

DOLPHIN RESEARCH CENTER

Grade 9&10 Teachers using the National Standards

Dear Ninth Grade Teachers using the National Standards,

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 Common Core English Language Arts Standards (CC-ELA) for speaking and listening including:

- **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.9-10.4** 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.
- **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.

Additionally we have educational signs stationed throughout the grounds. These signs alone can meet many of the CC-ELA related to the reading of informational text. Such as:

- **CCSS.ELA-Literacy.RI.9-10.1** Cite strong and thorough textual evidence to support analysis of what the text says explicitly as well as inferences drawn from the text.
- **CCSS.ELA-Literacy.RI.9-10.2** 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.



- **CCSS.ELA-Literacy.RI.9-10.3** 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.
- **CCSS.ELA-Literacy.RI.9-10.6** 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 CC-ELA our narrations and signs also provide information that is related to the following Next Generation Science Standards (NGSS).

- **HS-LS2-7.** Design, evaluate, and refine a solution for reducing the impacts of human activities on the environment and biodiversity.
- **HS-LS2-8.** Evaluate the evidence for the role of group behavior on individual and species' chances to survive and reproduce.
- **HS-LS3-1.** Ask questions to clarify relationships about the role of DNA and chromosomes in coding the instructions for characteristic traits passed from parents to offspring.
- **HS-LS4-5.** Evaluate the evidence supporting claims that changes in environmental conditions may result in: (1) increases in the number of individuals of some species, (2) the emergence of new species over time, and (3) the extinction of other species.
- **HS-ESS3-2.** Evaluate competing design solutions for developing, managing, and utilizing energy and mineral resources based on cost-benefit ratios.*
- **HS-ESS3-4.** Evaluate or refine a technological solution that reduces impacts of human activities on natural systems.*
- **Scientific Investigations Use a Variety of Methods.** Science investigations use diverse methods and do not always use the same set of procedures to obtain data. Scientific inquiry is characterized by a common set of values that include: logical thinking, precision, open-mindedness, objectivity, skepticism, replicability of results, and honest and ethical reporting of findings. The discourse practices of science are organized around disciplinary domains that share exemplars for making decisions regarding the values, instruments, methods, models, and evidence to adopt and use. Scientific investigations use a variety of methods, tools, and techniques to revise and produce new knowledge.
- **Science is a Human Endeavor** Scientific knowledge is a result of human endeavor, imagination, and creativity.

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 states using the CC-ELA and NGSS.

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!



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Dolphin Research Center Education Team



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