

Standards and Glossary

Standards:

Activity 1: Designing a Wolverine Trap

Next Generation Science Standards

- DSEP 1 - Asking questions (for science) and defining problems (for engineering)
- SEP 2 - Developing and using models
- SEP 6 - Constructing Explanations and Designing Solutions
- DCI ETS1.A - Defining and Delimiting Engineering Problems
 - MS-ETS1-1 - The more precisely a design task's criteria and constraints can be defined, the more likely it is that the designed solution will be successful. Specification of constraints includes consideration of scientific principles and other relevant knowledge that are likely to limit possible solutions.
 - HS-ETS1-1 - Criteria and constraints also include satisfying any requirements set by society, such as taking issues of risk mitigation into account, and they should be quantified to the greatest extent possible and stated in such a way that one can tell if a given design meets them.
- DCI ETS1.B - Developing Possible Solutions
 - MS-ETS1-3 - Sometimes parts of different solutions can be combined to create a solution that is better than any of its predecessors.
 - HS-ETS1-3 - When evaluating solutions, it is important to take into account a range of constraints, including cost, safety, reliability and aesthetics, and to consider social, cultural and environmental impacts.

Activity 2: Crafting Campaign Messages

Next Generation Science Standards

- NGSS SEP 8 - Obtaining, evaluating, and communicating information

Common Core

- CCSS.ELA-LITERACY.W.6.2 - Write informative/explanatory texts to examine a topic and convey ideas, concepts, and information through the selection, organization, and analysis of relevant content.
- CCSS.ELA-LITERACY.W.6.10; CCSS.ELA-LITERACY.W.7.10; CCSS.ELA-LITERACY.W.8.10 - Write routinely over extended time frames (time for research, reflection and revision) and shorter time frames (a single sitting or a day or two) for a range of discipline-specific tasks, purposes and audiences
- CCSS.ELA-LITERACY.SL.6-8.1 - Engage effectively in a range of collaborative discussions (one-on-one, in groups, and teacher-led) with diverse partners on grade 6-8 topics, texts and issues, building on others' ideas and expressing their own clearly.
- CCSS.ELA-LITERACY.W.9-10.10; CCSS.ELA-LITERACY.W.11-12.10 - Routinely write over extended time frames (time for research, reflection and revision) and shorter time frames (a single sitting or a day or two) for a range of tasks, purposes and audiences.
- CCSS.ELA-LITERACY.W.11-12.4 - Produce clear and coherent writing in which the development, organization and style are appropriate to task, purpose and audience. (Grade-specific expectations for writing types are defined in standards 1-3 above.)

- CCSS.ELA-LITERACY.W.11-12.5 - Develop and strengthen writing as needed by planning, revising, editing and rewriting or trying a new approach, focusing on addressing what is most significant for a specific purpose and audience. (Editing for conventions should demonstrate command of Language standards 1-3 up to and including grades 11-12 here.)

Activity 3: Creating a Social Media Campaign for Wolverine Conservation

Common Core

- CCSS.ELA-LITERACY.WHST.6-8.8 - Gather relevant information from multiple print and digital sources, use search terms effectively, assess the credibility and accuracy of each source, and quote or paraphrase the data and conclusions of others while avoiding plagiarism and following a standard format for citation.
- CCSS.ELA-LITERACY.WHST.9-10.4 - Produce clear and coherent writing in which the development, organization and style are appropriate to task, purpose and audience
- CCSS.ELA-LITERACY.WHST.11-12.2.B - Develop the topic thoroughly by selecting the most significant and relevant facts, extended definitions, concrete details and quotations or other information and examples appropriate to the audience's knowledge of the topic.

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Glossary:

Conservation	The preservation, protection, or restoration of wildlife and the natural environment.
Ecosystem	The interaction between organisms living together in a particular environment to form a complex network or system of living and non-living things.
Adaptation	A physical, chemical, or behavioral feature of an animal that helps it to survive in its environment and successfully reproduce offspring.
Live Trapping and Collaring	A method used by field researchers to obtain and track animals under study by trapping it and placing a collar with a tracking device to observe the animal's movement.
Technology	Anything humans create to solve a problem.
Engineer (noun)	A person who uses their creativity and knowledge of math and science to design technology that solves problems.
Constraints (in context of engineering)	Ways that a design is limited
Criteria (in context of engineering)	Things the design needs to do or features it needs to have.
Campaign	Organized effort and targeted plan or course of action to achieve a particular goal.
Policy (in context of conservation action)	A set of rules, principles, or legal actions (e.g., bills or laws) to reach a conservation goal

Stakeholder	An individual, organization, or party that has a "stake", investment, or interest in a given issue.
Indigenous (adjective)	Originally living in a particular region.
Social Media	Interactive digitally platforms (internet-based) where people can create, share, and exchange information, ideas, career interests, and other forms of expression via virtual communities and networks. Some examples of social media platforms are: Instagram, Twitter, Facebook, YouTube, and TikTok.
Infographic	Visual representations of information, data, or knowledge so that viewers can easily and quickly digest the presented information

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