

## Project Title: Saving an Endangered Species

### **Science Standards:**

**S6a:** describes structures of plants and animals that help them meet basic needs in different environments.

S6a1. describes structures of animals and how those structures help the animal live in a particular environment.

S6a2. describes structures of plants and how those structures help the plant live in a particular environment.

S6b: determines that the life cycles of living things include birth or germination, growth and development, reproduction, and death.

S6c: observes how organisms interact with their environments to meet their needs.

S6c1. describes that some animals eat plants for food, others eat other animals, and some eat both plants and animals.

S6c2. identifies potential sources of food (in the case of animals), shelter, water, air and light within a particular organism's habitat.

S6c3. describes how organisms interact with nonliving components of their habitat.

S6c4. examines and records how organisms respond to changes in their habitat.

### **Social Studies Standards**

**SK – Skills** The Social Studies program promotes essential skills to increase the students ability to acquire information and manipulate data, develop and present policies and debates, construct new knowledge, and participate in groups. Each skill is dependent upon and enriched by all other skills, so that the learner can:

Skills:

**SK1b:** make time lines and graphic organizers.

**SK1c:** note cause and effect relationships.

**SK1d:** use print and non-print reference sources to locate information.

**SK1e:** locate pictures, words, or illustrations that support the main idea.

**SK1f:** participate in problem solving

### **Math Standards**

#### **M5 Data Analysis and Probability**

**M5a:** develop categories for sorting a collection of materials;

**M5b:** collect, organize, represent and interpret data using pictographs, bar graphs, and tables;

**M5c:** generate questions, collect, and organize data to address the questions and draw conclusions;

**M5d:** read and interpret graphs and tables to identify main ideas, draw conclusions, and make predictions;

**M5e:** describe events that are more likely, least likely, or equally likely to happen;

**M5f:** use physical models and pictures to represent possible arrangements of two or three objects;

## **Language Arts Standards**

### **E2b.2: Informing Others: Report or Informational Writing**

By the end of the year, we expect second-grade students to produce reports that:

- have an obvious organizational structure;
- communicate big ideas, insights or theories that have been elaborated on or illustrated through facts, details, quotations, statistics and information;
- usually have a concluding sentence or section; and
- use diagrams, charts or illustrations as appropriate to the text.

### **E2c.1: Style and Syntax**

By using a variety of sentence structures, second-grade writers show their ability to handle subordination of thought by subordination of structures. While punctuation of such sentences may be erratic or uneven, the sentences themselves show children's increasing proficiency in realizing their thoughts in writing. By the end of the year, we expect second-grade students to:

*Using one's own language:*

- use all sentence patterns typical of spoken language;
- incorporate transition words and phrases; and
- use various embeddings as well as coordination and subordination.

*Taking on language of authors:*

- use varying sentence patterns and lengths to slow reading down, speed it up or create a mood;
- embed literacy language where appropriate; and
- reproduce sentence structures found in the various genres they are reading.

### **E2c.4: Punctuation, Capitalization and Other Conventions**

Children should leave second grade with a good sense of how beginning capitalization and end punctuation are applied conventionally, though they may continue their creative use of capital letters (for example, “The dog was HUGE!”) and exaggerated punctuation (for example, “He bit me!!!”) Second graders meeting standards may not have consistent control over punctuation, but they show their understanding by incorporating all the commonly used punctuation marks to some degree in their writing. By the end of the year, we expect second-grade students to:

- use capital letters at the beginnings of sentences;
- use periods to end sentences;
- approximate the use of quotation marks;
- use capital letters and exclamation marks for emphasis;
- use question marks; and
- use common contractions.

### **E3b.2: Explaining and Seeking Information**

In second and third grades, children’s ability to seek information from adults, the library and the Internet expands. They are able to research and gather more information. Their descriptions become more elaborate. Their presentations improve, and their ability to relate complex information to others increases. Specifically, by the end of third grade we expect children to:

- Seek out multiple resources for information such as libraries, governmental and professional agencies, the Internet, and identified experts;
- Conduct first hand interviews;
- Give increasingly elaborate and extended descriptions of objects, events and concepts;
- Support opinions or provide specific examples to support generalizations;
- Give a short prepared speech or report informing others about some object, event, or person; and
- Tutor others in new and somewhat complicated tasks.

## **National Technology Standards**

### **1. Creativity and Innovation**

Students demonstrate creative thinking, construct knowledge, and develop innovative products and processes using technology. Students:

- a. apply existing knowledge to generate new ideas, products, or processes.

b. create original works as a means of personal or group expression.

**2. Communication and Collaboration**

Students use digital media and environments to communicate and work collaboratively, including at a distance, to support individual learning and contribute to the learning of others. Students:

a. interact, collaborate, and publish with peers, experts or others employing a variety of digital environments and media.

b. communicate information and ideas effectively to multiple audiences using a variety of media and formats.

d. contribute to project teams to produce original works or solve problems.

**3. Research and Information Fluency**

Students apply digital tools to gather, evaluate, and use information. Students:

a. plan strategies to guide inquiry.

b. locate, organize, analyze, evaluate, synthesize, and ethically use information from a variety of sources and media.

c. evaluate and select information sources and digital tools based on the appropriateness to specific tasks.

d. process data and report results.