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.)
Conservation Strategies

To learn about WCS Education and our park programs, visit wcs.org/education

1) Make observations and collect data about the issue you are concerned about
   • Know what you’re talking about
   • Involve local community members and stakeholders in this data gathering
2) Create informational resources to give out
   • Flyers, pamphlets, or brochures
   • Stickers
3) Make posters to display
4) Set up billboards with your message
5) Create murals with your message
6) Create plays to share your message
7) Publish in a local newspaper
8) Write a report outlining your ideas and share it with the public, with stakeholders, with decision makers
9) Involve the community!
   • Do questionnaires of the community about your issue to gather people’s thoughts and ideas
   • Host community events – to share information, teach people, or gather people’s feedback and ideas
   • Make sure all voices are heard equally
10) Create partnerships with stakeholders
   • Are there businesses, organizations, local politicians who are involved in this issue that you could reach out to in order to gain their support
   
   Plus, there are even more ways to make change and get your message out. These strategies were not necessarily used by the conservationists in the projects you read about, but could be strategies to consider for your project:
   • Create an infographic
     Use pictures, facts, and data to share your message
   • Create a video/PSA/Commercial
     Create a video to inspire your audience to take action
   • Write a Petition
     Create a petition and letter that can be shared with policy makers
   • Make an Art Project
     Use any form of art to catch people’s attention and make a statement
   • Write a Song
     Write and perform a rap or song that educates people about your issue
   • Organize a Rally
     Organize and host a rally to get people involved in supporting your cause
   • Build a website
     Create a website that educates people on your topic
   • Organize a Social Media Campaign
     Share facts and information with your followers and ask them to be a part of your movement

These are the strategies that were used in the Conservation Projects that you read about previously. You can use this list of strategies as inspiration for your own project, or think of something new!

Activity 3: Creating a Social Media Campaign for Wolverine Conservation

Common Core

• 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:

<table>
<thead>
<tr>
<th>Term</th>
<th>Definition</th>
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</thead>
<tbody>
<tr>
<td>Conservation</td>
<td>The preservation, protection, or restoration of wildlife and the natural environment.</td>
</tr>
<tr>
<td>Ecosystem</td>
<td>The interaction between organisms living together in a particular environment to form a complex network or system of living and non-living things.</td>
</tr>
<tr>
<td>Adaptation</td>
<td>A physical, chemical, or behavioral feature of an animal that helps it to survive in its environment and successfully reproduce offspring.</td>
</tr>
<tr>
<td>Live Trapping and Collaring</td>
<td>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.</td>
</tr>
<tr>
<td>Technology</td>
<td>Anything humans create to solve a problem.</td>
</tr>
<tr>
<td>Engineer (noun)</td>
<td>A person who uses their creativity and knowledge of math and science to design technology that solves problems.</td>
</tr>
<tr>
<td>Constraints (in context of engineering)</td>
<td>Ways that a design is limited</td>
</tr>
<tr>
<td>Criteria (in context of engineering)</td>
<td>Things the design needs to do or features it needs to have.</td>
</tr>
<tr>
<td>Campaign</td>
<td>Organized effort and targeted plan or course of action to achieve a particular goal.</td>
</tr>
<tr>
<td>Policy (in context of conservation action)</td>
<td>A set of rules, principles, or legal actions (e.g., bills or laws) to reach a conservation goal</td>
</tr>
</tbody>
</table>

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@WCSEducation  Instagram: @WCSEducation

WCS presents FIELD SIGHT
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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.