

Focal Species Pamphlet: Checklist and Rubric

Name(s)

Project Checklist:

Your complete trifold *Focal Species Pamphlet* should include the following:

- ☐ At least one image of the focal species
- ☐ Data, maps, graphics, and/or information related to the species, its biome, and reasons for its endangered status
- ☐ Three or four steps that any citizen can readily take to help save this species from extinction
- ☐ Information on at least three organizations that support the survival of the endangered focal species
- ☐ Cited source information for any quoted text or original artwork that does not belong to the student

Rubric

| Criteria | Proficient Eco-Activist | Apprentice Eco-Activist | Emerging Eco-Activist | Feedback |
|--|---|---|--|----------|
| <p><u>D4.7.6-8.</u> Assess their individual and collective capacities to take action to address local, regional, and global problems, taking into account a range of possible levers of power, strategies, and potential outcomes.</p> <p><u>CCSS.ELA-LITERACY.WHST.6-8.4.</u> Produce clear and coherent writing in which the development, organization, and style are appropriate to task, purpose, and audience.</p> <p>Trifold pamphlet has the following required elements:</p> <ul style="list-style-type: none"> • At least one image of the focal species • Data, maps, graphics, and/or information related to the species, its biome, and reasons for its endangered status • Three or four steps that any citizen can readily take to help save this species from extinction <p>Cited source information for any quoted text or original artwork that does not belong to the student</p> | <p>The pamphlet has carefully selected text and graphics that fulfill all the requirements, is visually appealing, and is a cohesive advocacy tool.</p> | <p>The pamphlet has text and graphics that fulfill most of the requirements to create a visually appealing advocacy tool.</p> | <p>The pamphlet has some of the required elements.</p> | |

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|--|--|---|---|----------|
| <p><u>D4.6.6-8.</u> Draw on multiple disciplinary lenses to analyze how a specific problem can manifest itself at local, regional, and global levels over time, identifying its characteristics and causes, and the challenges and opportunities faced by those trying to address the problem.</p> <p><u>D3.1.6-8.</u> Gather relevant information from multiple sources while using the origin, authority, structure, context, and corroborative value of the sources to guide the selection.</p> <p>Trifold pamphlet demonstrates student's understanding of the team's endangered species, its biome, and human and environmental factors that challenge the species' survival.</p> | The pamphlet has well-organized, accurate, research-based information on the characteristics of the team's endangered species, its biome, and drivers of extinction. | The pamphlet has some organized, accurate, research-based information on the team's endangered species, its biome, and drivers of extinction. | The pamphlet has minimal information about the team's endangered species, its biome, and drivers of extinction. | |
| <p><u>D4.7.6-8.</u> Assess their individual and collective capacities to take action to address local, regional, and global problems, taking into account a range of possible levers of power, strategies, and potential outcomes.</p> <p>The pamphlet provides audience with information on at least three organizations that support the survival of the endangered focal species.</p> | The pamphlet provides the name and contact information for three or more organizations that support the survival of the focal species. | The pamphlet provides the name and/or contact information for three organizations that support the survival of the focal species. | The pamphlet provides the name and/or contact information for less than three organizations that support the survival of the focal species. | |