|  |
| --- |
| **Albany High School Freshman Seminar 2012-2013** |
| **Topic: ORGANIZATION Teachers’ Tips** |
| This project is designed to be scaffolded so that students over time work to complete one big project. Below are some tips for optimal results. \*iResearch projects are usually generated from students individual preferences and interests as to focus on organization and time management; however, relevant content topics can be substituted to maintain curriculum pacing. \*Writing styles are at the discretion of the teacher but traditional iResearch formats encourage students to use the 1st person as not to hinder the flow of ideas. \*This project will take about a month to complete. Most of the work should be completed outside of class. Class time can be used for submission of the individual tasks, progress monitoring coaching, modeling and answering any questions the students may be facing. Below is a suggested timeline. Week 1……....“First Write” Week 2………...Cite Page Week 3………...Completed Graphic Organizer or Research Outline Week 5………...Final Project Completion & Submission \*Before starting the project establish all deadlines with specific dates—encourage students to use their agendas to record due dates. \*Encourage students to use various sources (text, online resources, people with expertise, etc. etc.) \* Be sure to return all submissions within a timely manner—students will not be able to go to the next step without their previous submissions—this will also encourage organization over a lengthy period of time.**12/13/2012** |

Name: \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_ Teacher: \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_ Period \_\_\_\_\_\_\_

Freshman Seminar: Organization Due Date:

iResearch Project

This project is designed to allow you to demonstrate your organization skills while allowing you to learn about a topic of your interest. You will complete a series of mini-activities in order to complete one big project. You must stick to the deadlines, mange your time wisely, and keep track of necessary resources in order to keep up and be most successful. Read through the document and be sure to follow all directions carefully. Good luck!

**Important Dates**

|  |  |
| --- | --- |
| **Task** | **Date Due** |
| “First Write” & Checklist, pgs. 4,5 |  |
| iResearch Cite Page, p. 9 |  |
| Completed Graphic Organizer (or Outline) |  |
| Final Project* Completed answered “iResearch”: question
* First Write
* iReseach Cite Page
* Metacognition Frame
* Complete Graphic Organizers
* Rubric
 |  |

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iResearch First Write

**Directions: In the box below, write a question about anything that interests you. Then use two sources to answer your question. Your response will be about three paragraphs long. Use the format below to guide your writing.**

1. Write your question here.

2. List two sources of information below. *(Where will you get the information to answer your question?)*

* \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_
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3a. Topic 1 – In this paragraph discuss the question you asked and why you want to know more about the topic. Discuss what you would like to learn as a result of researching the topic.

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b. Topic 2 – In your second paragraph answer the following questions: What did you learn from your two sources. Do you think they were good sources? What could have made them better sources?

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c. Topic 3 – In your final paragraph discuss what you learned as a result of conducting your research. Did you learn what you set out to learn? Did you know any of the information that was presented by your two sources? What more can you learn about your topic now that you have gained this knowledge? Is this knowledge worthwhile for other people to learn? Who would benefit most from the information that you learned?

\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_

d. Closure - End your third paragraph research by finishing the following sentence. This is what I learned about \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_.

Citations in MLA format. For help using MLA format try using [www.easybib.com](http://www.easybib.com)

|  |  |
| --- | --- |
| **Source Title or Description** | **Accurate MLA Citation** |
|  |  |
|  |  |

Student First Write Checklist

Check 🗸 the box if the item is completed. If not go back and revise.

|  |  |
| --- | --- |
|  | There are two sources listed. |
|  | Question #3 is answered completely. |
|  | All paragraphs are indented. |
|  | All paragraphs contain at least four sentences. |
|  | All sentences are capitalized. |
|  | All sentences end with a period. |
|  | The correct punctuation is included within every sentence.  |

Graphic Organizers

**Directions: Create two graphic organizers that you will submit with your written research. You can also submit an outline of your research and a graphic organizer. Graphic organizers help you to brainstorm and organize information. Your organizer can be created by hand or computer generated. Here are some examples below.**

*(Need help: try* [*http://www.eduplace.com/graphicorganizer/*](http://www.eduplace.com/graphicorganizer/) **,** [*http://www.graphic.org/goindex.html*](http://www.graphic.org/goindex.html) *,* [*http://www.ncrel.org/sdrs/areas/issues/students/learning/lr1grorg.htm*](http://www.ncrel.org/sdrs/areas/issues/students/learning/lr1grorg.htm)*. If you are using Word you can click on “Insert” then “Diagram” and pick an organizer that works for you. Also, you can go to Google and search for “ Graphic Organizers.”*

### The Tree Map is used for classifying things and ideas. On the top line write the category name, on the second level of lines the sub-categories, and below each sub-category write the specific members.

### Circle Map -The Circle Map is used for brainstorming ideas. In the center circle use words, numbers, pictures or any other sign or symbol to represent the object, person or idea you are trying to understand and define. In the outside circle write or draw any information that puts this thing in context.

### The Double Bubble Map is a tool for comparing and contrasting things. In the center circles, write words for the two things being investigated. In the middle "bubbles" use adjectives, adjective phrases and other terms that show similarity between two things. In the outside bubbles, as connected respectively to the two things, write the words that describe their different qualities.

### The Bubble Map is used for describing using *adjectives (and adjective phrases).* In the center circle, write the word or thing being "qualified." In the outside "bubbles" write in adjectives and/or adjective phrases to describe the object in the center.

###   The Flow Map is used for sequencing and ordering information. In the larger rectangles--flowing from left to right--write in the major stages of the event, and in the smaller rectangles below, write in the sub stages of each major stage.

###   The Multi-Flow Map is used for showing and analyzing cause and effect relationships.  In the center rectangle, write an important event that occurred.  On the left side of the event, write in the causes of the event—on the right list the effects of each cause.  As you identify more causes and effects add them to the Map.

### The Brace Map is used by students to analyze physical objects. On the line to the left write the name of the whole object.  On the lines within the first brace to the right, write the major parts of the object, then follow within the next set of braces write the subparts of each major part.

Final Project

🗸 All completed items. If an item is missing, go back and complete the missing step.

|  |  |
| --- | --- |
|  | 2 Graphic Organizers (OR ) 1 Graphic Organizer + an Outline of Research |
|  | 3 Visuals (Pictures, Illustrations, Diagrams, etc. etc) |
|  | Revision & Expansion of “First Write” **Don’t forget** to include an introduction…see how to below. |
|  | Metacognition Frame |
|  | Cite Page |
|  | Cover Page including your name, teacher’s name and due date |

#### Writing an introduction

Introductions are important. They serve a number of purposes: they arouse a reader's interest, introduce the subject, they tackle the “*So what?” factor*, theygive the reader an idea of what the rest of the writing will discuss and it provides a reason for the reader to keep reading.

In short, they're your paper's "first impression." But you don't have to write them first. In fact, many students prefer launching right into the body of the essay before they tackle intros and conclusions. However, other students prefer writing the introduction first to help "set up" what's to follow.

Whatever your style, you'll probably put your thesis/question somewhere near the end of the paragraph and some important background information directly before. But that still leaves the very beginning. Contrary to what you may have been taught, intros don't have to begin with a "general statement." So what are some different ways to start that first sentence?

* Begin with a **quotation**. Make sure you explain the relevance of the quote that you are using.
* Begin with a **question.**
* Begin with an acknowledgment of an **opinion opposite** to the one you plan to take.
* Begin with a very **short narrative** or anecdote that ties in with your topic.
* Begin with an **interesting fact.**
* **Define** a term, phrase, or concept central to your topic.
* Begin with a definition or **explanation of a term** relevant to your topic.
* Begin with irony or a **paradox.**
* Begin with an **analogy**. Make sure it's original but not too far-fetched.

Metacognition Frame Format (These statements should **end** or **conclude** your research)

## Now, I know that I know something about \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_.

## First, \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_

## \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_

## \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_

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## \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_

## \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_

## \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_

## In addition, \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_

## \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_

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## \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_

## Finally, \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_

## \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_

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## \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_

## Now, you know that I know something about \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_.

iResearch Cite Page

**Directions: Make a list of ten sources below. These should be sources that will help you answer your question. You only need to use 5, but you may find down the road that some sources are not helpful. Complete the citations in MLA format using** [**www.easybib.org**](http://www.easybib.org)**.**

|  |  |
| --- | --- |
| **Source Title of Description** | **Accurate MLA Citation** |
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| 2. |  |
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| 10. |  |

**Keep this page neat, clean, and wrinkle free. You may use it for your final grade and it will add to your final product grade if it is presentable. Otherwise re-create this sheet for full credit.**

Student Name \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_

iResearch Rubric

Part I: Check all applicable boxes.

|  |  |
| --- | --- |
| ☑ | **Task** |
|  | The first write was submitted on or before the due date. |
|  | The “First Write” checklist is complete. |
|  | The Cite Page contains at least five (5) sources in correct MLA format.  |
|  | At least two (2) graphic organizers are completed. |
|  | The research is illustrated with at least three (3) visuals.  |
|  | The question is thoroughly answered using the sources cited. |
|  | The research question is answered with facts, pictures, and graphic organizers which are neatly presented in a logical organized manner. |
|  | The Metacognition Frame is at least one page discussing what learning occurred. |
|  | The final product is typed or neatly written.  |
|  | The project includes a cover including the student’s name, teacher’s name and due date. May also include graphics or other items that are relevant to the topic.  |

Part II: Add up the total number of checks from Part I then check the appropriate range.

|  |  |  |
| --- | --- | --- |
|  | # of Points Earned | Task Status |
| □ | 10-9 | Proficient |
| □ | 8-6 | Developing |
| □ | 5-0 | Approaching |

Tips for your final Presentation

* Always remember, your research should answer your original iResarch question or inquiry.
* Incorporate your pictures, illustrations, and diagrams into your report.
* Include your “First Write” to show how you expanded your thinking and learning as you gained more sources. Your metacognition frame should end or conclude your report.
* Either before or after your written research, include neat copies of your graphic organizers.
* The cite page should be your second-to-last page.
* Your rubric should be your final page.
* Create a cover that will present a “wow factor.”

**City School District of Albany**

**FRESHMAN SEMINAR in ORGANIZATION LESSON PLAN**

|  |
| --- |
| **Educator’s Name:**  9th Grade Teacher |
| **School:**  Albany High Schools |
| **Unit:**  Organization | **Lesson:** iResearch Project | **Date:** |
| **Curriculum Standard(s)***(Identify the curriculum standards to be taught; connect to other standards within or outside of the discipline)* | Common Core* 5.W.7 – Research to Build and Present Knowledge

Conduct short research projects that use several sources to build knowledge through investigation of different aspects of a topic |
| **Student/Class Profile***(Identify any accommodations in instruction to meet student learning needs)* | * Incoming 9th Graders
 |
| **Learning Outcomes***(Identify the important concepts and skills that students will be expected to learn)* | * Students will manage their time to complete each aspect of the project.
* Students will identify different sources of information.
* Students will integrate various sources of information in order to produce one coherent project.
 |
| **Assessments***(Identify the formative and/or summative assessments used to determine student progress towards achieving the learning outcomes of the lesson)* | Formative * Check that students are making timely quality submissions that reflect time and effort. Be sure to record if submissions are made on time or not.

Summative* iResearch Rubric
 |
| **Cognitive Engagement***(Include: Warm-up or opening to lesson, activities to engage students in the intended learning outcomes, closure activity)* | Prior to Starting the Activity:* Explicitly direct all students to record all due dates in their agendas.
* Encourage students to list the necessary steps they will need to take in order to complete each section of the project. *See AVID Backwards Mapping Templates in Resources.*
* To engage students in the task and fully focus their efforts on time management—students should have some autonomy in selecting their topics.
 |
| **Adjustments/Modifications***(Identify ways in which you may adjust the lesson if formative assessments warrant modification)* | * The number of products required could be modified—but adherence and accountability to the deadlines must be maintained.
 |
| **Groups***(How will students be grouped for each activity of the lesson)* | * This is designed as an individual activity.
 |
| **Resources***(Identify resources and materials needed for lesson)* | Materials for this lesson include:* iRearch Project Packet

Suggested Project Resources * Library time for the collection of sources & citation how-to
* [www.easybib.com](http://www.easybib.com)
* AVID Backwards Mapping Template 2.7
* AVID Backwards Mapping Template 2.8
 |

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