Skulls and Pelts Lab

30 minutes
K-4
Students are introduced to animal skull identification while discussing carnivores, herbivores, omnivores, predators and prey. Join our Naturalists as they bring out and review characteristics of three different skulls. Students will use observation skills to complete interactive worksheets and determine what the animal is. If time, students can challenge themselves in small groups to figure out our three mystery skulls. Held predominantly inside.

60 minutes
2-4
Take our Skulls Lab a step farther by adding pelts! During the pelts portion of this lab students are introduced to animals of Bidwell Park, their pelts and how they are equipped to survive. Through interactive games, worksheets and observation students touch, identify and learn about different animals skins and their varying purposes. Held predominantly inside.

New Generation Science Standards K-4

Kindergarten

K-LS1 From Molecules to Organisms: Structures and Processes

Performance Expectations
- K-LS1-1. Use observations to describe patterns of what plants and animals (including humans) need to survive.

SEP
- Analyzing and Interpreting Data

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

CCC
- Patterns

K-ESS2 Earth's Systems

Performance Expectations
- K-ESS-2. Construct an argument supported by evidence for how plants and animals (including humans) can change the environment to meet their needs.

SEP
- Analyzing and Interpreting Data
- Engaging in Argument from Evidence

DCI
- ESS2.E: Biogeology

CCC
- Patterns
- Systems and System Models

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.A: Inheritance of Traits
- 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

DCI

- PS1.A: Structure and Properties of Matter

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
- 3-LS3-1. Analyze and interpret data to provide evidence that plants and animals have traits inherited from parents and that variation of these traits exists in a group of similar organisms.
- 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-LS4-2. Use evidence to construct an explanation for how the variations in characteristics among individuals of the same species may provide advantages in surviving, finding mates, and reproducing.
- 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
- Constructing Explanations and Designing Solutions
- Engaging in Argument from Evidence

DCI

- LS4.A: Evidence of Common Ancestry and Diversity
- LS4.B: Natural Selection
- LS4.C: Adaptation

CCC

- Cause and Effect
- Scale, Proportion, and Quantity

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