Whether your class comes to the zoo or the zoo comes to you, our programs are sure to inspire student learning and add “life” to your curriculum! Zoo programs support Minnesota and Wisconsin State Science Standards (listed below) and include live animals and interactive activities. Costs listed below are in addition to zoo admission. There is no additional program fee for adults attending programs with a student group. Programs with the * symbol are also available as Zoomobile programs in your classroom (program length and fee will be different).

<table>
<thead>
<tr>
<th>Program Title</th>
<th>Description</th>
<th>Length</th>
<th>Fee</th>
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<tbody>
<tr>
<td><strong>Creature Categories</strong></td>
<td>Furry or scaly, feathered or slimy—we can see and feel many similarities and differences between animals. Discover how scientists sort animals into groups based on how they look and behave.</td>
<td>30-45 min.</td>
<td>Add $2.00 per student ($35 min.)</td>
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**Minnesota**
0.4.1.1.1. Observe and compare plants and animals.
0.4.1.1.2. Identify the external parts of a variety of plants and animals including humans.
0.4.1.1.3. Differentiate between living and nonliving things.
1.1.3.1.1. Observe that many living and nonliving things are made of parts and that if a part is missing or broken, they may not function properly.
1.4.1.1.1. Describe and sort animals into groups in many ways, according to their physical characteristics and behaviors.
2.1.1.2.1. Raise questions about the natural world and seek answers by making careful observations, noting what happens when you interact with an object, and sharing the answers with others.
3.4.1.1.1. Compare how the different structures of plants and animals serve various functions of growth, survival, and reproduction.
3.4.1.1.2. Identify common groups of plants and animals using observable physical characteristics, structures and behaviors.

**Wisconsin**
B.4.6 Cite examples of how different organisms adapt to their habitat (EE)
C.4.1 Use the vocabulary of the unifying themes to ask questions about objects, organisms, and events being studied (S)
C.4.2 Use the science content being learned to ask questions, plan investigations, make observations, make predictions, and offer explanations (S)
F.4.1 Discover how each organism meets its basic needs for water, nutrients, protection, and energy in order to survive (S)
F.4.2. Investigate how organisms, especially plants, respond to both internal cues and external cues (S)
F.4.4 Using the science themes, develop explanations for the connections among living and nonliving things in various environments (S)

| **Birds**  | Close encounters with birds provide a memorable experience to learn about bird adaptations and ecological concepts. | 30-45 min. | Add $2.00 per student ($35 min.) |

**Minnesota**
0.4.1.1.1. Observe and compare plants and animals.
0.4.1.1.2. Identify the external parts of a variety of plants and animals including humans.
1.4.1.1.1 Describe and sort animals into groups in many ways, according to their physical characteristics and behaviors
2.1.1.2.1. Raise questions about the natural world and seek answers by making careful observations, noting what happens when you interact with an object, and sharing the answers with others.
3.4.1.1.1. Compare how the different structures of plants and animals serve various functions of growth, survival, and reproduction.
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**Wisconsin**
B.4.6 Cite examples of how different organisms adapt to their habitat (EE)
C.4.1 Use the vocabulary of the unifying themes to ask questions about objects, organisms, and events being studied (S)
F.4.1 Discover how each organism meets its basic needs for water, nutrients, protection, and energy in order to survive (S)
### Program Title | Description | Length | Fee
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**Endangered Species**<sup> Minnesota</sup> | Students will meet endangered animals and their relatives and learn how they can help save animals in the wild. | 30-45 min. | Add $2.00 per student ($35 min.)

#### Minnesota
4.1.2.1.1. Describe the positive and negative impacts that the designed world has on the natural world as more and more engineered products and services are created and used.
4.3.4.1.1. Describe how the methods people utilize to obtain and use water in their homes and communities can affect water supply and quality.
5.3.4.1.3. Compare the impact of individual decisions on natural systems.
5.4.4.1.1. Give examples of beneficial and harmful human interaction with natural systems.

**Wisconsin**
C.4.1 Identify environmental problems and issues (EE)
C.4.4 Identify some of the decisions and actions related to the issue (EE)
E.4.1 Identify and describe examples of their environmental civic responsibilities and the actions they take to meet them (EE)
E.4.2 Understand how their personal actions impact their civic responsibilities toward the environment (EE)
C.4.1 Use the vocabulary of the unifying themes to ask questions about objects, organisms, and events being studied (S)
C.4.2 Use the science content being learned to ask questions, plan investigations, make observations, make predictions, and offer explanations (S)
F.8.9 Explain how some of the changes on the earth are contributing to changes in the balance of life and affecting the survival or population growth of certain species

**Rainforest Rescue**<sup> Minnesota</sup> | Students will learn about the diversity of the rainforest and the impact people have on the animals that call it home. | 30-45 min. | Add $2.00 per student ($35 min.)

#### Minnesota
3.4.1.1.1. Compare how different structures of plants and animals serve various functions of growth, survival and reproduction.
3.4.1.1.2. Identify common groups of plants and animals using observable physical characteristics, structures and behaviors.
4.1.2.1.1. Describe the positive and negative impacts that the designed world has on the natural world as more and more engineered products and services are created and used.
4.3.4.1.1. Describe how the methods people utilize to obtain and use water in their homes and communities can affect water supply and quality.
5.3.4.1.3. Compare the impact of individual decisions on natural systems.
5.4.4.1.1. Give examples of beneficial and harmful human interaction with natural systems.

**Wisconsin**
B.4.4 List the components of an ecosystem, including the qualities of a healthy habitat (EE)
C.4.1 Identify environmental problems and issues (EE)
C.4.4 Identify some of the decisions and actions related to the issue (EE)
E.4.1 Identify and describe examples of their environmental civic responsibilities and the actions they take to meet them (EE)
E.4.2 Understand how their personal actions impact their civic responsibilities toward the environment (EE)
C.4.1 Use the vocabulary of the unifying themes to ask questions about objects, organisms, and events being studied (S)
C.4.2 Use the science content being learned to ask questions, plan investigations, make observations, make predictions, and offer explanations (S)
F.8.9 Explain how some of the changes on the earth are contributing to changes in the balance of life and affecting the survival or population growth of certain species

**Animal Care**<sup> Minnesota</sup> | Students will learn how zookeepers care for the animals and what it takes to keep them healthy. Activities include peeking behind the scenes, preparing diets, and meeting animals up close! | 90 minutes | Add $4.00 per student ($60 min.)

#### Minnesota
0.4.1.1.3. Differentiate between living and nonliving things
1.4.2.1.1. Recognize that animals need space, water, food, shelter and air.
1.4.2.1.2. Describe ways in which an animal’s habitat provides for its basic needs.

**Wisconsin**
F.4.1 Discover how each organism meets its basic needs for water, nutrients, protection, and energy in order to survive (S)
F.4.2. Investigate how organisms, especially plants, respond to both internal cues and external cues (S)