
Aquatic Organisms

When your aquarium reaches appropriate parameters to allow fish to thrive, contact your Aquatic Adventures Academy representative through the Aquatic Adventures Academy Wiki. The representative will provide you with a list of freshwater fish that are available for stocking your tank. Your job will be to determine how many and what type of fish can live together safely.

Assignment #4

With your team, research the freshwater fish on the list provided by your Aquatic Adventures Academy representative. How many fish can a 20-gallon aquarium support? What species of fish can live together harmoniously? Does the fish eat live plants? How do the fish reproduce? What are the ideal water chemistry parameters for each fish? There are some resources to help you get started at:

<http://www.cstecalumet.org/Aquatic%20Adventures%20Academy/aaaaddingfish.html>

Communicating Research Findings

Prepare a presentation to share your findings with the rest of the group. Be sure to include a list of fish with which you would like to stock your aquarium. Please include your responses to the questions above as well. You should also include support for each response.

Curriculum Connections

Can you think of countries where conflict currently exists? What are some of the causes of the conflict? How are the people behaving? What actions are being taken to resolve the conflict?



Aquatic Adventures Academy Project Rubric

Teacher Name: _____

Student Name: _____

CATEGORY	4	3	2	1
Plan for Organizing Information	Students have developed a clear plan for organizing the information as it is gathered and in the final research product. All students can independently explain the planned organization of the research findings.	Students have developed a clear plan for organizing the information in the final research product. All students can independently explain this plan.	Students have developed a clear plan for organizing the information as it is gathered. All students can independently explain most of this plan.	Students have no clear plan for organizing the information AND/OR students in the group cannot explain their organizational plan.
Response to Questions	Students present well-developed responses to all of the posed questions.	Students present well-developed responses to most of the posed questions.	Students present well-developed responses to some of the posed questions.	Students present well-developed responses to few to none of the posed questions.
Delegation of Responsibility	Each student in the group can clearly explain what information is needed by the group, what information s/he is responsible for locating, and when the information is needed.	Each student in the group can clearly explain what information s/he is responsible for locating.	Each student in the group can, with minimal prompting from peers, clearly explain what information s/he is responsible for locating.	One or more students in the group cannot clearly explain what information they are responsible for locating.
Quality of Sources	Researchers independently locate at least 2 reliable, interesting information sources for EACH of their ideas or questions.	Researchers independently locate at least 2 reliable information sources for EACH of their ideas or questions.	Researchers, with some adult help, locate at least 2 reliable information sources for EACH of their ideas or questions.	Researchers, with extensive adult help, locate at least 2 reliable information sources for EACH of their ideas or questions.
Group Timeline	Group independently develops a reasonable, complete timeline describing when different parts of the work (e.g., planning, research, first draft, final draft) will be done. All students in group can independently describe the high points of the timeline.	Group independently develops a timeline describing when most parts of the work will be done. All students in group can independently describe the high points of the timeline.	Group independently develops a timeline describing when most parts of the work will be done. Most students can independently describe the high points of the timeline.	Group needs adult help to develop a timeline AND/OR several students in the group cannot independently describe the high points of the timeline.