

# DOLPHIN RESEARCH CENTER

## Grade 6 Teachers using the National Standards

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Dear Sixth 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.6.1** Engage effectively in a range of collaborative discussions (one-on-one, in groups, and teacher-led) with diverse partners on grade 6 topics, texts, and issues, building on others' ideas and expressing their own clearly. A. Come to discussions prepared, having read or studied required material; explicitly draw on that preparation by referring to evidence on the topic, text, or issue to probe and reflect on ideas under discussion. B. Follow rules for collegial discussions, set specific goals and deadlines, and define individual roles as needed. C. Pose and respond to specific questions with elaboration and detail by making comments that contribute to the topic, text, or issue under discussion. D. Review the key ideas expressed and demonstrate understanding of multiple perspectives through reflection and paraphrasing.
- **CCSS.ELA-Literacy.SL.6.4** Present claims and findings, sequencing ideas logically and using pertinent descriptions, facts, and details to accentuate main ideas or themes; use appropriate eye contact, adequate volume, and clear pronunciation.
- **CCSS.ELA-Literacy.SL.6.6** Adapt speech to a variety of contexts and tasks, demonstrating command of formal English when indicated or appropriate. (See grade 6 Language standards 1 and 3 for specific expectations.)

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.6.1** Cite textual evidence to support analysis of what the text says explicitly as well as inferences drawn from the text.
- **CCSS.ELA-Literacy.RI.6.2** Determine a central idea of a text and how it is conveyed through particular details; provide a summary of the text distinct from personal opinions or judgments.
- **CCSS.ELA-Literacy.RI.6.3** Analyze in detail how a key individual, event, or idea is introduced, illustrated, and elaborated in a text (e.g., through examples or anecdotes).
- **CCSS.ELA-Literacy.RI.6.4** Determine the meaning of words and phrases as they are used in a text, including figurative, connotative, and technical meanings.
- **CCSS.ELA-Literacy.RI.6.6** Determine an author's point of view or purpose in a text and explain how it is conveyed in the text.



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- **CCSS.ELA-Literacy.RI.6.7** Integrate information presented in different media or formats (e.g., visually, quantitatively) as well as in words to develop a coherent understanding of a topic or issue.

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).

- **MS-LS1-4.** Use argument based on empirical evidence and scientific reasoning to support an explanation for how characteristic animal behaviors and specialized plant structures affect the probability of successful reproduction of animals and plants respectively.
- **MS-LS1-5.** Construct a scientific explanation based on evidence for how environmental and genetic factors influence the growth of organisms.
- **MS-LS1-6.** Construct a scientific explanation based on evidence for the role of photosynthesis in the cycling of matter and flow of energy into and out of organisms.
- **MS-LS1-8.** Gather and synthesize information that sensory receptors respond to stimuli by sending messages to the brain for immediate behavior or storage as memories.
- **MS-LS2-2.** Construct an explanation that predicts patterns of interactions among organisms across multiple ecosystems.
- **MS-LS3-2.** Develop and use a model to describe why asexual reproduction results in offspring with identical genetic information and sexual reproduction results in offspring with genetic variation.
- **MS-ESS3-2.** Analyze and interpret data on natural hazards to forecast future catastrophic events and inform the development of technologies to mitigate their effects.
- **MS-ESS3-3.** Apply scientific principles to design a method for monitoring and minimizing a human impact on the environment.
- **Scientific Investigations Use a Variety of Methods** Science investigations use a variety of methods and tools to make measurements and observations. Science investigations are guided by a set of values to ensure accuracy of measurements, observations, and objectivity of findings.
- **Science is a Way of Knowing** Science is both a body of knowledge and the processes and practices used to add to that body of knowledge. Science knowledge is cumulative and many people, from many generations and nations, have contributed to science knowledge.
- **Science is a Human Endeavor** Scientists and engineers rely on human qualities such as persistence, precision, reasoning, logic, 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



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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!

Dolphin Research Center Education Team

