Student 1: \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_ Student 2: \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_

Species: \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_

**GA Wetlands Endangered Species Project-Design a Reserve**

50 Points

**Procedure**

Students will choose an endangered species from the GA wetland species list and imagine a reserve that would meet the needs of that species and encourage recovery. You will create a presentation or video that includes the information below. You must make it clear that each person has contributed to the project.

On the following worksheet, you must write your dialogue (may be recorded) and describe the image you will incorporate into your project. The worksheet must be completed by the second-to-last day of work time in class. If not, the project will be deducted 10 points. Each student is responsible for parts of the project and must complete their part of the worksheet and final project. The following information is required.

1. Background information:

 Student 1: Describe the species (at least 10 characteristics)

 Student 2: Reasons for endangerment (be specific!-not just “habitat loss”)

2. Description of your species habitat

 Student 1: Where your species is located in the world AND color in a world map showing these locations

 Student 2: Description of your species’ habitat

3. Map of the reserve

Both students must draw the reserve (do not use one off of the internet) and take a picture of it to insert into the project.

 a. Label at least 3 sites vital to the survival of your species on the map

Student 1: Describe the reserve and why it will ensure the survival of your species

4. Photos

Student 2: at least 1 photo of your species and 2 photos depicting sites that are found on your reserve WITH CAPTIONS AND DIALOGUE explaining what they are photos of

5. Rules and Regulations

 Student 1: Write your own Endangered Species Act with 5 laws to protect your species.

Student 2: Write and narrate a 5 sentence promotional statement to encourage people to come to your reserve and help save your species.

The worksheet provided on the reverse side of this paper must be completed on the due date and serves as your rubric.

Work Dates: \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_

Date Worksheet Must Be Completed (if not, lose 10 points): \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_

 -it is end of the second day of research

Presentation Date: \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_

INSTRUCTOR SIGNATURE AFTER WORKSHEET COMPLETION \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_

The rubric/worksheet is on a separate paper. You must have this paper and worksheet on the due date.

Student 1: \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_ Student 2: \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_

Species: \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_

**Endangered Species Project-Design a Reserve**

50 Points

**Procedure**

Students will use the GA wetland species list to choose an endangered species and imagine a reserve that would meet the needs of that species and encourage recovery. You will create a Photo Story presentation or video that includes the information below. You must make it clear that each person has contributed to the project.

On the following worksheet, you must write your dialogue (which must be recorded) and describe the image you will incorporate into your project. The worksheet must be completed by the second-to-last day of work time in class. If not, the project will be deducted 10 points. Each student is responsible for parts of the project and must complete their part of the worksheet and final project. The following information is required.

1. Background information:

 Student 1: Describe the species (at least 10 characteristics)

 Student 2: Reasons for endangerment (be specific!-not just “habitat loss”)

2. Description of your species habitat

 Student 1: Where your species is located in the world

 Student 2: Description of your species’ habitat

3. Map of the reserve

Both students must create and draw the reserve (do not use one off of the internet) and take a picture of it to insert into your photo-story/video project.

 a. Label at least 3 sites vital to the survival of your species on the map-must be specific to your species!

Student 1: Describe the reserve and why it will ensure the survival of your species

4. Photos

Student 2: at least 1 photo of your species and 2 photos depicting sites that are found on your reserve WITH CAPTIONS AND DIALOGUE explaining what they are photos of

5. Rules and Regulations

 Student 1: Write your own Endangered Species Act with 5 laws to protect your species.

6. Promotional statement

Student 2: Write and narrate a 5 sentence promotional statement to encourage people to come to your reserve and help save your species.

The worksheet provided on the reverse side of this paper must be completed on the due date and serves as your rubric. Each student is responsible for presenting half of the information.

Work Dates: \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_

Date Worksheet Must Be Completed (if not, lose 10 points): \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_

 -it is end of the second day of research

Presentation Date: \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_

INSTRUCTOR SIGNATURE AFTER WORKSHEET COMPLETION \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_

The rubric/worksheet is on a separate paper. You must have this paper and worksheet on the day of your presentation.

**Rubric and Worksheet**

Background information:

Student 1: Describe the species (at least 10 characteristics) \_\_\_\_\_\_\_/5

1. 6.

2. 7.

3. 8.

4. 9.

5. 10.

Student 2: Reasons for endangerment (be specific!-not just “habitat loss”) \_\_\_\_\_\_\_\_/4

1.

2.

Description of your species habitat

Student 1: Where your species is located in the world \_\_\_\_\_\_\_\_/1

Student 2: Description of your species’ habitat \_\_\_\_\_\_\_\_/2

Map of the reserve

Both students must draw the reserve (do not use one off of the internet) and take a picture of it to insert into the project.

List the 3 sites vital to the survival of your species on the map-must be unique to your species

 Drawing of reserve \_\_\_\_\_\_\_\_/8

1. 3.

2. 3 sites labeled \_\_\_\_\_\_\_\_/3

Student 1: Describe the reserve and why it will ensure the survival of your species (write your narration below)

Description of reserve

\_\_\_\_\_\_\_\_/2

Explanation of why it will ensure the survival \_\_\_\_\_\_\_\_/4

Photos

Student 2: at least 1 photo of your species and 2 photos depicting sites that are found on your reserve WITH CAPTIONS AND DIALOGUE explaining what they are photos of. Describe the photos you will be using below.

Photo 1 (of species)-1 point: Photo 2 (of reserve)-2 points:

 Photo 3 (of reserve)-2 points:

\_\_\_\_\_\_\_\_/5

Rules and Regulations

Student 1: Endangered Species Act with 5 laws to protect your species \_\_\_\_\_\_\_\_/5

1. 2.

3. 4.

5.

Promotional statement

Student 2: Write and narrate a 5 sentence promotional statement to encourage people to come to your reserve and help save your species. Write your narration below.

 \_\_\_\_\_\_\_\_/6

 Overall Quality Assessment of the overall eye appeal and organization of the project.

\_\_\_\_\_\_\_\_\_\_/5

TOTAL \_\_\_\_\_\_\_\_/50