

Animal Research Project

Task:

1. Choose an animal to research, create a book about, and present to the class. You may use books, magazines, and the internet as different reference sources. Write down the sources you use on the bibliography sheet.
2. All information is to be kept in your research folder. There will be periodical check points to ensure steady progress.
3. The 6 areas that must researched and presented in the book are:
 - * Habitat
 - * Physical characteristics
 - * Behaviors
 - * Life cycle
 - * Interesting Facts
 - * Diet
4. Each section of the book **MUST HAVE** an illustration or text feature (such as a map, table, or graph). These illustrations and text features must have a purpose.
5. Present your information in a book format. The bibliography will be the last page of the book.

Language Arts Standards addressed:

W.7.1: Use text features and search tools (e.g., key words, indexes, hyperlinks) to locate information relevant to a given topic quickly and efficiently.

W.7.2: Use information gained from illustrations (e.g., maps, photographs) and the words in a text to demonstrate understanding of the text.

W.7.3: Write informative/explanatory texts to examine a topic and convey ideas and information clearly.

- a. Introduce a topic and begin to group-related information together; include illustrations when useful to aiding comprehension.
- b. Develop the topic with some facts, definitions, and details.

W.7.4: Conduct short research projects that build knowledge about a topic.

W.7.5: Recall information from experience or gather information from print and digital sources; take brief notes on sources and sort evidence into provided categories.

W.7.6: Report on a topic or text, tell a story, or recount an experience with appropriate facts and relevant, descriptive details, speaking clearly at an understandable pace.

W.7.7: Speak in complete sentences when appropriate to task and situation in order to provide requested detail or clarification.

Common Core Research Project

**Randell K. Schmidt, Emilia N.
Giordano, Geoffrey M. Schmidt**



Common Core Research Project:

Common Core: Conducting Research Projects Armstrong, 2013-12-01 Centered around Common Core State Standards Common Core Conducting Research Projects is designed to help students develop skills necessary for the creation of effective reports and presentations Practice pages student charts graphic organizers research challenges discussion starters writing prompts games group activities and recommended reading lists enable students to practice generating and testing ideas gathering information mining original sources utilizing graphics and media drafting and revising written reports and creating dynamic oral presentations Mark Twain Media Publishing Company specializes in providing captivating supplemental books and decorative resources to complement middle and upper grade classrooms Designed by leading educators the product line covers a range of subjects including mathematics sciences language arts social studies history government fine arts and character Mark Twain Media also provides innovative classroom solutions for bulletin boards and interactive whiteboards Since 1977 Mark Twain Media has remained a reliable source for a wide variety of engaging classroom resources

High School Social Studies and the Common Core: An Action Research Project Nicholas Heath, 2016 This qualitative action research project involved a group of 17 social studies teachers in four course subjects world history U S history government and economics developing a set of literacy enhancing lessons to better understand how the Common Core will impact their instruction from now on This social studies department like many others in the state has not had any formal training in how the Common Core s emphasis on literacy skills will work in their classes Due to this lack of training in house action research was selected as the best approach to their professional development Building off the collective knowledge of each other the teachers went through a cycle of inquiry designed to identify a problem model possible solutions or lessons intervene in their classrooms with Common Core aligned lessons and evaluate how it all worked out Data were collected via survey documentation observation and interview Evidence was triangulated between collection methods to identify how well the teachers understood the role of the Common Core in their own lessons what factors were promoting that understanding and what factors were hindering that understanding In this study it was found that the teachers still do not fully understand how to create lessons well aligned to the expectations of the Common Core Their strong collaborative culture accountability to each other and motivation to change are helping them however The teachers still need to be able to overcome a lack of knowledge about the Common Core a lack of resources to build that knowledge and a lack of time to do this work This action research project did though get them set on a path towards successful adoption of Common Core aligned pedagogy

A Guided Inquiry Approach to Teaching the Humanities Research Project Randell K. Schmidt, Emilia N. Giordano, Geoffrey M. Schmidt, 2015-08-26 Aligned with the Common Core this book enables teachers and librarians to develop lessons and workshops as well as to teach high school students how to research and write a humanities paper using a guided inquiry approach Being able to use the inquiry process to successfully research write and prepare papers and others

types of presentations is not only necessary for a student's preparation for collegiate work but is truly a requisite life skill. This book provides a solid guided inquiry curriculum for cultivating the skills needed to properly investigate a subject in the humanities: interrogate both textual and non-textual sources, interpret the information, develop an understanding of the topic, and effectively communicate one's findings. It is a powerful and practical guide for high school humanities teachers, school librarians, community college humanities teachers and librarians, and early college level humanities instructors, as well as for high school and college students who want to learn how to conduct and write up humanities research. Part one comprises a teacher's practicum that explains the power of guided inquiry. Part two contains student's workshops with instructions and materials to conduct a guided humanities project and paper on the high school level. The third part provides materials for a professional development session for this assignment, as well as assessment tools and other supplementary materials such as student handouts. Based on the author's 15 years experience in teaching guided inquiry, the 20 workshops in the book use a step-by-step constructivist strategy for teaching a sophisticated humanities project that enables college readiness.

Common Core English Language Arts in a PLC at Work®, Grades 9-12 Douglas Fisherr, Nancy Frey, 2013-01-09 Explore strategies for integrating the Common Core State Standards for English language arts for grades 9-12 in this resource which focuses on areas of instruction, curriculum, assessment, and intervention. You'll also learn how to implement the CCSS within the powerful PLC at Work™ process. Critical chapter opening questions guide discussion and help you leverage the CCSS to optimize student learning.

Social Studies for Secondary Schools Alan J. Singer, 2014-10-08 Now in its 4th edition, this popular text for secondary social studies methods courses integrates discussions of educational goals and the nature of history and social studies with ideas for organizing social studies curricula, units, lessons, projects, and activities. A major theme throughout is that what teachers choose to teach and the way they teach reflect their broader understanding of society, history, and the purpose of social studies education. Advocating an inquiry and activity-based view of social studies teaching that respects the points of view of students and teachers and based in practice and experience, it offers systematic support and open, honest advice for new teachers. Each chapter addresses a broad question about social studies education; sub-chapters begin with narrower questions that direct attention to specific educational issues. Lesson ideas and materials in the book and online are especially designed to help new teachers to address common core learning standards to work in inclusive settings and to promote literacy and the use of technology in social studies classrooms. Chapters include highlighted Learning Activities, Teaching Activities, and Classroom Activities designed to provoke discussion and illustrate different approaches to teaching social studies, and conclude with recommendations for further reading and links to online essays about related social studies topics. Activities are followed by four categories: Think it over, Add your voice to the discussion, Try it yourself, and It's your classroom. All of these are supported with online teaching material. Designed for undergraduate and graduate pre-service social studies methods courses, this text is also useful for in-service training programs as a reference for

new social studies teachers and as a resource for experienced social studies educators who are engaged in rethinking their teaching practice New in the Fourth Edition Provides a number of new lesson ideas paired with online lesson plans and activity sheets in every chapter Takes a new focus on data driven standards based instruction especially in relation to the common core curriculum Addresses the interactive nature of learning in updated technology sections Reflects current trends in history education Includes more of what the author has learned from working teachers Offers a wealth of additional on line material linked to the text Ecological Research Strategy ,1998 *Resources in Vocational Education* ,1980

Resources in Education ,1981 Tort Liability of Public Authorities in European Laws Giacinto della Cananea,Roberto Caranta,2020-12-15 This series argues that there is a common administrative core to European legal systems that can be better understood in comparative terms This volume examines government liability in tort using case studies to explore different government responses Part I sets the stage for the project and the parameters followed by the scholars involved Part II expands on the legal systems chosen for comparison setting up their general tort procedures Part III presents case studies from Austria the European Union France Germany Hungary Italy Poland Romania Spain Switzerland and the United Kingdom Each case study has a theoretical response detailing what would happen should that case occur within each country s borders Part IV compares and contrasts the information provided in Part III It examines both the commonalities and the distinctive traits of these legal systems with a view to understand the nature of their common core This volume is an essential tool for anyone involved in administrative and constitutional law and government liability in tort *Revue de droit uniforme* ,1999 Manpower research projects ,1968 **Research Report** Max-Planck-Institut für Wissenschaftsgeschichte,1998

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