CONSERVATION STATUS: LEVELS OF ENDANGERMENT
A LEVEL 2/3 INQUIRY LESSON

GRADE LEVEL: 7th

SCIENCE CONCEPT (the Main Idea or Enduring Understanding):
Understanding the levels of endangerment

RELATIONSHIP TO CALIFORNIA SCIENCE CONTENT STANDARDS:
3. Biological evolution accounts for the diversity of species developed through gradual processes over many generations. As a basis for understanding this concept:
   e. Students know that extinction of a species occurs when the environment changes and the adaptive characteristics of a species are insufficient for its survival.

LEARNING OBJECTIVES:
1. Students will construct a model demonstrating the levels of endangerment of animals.

EVALUATION IDEAS:
1. formative:
   Groups present their 2 facts about a level of endangerment. Students are able to explain why each level falls on a specific marker on the fuel gauge.

2. summative:
   Students turn in their completed Running Out of Fuel worksheet with 2 facts about each level of endangerment on the back of the worksheet.

CONCEPTUAL BACKGROUND:

LESSON IMPLEMENTATION PLAN:
ENGAGE –
“Class, several wildlife species are in the midst of extinction. Does anyone know an animal that used to live on Earth, but does not exist anymore? That’s right!!!! Dinosaurs used to live on the earth thousands of years ago, but they do not live on Earth today. Does anyone know what the dinosaur species is known as today? I’ll give you a hint… it’s because they do not exist anymore. You’ve got it!!!! Dinosaurs are extinct. Dinosaurs are not the only animals that are extinct. Mammoths used to live on Earth as well, but they also became extinct. Today, there are many animals that are on the verge of extinction. Did you know that before an animal becomes extinct, they are considered to be at different levels of endangerment? In order to help the wildlife, you must know the different levels of endangerment. Look at the picture on the wall. What does it remind you of? That’s right! It looks
like a fuel gauge. Your task is to find out which levels of endangerment would fit on the corresponding lines on the fuel gauge. Each of you has a sheet that looks like the fuel gauge on the wall. Each marker on the fuel gauge signifies a different level of endangerment. On the back of your levels of endangerment sheet, you are to write 2 interesting facts about each level of endangerment. Begin at your group table and rotate to the next station to your right. Now, explore!”

EXPLORE –
Students gather information from each station on a different level of endangerment.
While at each level, students are to:
- Name each level of endangerment
- Give 2 facts about the level of endangerment
- Place the level of endangerment on the fuel gauge

EXPLAIN –
A designated “reporter” from each group gives information on 1 level of endangerment. With their explanation, students are to:
- Name the level of endangerment
- Give their 2 facts
- Show the class where they placed the level on the fuel gauge
Other groups add their additional facts they found.
A running list is put on the whiteboard for the class to see.

ELABORATE – (Level 3 Inquiry)
Present the following prompt for the students to use in a “think-pair-share” environment:
- “How can we help animals from becoming endangered?”
- Students share their answers in a class discussion and build off each other’s ideas.

EVALUATE –
(a) summative -
Students turn in their completed Running Out of Fuel worksheet with 2 facts about each level of endangerment on the back of the worksheet.

(b) formative –
Groups present their 2 facts about a level of endangerment.
Students are able to explain why each level falls on a specific marker on the fuel gauge.

DIFFERENTIATION PLANS:
Behavioral for Student A
If necessary, change groups or have students work individually.

Cognitive for Student B
Work with a partner to write your ideas.

Cognitive for Student C
CONSERVATION STATUS: LEVELS OF ENDANGERMENT

Allow for verbal responses, rather than written with less detail.

Affective (Emotional) for Student D
Students may work alone if desired.

Language Demands for Students E, F, G
Think-Pair-Share with other group members before giving any presentation
Cloze sentences / sentence frames for each level of endangerment
Partner Translators are given as necessary for ELs with same language

LIST OF MATERIALS (PER GROUP):
Class set – Levels of Endangerment fact sheet
Class set – Running out of fuel worksheet

DIRECTIONS OR SPECIAL INSTRUCTIONS; SAFETY CONCERNS, ETC.
# Levels of Endangerment Fact Sheet

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<thead>
<tr>
<th>Level of Endangerment</th>
<th>Fact #</th>
<th>Info. Text</th>
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Running Out of Fuel: Extinction