

Introduction to Animal Care Wild Workshop

Curriculum Standards and Concept Focus

High School:

- ✓ SCHS-S1C1-01: Evaluate scientific information for relevance to a given problem.
- ✓ SCHS-S1C1-02: Develop questions from observations that transition into testable hypothesis.
- ✓ SCHS-S1C1-03: Formulate a testable hypothesis.
- ✓ SCHS-S1C1-04: Predict the outcome of an investigation based on prior evidence, probability, and/or modeling (not guessing or inferring).
- ✓ SCHS-S1C2-01: Demonstrate safe and ethical procedures (e.g., use and care of technology, materials, organisms) and behavior in all science inquiry.
- ✓ SCHS-S1C2-02: Identify the resources needed to conduct an investigation.
- ✓ SCHS-S1C3-01: Interpret data that shows a variety of possible relationships between variables, including:
 - Positive relationship
 - Negative relationship
 - No relationship
- ✓ SCHS-S1C3-02: Evaluate whether investigational data support or do not support the proposed hypothesis.
- ✓ SCHS-S1C4-01: For a specific investigation, choose an appropriate method for communicating the results.
- ✓ SCHS-S1C4-03: Communicate results clearly and logically.
- ✓ SCHS-S1C4-04: Support conclusions with logical scientific arguments.
- ✓ SCHS-S3C2-02: Recognize the importance of basing arguments on a thorough understanding of the core concepts and principles of science and technology.
- ✓ SCHS-S4C3-01: Identify the relationships among organisms within populations, communities, ecosystems, and biomes.
- ✓ SCHS-S4C3-02: Describe how organisms are influenced by a particular combination of biotic (living) and abiotic (nonliving) factors in an environment.