

Camino Nuevo High School



2012 TIIP Presentation

“The Authentic Nexus of Project Based
Learning & Standards-Based Curriculum”

a.k.a.

*“At the Intersection of State Standards and
Project-Based Learning”*

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Algebra 1 & 2
10th Grade Biology
9th Grade English

Summary of Content

1. Note pages

“At the Intersection of State Standards and Project-Based Learning”


2. Project Overviews

- i) *Of Mice and Men* Infomercial Project and Rubric
- ii) Algebra 2 Lottery Project
- iii) Statistics Project Overview and Rubric
- iv) The Great Caminowood Debates Project and Rubric
- v) 10th Grade Mock Trials Project Overview
- vi) Ecocolumn Project Overview

3. Additional Rubrics


- i) CNHS General Presentation Rubric (based on the work of Robert Marzano)
- ii) CNHS General Project Rubric (based on the work of Robert Marzano)
- iii) Math Literacy Scale Model Rubric
- iv) Grade 9 & 10 Essay Rubric
- v) Biology Mastery Interview Rubric

4. Bibliographic Information for Resources




**With your partner,
discuss...**

- how the **demographics** of your school and the community you serve **inform your approach** to project-based learning, if at all.



**Project-Based Learning:
What is it?**

1. Standards-Based
2. The project **process** is the **means** to acquire content – not the end
3. Scaffolded Instruction



High Tech High's Six A's

1. **Academic Rigor:** Projects must be high-rigor
2. **Authenticity:** Uses real-world context
3. **Applied Learning:** Uses 21st century skills (i.e. teamwork, problem-solving, and communication)
4. **Active Exploration:** Connects to outside the classroom.
5. **Adult Connections:** Students connect with adults outside of school
6. **Assessment Practices:** High-stakes exhibitions

Share with your partner...

which A's you may be missing in your project.

Six A's Adapted to CNHS

Active Exploration & Adult Connections revised for the context of our school.

Six A's Adapted to CNHS

1. **Academic Rigor:** Projects must be high-rigor
2. **Authenticity:** Uses real-world context
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Standards-Based Instruction: Why we need it

- ❖ Grading was not necessarily authentic to subject matter, nor was it equitable across classes.
- ❖ Disproportionately 21st century skills-based strengths vs. content-based strengths.
- ❖ While students developed strong leadership skills, 1) they were not academically competitive for/in college, nor 2) had they cultivated self-advocacy skills as scholars (not "fluent" enough to succeed in college).


With a partner, discuss...

- ❖ whether you believe your projects authentically measure your students' proficiency in CA content standards?

UNASSISTED Discovery Learning vs. ENHANCED Discovery Learning.


- ❖ 2011 Meta-Analysis studies on Direct Instruction and Discovery Learning came up with 2 conclusions:
 1. "Unassisted discovery learning is perilous to student learning."
 2. "Enhanced discovery learning can be a useful instructional tool."

From "Art of Science & Teaching"
by Robert J. Marzano




Unassisted Discovery Learning

- Presenting students with a situation in which they must discover new content, while receiving little, if any assistance.
- Example:** Mathematics teacher challenges students to estimate the sum of two three-digit numbers and then asks them to invent their own strategy.



Enhanced Discovery Learning

- Teachers ensure students have knowledge of the content – may involve **DIRECT** instruction.
- Periodically ask students to generate ideas and explain their thinking.
- Teacher provides appropriate **scaffolds**.



An Approach that Makes Sense

When faced with the decision whether to use direct instruction or unassisted discovery learning, a teacher should opt for the former.

Discovery, PBL can be a powerful learning experience when teachers ensure students have the knowledge to understand content and provide guidance and interaction along the way.

From "Art of Science & Teaching" by Robert J. Marzano



Name: _____ Research Topic: _____

Social Justice INFOMERCIAL PROJECT

RC 2.8: Expository Critique: Evaluate the credibility of an author’s argument or defense of a claim by critiquing the relationship between generalizations and evidence, the comprehensiveness of evidence, and the way in which the author’s intent affects the structure and tone of the text.

RL 3.9: Narrative Analysis of Grade-Level-Appropriate Text: explain how voice, persona, and the choice of a narrator affect characterization and the tone, plot, and credibility of a text

Essential Questions:

- What social issue is affecting our community today?
- How can you effect change in our community?

Role: You are a spokesperson advocating for a social justice issue in your community.

Objective: 1. Create an infomercial that is AT LEAST 2 MINUTES in length.

Your infomercial may either...

- a. **sell** a product that relates to your research topic (i.e. wool jackets and blankets to donate to homeless shelters)
- OR
- b. ask people to **send in money** for a particular cause. (i.e. Send in money to support the Animal Justice Group)

Your product or cause may be **either real OR fictitious** (made up).

- 2. Choose **one of the two** formats to create and share your infomercial:
 - 1. Live in front of the class with an animated PPT
 - 2. A video clip

Purpose: Persuasive communication comes in many forms. It is directed toward changing another person’s beliefs both in a positive or negative way to affect their long- term attitudes. It is important for you to be able to **critically evaluate** how and why the media uses various techniques to influence the choices we make as individuals.

Audience: Your team will be presenting your infomercials at CaminoWood to teachers, staff, students, community members, etc...

Standards and Criteria for Success:

- Turn in a **Group Checklist** that outlines all the parts of your infomercial.
- Provide a **Written Script** of what each person in the group is going to say during the infomercial.
- Create a **Storyboard** that displays the different parts that will be incorporated into your infomercial.
- Turn in **Completed Packet** with planning notes.

TEAM WORK

STEP I: On Ms. Lee's Assignments Drive, click on OMAM→Infomercial Project→Persuasion Introduction.ppt
 With your team partner, go through the PPT and fill in the chart below.

"INFO" means _____

"—MERCIAL" refers to _____.

Therefore, an **infomercial** is a short segment whose purpose is to _____, to _____, and to _____.

	ShamWow How They Used It	World Bicycle Relief How They Used It
<p>Ethos Builds trust by convincing audience that their way/product is the right thing to do or buy</p>	<hr/> <hr/> <hr/> <hr/> <hr/> <hr/> <hr/> <hr/>	<hr/> <hr/> <hr/> <hr/> <hr/> <hr/> <hr/> <hr/>
<p>Pathos Appeals to audience's emotions</p>	<hr/> <hr/> <hr/> <hr/> <hr/> <hr/> <hr/> <hr/>	<hr/> <hr/> <hr/> <hr/> <hr/> <hr/> <hr/> <hr/>
<p>Logos Uses logic, numbers, facts to support argument</p>	<hr/> <hr/> <hr/> <hr/> <hr/> <hr/> <hr/> <hr/>	<hr/> <hr/> <hr/> <hr/> <hr/> <hr/> <hr/> <hr/>
<p>Kairos Builds a sense of urgency</p>	<hr/> <hr/> <hr/> <hr/> <hr/> <hr/> <hr/> <hr/>	<hr/> <hr/> <hr/> <hr/> <hr/> <hr/> <hr/> <hr/>
<p>Tone Identify the tone of the speaker and explain how each infomercial used a specific TONE to persuade you.</p>	<p>Tone = _____</p> <p>Tone is used to persuade us by... _____</p> <hr/> <hr/> <hr/> <hr/> <hr/> <hr/> <hr/> <hr/>	<p>Tone = _____</p> <p>Tone is used to persuade us by... _____</p> <hr/> <hr/> <hr/> <hr/> <hr/> <hr/> <hr/> <hr/>

STEP 2: Now that you have seen and analyzed two different types of infomercials, fill in the rest of this chart below to compare the two infomercials

	Infomercials that Sell a product	Infomercials that Support a cause
Tone	<i>Excited, Pushy,</i>	<i>Thoughtful, Pleading,</i>
Repetition	<i>Repeating phone number and package details often</i>	
Hook (How they get your attention)	<i>Promises _____</i>	<i>Appeals to people's _____ or _____</i>
Rate of Speech		
Sentence Structure	<i>"If _____ then" statements to show how your actions will change something.</i> Example: "If you don't send in the money now, then hundreds of birds will disappear forever!"	

STEP 3: When done, check your answers on the PPT with a partner.

STEP 4: Read through the different job descriptions below and think about which job you may be interested in performing for this project.

SCREENWRITER

Tasks	Skills Required	Good for you if...
<ol style="list-style-type: none"> 1. Work with storyboard artists and editors to turn the visuals into a <u>written script</u>. 2. Script out what each person will say. 3. Write out <u>stage directions</u>. 4. Make sure every team member makes <u>equal contributions</u>. 	<ol style="list-style-type: none"> 1. Proficient writing skills: Effectively write a script that is easy for an outsider to follow and understand. 2. Strong collaboraton skills to work with the editor and storyboard artists to make sure the script aligns with the visuals. 	<ul style="list-style-type: none"> • You aren't as strong of an artsit, but you can translate pictures into words.

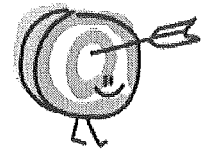
EDITOR

Tasks	Skills Required	Good for you if...
<ol style="list-style-type: none"> 1. Ensure that <u>script</u> and <u>storyboard</u> incorporates <u>Ethos/Pathos/Logos/Kairos</u> that your group brainstomred together. 2. Make sure your infomercial is as <u>persuasive</u> as possible. 	<ol style="list-style-type: none"> 1. Strong understanding of Ethos/Pathos/Logos/Kairos. 2. Strong leadership skills so you can oversee that your entire project is on track, creative, and persuasive. 	<ul style="list-style-type: none"> • You are good at persuading others. • You are good at following checklists and make sure our group follows all requirements.

STORYBOARD ARTISTS (2)

Tasks	Skills Required	Good for you if...
<ol style="list-style-type: none"> 1. Turn your group's brainstorming into a <u>2- mintue visual</u>. 2. Create a storyline that can sell/raise money. 3. Clearly draw out <u>the beginning, middle, and end</u> of your infomercial 4. Write <u>short descriptions</u> of each picture/snapshot. 	<ol style="list-style-type: none"> 1. Strong artistic skills 2. Good collaborative skills to work with the screenwriter and editor to ensure that all persuaive elements are included in the infomercial in a creative format 	<ul style="list-style-type: none"> • You are creative and can plan out how to turn ideas into a storyline that can be acted out.

STEP 5: Now group into your team of 3 or 4 and fill in the Group Checklist together.



GROUP CHECKLIST

- The product that we will sell is _____..
- OR**
- A cause we will promote is _____.
- Our target audience is _____.
- Our "hook" is _____.
- The incentives (bonus/"thank you" items) we will offer are _____.
- We will open with these questions / promises:
_____.
- We will include testimonials from these "real people" who have used our product or supported our cause (ETHOS): _____.

Team Members/Roles: _____ : *Screenwriter*
_____ : *Editor*
_____ : *Storyboard Artist #1*
_____ : *Storyboard Artist #2*

Ms. Lee's Signature: _____

INDEPENDENT BRAINSTORM

STEP 6: Now that your group has decided which type of infomercial you are going to create and what every one's job is going to be, it is time to brainstorm how you are going to persuade your audience! This part is INDEPENDENT. Each student is responsible for brainstorming their own methods of persuasion before meeting as a team to synthesize the information.

ETHOS

How will you convince us that your product or cause is the right thing to do? Think about testimonials you can use.

PATHOS

How will you convince us using personal stories and examples to make us feel emotional?

TONE:

LOGOS

How will you use facts, logic, numbers, and statistics to convince us? (Remember you can use quotes!)

KAIROS

How will you make us feel urgent about your product or cause?

PUBLIC SERVICE ANNOUNCEMENT RUBRIC

Team Members: _____ Period: _____

Project Requirements:

PSA Storyboard (Whole Group) – 1 product/group

PSA Defense (Individual) – 1 product/person

Standards:

- RC 2.8: Persuasion Critique:** Evaluate the credibility of an author’s argument or defense of a claim by critiquing the relationship between generalizations and evidence, the comprehensiveness of evidence, and the way in which the author’s intent affects the structure and tone of the text.
- Listening & Speaking:** Deliver focused and coherent presentations that convey clear and distinct perspectives and solid reasoning. Use gestures, tone, and vocabulary tailored to the audience and purpose.

Category	4	3	2	1
Standard #1: RC 2.8 PSA Defense	<input type="checkbox"/> Shows in-depth understanding of ALL methods of persuasion. <input type="checkbox"/> Carefully analyzed use of all methods in write-up.	<input type="checkbox"/> Shows complete understanding of ALL methods of persuasion, but not in great detail . <input type="checkbox"/> Analyzed use of all methods in write-up.	<input type="checkbox"/> Shows incomplete understanding of methods of persuasion and/or misconception about some of the methods. <input type="checkbox"/> Shows basic analysis of methods in write-up	<input type="checkbox"/> Shows incomplete understanding of methods of persuasion, and has so many misconceptions that students cannot be said to understand the standard. <input type="checkbox"/> Below basic analysis or incomplete write-up
Standard #2: L & S Presentation	<input type="checkbox"/> Meets all presentation expectations Based on “Project Progress Exit Slip,” group worked well as a cohesive team.	<input type="checkbox"/> Meets most presentation expectations Based on “Project Progress Exit Slip,” group worked adequately as a team.	<input type="checkbox"/> Meets some presentation expectations Based on “Project Progress Exit Slip,” group could have been more cohesive.	<input type="checkbox"/> Meets few presentation expectations Based on “Project Progress Exit Slip,” group did not make efforts to work together.
ESLR: Individual Contributions	<input type="checkbox"/> Based on “Project Progress Exit Slip,” student went above what was expected.	<input type="checkbox"/> Based on “Project Progress Exit Slip,” student met individual expectations.	<input type="checkbox"/> Based on “Project Progress Exit Slip,” student met some individual expectations.	<input type="checkbox"/> Based on “Project Progress Exit Slip,” student did not meet individual expectations.

Presentation Expectations

Presentation of Self	Professionalism	Facility with Tools and Space
<input type="checkbox"/> Greet the audience, introduces self and assignment <input type="checkbox"/> Ends presentation without cues <input type="checkbox"/> Answers questions with grace and thoughtfulness	<input type="checkbox"/> Work looks professional, organized, and has an aesthetic appeal. <input type="checkbox"/> Presentation has been clearly rehearsed <input type="checkbox"/> Work was presented on time.	<input type="checkbox"/> Students easily use all necessary tools. <input type="checkbox"/> Students use space in the room well. They do not hide behind or lean on furniture

Algebra 2 Lottery Project

Summary: In the Lottery Project, students are asked to calculate and determine various probabilities and statistics related to the Fantasy Five Lottery in Georgia. They must then use these numbers to justify claims about the lottery. With a partner, they are to write reports of calculations, findings, and conclusions. In addition, they are to create a visual and oral presentation appropriate to communicate their findings from the Lottery Project in a high-stakes presentation.

Standards:

19.0 Students use combinations and permutations to compute probabilities.

12.0 Students know the laws of fractional exponents, understand exponential functions, and use these functions in problems involving exponential growth and decay.

Social Justice:

Students are to examine arguments for and against the lottery and then use mathematics (in calculating probability) to justify whether the lottery is a profitable investment. In the examination of the probability of winning the lottery, students will also be asked to formulate an argument as to whether the lottery is a regressive tax. In addition, they will analyze how money can be spent in alternate financial instruments as a more reasonable investment.

Sample Student Instructions

Part I: What is a lottery? Students are to read various articles with a partner and gather information surrounding lotteries, their purposes, benefits, and consequences.

Part II: Can playing the lottery be profitable? Students calculate the number of combinations of matching 5, 4, 3, 2, 1 and 0 winning numbers from the Fantasy Five Lottery in Georgia. They are then to calculate the probabilities of each of these combinations as well. Afterwards, they are to find the likelihood of various events and ailments (getting struck by lightning, getting cancer, etc.) in relation to winning all 5 numbers of the Fantasy Five.

Part III: What are some issues surrounding the lottery? Students are assigned readings by their reading level and are required to complete a context, say, mean, matter worksheet in order to construct a 4-paragraph essay discussing the issues in their reading.

Part IV: Who is harmed the most by playing the lottery? Students calculate how much it costs to play the lottery well (how much it would cost have a 30% chance to win 3 numbers), as well as investigate what percentage this is of residents of different levels of income. Students then investigate different forms of financial instruments (CDs and savings accounts) and calculate compound interest on these instruments over a period of 3 years.

Part V: Analyze a Lottery of Your Choice Students discuss how the game works, and calculate the probability of winning the jackpot.

Statistics Project: Design and Conduct a Survey of the Junior and Senior Classes

Part I: In-Class Activity – Design a Survey

1. Think of an Essential Question –
 - What is one question you would like to know about the 11th/12th graders?
ie:
 - What kind of impact does our diet have on our bodies?
 - Is rest or studying more important when it comes to grades?
2. Identify attributes (variables) that are pertinent for your essential question. At least five total, two must be quantitative.
 - For your quantitative variables, make them related to each other so it would make sense on a scatterplot (example: GPA and number of hours studying per night on a scatterplot makes a heck of a lot more sense than GPA and height).
 - Diet question:
 - Categorical: Primary means of cooking food (steamed, fried, boiled, etc.), types of food eaten for breakfast, do you consider yourself overweight, etc.
 - Quantitative: Number of times eating out a week, weight, height, how many days out of the week do you eat breakfast, how many meals a day do you eat, etc.
 - Rest or Studying question:
 - Categorical: Types of college applying to, favorite subject, opinion on what's the most important thing when it comes to getting good grades, etc.
 - Quantitative: GPA, number of hours slept at night, number of hours spent studying a week,
3. Design a questionnaire (survey) to collect data related to these attributes.
4. Select a sampling method to administer the survey.
 - We will be presenting our sampling methods to each other in class for approval.
 - Consider these things:
 - Are there strata that you might want to split your subjects up in before conducting an SRS?
 - Is there any bias in your method?

Part II: Out-of-Class Activity

Administer the questionnaire

Compile the data into a spreadsheet (Mr. Chang will help)

Part III: Report

Each pair will prepare a report summarizing the activity and reporting results on a selected number of the attributes of interest using the following format.

Title: Based on the essential question for your report.

Introduction: Give a brief overview of the project (one paragraph)

Survey Design: Describe the type of survey that was conducted and the rationale for the sampling method. Suggest any types of bias that may exist with the method chosen.

Survey Execution: Describe the experience of conducting the survey. Comment on both the positive and negative aspects of the experience and where there were difficulties suggest improvements in execution of the survey.

Results: Choose 5 attributes (variables) from the data that were collected according to your theme for the survey (what were you interested in); at least two of them must be quantitative. Use Excel to construct a chart or graph to display the results. Describe what the graphics reveal. For each quantitative variable describe the distribution of the data (shape, center, spread) and report on the 5-number summary, and the mean and standard deviation. Look for associations between variables by employing scatter plots (for quantitative data) or bar charts (for categorical data). Comment on these.

Conclusions: Summarize the results, especially any conclusions about associations between the selected variables.

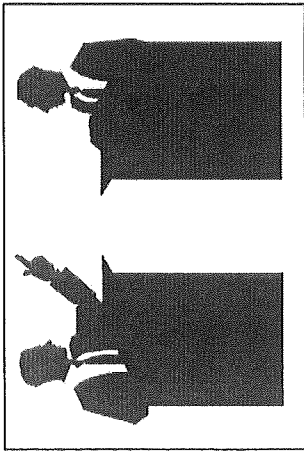
Summary: Conclude your report with comments on what you learned through the experience of designing, conducting and reporting on a survey.

Rubric

Component	4	3	2	1	0
Survey Design 15%	Thorough description and reasoning of type of survey used. Analysis of actual and potential types of bias.	Description of survey used with reasoning. Actual and potential types of bias are analyzed.	Survey described. Bias analyzed superficially.	Type of surveying identified briefly mentioned. Bias omitted.	No discussion of survey design or bias.
Survey Execution 15%	Thorough description of experience surveying with thoughtful suggestions for improvement.	Experience surveying described, with superficial suggestions for improvement.	Experiences with surveying discussed.	Survey execution briefly discussed.	No mention of survey execution.
Results 30%	Results are presented in accurate categorical and quantitative graphs as well as a scatterplot with thorough commentary.	Results are presented in accurate categorical and quantitative graphs as well as a scatterplot with commentary.	Results are presented in accurate categorical and quantitative graphs.	Results are presented inaccurately in categorical and quantitative graphs.	Results are not presented.
Conclusion / Summary 20%	Thoughtful conclusions and inferences are made from analysis of the data, and experiences are thoroughly summarized.	Conclusions and inferences are made from analysis of the data and experiences are discussed.	Either conclusions from data analysis or experiences are thoroughly lacking.	Both conclusions from data analysis and discussion of experiences are thoroughly lacking.	No conclusion or summary.
Presentation / Completeness 20%	Project is completed with careful attention to neatness and order.	Project is missing elements but professional in appearance or project is complete in a disorderly manner.	Project is nearly complete but not orderly in appearance.	Project is missing several elements and not orderly in appearance.	Project is missing major components and disheveled in nature.

Checklist:

- Come up with essential question.
- Have essential question approved. _____ Date: _____
- Come up with **AT LEAST** 5 variables (at least 2 quantitative).
- Put together a questionnaire that accurately gathers desired variables.
- Have questionnaire approved. _____ Date: _____
- Select a sampling method and be able to substantiate the particular method.
- Briefly pitch survey (including essential question and variables) to class and have sampling method approved.
- Select sample and have it approved. _____ Date: _____
- Compile the data into a spreadsheet.
- Compile the data into graphs.
- Write report.
 - Introduction
 - Survey Design
 - Survey Execution
 - Results
 - Conclusion
 - Summary



The Great Caminowood Debates:

2011

General Format of Debates

Each issue will be debated by a panel of four to five students on opposite teams. Each team member has a primary responsibility, as follows:

The Fixer. This person will be primarily responsible for stating the position taken by the group. He or she will bring up, point by point, the issues inherent in each part of the argument. A prepared written outline may be quite helpful, but direct reading of a prepared statement will not be appropriate. A conversational presentation of the position in the Fixer's own words will be much more acceptable. He or she will also be responsible for watching the flow of the arguments. At the end, the Fixer will summarize, recap, and state which of the points made can be salvaged to ultimately support the team's position.

The Philosopher. The Philosopher will be responsible for citing relevant research to back up any of the statements given by the Fixer. He or she must have intimate knowledge of the empirical content of the positions taken and should understand the research supporting the side chosen. The Philosopher can do well by looking up outside sources in order to strengthen the Fixer's arguments. He or she can support points by using survey data gathered in class or outside. Any effort (short of murder) is legitimate for generating support for a position. However, the Philosopher will be "attacked" at some length by the opposition--so he or she had better be able to back up his or her supporting data. It should be empirical and responsible.

The Pitbull. The Pitbull will be responsible for probing the opposite team for weaknesses in their arguments. He or she may question data, disprove, counter, and use any rational method to discredit the opposition's position or data. An appreciation for research design and data analysis may help the attacker. It is also strongly suggested that the attacker be very familiar with the articles and materials being used by the opposing team. The Pitbull may attack one of the authors but should refrain from attacking the student who has that position.

Detailed Job Descriptions

The Fixer

Tasks	Skills Required	Good for you if:
1. Memorize opening speech detailing: <ul style="list-style-type: none"> • Importance of your topic • Your group's stance on your topic • At least FOUR major points in your group's argument 2. Create strong closing argument based on notes taken during the debate	1. Strong personal presence to boost your group's confidence and to create a positive impression 2. Loud and forceful speaking voice to win over your audience before the debates 3. A quick mind capable of taking notes during a debate and creating a closing speech on the spot	<ul style="list-style-type: none"> * You prefer to have more time to prepare what you say * You enjoy projecting a professional presence * You aren't as strong in research but are strong at summarizing and paraphrasing

The Philosopher

Tasks	Skills Required	Good for you if:
1. Present each of your FOUR arguments: <ul style="list-style-type: none"> • Showing the sources you used to support your argument • Stating HOW your sources connect to your argument • Defending your choice of sources 2. Be prepared to DEFEND your argument, information, and choice of sources	1. Strong research skills: you know where to find good, scholarly sources 2. Proficient at explaining complicated information in a clear way to your audience 3. An ability to anticipate arguments against the ones you are making and refute them	<ul style="list-style-type: none"> * You like to be logical * You are good at doing research * You like to challenge your own beliefs and those of others * You don't like the pressure of having to think on the spot and would rather work with prepared materials

The Pitbull

Tasks	Skills Required	Good for you if:
1. Pick apart the opposing team by: <ul style="list-style-type: none"> • Attacking their logical faults and fallacies in argumentation • Questioning the quality of their sources (reliable vs. unreliable) • Using strategic rhetorical appeals 	1. Aggressive, but intelligent, personality 2. Quick at thinking on your feet: you must listen to the other side and prepare ways to attack them at the same time 3. Strong background understanding of research (e.g., Reliable vs. unreliable sources, etc.) 4. Strong understanding of logical fallacies, rhetorical appeals and rapid ability/use to identify them	<ul style="list-style-type: none"> * You like arguing with people (and are actually good at it) * You know what makes a strong or weak argument * You prefer to practice crafting counterarguments and rebuttals to research * You know how to use your voice, body language and facial expressions to augment your point of view

Debate Structure

A given debate will consist of the following sequence:

5 minutes preparation time

Round 1

- Pro--the pro Fixer makes his or her points. (2-3 minutes)
- Con--the con Fixer defines his or her counterpoints. (2-3 minutes)

Round 2

- Pro--the pro Philosopher brings on his or her evidence. (8 minutes)
- Con--the con Philosopher delivers his or her data. (8 minutes)

[5 minutes: Group works together to help Pitbull attack the opposite arguments]

Round 3

- Pro--the pro Pitbull moves in to attack the provided arguments. (5 minutes)
- Con--the con Pitbull can respond in kind. (5 minutes)

[5 minutes: The group works together to help Fixer finish up w/strong closing arguments]

- Pro--the pro Fixer salvages all the undamaged arguments he or she has left and makes a summary. (2 minutes)
- Con--the con Fixer salvages the intact arguments that are left and makes a concluding statement. (2 minutes)

[5 minutes: Audience writes down questions for debaters]

Audience questions and discussion: 7 minutes

The audience: The students not involved in a debate are still a part of the situation. Two kinds of audience participation can be expected: clarification and question.

Clarification. If a student is uncertain of a point, counterpoint, interpretation of data, a study, or any other portion of a presentation, the students in the audience can ask for clarification. Whoever is explaining the concept or supporting members on the team should clear the problem up for the student as a teacher would do in any class. Clarification questions should be asked at any time (interruptions are fine).

Question. This kind of audience participation can come after a position is clarified and the research is in. It should be reminded that the panel (pro and con) is primarily responsible for this sort of question. Questions should generally be saved for the discussion after the debate.

Grading Rubric

Score	Academic Skills	Presentation Skills
4 Advanced	<ul style="list-style-type: none"> Fully explores topic through detailed and documented research Successfully employs <i>ethos</i>, <i>pathos</i>, and <i>logos</i> in debate Fully and carefully identifies fallacies of opposing argument Successfully poses valid questions regarding opponents' sources 	<ul style="list-style-type: none"> Speakers project confident, professional demeanor Speakers professionally dressed Speakers come fully prepared Speakers present arguments smoothly and in a sophisticated manner
3 Proficient	<ul style="list-style-type: none"> Adequately explores topic through detailed and documented research Adequately employs <i>ethos</i>, <i>pathos</i>, and <i>logos</i> in debate Adequately identifies fallacies of opposing argument Successfully poses valid questions regarding opponents' sources 	<ul style="list-style-type: none"> Speakers project professionalism in demeanor and attire Speakers come mostly prepared, with few pauses and hiccups Speakers present arguments that are easy to follow
2 Basic	<ul style="list-style-type: none"> Explores topic in a summary fashion with some documentation of sources Employs at least one rhetorical strategy Somewhat identifies fallacies in opposing argument 	<ul style="list-style-type: none"> Speakers are formal without being professional Speakers sometimes seem unprepared Arguments require follow-up questions from the moderator
1 Below Basic	<ul style="list-style-type: none"> Only summarizes stance without proper support Uses fallacious reasoning to support arguments Does not adequately cross-examine opposite perspective 	<ul style="list-style-type: none"> Speakers do not project readiness or professionalism Speakers do not have information ready at hand
Group Total		

Discovery Packet

Getting to Know Opposing Counsel

Paste this document in your notebook on page ____ (to the RIGHT).

Welcome to Discovery Wednesday!

Throughout the process of preparing for trial, lawyers often find new evidence that they want to introduce to the case. This evidence must be shared with opposing counsel in a process called Discovery. Both sides are allowed to “discover” the evidence and witness(es) of each other’s case. Each side **must disclose** all information relevant to their case, whether it is helpful or harmful, to prevent “trial by ambush.” If the information is not shared, but introduced as a surprise during court, it is inadmissible and can be successfully objected to by opposing counsel.

Your team is responsible for organizing and creating a discovery packet for *each member* of the other team. *Each* discovery packet must include:

1. Witness Profile(s)

You will include background information about your team’s witness(es).*

*If your team has more than one witness, you need to make extra copies of the witness description sheet.

2. Evidence and Descriptions

You will include copies of “Exhibit A” and “Exhibit B,” plus completed descriptions.

Your team should not give original pieces of evidence to the other team at all costs.

If, for some reason, you can not provide a copy of evidence during this point of the discovery process, it is your team’s responsibility to provide an *extremely thorough* description of the missing piece of evidence.

If the finalized piece of evidence includes any *new* information not discussed in Discovery, **opposing counsel reserves the right to request that this piece of evidence be removed from trial.**

It is your responsibility to provide an actual copy to the opposing team **IMMEDIATELY.**

3. Additional Research Information

Additional research information is information that is not presented through an official exhibit. However, it is information that can be considered not obvious. This information may be used by opposing counsel to introduce/contest information during any witness testimony.

Otherwise, introduction of “new” information that is not considered “obvious” to opposing counsel may be successfully objected to during trial.

Counsel (FROM):

Organize the material in the sequence as indicated in the Cover Page.

Make copies of all items for each member of opposing counsel.

Counsel (TO):

Paste the material in the sequence as indicated in the Cover Page.

TO The Law Firm of _____
 Attorney, First Chair _____
 and
 Attorney, Second Chair _____

FROM The Law Firm of _____
 Attorney, First Chair _____
 and
 Attorney, Second Chair _____

Subject/Topic Question: Discovery/

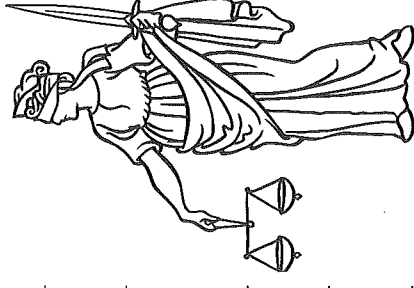
Please find attached your Discovery packet for this case in the following order:

- I. Witness Profile(s)
- II. Copy of Exhibit A + Description
- III. Copy of Exhibit B + Description
- IV. Additional Research Information

Not presented as an official exhibit, but may be used to introduce/contest information during witness testimony. Otherwise, introduction of “new” information that is not considered “obvious” to opposing counsel may be successfully objected to during trial.

If you have any clarifying questions about this information we have given you in Discovery, please contact us as soon as possible.

Attorney, First Chair (Printed name)	_____	Attorney, First Chair (Signature)	_____
E-mail Address of First Chair	_____	Contact Phone Number of First Chair	_____
First Chair Responsibilities:	_____	Statement &	_____ Examination
Attorney, Second Chair (Printed name)	_____	Attorney, Second Chair (Signature)	_____
E-mail Address of Second Chair	_____	Contact Phone Number of Second Chair	_____
Second Chair Responsibilities:	_____	Statement &	_____ Examination



Witness Profile

Complete a Witness Profile for every witness you introduce in your trial.

I. Witness Background

Last name, first name _____
 Male Female Single Married Divorced Widowed N/A
 Number of child(ren) _____ Ages of child(ren) _____
 Occupation _____
 Highest Level of Education: High School Diploma College Degree Graduate Degree
 Religious affiliation(s) _____
 Political affiliation(s) _____
 Any other special qualities/ characteristics about your witness? _____

II. This witness believes [BELIEF] _____
 because [REASON] _____
 This witness is able to testify her/ is belief because s/ he is an expert in...
 [AREA OF EXPERTISE] _____

III. Why does your witness have this opinion about the topic? Write a short story (6 sentences minimum) describing the personal/professional/etc. experience(s) that happened in your witness' life that it is important enough for her/him to take a stand in the courtroom.

IV. The witness is testifying to Exhibit A B, which is a graph data table statistic
 quote/ paragraph article photo other _____
 because _____
 (If this witness is testifying to an additional piece of evidence, complete the information below.)
 V. The witness is testifying to Exhibit A B, which is a graph data table statistic
 quote/ paragraph article photo other _____
 because _____

Exhibit A

Complete the prompts and instructions below for submitting evidence.

graph data table statistic quote/ paragraph article photo

Include copy of image(s)/text with this Exhibit information sheet.

- This evidence is one of the items listed above.
 - This evidence is a Powerpoint and we have attached a clear printout of the slides.
 - This evidence is a video/ audio clip from the Internet: http://_____
 - This evidence is a(n) _____
- A copy of this piece of evidence has been attached/ NOT been attached.*

I. Witness Information

This witness who is testifying to this evidence during opposing counsel's direct examination is
 [FIRST & LAST NAME] Mr. Ms.
 This witness can testify to this evidence because [REASON] _____

II. Evidence Information

According to [SOURCE of this evidence] _____
 this information proves [summary description of EVIDENCE] _____

For example,

For example,

*If copy is NOT currently attached, Counsel (FROM) guarantees it will provide copy no later than _____ AM/PM, _____ day, June _____, 2010 or Counsel (FROM) agrees to forfeiting this piece of evidence. Counsel (FROM) agrees to these terms by signing and dating space below.

Attorney, First Chair (Signature)	Date
Attorney, Second Chair (Signature)	Date

Additional Research Information

Additional research information is information that is not presented through an official exhibit. However, it is information that can be considered a) **not obvious** and b) **new**. NOTE: This information may be used by *either* counsel to introduce/contest information during direct or cross examination.

Otherwise, introduction of "new" information that is not considered "obvious" to opposing counsel may be successfully objected to during trial.

Refer to the sample below.

Sample topic question: Should the fast food industry (e.g., Mc Donald's, Burger King, etc.)

be held responsible for the American "obesity epidemic" and related health problems?

Example of "obvious" information (not necessary to cite):

Obesity is a controversial health risk that affects many young Americans.

Example of "not so obvious" information:

graph data table statistic quote/paragraph article photo

Title of item: Campos, Paul. "Cancer and Obesity in America." Los Angeles Times.

Summary of item's information: Obesity has been linked to breast cancer. The theory is that the hormone estrogen is produced at increased levels in obese women.

Identify and include copies of any additional research items you may or may not cite during witness examination.

graph data table statistic quote/paragraph article photo

Title of item: _____

Summary of item's information: _____

graph data table statistic quote/paragraph article photo

Title of item: _____

Summary of item's information: _____

Advance the Quality of Life for Humans			Advance the Quality of Life for Humans		
Animal Testing Should Be Used to			Animal Testing Should Be Used to		
Defense			Prosecution		
Members & Roles of Legal Team			Members & Roles of Legal Team		
1 st Chair	2 nd Chair	Witness	1 st Chair	2 nd Chair	Witness
Opening Statement		Closing Argument	Opening Statement		Closing Argument
Powerful Direct Examination Q + A		Powerful Cross Examination Q + A	Powerful Direct Examination Q + A		Powerful Cross Examination Q + A
Exhibit Information			Exhibit Information		
Exhibit A	Exhibit B	Exhibit C	Exhibit A	Exhibit B	Exhibit C

Advance the Quality of Life for Humans			Advance the Quality of Life for Humans		
Should Animal Testing Be Used to			Should Animal Testing Be Used to		
Humans?			Humans?		
Vocabulary/Phrases + Definitions			Vocabulary/Phrases + Definitions		
Prosecution		Defense	Prosecution		Defense
4-5 "highlights"		4-5 "highlights"	4-5 "highlights"		4-5 "highlights"
Legal Team Photos			Legal Team Photos		
Mock Trial Highlights for Legal Teams			Mock Trial Highlights for Legal Teams		
On June 3, 2011, the Jury ruled in favor of the Defense.			On June 3, 2011, the Jury ruled in favor of the Defense.		
Our Respectives, before & after the case.			Our Respectives, before & after the case.		
1 2 3 4 5 6 7 8 9 10 11 12 13 14 15 16 17 18 19 20 21 22 23 24 25 26 27 28 29 30 31 32 33 34 35 36 37 38 39 40 41 42 43 44 45 46 47 48 49 50 51 52 53 54 55 56 57 58 59 60 61 62 63 64 65 66 67 68 69 70 71 72 73 74 75 76 77 78 79 80 81 82 83 84 85 86 87 88 89 90 91 92 93 94 95 96 97 98 99 100			Our Respectives, before & after the case.		
Exhibit Information			Exhibit Information		
Exhibit A	Exhibit B	Exhibit C	Exhibit A	Exhibit B	Exhibit C

Advance the Quality of Life for Humans			Advance the Quality of Life for Humans		
Animal Testing Should Not Be Used to			Animal Testing Should Not Be Used to		
Prosecution			Defense		
Members & Roles of Legal Team			Members & Roles of Legal Team		
1 st Chair	2 nd Chair	Witness	1 st Chair	2 nd Chair	Witness
Opening Statement		Closing Argument	Opening Statement		Closing Argument
Powerful Direct Examination Q + A		Powerful Cross Examination Q + A	Powerful Direct Examination Q + A		Powerful Cross Examination Q + A
Exhibit Information			Exhibit Information		
Exhibit A	Exhibit B	Exhibit C	Exhibit A	Exhibit B	Exhibit C

Bottle Biology: The Ecocolumn

Your Name, Name of Group Member, Name of Group Member

Camino Nuevo High School, Class of 2014

2011 – 2012 10th Grade Biology

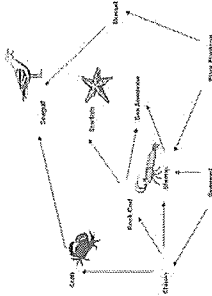
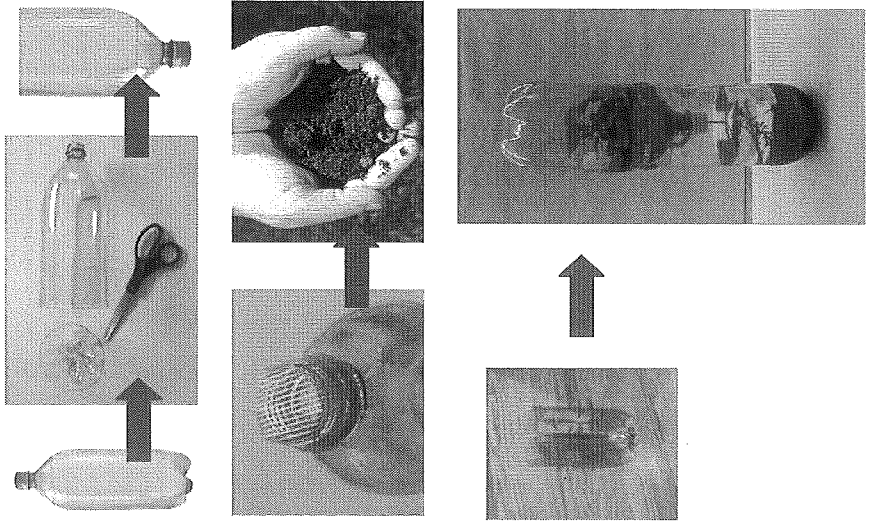
Purpose:

To understand that stability in an ecosystem is a balance between competing effects.

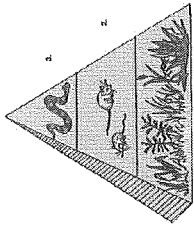
Findings:

(Which ecosystems in your ecocolumn showed evidence of stability/balance between competing effects?)

Methods:

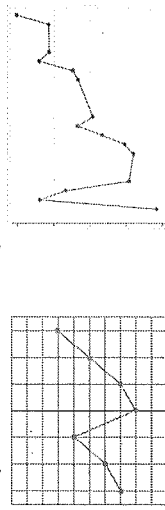


Food Web in Terrarium



Energy Pyramid in Terrarium

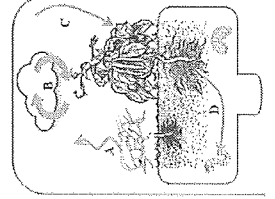
Qualitative vs. Quantitative Data



Soil Moisture Height of Bean Plant

Carbon Cycle in Terrarium

- A. Precipitation
- B. Respiration
- C. Condensation
- D. Photosynthesis



Key Findings:

- Write at least three findings from your work in the ecocolumn
- That support the "Findings" you stated in the "Purpose/Finding" box
- Think of these "Key Findings" as "supporting details" for a thesis.

Future Questions to Discuss:

- Why did bean plants grow in some ecocolumns, but not in other ecocolumns?
- Why did some bean plants grow strong, while other bean plants grew small?

Academic Vocabulary

- Autotrophs • Term
- Balance • Term
- Decomposers • Term
- Ecosystem • Term
- Heterotrophs • Term

Acknowledgements

I would like to thank the following: Stephen Colbert, for his time helping me understand ecology standards; Jon Stewart, for help with building the ecocolumn; and Ms. Vega, for help with my English and writing.

Bottle Biology: The Ecocolumn

Expectations for 2011 Carnival of Learning

- I. **Display Board**
 Dimensions of board must be *at least* 22" x 28".
 Clean, hand drawn images/graphs are acceptable, but computer images/digital photos are best (particularly of your ecocolumn).
 Handwritten text, including the title, is NOT acceptable.
- II. **Presentation Guidelines**
 - SWBAT prepare a brief introduction of self and construction of project.
 - SWBAT identify at least 3 examples of competing effects in your ecocolumn and how they establish balance in your ecocolumn's two ecosystems.
 - SWBAT explain how water and carbon cycle between abiotic and biotic sources in each ecosystem. SWBAT explain how water, carbon, and oxygen cycle between abiotic and biotic factors through photosynthesis.
 - SWBAT explain why producers and decomposers are vital parts of each ecosystem.
 - SWBAT explain how energy moves through the food webs and explain how a majority of the energy dissipates as heat into the environment. SWBAT explain how energy and heat are shown as an energy pyramid.
 - SWBAT analyze (patterns & significance) graphs of qualitative and quantitative data collected from ecocolumn.
 - SWBAT analyze changes in ecosystems resulting from changes in climate, human activity, or changes in population size.
 - SWBAT explain why s/he selected "Future Questions to Discuss" and provide at least one hypothesis for each future question.
- III. **Presentation Expectations**
 - SWBAT maintain *professional* behavior, language, and PROFESSIONAL DRESS during presentation.
 - SWBAT demonstrate that presentation has clearly been *rehearsed*. Display board is organized and professional.
 - SWBAT show s/he doesn't just read or memorize lines from a script. S/he makes *connections* to what's presented/what's asked by the audience and think on their feet.
 - SWBAT respond with *confidence* to questions. Answers are *thoughtful* and contain *relevant* details.

Scoring Your Presenter	4 ADVANCED	3 PROFICIENT	2 BASIC	1 APPROACHING	0 NO EVIDENCE
Student gives correct responses <i>without</i> any "prompting" and goes beyond expectations.	Student gives correct responses. Student may or may not need any "prompting."	Student gives mostly correct response. Student may or may not need any "prompting."	Student gives partially correct response. Student needs significant "prompting."	Student is unable to give a response, even with significant "prompting."	

4. Why are PRODUCERS and DECOMPOSERS important to any ecosystem?
 PRODUCERS take energy from the sun they provide the most amount of energy/BIOMASS in an ecosystem. SCAVENGERS + DECOMPOSERS consume the dead and ensure that dead organisms don't take up space in the environment.
 Score 0 1 2 3 4
5. What is BIODIVERSITY? What are the signs that an ecosystem has BIODIVERSITY? Explain if your ecocolumn is BIODIVERSE.
 BIODIVERSITY is not only diversity of organisms, but diversity of the genetic information in organisms. A BIODIVERSE ecosystem is HEALTHY and RESISTANT TO DISEASE. A student's ecocolumn is only BIODIVERSE if it has a diversity of organisms and has been sustainably healthy, with few deaths.
 Score 0 1 2 3 4
6. Discuss and give specific examples of the different BIOGEOCHEMICAL CYCLES in your ecocolumn (WATER, CARBON, and ENERGY).
 Student should have prepared 3 charts showing the WATER CYCLE, CARBON CYCLE, and ENERGY CYCLE in their ecocolumn. Explanations of cycles are clear and easy to understand.
 Water Cycle Score 0 1 2 3 4
 Carbon Cycle Score 0 1 2 3 4
 Energy Pyramid or Food Web Score 0 1 2 3 4

Presentation Rubric (ESLR's Grade)

4

3

2

1

	4	3	2	1
Presentation of Self	<ul style="list-style-type: none"> • Student greets the audience, introduces self and scope of assignment. • Student maintains professional behavior, language, and dress during presentation. • Student ends the presentation without cues from teachers and elicits probing questions from the audience. • Student fields difficult or unpredictable questions with grace and thoughtfulness. 	<p>Meets most, but not all, of the expectations listed.</p>	<p>Meets some of the expectations listed.</p>	<p>Meets few of the expectations listed.</p>
Professionalism	<ul style="list-style-type: none"> • Work itself looks professional, organized, and has an appealing aesthetic. • Presentation has clearly been rehearsed. • Work was presented on time, or if there were extenuating circumstances, student approached the teacher in advance to arrange an alternate presentation date. 	<p>Meets most, but not all, of the expectations listed.</p>	<p>Meets some of the expectations listed.</p>	<p>Meets few of the expectations listed.</p>
Defense of Work	<ul style="list-style-type: none"> • Student articulates more than "what's on the poster." They can make connections, reflect on, and extend what they've learned. • Student justifies design decisions and speaks with ease about how these decisions relate to the content of the work. • Students respond with confidence to questions specifically addressing ESLR's and assignments. 	<p>Meets most, but not all, of the expectations listed.</p>	<p>Meets some of the expectations listed.</p>	<p>Meets few of the expectations listed.</p>
Facility With Tools and Space	<ul style="list-style-type: none"> • Students easily use all necessary tools, including technology, for a flawless presentation. • Students use the space in the room well. They do not hide behind or lean on furniture. 	<p>Meets most, but not all, of the expectations listed.</p>	<p>Meets some of the expectations listed.</p>	<p>Meets few of the expectations listed.</p>
Group Dynamics	<ul style="list-style-type: none"> • Each member of the group has a meaningful role in the presentations. • Each group member treats the rest with dignity and patience. • Group members share the responsibility of defending their work to the audience. 	<p>Meets most, but not all, of the expectations listed.</p>	<p>Meets some of the expectations listed.</p>	<p>Meets few of the expectations listed.</p>

Student Name: _____		Period: _____		Project Requirements	
Standard(s):		<input type="checkbox"/> Title <input type="checkbox"/> Etc. <input type="checkbox"/> Double spaced, 12 pt font. <input type="checkbox"/> 6-8 images <input type="checkbox"/> Etc.		<input type="checkbox"/> MLA works cited page <input type="checkbox"/> 2 Graphs or charts with captions <input type="checkbox"/> 4 quotes from outside sources with analysis <input type="checkbox"/> Etc. <input type="checkbox"/> Etc.	
CATEGORY	4	3	2	1	
Standard #1:	Shows in-depth understanding of the standard, has a complete and detailed understanding of the information important to the standard. Meets all project requirements.	Shows complete understanding of the standard, but not in great detail. Meets most or all project requirements.	Incomplete understanding of the standard and/or misconception about some of the information. However, the student shows a basic understanding of the standard. Meets some project requirements.	Shows incomplete understanding of the standard, has so many misconceptions that the student cannot be said to understand the standard. Meets few project requirements.	
Standard #2:	Shows in-depth understanding of the standard, has a complete and detailed understanding of the information important to the standard. Meets all project requirements.	Shows complete understanding of the standard, but not in great detail. Meets most or all project requirements.	Incomplete understanding of the standard and/or misconception about some of the information. However, the student shows a basic understanding of the standard. Meets some project requirements.	Shows incomplete understanding of the standard, has so many misconceptions that the student cannot be said to understand the standard. Meets few project requirements.	
Skill:	The student can perform the skill or process important to the topic with no significant errors and with fluency. Additionally, the student understands the key features of the skill or process.	The student can perform the skill or process important to the topic without making significant errors.	The student makes some significant errors when performing the skill or process important to the topic but still accomplishes a rough approximation of the skill or process.	The student makes so many errors in performing the skill or process important to the topic that he or she cannot actually perform the skill or process.	
Creative Mind	Product shows a large amount of original thought. Ideas are creative and inventive.	Product shows some original thought. Work shows new ideas and insights.	Product shows little original thought. Work shows some ideas and insights.	Product shows little or no original thought. Few or no new ideas or insights in product.	
Academic Mind	No misspellings or grammatical errors. Exhibits logical and clear sequencing of ideas and organization.	Few misspellings or grammatical errors. Logical sequencing of ideas and organization.	Misspellings or grammatical errors that do not significantly interfere with understanding. Some illogical sequencing of ideas and/or organization.	Serious errors in spelling or grammar that interfere with understanding. No clear or logical organizational structure.	
Synthesizing Mind	Shows the ability to sort through a large amount of information, decide what is important, and put it together in a comprehensible format.	Show the ability to sort through information, generally identify what is important, and put it together in a comprehensible format	Shows some ability to sort through information, sometimes identify what is important, and put it together.	Shows limited ability to sort through information, decide what is important, and put it together in a comprehensible format.	

Math Literacy Scale Model Rubric

CHECK-LIST ITEMS			
Requirements			Connections
<ul style="list-style-type: none"> <input type="checkbox"/> At least 5 different 3-dimensional shapes (3 prisms, 2 cylinders) <input type="checkbox"/> Model is designed, colored, etc. <input type="checkbox"/> You must be able to explain (orally) how the design is reflective of the research surveys (How is your design reflective of your key findings?) <input type="checkbox"/> All objects in the design must be a realistic size and appropriate scale <input type="checkbox"/> You must complete an animation of your model that will be posted to your DP <input type="checkbox"/> You must create a flyer about the property related to the problem, including a statement of the problem, a picture and a description of how your model is reflective of your key findings <input type="checkbox"/> You must create a set of 2-D nets with surface area calculations for each 3-D shape in your model 			<ul style="list-style-type: none"> <input type="checkbox"/> The flyer illustrates and explains the connections between the research from step 1, the survey key findings, and the final design of the project
4	3	2	1
8 items are checked	6-7 items checked	5 items checked	Less than 5 items
CHECK-LIST GRADE: _____			

3-D Model			
4	3	2	1
Scale model is completely accurate, to scale, realistic, and meets the requirements of the 5 shapes and is done creatively	Scale model is completely accurate, to scale, realistic and meets the requirements of the 5 shapes and is done simply	Scale model is mostly accurate with measurements, scale, and realism and is done either creatively or done simply	There is minimum to no work completed
DEPTH AND QUALITY GRADE: _____			

FLYER AND QUALITY OF ORAL EXPLANATION			
USE PHASE SIX OF THE PROJECT TO OUTLINE THE FLYER			
4	3	2	1
The flyer and oral explanation links the step 1 research and all 10 key findings to the project design in a meaningful, thoughtful, thorough, detailed manner beyond expectations and thoroughly explains why the design is what it is	The flyer and oral explanation links the step 1 research and all 10 key findings to the project design	The flyer and oral explanation links most of either the step 1 research or the 10 key findings to the project design	The flyer and oral explanations are both very limited to missing
FLYER AND ORAL EXPLANATION GRADE: _____			

RESPONSE TO LITERATURE RUBRIC: ENGLISH 9

MLA Format

Body of Paper		Works Cited Page	
<input type="checkbox"/> Title (No bold , <u>underline</u> or CAPS) <input type="checkbox"/> Double spaced <input type="checkbox"/> No extra spaces between paragraphs, indented <input type="checkbox"/> Times New Roman (12 pt) <input type="checkbox"/> Name, teacher, class, date in upper left corner <input type="checkbox"/> Last name and page # in header <input type="checkbox"/> Correctly cited sources in parentheses		<input type="checkbox"/> Title <input type="checkbox"/> Entries formatted correctly <input type="checkbox"/> Alphabetical order by author’s last name <input type="checkbox"/> Double spaced <input type="checkbox"/> Lines indented except for the 1 st line of each entry	
4	3	2	1
I thoroughly understand and mastered all the elements of MLA format.	I understand and mastered most of the elements of MLA format.	With assistance , I will be able to understand the basic elements of MLA format.	Even with assistance, I struggle with mastering the elements of MLA format.

Content of Paper

	Support of Ideas with Textual Evidence (Did you pick good quotes as evidence?)	Grasp of Significance of Ideas (How deep did you analyze the text?)	Consistent Tone & Focus (Did you stick to the prompt and provide a thesis?)
4	Thoughtfully supports the thesis and main ideas with specific details and examples .	Demonstrates a clear understanding of the underlying meaning of the text.	Provides a meaningful thesis , demonstrates a consistent tone and focus , and illustrates a purposeful control of organization.
3	Supports the thesis and main ideas with details and examples (quotes/general paraphrased references)	Demonstrates general, surface-level understanding of the text.	Provides a thesis , demonstrates a consistent tone and focus , and illustrates a control of organization.
2	May support the thesis and main ideas with limited, if any, details and/or examples .	Misinterprets the meaning of the text.	May provide a thesis , demonstrates an inconsistent tone and focus , and illustrates little, if any, control of organization.
1	Fails to support ideas with details and/or examples.	Does not demonstrate a basic understanding of the text.	May provide a weak, if any, thesis ; demonstrates little or no consistency of tone and focus ; and illustrates little or no control of organization.

Comments:

Mastery Score:

Author's Name: _____ Partner's Name: _____ Period: _____

ESSAY RUBRIC – WRITER'S WORKSHOP

MLA Format

Body of Paper		Works Cited Page	
<input type="checkbox"/> Title (No bold , <u>underline</u> or CAPS) <input type="checkbox"/> Double spaced <input type="checkbox"/> No extra spaces between paragraphs, indented <input type="checkbox"/> Times New Roman (12 pt) <input type="checkbox"/> Name, teacher, class, date in upper left corner <input type="checkbox"/> Last name and page # in header <input type="checkbox"/> Correctly cited sources in parentheses		<input type="checkbox"/> Title <input type="checkbox"/> Entries formatted correctly <input type="checkbox"/> Alphabetical order by author's last name <input type="checkbox"/> Double spaced <input type="checkbox"/> Lines indented except for the 1 st line of each entry	
4	3	2	1
I thoroughly understand and mastered all the elements of MLA format.	I understand and mastered most of the elements of MLA format.	With assistance , I will be able to understand the basic elements of MLA format.	Even with assistance, I struggle with mastering the elements of MLA format.

Content of Paper

	Controlling impression and coherent thesis (WS 1.1):	Uses evidence (WS 1.4):	Conventions and diction (WC 1.3):	Sentence types and language (WS 1.2):
4	Thesis conveys a clear and insightful argument on the subject of the essay with support .	Seamlessly integrates quotes or facts and explains their meaning to support arguments.	Consistently uses proper conventions and academic diction.	Consistently uses a variety of sentence types and precise, descriptive language.
3	Thesis conveys a clear argument on the subject of the essay with some support.	Adequately integrates quotes or facts and relates them back to thesis and specific arguments.	Generally uses proper grammar and academic diction, and errors do not interfere with understanding.	Uses some variety of sentence types and some descriptive language.
2	Thesis somewhat unclearly conveys a confusing argument on the subject of the essay, or fails to include support .	Uses a few quotes or facts, but fails to clearly relate them to thesis or specific arguments.	Has several errors in conventions and academic diction, and errors occasionally interfere with understanding.	Uses few sentence types and basic, predictable language.
1	Thesis unclearly conveys a confusing argument on the subject of the essay, or is unrelated to the subject.	Does not use quotes or facts, or fails to explain how they relate to arguments.	Has serious errors in conventions and academic diction, and errors interfere with understanding .	Uses no sentence variety and limited vocabulary.

Comments:

Average Score:

Why Lethal Alleles Remain in Gene Pools:

Mastery Interview Question

- In homozygous mice there is an inherited condition that causes the death of the mice before being born. However, mice who are heterozygous for this condition live normal lives and remain unaffected. How does this lethal allele remain in the gene pool of the mouse population?

Scoring Rubric

2 – 2.5	3 – 3.3	3.4 – 3.5	3.8 – 4
<ul style="list-style-type: none">• Homozygous• Heterozygous	<ul style="list-style-type: none">• Allele• Genotype	<ul style="list-style-type: none">• Dominant• Recessive	<ul style="list-style-type: none">• Lethal• Gene pool

- To earn a 3.4 – 3.5, you must incorporate all academic vocabulary from 2 – 3.5, etc.

Bibliographic Information for Selected Resources

Allman, J. (2005). Who Does the Lottery Benefit? Retrieved February 11, 2011, from http://www.radicalmath.org/docs/Lottery_Allman.pdf

The lesson plan compiled by Justin Allman provided the foundation of the project as well as many of the materials, data and statistics.

Barr, D., Mike Bullerwell, and Ryan Hainstock. "It's Just That Easy: Using the Power of Persuasion to Promote the curriculum" *Annapolis Valley Regional School Board*. 2 April 2011 <http://lrt.ednet.ns.ca/PD/ict_projects/infomercials/infomercial.pdf>.

School board members from the Annapolis Valley have put together a small unit on persuasion in the media. The unit is standards-based and incorporates 21st century skills. Provides an overview of various persuasive techniques used in the media and requires students to develop their own infomercial. Rubrics, samples, and prompts to incorporate technology into the project are included. Additionally, sample instructional pages for students are given.

Kirszner, Laurie G., and Stephen R. Mandell. *Patterns for College Writing: a Rhetorical Reader and Guide*. Boston, MA: Bedford/St. Martin's, 2010. Print.

This book fleshes out different patterns of argumentation in college writing, lays out different pathways to an argument, and gives readers important issues around which to argue. In addition, the variety of rhetorical content from essays to political cartoons displays the breadth of rhetoric beyond the written word.

Lunsford, Andrea A., John J. Ruszkiewicz, and Keith Walters. *Everything's an Argument: with Readings*. Boston: Bedford/St. Martin's, 2007. Print.

This is a guide for advanced composition for the Internet age. Every chapter is laid out like a webpage, and contains topics relevant to young adults: image issues in advertising, religion in the public sphere, and the pros and cons of social networking. Each chapter also contains several different ways to argue about certain topics.

Marzano, Robert J. *Formative Assessment & Standards-based Grading*. Bloomington, IN: Solution Tree, 2010.

Marzano discusses assessment used throughout the instructional process rather than at the end of a project/unit. He explains how to design and implement different types of formative assessment, how to track student progress, and giving meaningful grades.

Marzano, Robert J. "The Perils and Promises of Discovery Learning." *Educational Leadership*. (September 2011): 86-87.

In this short article, Marzano discusses that both direct instruction and teacher guidance are necessary ingredients in successful project based learning experiences.

Miller, George, Darlene Stock. Stotler, and Heather Winterbottom. *The Prentice Hall Reader*. Upper Saddle River, NJ: Prentice Hall, 2010. Print.

This reader contains primary and secondary sources pertaining to important issues around which students may form rhetorical strategies. It contains essays, editorials, and anecdotes relating to issues such as torture, marriage as an institution, and college-going culture.