**Customized for grade 8:**

* Project a part of the curriculum based both on standards for the grade 8 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)

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

* **Focus***: Writing informational summaries from teacher-provided articles*
* **Assessment***: Project grade (15% of the overall grade)*
	+ Grade will be based on two articles summaries selected by students
		- Teacher and students will do two article summaries together and students will be given class time to do three article summaries on their own. The students will choose from these three which two 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 first quarter based on standards and topics discussed.
		- Students will complete 4-5 article summaries.
		- Teachers will provide summary 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 grades 6 and 7.
		- Teachers will help students with technical writing and will teach how to peer-edit.
* **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 1:**
	+ ***August 15-19:***
		- Explanation of assignment and first article
		- Review article summary
	+ ***August 22-26:***
		- Review of 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
	+ ***August 29-September 2:***
		- 1st article with feedback returned to students
		- Review of first article in classroom
		- 2nd article done in class
		- Peer-review and teacher instruction with feedback
	+ ***September 5-9:***
		- 2nd article with feedback returned to students
		- Peer-review and teacher instruction with feedback
		- 3rd article done in class
	+ ***September 12-15:***
		- 4th article done in class
	+ ***September 19-23:***
		- 5th article done in class
	+ **September 30:**
		- Students will choose two of the three student summaries to submit for the project grade for the quarter. Time may be given in class for students to give feedback on which articles to choose.

**Quarter 2**: 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 (15% of the overall grade)*
	+ Grade will be based on three article summaries selected by students based on a topic in science that interests them.
		- These summaries will be written in similar format to what we did in quarter one. 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 2:**
	+ ***October 3-21:***
		- Explanation of assignment and first article
		- Review article summary
		- Work with library on various topics including:
			* Plagiarism
			* Research: choosing good sources
			* Databases
			* Citations
	+ ***October 25-28:***
		- Review of 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
	+ ***October 1-November 4:***
		- 1st article with feedback returned to students
		- Review of first article in classroom
		- ***Library time will be provided***
		- 2nd article done in class
		- Peer-review and teacher instruction with feedback
	+ ***November 7-18:***
		- 2nd article with feedback returned to students
		- Peer-review and teacher instruction with feedback
		- 3rd article done in class
	+ ***November 21-22***
		- **Library time will be provided**
		- Final peer-editing will be provided for the students
	+ ***November 28-December 3:***
		- Assignment is wrapped up in class and submitted to teacher
	+ **December 7, 2016:**
		- Final due date for students to submit articles for grading.

**Quarter 3**: Rough Draft

* *Project grade*
* **Focus**: *Informational Rubric*
	+ Written or typed

**Quarter 4**: Final Draft + Presentation (visual aid)

* *Project grade*
* **Focus**:
	+ *Informational Rubric*
		- Written or typed + Presentation
	+ *16 pt. rubric*
1. Thier, M., & Daviss, B. (2002). *The New Science Literacy: Using Language Skills to Help Students Learn*

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