Scat Lab

30 or 60 minutes
K-5
Students are introduced to animal scat identification and its importance. Join our Naturalists as they bring out scat replicas to observe and touch and discuss why scat is so important. Students will complete interactive worksheets and use Fact Cards to try and ID the scat. If time, students will go on a guided walk around the Nature Center to hunt for scat. Held predominantly inside except for the guided walk.
Disclaimer: This Field Trip is held in our Science Lab and requires talking/ working within groups and moving from stations. For students with sensory triggers, this is a loud and busy environment.

Next Generation Science Standards K-5

Kindergarten

K-ESS3 Earth and Human Activity

Performance Expectations

- K-ESS3-1. Use a model to represent the relationship between the needs of different plants or animals (including humans) and the places they live.

SEP

- Asking Questions and Defining Problems
- Developing and Using Models

DCI

- ESS3.A: Natural Resources
- ETS1.A: Defining and Delimiting an Engineering Problem

CCC

- Cause and Effect
- Systems and System Models

First Grade

1-LS3 Heredity: Inheritance and Variation of Traits

Performance Expectations

- 1-LS3-1. Make observations to construct an evidence-based account that young plants and animals are like, but not exactly like, their parents.

SEP

- Constructing Explanations and Designing Solutions

DCI

- LS3.B: Variation of Traits

CCC

- Patterns

Second Grade

2-PS1 Matter and Its Interactions

Performance Expectations

- 2-PS1-1. Plan and conduct an investigation to describe and classify different kinds of materials by their observable properties.

SEP

- Planning and Carrying Out Investigations

CCC

- Patterns
- Cause and Effect

2-LS4 Biological Evolution: Unity and Diversity

Performance Expectations

- 2-LS4-1. Make observations of plants and animals to compare the diversity of life in different habitats.

SEP

- Planning and Carrying Out Investigations

DCI

- LS4.D: Biodiversity and Humans

Third Grade

3-LS1 From Molecules to Organisms: Structures and Processes

Performance Expectations

- 3-LS1-1. Develop models to describe that organisms have unique and diverse life cycles but all have in common birth, growth, reproduction, and death.

SEP

- Developing and Using Models

DCI

- LS1.B: Growth and Development of Organisms

CCC

- Patterns

3-LS3 Heredity: Inheritance and Variation of Traits

Performance Expectations

- Patterns
- 3-LS3-2. Use evidence to support the explanation that traits can be influenced by the environment.

SEP

- Analyzing and Interpreting Data
- Constructing Explanations and Designing Solutions

DCI

- LS3.A: Inheritance of Traits
- LS3.B: Variation of Traits

CCC
- Patterns
- Cause and Effect

3-LS4 Biological Evolution: Unity and Diversity

Performance Expectations
- 3-LS4-3. Construct an argument with evidence that in a particular habitat some organisms can survive well, some survive less well, and some cannot survive at all.

SEP
- Analyzing and Interpreting Data

DCI
- LS4.C: Adaptation
- LS4.D: Biodiversity and Humans

CCC
- Cause and Effect

Fourth Grade

4-LS1 From Molecules to Organisms: Structures and Processes

Performance Expectations
- 4-LS1-1. Construct an argument that plants and animals have internal and external structures that function to support survival, growth, behavior, and reproduction.

SEP
- Engaging in Argument from Evidence

DCI
- LS1.A: Structure and Function

CCC
- Systems and System Models

Fifth Grade

5-PS3 Energy

Performance Expectations
- 5-PS3-1. Use models to describe that energy in animals' food (used for body repair, growth, and motion and to maintain body warmth) was once energy from the sun.

SEP
- Developing and Using Models

DCI
- LS1.C: Organization for Matter and Energy Flow in Organisms

CCC
- Energy and Matter