

## **Extinction Project – Individual Task (Written 2-3 pages) – 75 pts.**

- I. Introductory Paragraph – Claim (adapted form *Simon and Schuster Handbook for Writers* and *The Writers Workplace*)
  - Sets stage or the context for the position you are arguing for
  - Introduction ends with thesis statement that provides your claim and the reasons for your position on an issue.
  - a. Who is your audience?
  - b. Use an attention getter.
  - c. Your interest in topic. What experiences have caused the writer to become interested? Why is it important?
  - d. Background Information – details of problem? What is the struggle? Why is it unique and complicated? – can include examples to illustrate the struggle or the issue
  - e. Mention misconceptions related to topic if any
  - f. **Thesis – Claim: Do you think your endangered species will go extinct or not? (clear thesis = clear direction)**
  
- II. Body of Argument – Evidence
  - All evidence you present in this section should support your thesis. This is the heart of your essay. Begin with general statement that you back up with specific details or examples. Should have 1 -2 paragraphs to each reason/claim or type of evidence.
  - Evidence should come from your sources including examples, statistics, facts, studies, testimony, data, etc.
  - Can include opinions from recognized authorities/sources
  - a. Claim #1 - How have humans affected your species survival?
  - b. Claim #2 - How is your species dependent on other species? How are other species dependent on your species
    - i. Chemical reactions
    - ii. Cellular respiration
    - iii. Biosynthesis
    - iv. Possibly Feedback loops and Photosynthesis
  - c. Claim #3 – How does biodiversity matter in order for your species to survive?
    - i. Cycles of matter
    - ii. Energy flow in ecosystems
    - iii. Possibly Population size dynamics
  - d. Claim #4 – How is your species designed to ensure successful reproduction? How is reproductive success threatened for your species
    - i. Meiosis
    - ii. Growth and development
    - iii. Possibly DNA structure and function
  - e. Claim #5 – What is the ancestral history of your species? How has your species changed over time?
    - i. Natural Selection
    - ii. Possibly Sexual Selection, Gene pool dynamics
  
- III. Conclusion
  - The conclusion should bring the essay to a logical end. It should explain what the importance of your issue is in a larger context. Your conclusion should also reiterate why your topic is worth caring for
  - Some arguments propose solutions or make predictions on the future of the topic i.e. what can be done to prevent extinction event
  - Show your reader what would happen if your argument is or is not believed or acted upon as you believe it should be. What does the extinction of your critter represent not only to the literal environment but to the world as a whole. What does that represent with humans going forward

- a. Review main points
  - b. Restate thesis
  - c. Call to action -> Creative, though-provoking closure
  - d. What does the future look like
- IV. Bibliography – MLA or APA format. List ALL sources using correct format, not just URL. You should have a minimum of 3, but more likely 5.
- V. Rubric based on Science Writing Rubric and adapted from NSTA and SBAC Argumentative Writing Rubric and [https://www.westfordk12.us/sites/westfordmaps/files/uploads/science\\_writing\\_rubric.pdf](https://www.westfordk12.us/sites/westfordmaps/files/uploads/science_writing_rubric.pdf)

	<b>Weight</b>	<b>Exceptional (5)</b>	<b>Strong (4)</b>	<b>Capable (3)</b>	<b>Developing (2)</b>	<b>Weak (1)</b>	<b>Total</b>
<b>Content</b> – includes Claim – a conclusion that answers the original question, Evidence – scientific data that links the claim and evidence and Reasoning – a justification that links the claim and evidence	9x's combined broken down into Claim, Evidence, And Reasoning	Creatively communicate understanding of the assignment through awareness of audience, tone and structure. Provides relevant information/data, including clear, accurate analysis of the evidence, and/or summaries of the most important ideas through a unique and innovative perspective.	Consistently demonstrates understanding of the assignment through awareness of audience, tone and structure. Provides relevant information/data, including clear accurate analysis of evidence, and/or summaries of the most important ideas.	Generally demonstrates understanding of the assignment through awareness of audience, tone and structure. Provides relevant information/data, including accurate analysis of evidence, and/or summaries of the major ideas.	Sometimes demonstrates understanding of the assignment through awareness of audience, tone and structure. Provides some irrelevant information, or inaccurate data, or lacks summary of the main ideas.	Fails to demonstrate understanding of the assignment through awareness of audience, tone and structure. Provides information that is generally irrelevant or inaccurate, and lacks summary of the main ideas.	
<b>Claim</b> –	1x's	Accurate and completely answers question	Accurate and nearly completely answers questions	Partially accurate and partially answers question	Partially accurate or partially answers question	Not accurate and does not answer the question	
<b>Evidence</b> –	5x's	Scientifically appropriate data, thorough and convincing data, proper units	Scientifically appropriate, data basically sufficient and convincing but general and not as specific, repetitive	Data relates to claim but not entirely scientifically appropriate, data not sufficient but generally support the claim	Some evidence provided but it's not logically linked to claim or scientifically appropriate	Little evidence provided and not scientifically appropriate	
<b>Reasoning</b> –	3x's	Reasoning clearly links evidence to claim. Shows why the data count as evidence by using appropriate sources. There is sufficient research to make links clear between claim and evidence.	Reasoning adequately links claim to evidence. Includes some research that passably clarifies link between claim and evidence. Reasoning seems to be more general and shows only partial depth of content and understanding.	Reasoning does not adequately link claim to evidence or clarify why research counts as evidence. Includes related and non-related scientific information and shows little depth of content and understanding.	Reasoning is clearly insufficient and relates only superficially to question and claim at hand. Scientific understanding is very limited	Does not provide reasoning.	
<b>Focus and Organization</b> – includes topic sentence, body paragraph and conclusion	2x's	Contains appropriate sections including an introduction. Conclusions are generally logical and based on information. Structure follows a logical progression.	Contains appropriate sections including an introduction. Conclusions are logical and based on information. Structure follows a logical progression.	Contains appropriate sections including an introduction. Conclusions are generally logical and based on information. Structure follows a logical progression	Contains appropriate sections including an introduction. Conclusions are generally logical and based on information. Structure follows a logical progression	Lacks appropriate sections and/or conclusions. Exhibits no logical progression in structure.	
<b>Language and Vocabulary</b> – includes word choice, vocabulary connected to discipline	2x's	Consistently uses science terms/units that are appropriate and specific to the subject area/content being analyzed in a complete and thorough manner.	Consistently uses science terms/units that are appropriate and specific to the subject area/content being analyzed in a complete and thorough manner.	Consistently uses science terms/units that are appropriate and specific to the subject area/content being analyzed. The amount/ choice of terms may not be complete and thorough.	An attempt to use proper terminology/units but frequently misuses the appropriate language. Demonstrates occasional misunderstanding of the subject through misuse of terms, units, and context.	Minimal to no use of appropriate terms and units; shows frequent misunderstanding of the subject.	
<b>Mechanics:</b> Grammar and conventions	1x's	Meets all requirements of scientific writing with respect to sentence structure, grammar, mechanics, and usage	Meets most requirements of scientific writing with few errors that do not interfere or interrupt flow of the written assignment	Meets most requirements of scientific writing, but sometimes has errors that negatively impact the reader's understanding of the information	Meets some requirements of scientific writing, but contains frequent errors that negatively impact the reader's understanding of the information	Fails to meet the requirements of scientific writing with respect to sentence structure, grammar, mechanics, and usage	
<b>Bibliography</b>	1x's	Has 5 sources and uses correct APA or MLA format	Has 4 sources and uses correct APA or MLA format	Has 3 sources and/or used correct APA or MLA format	Has less than 3 sources and doesn't use correct MLA or APA format	Only 1 or 2 sources and no correct APA and MLA format	
	15x's					<b>Total (out of 75 pts.)</b>	

**Extinction Project – Group Task - 75 pts.**

Need to answer the following questions, using team member's specific species as examples:  
Extinction Project – Group Assignment

1. What are the common and scientific (Genus species) name of all group animals
2. For each animal have information about what it looks like: include size, shape, color and have a picture of each group animal
3. For each animal where does it live (include a map), what is the natural habitat? Include a map of any past, present and future (if possible)

4. For each animal what do they eat, and how it fits into the food web? Role in ecosystem (producer, consumer, primary or secondary or tertiary, decomposer). Who else gets effected by its extinction (good or bad)
5. Adaptations that make your organism unique
6. *(Main idea) Describe the causes of endangerment/threats. Why is this organism endangered? Who/what is responsible for the decrease in numbers. Is there any criminal activity associated with this organism*
7. *(main idea) Propose ways that the animal can be helped; include any laws or projects that are already in existence to help the animal. Include a reward and why your species should be helped – think ecologically, economically, socially, and politically for each of the animals.*
8. *Leave the class with something to do to get involved. Write a letter to an organization that is helping or hurting the cause.*

*Visuals – all group members should plan on 2 – 2 ½ minutes of explanation of their critter*

- *Poster / tri-fold w/10 min presentation*
- *Powerpoint w/10 min presentation*
- *I-movie/or other media/PSA – needs to includes 10 minutes of information but don't need to present – should include graphics*
- *Present me with an idea your group wants not listed above*

Pick from one of the following formats to present your information

1. Filmed documentary or public service announcement (10 minutes)
2. Outreach event (tabling, brochure, mail campaign)
3. Educational presentation (10 minutes)
4. Submit to magazine or other presentation
5. Poster/Trifold
  - a. Mixture of text mixed with tables, graphs, pictures
  - b. Short title but draws interests
  - c. Word count 300 – 800
  - d. Clear and to the point text
  - e. Bullets, numbering, headlines
  - f. Graphics, color
  - g. Consistent and clean

Class presentation includes speaking component, artifact (poster, brochure, publication), Q&A's