

# Habitat Restoration Impact Assessment

**Students:** (*Insert Names Here*)

**Class Period:**

**Date:**

*(Insert Cover Image Here)*

## **Part 1.1 - Introduction:**

*Introduce the idea of converting current areas of grass to a restored habitat.*

- What habitat do you envision?
- Discuss the difference between native, non-native and non-native invasive impact biodiversity.
- Describe how your planting plan will improve biodiversity and habitat for native species.
- Cite appropriate background information

## **Part 1.2 - Historical Uses:**

*Research historical land uses for Tualatin School site (what did this habitat used to be) and how the land has been altered. Cite sources in MLA format.*

## **Part 2.1 - Restoration & Planting Plan**

**Include the following as part of your plan:**

- A graph comparing species before and after planting plan (**MAY TURN IN SEPARATELY WITH RUBRIC**)
- A calculation of the average percent of native and non-native number of individual species, structure type in your original site
- A calculation of the type and population size of native animals that can be supported (carrying capacity) by your planting plan (plant density). You can use biodiversity information from similar habitat assessments, and then relate them to carrying capacity.

## **Part 2.2 - Plan Assessment**

- **Assess** cost, safety, reliability, cultural/social, and environmental impacts of plan.
- Discuss or outline three management strategies to increase the percent of native species (this may include: 1) plants appropriate to habitat/conditions 2) timeline (correct order) 3) non-living changes to water or dead material).
- **Predict** what future obstacles and potential non-native invasive management (list at least 3 species) might entail.

## **Part 3.1 - Maintenance**

*Outline a 5-year maintenance plan that includes a prediction of on-going costs, labor hours and additional planting. What future obstacles and potential non-native invasive management (list at least 3 species) might entail?*