**Name\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_ 4th Grade AIG Learning Contract #1**

|  |  |  |
| --- | --- | --- |
| **Dates:**  **October 1-26**  (See pg 4 for standards addressed) | **Approved by:** | **Sign & Date** |
| Classroom Teacher |  |
| AIG Specialist |  |
| Student |  |

**Endangered Species from Around the World**

**1. Choosing an Endangered Species to Research**

* Go to [www.earthsendangered.com](http://www.earthsendangered.com) to help you choose an endangered species to research. You can search by continent by clicking the continent’s name on the left side of the screen OR you can search by a specific creature by clicking “Find a Creature” at the top of the page and entering the appropriate information.
* Pay close attention to the endangered codes listed. Choose an animal that is listed as one of the following:
  + Endangered US Fish & Wildlife Species

-Endangered (EN-US FWS)

* + IUCN Red List of Endangered Species (IUCN)  
          -Critically Endangered (CR-IUCN)  
            -Endangered (EN-IUCN)

**2. Creating a PROBE Notebook entry or an ePROBE**

* Create a PROBE notebook entry using guidelines provided. Be sure to include all the required information on your endangered species.

***OR***

* Create an ePROBE using any form of technology program you feel comfortable with.
  + Powerpoint
  + Prezi Presentations: <http://prezi.com/>
  + Zoho Show: [www.zoho.com/show/](http://www.zoho.com/show/)
  + And many more online presentations found on [**www.webtools4u2use.wikispaces.com**](http://www.webtools4u2use.wikispaces.com/)

**Research Information Requirements:**

**Description of your Endangered Species:**

* Appearance—What does your animal look like?
  + Size—including average height, length, and weight of adults
  + Physical Features—examples may include color, patterns in skin or fur, number of horns, shape of face, etc.
* Diet—be specific about what exactly your animals eats (not “leaves” or “bugs”).
* Interesting Facts—include any other interesting facts about your animal.

**Habitat**

* Be specific about where your animal lives in the wild (not “Africa”).
* You must also include a map indicating where your animal specifically lives in the world.

**Endangered Status:**

* The animal must be listed as “Endangered” on the US Fish and Wildlife Species (US FWS) or IUCN Red List of Endangered Species (IUCN) lists. You must include this information in your PROBE/ePROBE.
* Describe estimated population left in the wild and/or captivity
* Describe at least 2 major reasons for your animal’s current status.
  + Describe the impact humans have had on the animal’s environment/ecosystem and how that has affected the population.
* Describe any continuing threats towards your animal’s survival and any conservation efforts that are currently being done to help save this animal.

**Here are some possible resources to get you started:**

[www.earthsendangered.com](http://www.earthsendangered.com)

[www.worldwildlife.org](http://www.worldwildlife.org)

[www.kidsplanet.org](http://www.kidsplanet.org)

[www.stopextinction.org](http://www.stopextinction.org)

[www.endangeredspecie.com](http://www.endangeredspecie.com)

**Copy of Rubrics**

PROBE Rubric Grade:\_\_\_\_\_\_\_\_\_\_\_ NAME\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_

Organization REVISED Dec 2010

On my next PROBE I need to:

|  |  |  |
| --- | --- | --- |
|  | 5 | Student maintained adequate progress and completed the assignment in a timely manner. |
|  | 5 | Order of information is logical. |
|  | 5 | Handwriting is neat and easy to read. |

Mechanics

|  |  |  |
| --- | --- | --- |
|  | 5 | Correct grammar was used throughout. |
|  | 5 | Correct spelling was used throughout. |
|  | 5 | Correct punctuation was used throughout. |
|  | 5 | Correct capitalization was used throughout. |

Content

|  |  |  |
| --- | --- | --- |
|  | 15 | Learning is evident with new research facts and information. |
|  | 15 | Required elements are addressed |
|  | 10 | Information is written in your own words. |
|  | 10 | Sources are cited. |

Pictures

|  |  |  |
| --- | --- | --- |
|  | 5 | Colorful picture on the title page & color borders relating to the topic. |
|  | 5 | At least 3 color pictures relating to the topic. |
|  | 5 | Sources are cited. |

ePROBE Rubric Grade:\_\_\_\_\_\_\_\_\_\_\_ NAME\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_

Organization REVISED Dec 2010

On my next PROBE I need to:

|  |  |  |
| --- | --- | --- |
|  | 5 | Student maintained adequate progress and completed the assignment in a timely manner. |
|  | 5 | Colors & formatting is appropriate and easy to read |
|  | 5 | Transitions and order of information are smooth and logical. |

Mechanics

|  |  |  |
| --- | --- | --- |
|  | 5 | Correct grammar was used throughout. |
|  | 5 | Correct spelling was used throughout. |
|  | 5 | Correct punctuation was used throughout. |
|  | 5 | Correct capitalization was used throughout. |

Content

|  |  |  |
| --- | --- | --- |
|  | 15 | Learning is evident with new research facts and information. |
|  | 15 | Required elements are addressed |
|  | 10 | Information is written in your own words. |
|  | 10 | Sources are cited. |

Pictures

|  |  |  |
| --- | --- | --- |
|  | 5 | Colorful picture on the title page/slide |
|  | 5 | At least 3 color pictures relating to the topic |
|  | 5 | Sources are cited. |

**Common Core & Essential Standards:**

**Science**

Ecosystems 4.L.1 Understand the effects of environmental changes, adaptations and behaviors that enable animals (including humans) to survive in changing habitats.

 4.L.1.1 Give examples of changes in an organism’s environment that are beneficial to it and some that are harmful.

 4.L.1.2 Explain how animals meet their needs by using behaviors in response to information received from the environment.

 4.L1.3 Explain how humans can adapt their behavior to live in changing habitats (e.g., recycling wastes, establishing rain gardens, planting trees and shrubs to prevent flooding and erosion).

 4.L.1.4 Explain how differences among animals of the same population sometimes give individuals an advantage in surviving and reproducing in changing habitats.

**English Language Arts & Literacy**

RI.4.1. Refer to details and examples in a text when explaining what the text says explicitly and when drawing inferences from the text.

RI.4.2. Determine the main idea of a text and explain how it is supported by key details; summarize the text.

RI.4.3. Explain events, procedures, ideas, or concepts in a historical, scientific, or technical text, including what happened and why, based on specific information in the text.

RI.4.9. Integrate information from two texts on the same topic in order to write or speak about the subject knowledgeably.

W.4.2. Write informative/explanatory texts to examine a topic and convey ideas and information clearly.

W.4.2a. Introduce a topic clearly and group related information in paragraphs and sections; include formatting (e.g., headings), illustrations, and multimedia when useful to aiding comprehension.

W.4.2b. Develop the topic with facts, definitions, concrete details, quotations, or other information and examples related to the topic.

W.4.2c. Link ideas within categories of information using words and phrases (e.g., another, for example, also, because).

W.4.2d. Use precise language and domain-specific vocabulary to inform about or explain the topic.