Nombre: _____Español 2: Los especies en peligro de extinción / Los especies extintos

Approximate Due Date: April 4/5. Potential to present the week before and the week after spring break.

For this project, you may work individually or with one other person. You are going to pick an animal or plant that is either in danger of becoming extinct (endangered) or that is already extinct. You are going to become the expert on this animal or plant, and you will share your investigation with the class in Spanish.

Once you have chosen your species, it is your responsibility to let me know which animal/plant you are claiming. We do not want any repeats per class.

Your final result:

1. **Written script (No direct copy/pasting without citing sources. No use of translator for phrases. Looking up individual words is okay. I would rather have it be incorrect grammar than have you use a translator, and will grade you as such).**
2. **Computer presentation/graphic (PowerPoint, Prezi, etc) Poster if you prefer.**
3. **Spoken presentation to tie it all together.**

See rubric on last page!

As you research your species, prepare to complete the steps and to answer the research-based questions in Spanish. Use the checklist to help you:

1. _____I have claimed my animal/plant and let Ms. Garcia know.

2. _____ ¿Cómo se llama el animal? What is the animal called?

3. _____ ¿Qué tipo de animal es? /What type of animal is it? (think family/genus, is it from the horse family, cat, dog, etc?)

4. _____ ¿Dónde vive? Where does it live? (specific parts of the world)

5. _____ ¿Cómo vive? How does/did it live? In groups, single, family, etc?

6. _____ ¿Qué tipo de ambiente es ideal para el animal? What type of climate does it need to survive?

7. _____ ¿Qué le gusta comer? What does it like to eat?

8. _____ ¿De qué colores es el animal? What colors is the animal?

9. _____ ¿Hay algo especial o único de su apariencia? Is there anything special about the animal's /plant's appearance?

10. _____ ¿Hay algo especial / único de sus acciones? Does it have any specific or unique behaviors?

11. _____ ¿Por qué está en peligro de extinción? What is/are the reason(s) that the animal/plant is endangered /already extinct? / When did it become extinct?

12. _____ If your animal/plant is not yet extinct, what can be done to prevent its extinction?
13. _____ At least TWO facts/thoughts stated in the form of using an impersonal expression OR emotion with que and the subjunctive =
    a. Ex: It's interesting /good/bad that ___(subjunctive phrase here) = Es interesante que ….(subjunctive)
    b. I'm sad that/ We're happy that….
14. _____ At least ONE expression of recommendation or doubt about this animal/plant, using the subjunctive=
    a. I recommend that _____
    b. I doubt that _____

15. _____ I have formed the at least 3 subjunctive sentences correctly.
16. _____ I have used at least 2 different sources for my research, and I have recorded them.

To get some ideas for los animales y las plantas, have a look at the links below:

Los animales:

https://www.ecologiaverde.com/los-animales-en-mayor-peligro-de-extincion-375.html

https://www.ecologiaverde.com/animales-en-peligro-de-extincion-en-europa-1191.html

https://www.telesurtv.net/multimedia/En-fotos-Los-15-animales-en-peligro-de-extincion-en-el-mundo-20150825-1035.html

http://www.lareserva.com/home/principales_especies_extincion

http://www.pegasusfoundation.org/10-animals-danger-becoming-extinct/

https://www.worldwildlife.org/species/directory?direction=desc&sort=extinction_status

http://www.businessinsider.com/12-rare-animals-that-are-almost-extinct-2016-7#the-bornean-orangutan-1

https://www.dnr.wa.gov/publications/amp_nh_vascular_ets.pdf?u3naim

https://wdfw.wa.gov/conservation/endangered/

https://www.huffingtonpost.com/2013/10/22/11-extinct-animals_n_4078988.html

https://owlcation.com/stem/Top-10-Most-Beautiful-Extinct-Animals

https://list25.com/25-extinct-animals-that-scientists-want-to-de-extinct/

https://www.ranker.com/list/extinct-mammals/eco-warrior-chick

https://www.popularmechanics.com/science/animals/g201/recently-extinct-animals-list-470209/?slide=1

Las plantas:

http://save-the-endangered-species.weebly.com/top-10-most-endangered-plants.html

https://www.usbg.gov/gardens/rare-and-endangered-plants-gallery

Español 2 Rubric: Slideshow and Written Info

	Poor (0-4)	Fair (5-7)	Good (8-9)	Excellent (10)
Content/accuracy of script and slides (10)	Incorrect info, written in English and translated into Spanish via a translator, use of grammatical structures we have not learned. May attempt subjunctive. Missing or lacking bibliography. Words in English. (0-4)	Info generally correct/accurate, some info may be inaccurate. Missing checklist info. Some incorrect use of translator. Some English words may be present. Subjunctive sentences present but may be partially incorrect. Bibliography may be present but may be lacking (5-7)	Info correct and accurate, does not embellish, covers checklist topics with minimal detail. 3 subjunctive sentences present but may have one error. Has bibliography (8-9)	Info correct and accurate, covers all checklist topics (and possibly more) with extensive details to capture interest. 3 subjunctive sentences correctly formed. Has bibliography (10)
Use of Graphics and Slides (10)	Graphics are lacking or the graphics detract from content. Lack of text and background contrast. Unattractive. (0-4)	Graphics present but some graphics do not seem to support content. Slides hard to read/see due to text and background contrast. (5-7)	Most graphics are attractive (size and colors) and support the content of the presentation. Slides mostly easy to read/see due to text and background contrast. Slide text corresponds with presentation content/spoken info. (8-9)	All graphics are attractive (size and colors) and support the theme/content of the presentation. All slides easy to read/see due to text and background contrast. Slide text corresponds with presentation content/spoken info. (10)
Individual preparedness/ presentation skills (individual grade per person) (10)	Student clearly unprepared with regards to subject matter and the language. Difficult for classmates to understand. Sounds like first read-through out loud. Enthusiasm not evident. (0-4)	Student is somewhat prepared, but not comfortable with subject matter or not comfortable with language. Hard to hear or understand, multiple errors detract from understanding. Enthusiasm not evident. (5-7)	Student is confident with subject matter but struggles a bit with the language. Speaks clearly, a few errors, but they do not detract from understanding. Shows enthusiasm for topic. (8-9)	Student is completely prepared and has obviously rehearsed. Appears confident with subject matter and comfortable with the language. Speaks clearly, may make a few language errors, but errors do not detract from understanding. Shows enthusiasm for topic. (10)