



2026 MN Envirothon Wildlife Station Study Guide

Wildlife Conservation History

Students should be able to describe how major legislation, agencies, and people impacted wildlife conservation. This may include:

1. Key Legislation
 - a. [Migratory Bird Treaty Act of 1918](#)
 - b. [National Environmental Policy Act of 1970](#)
 - c. [Endangered Species Act of 1973](#)
2. Key Agencies
 - a. [Public Lands in the United States](#)
3. Key People
 - a. [Rachel Carson, Author of the Modern Environmental Movement](#)
 - b. [Theodore Roosevelt, The Conservation President](#)

Field Skills

Students should be able to identify common local wildlife species from animal artifacts, tracks, and calls/songs without the use of a key and preserved macroinvertebrates using a dichotomous key.

1. Minnesota Birds
 - a. [Minnesota Bird Guide](#)
 - b. [Minnesota Bird Songs](#)
2. Minnesota Mammals
 - a. [Minnesota Mammals List](#)
 - b. [Mammals Tracks Guide](#)
 - c. [Mammal Tracks Cards](#)
3. Minnesota Amphibians and Reptiles
 - a. [Minnesota Amphibians and Reptiles Guide](#)
4. Macroinvertebrates
 - a. [Macroinvertebrate Dichotomous Key](#)

Wildlife Biology/Ecology

Students should be able to understand wildlife ecology concepts such as:

1. Habitat
 - a. [Maryland State Envirothon Wildlife Study Guide](#)
2. Plant Succession and Its Effect on Wildlife
 - a. [Maryland State Envirothon Wildlife Study Guide](#)
3. Edges and Contrast
 - a. [Maryland State Envirothon Wildlife Study Guide](#)
4. Food Chains and Food Webs
 - a. [Maryland State Envirothon Wildlife Study Guide](#)
 - b. [Notes: Ecology](#)

5. Communities and Ecosystems
 - a. [Maryland State Envirothon Wildlife Study Guide](#)
6. Species Richness and Diversity
 - a. [Maryland State Envirothon Wildlife Study Guide](#)
7. Natural Selection and Adaptations
 - a. [Maryland State Envirothon Wildlife Study Guide](#)
8. Wildlife Population Dynamics
 - a. [Maryland State Envirothon Wildlife Study Guide](#)
9. Biodiversity
 - a. [Maryland State Envirothon Wildlife Study Guide](#)
 - b. [Notes: Ecology](#)
 - c. [Blue Planet Biomes - Climate](#)
10. Naming and Classifying Species
 - a. [Naming and Classifying Species \(HS Level\) - learn-biology](#)
11. Ecological niches
 - a. [Niche Partitioning - Slides on Competitive Exclusion\](#)
12. Biogeochemical cycles
 - a. [Notes: Ecology](#)

Managing for Wildlife Conservation

Students should be able to identify common issues that affect wildlife and recommend management practices to address these concerns.

1. Invasive Species
 - a. [Introduced/Invasive Species \(Topic 2 on Website\)](#)
 - b. [Invasive Terrestrial Plants](#)
 - c. [Best Management Practices](#)
2. Habitat Destruction and Fragmentation
 - a. [Ecosystem Disruption](#)
 - b. [How Habitat Fragmentation Affects Animals](#)
3. Decreased Wildlife Populations
 - a. [Overhunting \(Topic 1 on Website\)](#)
 - b. [Disease](#)