# Endangered Species Project

**DUE WEDNESDAY, NOVEMBER 30, 2016**

**Objective**: To become informed about the Endangered Species Act and the animals/plants which are protected by ESA.

**Directions:**

1. You will randomly select an endangered species to research. Once all students are given a card, they will be allowed to trade in for a new species or swap with a classmate.
2. You will research your endangered species at home. Below are a couple of websites to get you started:
	1. http://www.worldwildlife.org/
	2. <http://www.fws.gov/endangered/>
	3. <http://animal.discovery.com/guides/endangered/endangered.html>
3. **You will construct ONE of following as your final product to be turned in:**
	1. 2 page typed research paper (double spaced, 12 point times new roman font, 1” margins)
	2. A poster at least 11” x 17” in size
	3. Brochure/pamphlet
	4. Booklet
4. **Your project must include the following information:**
	1. Species’ common name
	2. Taxonomy (Kingdom, phylum, class, order, family, genus and species)
	3. Species description (size, color, appearance, what it eats, etc.)
	4. Population (current and past population sizes)
	5. The level of its endangerment
	6. The location of its natural habitat (where its found in the world and where it used to be found – include maps if possible)
	7. The causes of its decline in population (How and why were populations reduced? How is HIPPO affecting your species? – review notes for what HIPPO stands for)
	8. Past and ongoing conservation efforts currently underway to help the species survive (who’s involved, what are they doing, and where is it taking place, what challenges are they facing?)
	9. Photos or drawings of the species
5. **Additional Information**
	1. Neatness matters and creativity counts! Points will be taken off if project is done in pencil.
	2. 5 points per day the project is late. Projects not turned in on time will be counted as zero until they are turned in. **THIS PROJECT COUNTS AS A TEST GRADE.**

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|   | **Exceptional (95- 100%)** | **Admirable (85 – 94%)** | **Acceptable (75 – 84%)** | **Amateur (under 75%)** |
|    **Organization** |  Extremely well organized; logical format that was easy to follow; flowed smoothly from one idea to another and cleverly conveyed; the organization enhanced the effectiveness of the project  |  Presented in a thoughtful manner; there were signs of organization and most transitions were easy to follow, but at times ideas were unclear |  Somewhat organized; ideas were not presented coherently and transitions were not always smooth, which at times distracted the audience |  Choppy and confusing; format was difficult to follow transitions of ideas were abrupt and seriously distracted the audience |
| **Content Accuracy** |  Completely accurate; all facts were precise and explicit  |  Mostly accurate; a few inconsistencies or errors in information |  Somewhat accurate; more than a few inconsistencies or errors in information |  Completely inaccurate; the facts in this project were misleading to the audience |
|     **Research** |  Went above and beyond to research information; solicited material in addition to what was provided; brought in personal ideas and information to enhance project; and utilized variety of resources to make project effective  |  Did a very good job of researching; utilized materials provided to their full potential; solicited adequate resources to enhance project; at time took the initiative to find information outside of school.   |  Used the material provided in an acceptable manner, but did not consult any additional resources |  Did not utilize resources effectively; did little or no fact gathering on the topic |
|   **Creativity** |  Was extremely clever and presented with originality; a unique approach that truly enhanced the project  |  Was clever at times; thoughtfully and uniquely presented |  Added a few original touches to enhance the project but did not incorporate them throughout  |  Little creative energy used during this project; was bland, predictable, and lacked appeal |