

COLLEGE OF EDUCATION

TEACHER CANDIDATE NAME Kyauna Turner

STUDENT NUMBER 20570654

PROGRAM: Master of Education in Secondary Education

COURSE: SEC-590

START DATE: 9/5/2019

END DATE: 12/18/2019

COOPERATING SCHOOL NAME: Columbia High School

SCHOOL STATE: Washington

COOPERATING TEACHER/MENTOR NAME: William Wadlington

GCU FACULTY SUPERVISOR NAME: Vicki Cook

FOR COURSE INSTRUCTORS ONLY:

EVALUATION 3 TOTAL  
POINTS

139.7 points

93.13 %

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<b>Standard 1: Student Development</b>	<b>Score</b>	<b>No Evidence</b>
<b>1.1</b> Teacher candidates create developmentally appropriate instruction that takes into account individual students' strengths, interests, and needs and enables each student to advance and accelerate his or her learning.	93	<input type="checkbox"/>
<b>1.2</b> Teacher candidates collaborate with families, communities, colleagues, and other professionals to promote student growth and development.	98	<input type="checkbox"/>
<b>Evidence</b> <i>(The GCU Faculty Supervisor should detail the evidence or lack of evidence from the Teacher Candidate in meeting this standard. For lack of evidence, please provide suggestions for improvement and the actionable steps for growth. )</i>		

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<b>Standard 2: Learning Differences</b>	<b>Score</b>	<b>No Evidence</b>
<b>2.1</b> Teacher candidates design, adapt, and deliver instruction to address each student's diverse learning strengths and needs and create opportunities for students to demonstrate their learning in different ways.	90	<input type="text"/>
<b>2.2</b> Teacher candidates incorporate language development tools into planning and instruction, including strategies for making content accessible to English language students and for evaluating and supporting their development of English proficiency.	94	<input type="text"/>
<b>2.3</b> Teacher candidates access resources, supports, specialized assistance and services to meet particular learning differences or needs.	92	<input type="text"/>
<b>Evidence</b> <i>(The GCU Faculty Supervisor should detail the evidence or lack of evidence from the Teacher Candidate in meeting this standard. For lack of evidence, please provide suggestions for improvement and the actionable steps for growth. )</i>		

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<b>Standard 3: Learning Environments</b>	<b>Score</b>	<b>No Evidence</b>
<b>3.1</b> Teacher candidates manage the learning environment to actively and equitably engage students by organizing, allocating, and coordinating the resources of time, space, and students' attention.	94	<input type="checkbox"/>
<b>3.2</b> Teacher candidates communicate verbally and nonverbally in ways that demonstrate respect for and responsiveness to the cultural backgrounds and differing perspectives students bring to the learning environment.	95	<input type="checkbox"/>
<b>Evidence</b> <i>(The GCU Faculty Supervisor should detail the evidence or lack of evidence from the Teacher Candidate in meeting this standard. For lack of evidence, please provide suggestions for improvement and the actionable steps for growth. )</i>		

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<b>Standard 4: Content Knowledge</b>	<b>Score</b>	<b>No Evidence</b>
<b>4.1</b> Teacher candidates stimulate student reflection on prior content knowledge, link new concepts to familiar concepts, and make connections to students' experiences.	94	<input type="checkbox"/>
<b>4.2</b> Teacher candidates use supplementary resources and technologies effectively to ensure accessibility and relevance for all students.	90	<input type="checkbox"/>
<b>4.3</b> Teacher candidates create opportunities for students to learn, practice, and master academic language in their content area.	93	<input type="checkbox"/>
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<b>Standard 5: Application of Content</b>	<b>Score</b>	<b>No Evidence</b>
<b>5.1</b> Teacher candidates engage students in applying content knowledge to real-world problems through the lens of interdisciplinary themes (e.g., financial literacy, environmental literacy).	94	<input type="text"/>
<b>5.2</b> Teacher candidates facilitate students' ability to develop diverse social and cultural perspectives that expand their understanding of local and global issues and create novel approaches to solving problems.	90	<input type="text"/>
<b>Evidence</b> <i>(The GCU Faculty Supervisor should detail the evidence or lack of evidence from the Teacher Candidate in meeting this standard. For lack of evidence, please provide suggestions for improvement and the actionable steps for growth. )</i>		

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<b>Standard 6: Assessment</b>	<b>Score</b>	<b>No Evidence</b>
<b>6.1</b> Teacher candidates design assessments that match learning objectives with assessment methods and minimize sources of bias that can distort assessment results.	90	<input type="checkbox"/>
<b>6.2</b> Teacher candidates work independently and collaboratively to examine test and other performance data to understand each student's progress and to guide planning.		<input checked="" type="checkbox"/>
<b>6.3</b> Teacher candidates prepare all students for the demands of particular assessment formats and make appropriate modifications in assessments or testing conditions especially for students with disabilities and language learning needs.	92	<input type="checkbox"/>
<b>Evidence</b> <i>(The GCU Faculty Supervisor should detail the evidence or lack of evidence from the Teacher Candidate in meeting this standard. For lack of evidence, please provide suggestions for improvement and the actionable steps for growth. )</i>		

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<b>Standard 7: Planning for Instruction</b>	<b>Score</b>	<b>No Evidence</b>
<b>7.1</b> Teacher candidates plan how to achieve each student's learning goals, choosing appropriate strategies and accommodations, resources, and materials to differentiate instruction for individuals and groups of students.	94	<input type="checkbox"/>
<b>7.2</b> Teacher candidates develop appropriate sequencing of learning experiences and provide multiple ways to demonstrate knowledge and skill.	92	<input type="checkbox"/>
<b>7.3</b> Teacher candidates plan for instruction based on formative and summative assessment data, prior student knowledge, and student interest.	93	<input type="checkbox"/>
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<b>Standard 8: Instructional Strategies</b>	<b>Score</b>	<b>No Evidence</b>
<b>8.1</b> Teacher candidates vary their role in the instructional process (e.g., instructor, facilitator, coach, audience) in relation to the content, purpose of instruction, and student needs	92	<input type="checkbox"/>
<b>8.2</b> Teacher candidates engage students in using a range of learning skills and technology tools to access, interpret, evaluate, and apply information.	93	<input type="checkbox"/>
<b>8.3</b> Teacher candidates ask questions to stimulate discussion that serve different purposes (e.g., probing for student understanding, helping students articulate their ideas and thinking processes, stimulating curiosity, and helping students to question).	94	<input type="checkbox"/>
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<b>Standard 9: Professional Learning and Ethical Practice</b>	<b>Score</b>	<b>No Evidence</b>
<b>9.1</b> Independently and in collaboration with colleagues, teacher candidates use a variety of data (e.g., systematic observation, information about students, and research) to evaluate the outcomes of teaching and learning and to adapt planning and practice.	94	<input type="checkbox"/>
<b>9.2</b> Teacher candidates actively seek professional, community, and technological resources, within and outside the school, as supports for analysis, reflection, and problem solving.	98	<input type="checkbox"/>
<b>Evidence</b> <i>(The GCU Faculty Supervisor should detail the evidence or lack of evidence from the Teacher Candidate in meeting this standard. For lack of evidence, please provide suggestions for improvement and the actionable steps for growth. )</i>		



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<b>Standard 10: Leadership and Collaboration</b>	<b>Score</b>	<b>No Evidence</b>
<b>10.1</b> Teacher candidates use technological tools and a variety of communication strategies to build local and global learning communities that engage students, families, and colleagues.		
<b>10.2</b> Teacher candidates advocate to meet the needs of students, to strengthen the learning environment, and to enact system change.	93	
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**INSTRUCTIONS**

Please review the "Total Scored Percentage" for accuracy and add any attachments before completing the "Agreement and Signature" section.

**Total Scored Percentage:**

**93.13 %**

**ATTACHMENTS**

**Attachment 1:  
(Optional)**



**Attachment 2:  
(Optional)**

**AGREEMENT AND SIGNATURE**

This evaluation reflects the results of a collaborative conference including feedback from the Cooperating / Mentor Teacher. The GCU Faculty Supervisor and Cooperating /Mentor Teacher should collaboratively review the performance in each category prior to the evaluation meeting.

I attest this submission is accurate, true, and in compliance with GCU policy guidelines, to the best of my ability to do so.

**GCU Faculty Supervisor E-Signature**

*Dr. Vicki L. Cook*  
Dr. Vicki L. Cook (Nov 15, 2019)

**Date**

**Nov 15, 2019**



**GCU College of Education**  
**LESSON PLAN TEMPLATE**

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**Section 1: Lesson Preparation**

<b>Teacher Candidate Name:</b>	Kyauna Turner
<b>Grade Level:</b>	7 <sup>th</sup> Grade
<b>Date:</b>	November 10, 2019
<b>Unit/Subject:</b>	Life Sciences: Ecosystems and human impact
<b>Instructional Plan Title:</b>	Endangered Species Recovery Project
<b>Lesson Summary and Focus:</b>	<i>The focus of this lesson is to introduce the endangered species recovery project. Using project-based learning will help promote deeper learning about human impact on earth and biodiversity as well as provide opportunities for students to develop research and persuasion skills. Students will be introduced to project specific vocabulary terms and to their project which will require them to research an endangered species, develop a recovery plan, and present the recovery plan to persuade their classmates, who will act as congress, to save their species from going extinct.</i>
<b>Classroom and Student Factors/Grouping:</b>	The 7th grade class has 9 total students. The class is predominantly white with two Native American students. No IEP's, ELLs, or gifted students and one behavioral concern. All but one student is low socioeconomic level. I have been informed that several students have high ACE scores and trauma backgrounds (Dr. Waddlington, 2019). These factors affect planning, teaching, and guide the accommodations and differentiation of how the material is presented as well as how students will display understanding. As a result of these classroom factors, students in this class commonly can't get basic school supplies, do not have computers or internet at home, lack parent/family involvement, and often need extra social and emotional support. I take all of these things into consideration when facilitating learning for all students.



<p><b>National/State Learning Standards:</b></p>	<p><b>The following are the guiding standards for the full 10-day project.</b></p> <p><b>NGSS</b> MS-LS2-2. Construct an explanation that predicts patterns of interactions among organisms across multiple ecosystems. MS-LS2-4. Construct an argument supported by empirical evidence that changes to physical or biological components of an ecosystem affect populations. MS-LS2-5. Evaluate competing design solutions for maintaining biodiversity and ecosystem services.</p> <p><b>CCSS ELA/Science Literacy</b> RST.6-8.1 Cite specific textual evidence to support analysis of science and technical texts. RST.6-8.8 Distinguish among facts, reasoned judgment based on research findings, and speculation in a text. RI.8.8 Trace and evaluate the argument and specific claims in a text, assessing whether the reasoning is sound, and the evidence is relevant and sufficient to support the claims. WHST.6-8.1 Write arguments to support claims with clear reasons and relevant evidence. WHST.6-8.2 Write informative/explanatory texts to examine a topic and convey ideas, concepts, and information through the selection, organization, and analysis of relevant content. WHST.6-8.9 Draw evidence from informational texts to support analysis, reflection, and research. SL.8.1 Engage effectively in a range of collaborative discussions (one-on-one, in groups, and teacher-led) with diverse partners on grade level topics, texts, and issues, building on others' ideas and expressing their own clearly. SL.8.4 Present claims and findings, emphasizing salient points in a focused, coherent manner with relevant evidence, sound valid reasoning, and well-chosen details; use appropriate eye contact, adequate volume, and clear pronunciation. SL.8.5 Integrate multimedia and visual displays into presentations to clarify information, strengthen claims and evidence, and add interest.</p> <p><b>Science and Engineering Practices and Crosscutting Concepts:</b> SP2: Developing and using models - as they gather information and make decisions while creating an infographic. SP4: Analyze and interpret data - as they research the different topics and analyze the information to come to a consensus. SP6: Construct explanations and designing solutions - as they explain their ideas and support them using multiple lines of evidence. SP7: Engage in argument from evidence - as they formulate evidence based on data and collaborate with each other in searching for the best explanation. SP8: Obtain, evaluate and communicate information - as they present their work, communicating their research and engage in discussions with peers defending their arguments.</p>
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**GCU College of Education**  
**LESSON PLAN TEMPLATE**

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	<p>Serrato, M. G. (2019). Endangered species-a multiday project [website]. Retrieved from <a href="https://betterlesson.com/lesson/639346/endangered-species-a-multiday-project?from=cc_lesson">https://betterlesson.com/lesson/639346/endangered-species-a-multiday-project?from=cc_lesson</a></p> <p>Next Generation Science Standards. (2013). Middle school life science [PDF]. Retrieved from <a href="https://www.nextgenscience.org/sites/default/files/MS%20LS%20DCI%20combinedf.pdf">https://www.nextgenscience.org/sites/default/files/MS%20LS%20DCI%20combinedf.pdf</a></p>
<b>Specific Learning Target(s)/Objectives:</b>	<p>Learning objectives listed are for the introductory lesson/ day one of the 10-day project.</p> <ul style="list-style-type: none"><li>• Students will be able to highlight the project expectations using a graphic organizer.</li><li>• Students will be able discuss and agree upon an endangered species to focus their project on.</li><li>• Students will be able to discuss and agree upon the role each member of the team will have.</li></ul>
<b>Academic Language</b>	<p>The following vocabulary terms will be introduced during the introduction lesson/day one of the project:</p> <ul style="list-style-type: none"><li>• Zoologist</li><li>• Ecologist</li><li>• Conservationist</li></ul> <p>The following vocabulary terms will be taught on day two of the project. Not as part of the introduction lesson.</p> <ul style="list-style-type: none"><li>• Endangered Species</li><li>• Persuasion</li><li>• Biodiversity</li></ul> <p>For this project-based unit I will utilize the three-step process for explicit vocabulary instruction in addition to using a Freya Model for the term endangered species.</p> <p>Step 1: Say the word. Have students repeat the word. Step 2: Tell the students what the word means. Step 3: Tell students how the word is related to their project.</p> <p>Freya Model - I will use the term persuasion to model the use of the Freya Model and then have students complete a Freya Model in their groups for the term Endangered Species</p>



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	<p>Texas Education Agency. (2012). Lesson planning guide [PDF]. Retrieved from <a href="https://www.texasldcenter.org/files/lesson-plans/LessonPlanningGuide.pdf">https://www.texasldcenter.org/files/lesson-plans/LessonPlanningGuide.pdf</a></p>
<p><b>Resources, Materials, Equipment, and Technology:</b></p>	<p><b>Resources, materials, equipment, and technology for introductory lesson/day one of project:</b></p> <ol style="list-style-type: none"> <li>1. <b>Computer</b></li> <li>2. <b>Projector</b></li> <li>3. <b>Student Chromebooks</b></li> <li>4. <b>Student project expectation list – teacher copy printed out</b></li> <li>5. <b>Student project expectations graphic organizer/chart -print out</b></li> <li>6. <b>Science notebooks – previous lesson summary</b></li> <li>7. <b>Blank project timeline chart- print out</b></li> <li>8. <b>Letter home informing families of the project</b></li> <li>9. <b>Vocabulary definition sheets teacher edition and student edition - print out</b></li> <li>10. <b>Exit slips- print out</b></li> <li>11. <b>Project Website: <a href="https://mariana68.wixsite.com/biodiversityproject">https://mariana68.wixsite.com/biodiversityproject</a></b></li> </ol>

**Section 2: Instructional Planning**

<p style="text-align: center;"><b>Anticipatory Set</b></p> <ul style="list-style-type: none"> <li>• I will ask students to summarize what they have learned in our previous ecology lessons in their science notebooks as an entry task. I will then have students pair share what they wrote and report out before explaining that they get to put their knowledge and skills to the test as they act as scientists who conduct research and create a recovery plan for a species that is in danger of going extinct.</li> <li>• I will use an introductory video and simile from the project website to create a sense of urgency and importance in their task.</li> </ul>	<p style="text-align: center;"><b>Time Needed</b></p> <p style="text-align: center;"><b>10 minutes</b></p>
<p style="text-align: center;"><b>Multiple Means of Representation</b></p> <p>For the introduction lesson of the Endangered Species Recovery Project I will use the following means of representation:</p> <ul style="list-style-type: none"> <li>• I will use a video to spark student interest and create a sense of urgency.</li> <li>• I will use a science notebook entry task that requires students to summarize previously taught material and to help students make connections to the project.</li> <li>• I will use a <b>graphic organizer</b> to help students organize project expectations and monitor performance based on project expectations.</li> </ul>	<p style="text-align: center;"><b>Time Needed</b></p> <p style="text-align: center;"><b>20 min</b></p>





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- I will use a **graphic organizer/ project timeline chart** to help students keep track of project deadlines.
- I will model how to complete the project timeline chart before allowing students to complete the first section.
- I will use a project website to introduce the project, guide students through the project rubric, and introduce the specific jobs students will have.
- I will use **visual aids** to help students complete their project expectation charts and model how they will monitor their performance based on expectations.
- I will use **visual aids** to help model completing the project timelines.
- I will use **visual aids and graphic organizers** to introduce and define vocabulary
  
- English language learners (ELL):
  - Provide clear learning objectives and language objectives
  - Use visuals
  - Honor silent period
  - Scaffold with cognates when appropriate
  - Pre-teach vocabulary
  - Provide additional wait time for responses
  - Use of graphic organizers
  
- Students with special needs:
  - Use visual aids
  - Provide clear learning objectives
  - Partnering with peer advocate
  - Orally restating directions/ reading material out loud
  - Bulleted or short written responses
  - Use of graphic organizers
  
- Students with gifted abilities:
  - Grouping – allowing gifted students to work together
  - Provide clear learning objectives
  - Provide the opportunity for students to pre-view the full project website
  - Challenge students to devise a way and develop a plan for their team to share research on a daily basis
  
- Early finishers (those students who finish early and may need additional resources/support):
  - Have students pre-view the full project website
  - Challenge students to devise a way and develop a plan for their team to share research on a daily basis



<p style="text-align: center;"><b>Multiple Means of Engagement</b></p> <p><i>Your goal for this section is to outline how you will engage students in interacting with the content and academic language. How will students explore, practice, and apply the content? For example, you may engage students through collaborative group work, Kagan cooperative learning structures, hands-on activities, structured discussions, reading and writing activities, experiments, problem solving, etc.</i></p> <p><i>In a bulleted list, describe the activities you will engage students in to allow them to explore, practice, and apply the content and academic language. <b>Bold</b> any activities you will use in the lesson. Also, include formative questioning strategies and higher order thinking questions you might pose.</i></p> <p><i>For example:</i></p> <ul style="list-style-type: none"><li>• <i>I will use a <b>matching card activity</b> where students will need to find a partner with a card that has an answer that matches their number sentence.</i></li><li>• <i>I will model one example of solving a number sentence on the white board before having students search for the matching card.</i></li><li>• <i>I will then have the partner who has the number sentence explain to their partner how they got the answer.</i></li> <li>• <i>I will use a video to spark student interest and create a sense of urgency.</i></li><li>• <i>I will use <b>pair-share-report</b> to give students an opportunity to use content language and interact with content.</i></li><li>• <i>I will motivate students by giving them special roles and responsibilities.</i></li><li>• <i>I will use project-based learning that provides students opportunities to provide input and have a voice</i></li><li>• <i>I will use a project website and technology interphases in relation to student interests.</i></li><li>• <i>I will use collaborative group work to engage students in real-life science discussions and decision making that will require interaction with content and provide opportunities to practice academic language.</i></li><li>• <i>I will use problem solving to guide student learning through the project.</i></li><li>• <i>I will use an <b>exit slip activity</b> to formatively assess and engage students.</i></li><li>• <i>I will use questioning to evaluate student understanding of directions and to promote deeper thinking.</i><ul style="list-style-type: none"><li>○ <i>Possible Questions:</i><ol style="list-style-type: none"><li>i. <i>Hearing the definition of zoologist, what areas do you think a zoologist would focus their research in order to help create a recovery plan for an endangered species?</i></li></ol></li></ul></li></ul>	<b>Time Needed</b>



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- ii. What does the simile about endangered species being like fire alarms mean and why is it appropriate?
- iii. What is one expectation for this project?
- iv. What will you use to help you manage your time while working on this project?

*Explain how you will differentiate activities for each of the following groups:*

- English language learners (ELL):
  - Provide clear learning objectives and language objectives
  - Use visuals
  - Honor silent period
  - Scaffold with cognates when appropriate
  - Provide additional wait time for responses, research, and writing.
  - Collaborative learning opportunities
  - Use native language materials for online research
  - Use graphic organizers
- Students with special needs:
  - Use visual aids – pictures/ non-linguistic representation addition to vocabulary
  - Partnering with peer advocate
  - Collaborative learning opportunities
  - Level specific research question and specific research material (guided research)
  - Provide additional time for research and writing or decrease amount required
  - Use graphic organizers
- Students with gifted abilities:
  - Grouping/collaborative learning – allowing gifted students to work together
  - Have student use diverse range of sources for research or go to the library for additional resources
  - Have student be the group leader
  - Choice to serve special role to report team research findings to the ‘senior researcher’ (teacher) each day
- Early finishers (those students who finish early and may need additional resources/support):
  - Choice to serve special role to report team research findings to the ‘senior researcher’ (teacher) each day
  - Science notebook entry: learning reflection



<b>Multiple Means of Expression</b>	<b>Time Needed</b>
<p>At the end of the introductory lesson students will formatively be assessed with an <u>exit slip</u> that requires students to 1) state one project expectation, 2) identify their project role, 3) state the endangered species their project will focus on and why they chose that species, and 4) answer the question, what will you use to help you manage your time for this project? Students will also need to turn in their <b>project timeline chart</b> at the end of each project day which will be formatively evaluated based on directions being followed and completeness/participation.</p> <p>For the entire project students will be evaluated using the following summative assessments:</p> <p>Each group will create a typed persuasive recovery plan <b>essay</b>, a recovery plan <b>infographic</b>, and present their recovery plan in a <b>4-5-minute presentation</b> that uses a <b>webpage or newscast</b> to display their information. Each group can decide on which team member is responsible for each of the three parts or choose to contribute equally to all parts.</p> <p>The Recovery Plan Essay will be graded using a standard content writing rubric.</p> <p>The following is a link to the rubric used to grade the persuasive plan presentation and infographic: <a href="https://docs.google.com/document/d/1mwl1LIXVyyKrTc096GJyoV-3HpAU5NAmuVB2jTDI96M/edit">https://docs.google.com/document/d/1mwl1LIXVyyKrTc096GJyoV-3HpAU5NAmuVB2jTDI96M/edit</a></p> <p><i>Explain how you will differentiate assessments for each of the following groups:</i></p> <ul style="list-style-type: none"><li>• English language learners (ELL):<ul style="list-style-type: none"><li>○ Provide clear directions</li><li>○ Shorten written expectations and make grading accommodations for written content depending on proficiency level</li><li>○ Read aloud the exit slip questions</li><li>○ Provide clear feedback on mechanical and spelling used on exit slip</li><li>○ Provide additional time for writing</li><li>○ Allow student to answer exit slip questions verbally as I write their answers down.</li></ul></li> <li>• Students with special needs:<ul style="list-style-type: none"><li>○ Provide clear directions</li><li>○ Shorten written expectations and make grading accommodations for written content depending on proficiency level.</li><li>○ Read aloud the exit slip questions</li><li>○ Provide clear feedback on mechanical and spelling used on exit slip</li><li>○ Provide additional time for writing</li><li>○ Allow student to answer exit slip questions verbally as I write their answers down.</li><li>○ Shorten written expectations and make grading accommodations for written content</li></ul></li> <li>• Students with gifted abilities:</li></ul>	<b>5 minutes</b>



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<ul style="list-style-type: none"><li>○ Prepare a more challenging exit slip that requires them to create a day by day plan to complete their project or to make a prediction about what situations they think would contribute to a species becoming endangered or going extinct.</li><li>○ Challenge student to describe in detail the areas they might focus their research on according to their special project job.</li><li>● Early finishers (those students who finish early and may need additional resources/support):<ul style="list-style-type: none"><li>○ Have student state their team members names and roles and describe each person's special job</li><li>○ Have student create a personal goal for the project on the back of their exit slip or list the ways in which they plan to contribute as a team member to the overall project.</li></ul></li></ul>	
<p style="text-align: center;"><b>Extension Activity and/or Homework</b></p> <p><i>Identify and describe any extension activities or homework tasks as appropriate. Explain how the extension activity or homework assignment supports the learning targets/objectives. As required by your instructor, attach any copies of homework at the end of this template.</i></p>	<p style="text-align: center;"><b>Time Needed</b></p>

Printed out resources:

<h2>Exit Slip 11-12-19</h2> <p>1) State one project expectation.</p> <p>2) Identify your project role.</p> <p>3) State the endangered species your project will focus on and why your group chose that species.</p>
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4) What will you use to help manage your time for this project?

## Endangered Species Recovery Project Expectations

- Decide on an endangered species to focus on (**SP2**). *There is an extra bonus for choosing an unconventional species.*
- Discuss and agree upon the role you will each take. Each student takes a specific role (Ecologist, Zoologist or Conservationist), and works specifically on gathering the information relevant to his/her role. *"I am responsible for keeping notes and having URL's handy throughout the research. I know that the success of my team depends on my ability to handle my role responsibly. My information will be needed in the final product, and I will not have time to "go searching" for missing pieces."*
- Meet with the other experts in my group, and share the information I gathered. *If my group has questions about my research, it is up to me to find the answers and share them with the group. (SP8)*
- Listen to the research of other members of my team, ask clarifying questions and take notes. *If there is something I don't understand, it is up to me to ask. (SP7, CCC Cause and Effect)*
- Work together on developing a plan to bring our chosen species back from the brink of extinction. The 5 minute presentation of our recovery plan needs to address specific questions and is aimed at convincing a group of congressmen that our chosen species deserves special attention. (**SP8**) Make sure to look at the rubric.
- Work together to develop an infographic that highlights each student's contribution to the recovery plan. *The infographic is visually appealing and requires no clarification or added information from us. (SP4)* Make sure to look at the rubric.
- Actively participate during recovery plan presentations, listening respectfully to each other and considering my classmates point of view. Read and discuss all infographics and give appropriate feedback. (**SP8**)

Serrato, M. G. (2019). Endangered species-a multiday project [website].  
Retrieved from [https://betterlesson.com/lesson/639346/endangered-species-a-multiday-project?from=cc\\_lesson](https://betterlesson.com/lesson/639346/endangered-species-a-multiday-project?from=cc_lesson)

### Project Time Line

1. Decide on an endangered species to focus on and assign roles.
2. Student researchers become experts in their agreed upon topics.
3. Team members come together and share their work with each other. Each student has 15 minutes to share. As that student is sharing, the two listeners are highlighting/



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underlining/ identifying the key points they want to address in the recovery plan. Look at the rubric so we can decide what information still needs to be gathered and by whom.

4. Watch the infographic videos embedded on the [project website](#). Work on recovery plan and presentation - Remember the presentation cannot be longer than 5 minutes. Verify work with rubric in hand.
5. Each day, one member works on infographic, while the other two work on recovery plan and presentation. Verify work with rubric in hand.
6. In class presentations
7. Voting with evidence based writing.



Decide on endangered species and assign roles	Expert documents links	Infographic link	Recovery plan link

[https://docs.google.com/document/d/1out\\_V3CRioVfzXjWSiqR8hMzKulanpDyBMUQ7cH4H3g/edit](https://docs.google.com/document/d/1out_V3CRioVfzXjWSiqR8hMzKulanpDyBMUQ7cH4H3g/edit)

Name: \_\_\_\_\_

**Endangered Species Recovery Project Expectations**

Expectations	1 = met S = somewhat met 0= did not meet
1)	
2)	



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3)	
4)	
5)	
6)	
7)	

**7<sup>th</sup> Grade Letter Home for Project**

November 12, 2019

Dear Parents and Guardians,

As your student's science teacher, I would like to keep you up to date on what we are learning and doing in science. So far this year your student has been working on developing scientific reasoning, observation, and literacy skills. We have covered scientific methodology and techniques of testing and collecting data, science lab safety procedures, ecological studies, energy flow and nutrient flow through ecosystems, interactions among organisms and their physical environment, interdependent interactions among organisms, logistic and exponential population growth, limiting population growth factors, carrying capacity, and biodiversity. Thank you for helping your student succeed by helping them complete their weekly homework assignments and signing off on their reading logs. This homework is important and designed to help develop scientific literacy skills and support what is being taught in the classroom. It has been fun watching your student's skills and knowledge grow throughout the first quarter.

As we enter the second quarter, we will be wrapping up the LS2 Next Generation Science Standards with a project-based learning assignment. Students will be completing a two-week endangered species recovery project in which they will act as a team scientist to research the cause of endangerment of a chosen species and develop a persuasive conservation plan to present in order to receive 'funding' to implement the plan. In addition to meeting science and common core standards this project is designed to develop the skills needed for success in





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college, career, and civic life. During this two-week project students will not have weekly homework. We will resume reading logs and homework after the completion of the project.

I would like to invite you to come watch your student and their scientific research team present their endangered species recovery plan on Tuesday November 26<sup>th</sup> at 8:30 a.m. to 9:19 a.m. You may also check out the project website at the following link;  
<https://mariana68.wixsite.com/biodiversityproject>.

Thank you for supporting your student achieve academic success and prepare for life beyond high school.

Kyauna Turner

Science Educator

Teacher Vocab visual aids to project:

# Zoologist





A zoologist is a scientist that focuses their studies on the behavior, physiology

(the physical anatomy and functions of organisms), classification, and distribution of organisms.

Ecologist



An ecologist is a scientist that focuses their studies on the



interactions among organisms  
and organisms and their  
physical environment.

## Conservationist



A conservationist is someone who advocates or acts for the preservation and protection of the environment and organisms. A conservation scientist



does so by focusing their studies on monitoring the quality and quantity of natural resources in an environment.

Endangered Species Recovery Plan Project Vocabulary Chart      Name: \_\_\_\_\_

Vocabulary Term	Definition



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