Use precise language, domain-specific vocabulary and techniques such as metaphor, simile, and analogy to manage the complexity of the topic; convey a knowledgeable stance in a style that responds to the discipline and context as well as to the expertise of likely readers.
WHST.11-12.9	LAFS.1112.WHST.3.9	Draw evidence from informational texts to support analysis, reflection, and research.



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