Dear Families,

During this time of school closures and remote learning, the Education Department at Seattle Children’s is preparing materials and resources to help keep your child engaged and connected to their learning. This project asks students to create a project that answers the question “How do humans affect species in their habitat?” Feel free to try these activities at a pace that feels comfortable for your student and family. Your child may need access to the internet for some of these activities. Some of the activities may also require additional materials. Please screen the resources prior to your student starting the project to make sure they align to your student’s level. As questions come up, we encourage you to discuss them as a family as a way to process all that your student is learning.

If you have any questions about the assignments, need support adapting lessons for students with an Individualized Education Program, or would like to request additional materials for other family members, please reach out to the Education Department at 206-987-6634 or email educationdepartment@seattlechildrens.org. If your child would benefit from outside motivation to engage in the lessons, we are happy to connect with them as well.

Please also visit our website at https://www.seattlechildrens.org/clinics/school-services/. Here you will find tips, resources and instructional videos developed by the Seattle Children’s Education team.

Happy learning!

The Education Team
Project Based Learning for Upper Elementary/ Middle School

Endangered Species Project
How do humans affect species in their habitat?

<table>
<thead>
<tr>
<th>What is Project Based Learning?</th>
<th>Learning guided by you! You can use your resources to create a meaningful project to understand yourself and the world around you better.</th>
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<tbody>
<tr>
<td>Questions to Explore</td>
<td>What causes a species to become endangered?</td>
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<td></td>
<td>What can we learn from animals and plants that are disappearing?</td>
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<td>Do humans have any control over this? Can we stop it?</td>
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<td></td>
<td>You will explore these questions as you research and create a product from your findings!</td>
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<tr>
<td>What will I do?</td>
<td>Dive into these questions as you research and create a product from your findings. Learning ways to research, experiment, find new information, and finding a way to put everything together to share is all led by you. Will you discover a way to save the species? Design a website? Create a commercial or ideal habitat for your species? Will be you become an eco writer? This is not something to rush through to finish, but something to sit with and explore. This project can be worked on over several days or weeks. Follow these steps for project based learning: 1. Choose a question to explore. 2. Research as much as you can. 3. Decide what you will create in response. 4. Determine how you will show or display your findings.</td>
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Project Based Learning Planner
“Endangered Species Project”

Driving Question: "How do humans affect species in their habitat?"
Grade level/ Subjects: 4th through 8th grade
Time frame: 2-4 weeks

Potential Public Products

The public product is the final goal of the project and allows the student to display or present their learning experiences and outcomes.

Students can create their own idea for a project, or pick one of the following ideas:

- Creating an action plan to help an endangered species. Write a letter to your local representative explaining your plan.
- Create a graphic that compares your species to that of their population 100 years ago.
- Become an “Eco-writer” and create an illustrated book to teach a younger student about your species.
- Design a habitat that would support your species, including specifics about their habitat and environmental needs.
- Write a personal narrative from the perspective of their chosen species.
- Create a poster that explains why your species is endangered and what people can do to help.
- Design a website/blog that tells people about your species.
- Create a “commercial” about how to help an endangered species.

Standards

3-LS3-2 Heredity: Inheritance and Variation of Traits
Use evidence to support the explanation that traits can be influenced by the environment.

3-LS3-1 Heredity: Inheritance and Variation of Traits
Analyze and interpret data to provide evidence that plants and animals have traits inherited from parents and that variation of these traits exists in a group of similar organisms.

MS-LS2-2 Ecosystems: Interactions, Energy, and Dynamics
Construct an explanation that predicts patterns of interactions among organisms across multiple ecosystems.

MS-LS2-1 Ecosystems: Interactions, Energy, and Dynamics
Analyze and interpret data to provide evidence for the effects of resource availability on organisms and populations of organisms in an ecosystem.

CCSS.ELA-Literacy.CCRA.R.1
Read closely to determine what the text says explicitly and to make logical inferences from it; cite specific textual evidence when writing or speaking to support conclusions drawn from the text.

CCSS.Math.Content.5.MD.A.1
Convert among different-sized standard measurement units within a given measurement system (e.g., convert 5 cm to 0.05 m), and use these conversions in solving multi-step, real world problems.

CCSS.Math.Content.6.SP.B.4
Display numerical data in plots on a number line, including dot plots, histograms, and box plots.

CCSS.Math.Content.6.SP.B.5
Summarize numerical data sets in relation to their context.
## Project Based Learning Planner

### "Endangered Species Project"

<table>
<thead>
<tr>
<th>CCSS.ELA-Literacy.CCRA.SL.2</th>
<th>CCSS.ELA-Literacy.CCRA.SL.4</th>
<th>CCSS.ELA-Literacy.CCRA.SL.5</th>
<th>CCSS.ELA-Literacy.CCRA.SL.6</th>
</tr>
</thead>
<tbody>
<tr>
<td>Integrate and evaluate information presented in diverse media and formats, including visually, quantitatively, and orally.</td>
<td>Present information, findings, and supporting evidence such that listeners can follow the line of reasoning and the organization, development, and style are appropriate to task, purpose, and audience.</td>
<td>Make strategic use of digital media and visual displays of data to express information and enhance understanding of presentations.</td>
<td>Adapt speech to a variety of contexts and communicative tasks, demonstrating command of formal English when indicated or appropriate.</td>
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### Skills

**Literacy:** Reading informational text, presentation of ideas with evidence, engage in collaborative conversation, analyzing data, cause and effect, using the scientific method

**Success:** Critical thinking, collaboration, self-management

### Step #1- Ask: What questions do I have?

- What causes a species to become endangered?

### Step #2- Research:

How will I find the answers to my questions?

- Watch videos, look at credible websites, talk to your local zoo about their efforts, research current conservation efforts
| Step #3: Create: What do I want to create? | -What can I do to contribute to conservation efforts for my species?  
-How do I want to respond to the information I learned?  
-What do I think will be helpful to protect this endangered species?  
-Is this a local effort or a more widespread/global initiative? |
<p>| Who do I want to show this to? | Website |
| When will I present my project? | Poster |
| Where/how will I present it? | Bulletin |
|  | PowerPoint |</p>
<table>
<thead>
<tr>
<th>Week</th>
<th>Task</th>
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</table>
| 1    | **Question and Prep**  
- What two questions do you have about how people affect animals? Choose which question you will research.  
- Research the most common ways your animal has been impacted by humans. Which one is the most impactful? |
| 2    | **Research**  
- Read 2-3 articles about your animal. Think about how to use that information in your product.  
- Write a narrative from your animal's perspective. What do they think of humans?  
- What conservation efforts have been done to support your animal? Have they been successful? |
| 3    | **Research**  
- Write a short story about your animal's life before humans moved into their environment.  
- Create an ideal living environment for your animal. How does it look different than their environment now?  
- What would you do to help your animal species? What changes need to be made for them to live more productively with humans? |
| 4    | **Create and Present**  
- Time to Create!  
- What is the plan for your final project? What materials do you need?  
- Create an outline for your project. What do you want people to learn from your project?  
- Create a draft of your project.  
- Edit, Revise, and practice your presentation  
- Time to show of your work! Present your project! |