

# DOLPHIN RESEARCH CENTER

## Distance: Marine Mammal Health

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**Grades:** 9-12

### **Concepts Addressed:**

- Discover how we learn about our dolphins and their unique personality
- Observe and understand the importance of building strong, trusting relationships with the dolphins
- Discover basic principles behind Operant Conditioning and how we use it with our dolphins
  - Conditioned vs. unconditioned reinforcers and how we use them
  - How we use successive approximation (small steps) to train husbandry behaviors
- Observe and hear how our dolphins voluntarily participate in their own medical care:
  - Body Inspections & weighing
  - Giving various samples allowing us to assess their internal health (ex. blood, bile, blowhole/nasal, fecal, urine, etc.)
  - Assisted hydration
  - Ultrasound
- Learn About Ocean Conservation
  - Why understanding a dolphin's physiology helps their wild cousins
  - Threats facing the health of wild dolphins and their environment
  - How you can help them and their environment
- Participate in a question and answer session at the end to get at those “always wanted to know” questions.

### **Standards:**

#### **Florida**

#### **Florida Next Generation Standards for Science met:**

- **SC.912.L.15.5** Explain the reasons for changes in how organisms are classified.
- **SC.912.L.17.2** Explain the general distribution of life in aquatic systems as a function of chemistry, geography, light, depth, salinity, and temperature.
- **SC.912.L.17.3** Discuss how various oceanic and freshwater processes, such as currents, tides, and waves, affect the abundance of aquatic organisms.
- **SC.912.L.17.6** Compare and contrast the relationships among organisms, including predation, parasitism, competition, commensalism, and mutualism
- **SC.912.L.17.8** Recognize the consequences of the losses of biodiversity due to catastrophic events, climate changes, human activity, and the introduction of invasive, non-native species.



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- **SC.912.L.17.15** Discuss the effects of technology on environmental quality.
- **SC.912.L.17.16** Discuss the large-scale environmental impacts resulting from human activity, including waste spills, oil spills, runoff, greenhouse gases, ozone depletion, and surface and groundwater pollution.

## Florida Standards for Social Studies- Psychology met or supported:

- **SS.912.P.7.5** Describe the principles of operant conditioning.
- **SS.912.P.7.6** Describe clinical and experimental examples of operant conditioning
- **SS.912.P.7.7** Apply operant conditioning to everyday life.

## Language Arts Florida Standards met or supported:

- **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. a. Come to discussions prepared, having read and researched material under study; explicitly draw on that preparation by referring to evidence from texts and other research on the topic or issue to stimulate a thoughtful, well-reasoned exchange of ideas. b. Work with peers to set rules for collegial discussions and decision-making (e.g., informal consensus, taking votes on key issues, presentation of alternate views), clear goals and deadlines, and individual roles as needed. c. 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. d. Respond thoughtfully to diverse perspectives, summarize points of agreement and disagreement, and, when warranted, qualify or justify their own views and understanding and make new connections in light of the evidence and reasoning presented.
- **LAFS.910.SL.2.6** Adapt speech to a variety of contexts and tasks, demonstrating command of formal English when indicated or appropriate.
- **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. a. Come to discussions prepared, having read and researched material under study; explicitly draw on that preparation by referring to evidence from texts and other research on the topic or issue to stimulate a thoughtful, well-reasoned exchange of ideas. b. Work with peers to promote civil, democratic discussions and decision-making, set clear goals and deadlines, and establish individual roles as needed. c. Propel conversations by posing and responding to questions that probe reasoning and evidence; ensure a hearing for a full range of positions on a topic or issue; clarify, verify, or challenge ideas and conclusions; and promote divergent and creative perspectives. d. Respond thoughtfully to diverse perspectives; synthesize comments, claims, and evidence



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made on all sides of an issue; resolve contradictions when possible; and determine what additional information or research is required to deepen the investigation or complete the task.

- **LAFS.1112.SL.2.6** Adapt speech to a variety of contexts and tasks, demonstrating a command of formal English when indicated or appropriate

## **National Standards met:**

### **Common Core Standards for English Language Arts met or supported:**

- **CCSS.ELA-Literacy.SL.9-10.1** 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. A. Come to discussions prepared, having read and researched material under study; explicitly draw on that preparation by referring to evidence from texts and other research on the topic or issue to stimulate a thoughtful, well-reasoned exchange of ideas. B. Work with peers to set rules for collegial discussions and decision-making (e.g., informal consensus, taking votes on key issues, presentation of alternate views), clear goals and deadlines, and individual roles as needed. C. 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. D. Respond thoughtfully to diverse perspectives, summarize points of agreement and disagreement, and, when warranted, qualify or justify their own views and understanding and make new connections in light of the evidence and reasoning presented.
- **CCSS.ELA-Literacy.SL.9-10.6** Adapt speech to a variety of contexts and tasks, demonstrating command of formal English when indicated or appropriate. (See grades 9-10 Language standards 1 and 3 here for specific expectations.)
- **CCSS.ELA-Literacy.SL.11-12.1** 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. A. Come to discussions prepared, having read and researched material under study; explicitly draw on that preparation by referring to evidence from texts and other research on the topic or issue to stimulate a thoughtful, well-reasoned exchange of ideas. B. Work with peers to promote civil, democratic discussions and decision-making, set clear goals and deadlines, and establish individual roles as needed. C. Propel conversations by posing and responding to questions that probe reasoning and evidence; ensure a hearing for a full range of positions on a topic or issue; clarify, verify, or challenge ideas and conclusions; and promote divergent and creative perspectives. D. Respond thoughtfully to diverse perspectives; synthesize comments, claims, and evidence



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- **CCSS.ELA-Literacy.SL.11-12.6** Adapt speech to a variety of contexts and tasks, demonstrating a command of formal English when indicated or appropriate.

## Next Generation Science Standards met or supported:

- **HS-LS4-6.** Create or revise a simulation to test a solution to mitigate adverse impacts of human activity on biodiversity.\*
- **HS-LS2-7.** Design, evaluate, and refine a solution for reducing the impacts of human activities on the environment and biodiversity.\*

## Ocean Literacy Principles met:

- **5A** Ocean life ranges in size from the smallest living things, microbes, to the largest animal on Earth, blue whales.
- **5D** Ocean biology provides many unique examples of life cycles, adaptations, and important relationships among organisms (symbiosis, predator-prey dynamics, and energy transfer) that do not occur on land.
- **5E** The ocean provides a vast living space with diverse and unique ecosystems from the surface through the water column and down to, and below, the seafloor. Most of the living space on Earth is in the ocean.
- **6D** Humans affect the ocean in a variety of ways. Laws, regulations, and resource management affect what is taken out and put into the ocean. Human development and activity leads to pollution (point source, nonpoint source, and noise pollution), changes to ocean chemistry (ocean acidification), and physical modifications (changes to beaches, shores, and rivers). In addition, humans have removed most of the large vertebrates from the ocean.
- **6G** Everyone is responsible for caring for the ocean. The ocean sustains life on Earth and humans must live in ways that sustain the ocean. Individual and collective actions are needed to effectively manage ocean resources for all.

*Other state standards upon request*



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