**Customized for grade 7:**

* Project a part of the curriculum based both on standards for the grade 7 year as well as student interest. We will be supporting our school’s literacy goal and help prepare our Science students for high school and beyond.
* **Why?** "In an age fueled by information and driven by technology, understanding the concepts and process of science is as indispensable as knowing how to read, write, speak, and listen...Adults in the twenty-first century...will need to be scientifically literate-to possess a set of skills that marries knowledge of science concepts, facts, and processes with the ability to use language to articulate and communicate about ideas" (Thier & Daviss, 2002). [[1]](#footnote-1)
* **Dates are subject to change at teachers’ discretion.**

**Quarter 1**: WIS-(*Writing In Science*)

* **Focus***: Writing informational summaries from teacher-provided articles*
* **Assessment***: Project grade (10% of the overall grade)*
  + Grade will be based on an article summary selected by students
    - Teacher and students will do an article summary together and students will be given class time to do it. Then, students will be given an article to complete an independent summary in class. Students will turn in both article summaries, and teacher will average the grade of both for the final grade.
  + State rubric for Informational Writing (Science/Social Studies) will be used to assess the summaries.
* **Information**:
  + Students will be provided with articles from teachers during the first quarter based on standards and topics discussed.
    - Students will complete 2 article summaries.
    - Teachers will show summaries that are already written and scored (5,3,1) and will discuss how to improve on these using the state rubrics and feedback.
  + Students will utilize the same hand-outs/concept maps using the POW-TIDE writing method that has been presented in Language Arts in 6th grade and this year.
    - Teachers will help students with technical writing and will teach how to peer-edit.
* **Additional Help:**
  + Library support throughout the project
* **Dates of Interest for Quarter 1:**
  + ***August 22-26:***
    - Explanation of assignment
    - Review article summary (POW-TIDE graphic organizer)
  + ***August 29-September 2:***
    - Read and summarize first article in classroom
    - Review of informational rubric and how to use it
    - Discussion on how to peer-review and give feedback
    - Peer-review and teacher instruction with feedback
    - Write final draft and turn in for teacher record.
  + ***September 19-23:***
    - 2nd article done in class
    - Peer-review and teacher instruction with feedback

**Quarter 2**: WIS-(*Writing In Science*)

* **Focus***: Writing informational summaries from teacher-provided articles*
* **Assessment***: Project grade (10% of the overall grade)*
  + Grade will be based on two article summaries selected by students
    - Students will be given 3 articles to complete an independent summary in class. Students will turn in all 3 summaries, and they will select which 2 articles they want graded.
  + State rubric for Informational Writing (Science/Social Studies) will be used to assess the summaries.
* **Information**:
  + Students will be provided with articles from teachers during the second quarter based on standards and topics discussed.
    - Students will complete 3 article summaries.
    - Teachers will show summaries that are already written and scored (5,3,1) and will discuss how to improve on these using the state rubrics and feedback.
  + Students will utilize the same hand-outs/concept maps using the POW-TIDE writing method that has been presented in Language Arts in 6th grade and this year.
    - Teachers will help students with technical writing and will teach how to peer-edit.
* **Additional Help:**
  + Library support throughout the project
* **Dates of Interest for Quarter 2:**
  + ***October 17-21:***
    - 1st article done in class…teachers will provide the article.
  + ***November 7-11:***
    - 2nd article done in class
  + ***November 28-Decmeber 2:***
    - 3rd article done in class

**Quarter 3**: Research and Citations

* **Focus***: Writing informational summaries from student researched articles on the interest of the students. The focus for quarter will be on sources and research skills.*
* **Assessment***: Project grade (10% of the overall grade)*
  + Grade will be based on one article summary selected by students based on a topic in Life Science. Students will summarize two articles in class, but only one of their choice will be graded.
    - Two summaries will be written in similar format to what we did in quarters one and two. The overall process will be similar to writing **annotated bibliographies.**
    - State rubric for Informational Writing (Science/Social Studies) will be used to assess the summaries.
      * There will be a focus on proper citations and sources.
  + **Three sources on topic:** 
    - The three sources for the student’s topic must come from the following:

1. Book/magazine/newspaper
2. Online source
3. Database
   * + We will be utilizing the help of Mrs. Haggard to do this over the quarter.

* **Information**:

Students will utilize the same hand-outs/concept maps using the POW-TIDE writing method that has been presented in grades 6 and 7.

* + - Teachers will help students with technical writing and will teach how to peer-edit.
* **Additional information**:
  + We will be presenting additional topics including:
    - Plagiarism
    - Research: choosing good sources
    - Databases
    - Writing annotated bibliography (format)
    - Citations
  + Many of these lessons will be videotaped and put on webpages.
* **Additional Help:**
  + Teacher support: Morning extra help will be provided once we begin the project
  + Library support throughout the project
* **Dates of Interest for Quarter 3:** 
  + ***January 9-13:***
    - Explanation of assignment and first article
    - Review article summary
    - Work with library on various topics including:
      * Plagiarism
      * Research: choosing good sources
      * Databases
      * Citations
  + ***January 16-20:***
    - Bring chosen article to class
    - Summarize first article in classroom
    - Review of informational rubric and how to use it
    - Discussion on how to peer-review and give feedback
    - Peer-review and teacher instruction with feedback
  + ***February 6-10:***
    - 1st article with feedback returned to students
    - Review of first article in classroom
  + ***February 20-24:***
    - ***Library time will be provided***
    - 2nd article done in class
    - Peer-review and teacher instruction with feedback
    - 2nd article with feedback returned to students
    - Peer-review and teacher instruction with feedback

**Quarter 4**: **Focus and Assessment will be the same as Quarter 3. Students will chose 3 articles, and only two of their choice will be graded.**

**Dates of Interest: TBA**

1. Thier, M., & Daviss, B. (2002). *The New Science Literacy: Using Language Skills to Help Students Learn*

   *Science.* Portsmouth, NH: Heinemann. [↑](#footnote-ref-1)