CRYPTOZOOLOGY RESEARCH GAME: STANDARDS

Next Generation Science Standards

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.

https://www.nextgenscience.org/pe/3-ls4-3-biological-evolution-unity-and-diversity

3-LS4-4.

Make a claim about the merit of a solution to a problem caused when the environment changes and the types of plants and animals that live there may change.

https://www.nextgenscience.org/pe/3-ls4-4-biological-evolution-unity-and-diversity

MS-LS4-4.   Construct an explanation based on evidence that describes how genetic variations of traits in a population increase some individuals' probability of surviving and reproducing in a specific environment.

https://www.nextgenscience.org/pe/ms-ls4-4-biological-evolution-unity-and-diversity

AASL Standards

Learners display curiosity and initiative by:

1.   Formulating questions about a personal interest or a curricular topic.
2.   Recalling prior and background knowledge as context for new meaning.

Learners engage with new knowledge by following a process that includes:

1.   Using evidence to investigate questions.
2.   Devising and implementing a plan to fill knowledge gaps.
3.   Generating products that illustrate learning.

Learners adapt, communicate, and exchange learning products with others in a cycle that includes:

1.   Interacting with content presented by others.
2.   Providing constructive feedback.
3.   Acting on feedback to improve.
4.   Sharing products with an authentic audience.

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Learners participate in an ongoing inquiry-based process by:

1.   Continually seeking knowledge.

2.   Engaging in sustained inquiry.

3.   Enacting new understanding through real-world connections.

4.   Using reflection to guide informed decisions.

ISTE Standards

1. ISTE for Students: Empowered Learner

1a. Students articulate and set personal learning goals, develop strategies leveraging technology to achieve them and reflect on the learning process itself to improve learning outcomes.

1c. Students use technology to seek feedback that informs and improves their practice and to

demonstrate their learning in a variety of ways.

3. ISTE for Students: Knowledge Constructor

3a. Students plan and employ effective research strategies to locate information and other

resources for their intellectual or create pursuits.

3b. Students evaluate the accuracy, perspective, credibility and relevance of information, media,

data or other resources.

3c. Students curate information from digital resources using a variety of tools and methods to

create collections of artifacts that demonstrate meaningful connections or conclusions.

3d. Students build knowledge by actively exploring real-world issues and problems, developing

ideas and theories and pursuing answers and solutions.

4. ISTE for Students: Innovative Designer

4a. Students select and use digital tools to plan and manage a design process that considers

design constraints and calculated risks.

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Common Core State Standards for English/Language Arts

(These are 3rd grade standards for reference, but the same skills are listed in 4th and 5th grades.)

CCSS.ELA-LITERACY.W.3.1

Write opinion pieces on topics or texts, supporting a point of view with reasons.

CCSS.ELA-LITERACY.W.3.1.A

Introduce the topic or text they are writing about, state an opinion, and create an organizational structure that lists reasons.

CCSS.ELA-LITERACY.W.3.1.B

Provide reasons that support the opinion.

CCSS.ELA-LITERACY.W.3.1.C

Use linking words and phrases (e.g., because, therefore, since, for example) to connect opinion and reasons.

CCSS.ELA-LITERACY.W.3.1.D

Provide a concluding statement or section.

CCSS.ELA-LITERACY.W.3.2

Write informative/explanatory texts to examine a topic and convey ideas and information clearly.

CCSS.ELA-LITERACY.W.3.2.A

Introduce a topic and group related information together; include illustrations when useful to aiding comprehension.

CCSS.ELA-LITERACY.W.3.2.B

Develop the topic with facts, definitions, and details.

CCSS.ELA-LITERACY.W.3.2.C

Use linking words and phrases (e.g., also, another, and, more, but) to connect ideas within categories of information.

CCSS.ELA-LITERACY.W.3.2.D

Provide a concluding statement or section.

Research to Build and Present Knowledge:

CCSS.ELA-LITERACY.W.3.7

Conduct short research projects that build knowledge about a topic.

CCSS.ELA-LITERACY.W.3.8

Recall information from experiences or gather information from print and digital sources; take brief notes on sources and sort evidence into provided categories.