

DOLPHIN RESEARCH CENTER

Florida Grade 9 & 10 Teachers

Dear Florida Ninth & Tenth Grade Teachers,

Thank you for considering bringing your students to the Dolphin Research Center. We have a variety of educational opportunities available to you and they are all listed on our website. However, just coming on site allows you to meet a variety of educational standards that are a part of your educational curriculum.

We have narrated sessions and theater presentations all day long. Attending these sessions will meet many of the Language Arts Florida Standards (LAFS) for speaking and listening including:

- **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.2.4** Present information, findings, and supporting evidence clearly, concisely, and logically such that listeners can follow the line of reasoning and the organization, development, substance, and style are appropriate to purpose, audience, and task.
- **LAFS.910.SL.2.6** Adapt speech to a variety of contexts and tasks, demonstrating command of formal English when indicated or appropriate.

Second we have educational signs stationed throughout the grounds. These signs alone can meet many of the LAFS related to the reading of informational text. Again, you may choose to expand on the topics with your students back in the classroom to incorporate other LAFS related to writing.

- **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.



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- **LAFS.910.RI.1.2** Determine a central idea of a text and analyze its development over the course of the text, including how it emerges and is shaped and refined by specific details; provide an objective summary of the text.
- **LAFS.910.RI.1.3** Analyze how the author unfolds an analysis or series of ideas or events, including the order in which the points are made, how they are introduced and developed, and the connections that are drawn between them.
- **LAFS.910.RI.2.6** Determine an author's point of view or purpose in a text and analyze how an author uses rhetoric to advance that point of view or purpose.

In addition to meeting the LAFS our narrations and signs also provide information that is related to the following Next Generation Sunshine State Standards for Science (NGSSS):

- **SC.912.N.1.7** Recognize the role of creativity in constructing scientific questions, methods and explanations.
- **SC.912.N.2.2** Identify which questions can be answered through science and which questions are outside the boundaries of scientific investigation, such as questions addressed by other ways of knowing, such as art, philosophy, and religion.
- **SC.912.L.15.4** Describe how and why organisms are hierarchically classified and based on evolutionary relationships.
- **SC.912.L.15.5** Explain the reasons for changes in how organisms are classified.
- **SC.912.L.15.7** Discuss distinguishing characteristics of vertebrate and representative invertebrate phyla, and chordate classes using typical examples.
- **SC.912.L.16.11** Discuss the technologies associated with forensic medicine and DNA identification, including restriction fragment length polymorphism (RFLP) analysis.
- **SC.912.L.16.2** Discuss observed inheritance patterns caused by various modes of inheritance, including dominant, recessive, codominant, sex-linked, polygenic, and multiple alleles.
- **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.
- **SC.912.L.17.9** Use a food web to identify and distinguish producers, consumers, and decomposers. Explain the pathway of energy transfer through trophic levels and the reduction of available energy at successive trophic levels.
- **SC.912.L.17.11** Evaluate the costs and benefits of renewable and nonrenewable resources, such as water, energy, fossil fuels, wildlife, and forests.
- **SC.912.L.17.12** Discuss the political, social, and environmental consequences of sustainable use of land.
- **SC.912.L.17.13** Discuss the need for adequate monitoring of environmental parameters when making policy decisions



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- **SC.912.L.17.14** Assess the need for adequate waste management strategies.
- **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.
- **SC.912.L.17.17** Assess the effectiveness of innovative methods of protecting the environment.
- **SC.912.L.17.18** Describe how human population size and resource use relate to environmental quality.
- **SC.912.L.17.19** Describe how different natural resources are produced and how their rates of use and renewal limit availability.
- **SC.912.L.17.20** Predict the impact of individuals on environmental systems and examine how human lifestyles affect sustainability
- **SC.912.E.7.8** Explain how various atmospheric, oceanic, and hydrologic conditions in Florida have influenced and can influence human behavior, both individually and collectively.

You may opt to have students take what they have learned here and apply it to a research project (informational or persuasive) back at your school, allowing for the integration of additional writing standards. You may find a detailed list of these standards by visiting the grade appropriate standards letter for the state of Florida.

We thank you for your consideration and sincerely hope that you will take the time to bring your students to visit our dolphins in our wonderful natural classroom!

Dolphin Research Center Education Team

