

# THE GLOBAL RESEARCH PROJECT: THE PORTAL TO YOUR FUTURE TIMELINE, RUBRIC, AND GRADE SHEET



Join us if you  
have questions!  
Group Code: 2hhqkz

Name: \_\_\_\_\_ Grade: \_\_\_\_\_ Academy: \_\_\_\_\_

Final Research Question: \_\_\_\_\_

Academy/Elect Tchr's Name: \_\_\_\_\_

Science or SS Tchr's Name: \_\_\_\_\_

Math Tchr's Name: \_\_\_\_\_

Lang Arts Tchr's Name: \_\_\_\_\_

Due on:	Focus	Description of Focus (See the rubric on the back for further details.)	Teacher Signature	Teacher Comments	Points Awarded (See the rubric on back)
9/12/16	<b>BRAINSTORM:</b> DEVELOP YOUR TOPIC & RESEARCH QUESTION	THINK about global issues that parallel your interests, fears, OR those that intrigue or excite you, then DEVELOP a researchable topic that is engaging and CREATE a quality research question.  NOTE: 9th & 10th – use an informative approach (“what,” “how,” or “why” questions) 11th & 12th – use an argumentative approach (“should,” “to what extent,” or “how justifiable is” questions)	Language Arts		
			Academy OR Elective Class		
9/30/16	<b>RESEARCH:</b> FIND & DOCUMENT YOUR EVIDENCE	Through <i>reliable</i> electronic databases, LOCATE primary and secondary sources that support various categories of SPECS (see the bottom of this page), then CREATE a working bibliography that includes direct quotations, paraphrase, summaries, and data.  NOTE: 9th & 10th graders need at least 2 different categories, with one of them focusing on science-related SPECS; 11th & 12th need at least 3 different categories, with one of them focusing on any of the political OR economic SPECS.	Language Arts		
10/14/16	<b>PLAN:</b> CREATE A THESIS AND OUTLINE	CREATE a thesis that is confident, specific, states topic, and limits focus. PLAN your project using an outline that is parallel in structure and includes headings and subheadings that reflect the major sections of your research.	Language Arts		
			Science/Soc. Studies		
10/26/16	<b>WRITE:</b> CREATE YOUR FIRST DRAFT	As you WRITE your initial draft, refer to the rubric and keep the following in mind:  NOT including the heading (or title page), data chart, and Works Cited page, your draft should be: 3-5 pages (9th and 10th grade) 6-9 pages (11th and 12th grade)	Language Arts		
			Math		
			Academy OR Elective		
11/21/16	<b>REVISE:</b> SUBMIT YOUR FINAL DRAFT	REVISE your rough draft using feedback from your teachers and peers, REVISIT the rubric, and CREATE a final product of your research.	Language Arts		
			Science/Soc. Studies		
12/1/16 through 3/17/17	<b>EXTEND:</b> PRESENT AND/OR PUBLISH YOUR RESEARCH	EXTEND your research & learning by doing one (or more) of the following: <ul style="list-style-type: none"> <li>perform an additional experiment that corresponds with your research then present it to your academy/ elective class</li> <li>create an interactive Nearpod of your research and have your class participate in a live session</li> <li>team up with peers who researched similar topics, synthesize your research, create one presentation that represents the whole group, then present to your class or at a scheduled event</li> <li>present your research at our curriculum night in December, our research symposium in February, or at another scheduled event (4-point BONUS)</li> </ul>	Academy OR Elective		
			Lang Arts, Math, Science, or Social Studies (optional)		

SPECS CATEGORIES (you are not limited to the topics listed in each category):

**S (SCIENCE)**

science, technology, engineering, medicine, food, disease, genetics, forensics, ethics in science & medicine, environment, pollution, climate change, energy, sustainability, biodiversity

**P (POLITICS)**

politics, government, leadership, law, decision-making, military, war, terrorism, security, transnational organizations

**E (ECONOMICS)**

finance, business, commerce, trade, stock markets, producers and consumers, supply and demand, governmental and international aid, employment

**C (CULTURE)**

culture, family, art, music, film, drama, architecture, traditions, prejudice, racism, gender roles, religion, values

**S (SOCIAL)**

gender, education, family, class, immigration, sports, love, media, social media, sexuality, social norms, values, standard of living, and ethics

TOTAL:

\_\_\_\_\_ of 40 pts.

# RESEARCH PROJECT RUBRIC



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**SCORING:** 4=Exemplary      3=Proficient      2=Developing      1=Emerging      0=Missing Performance Element

Focus	Student Performance Element	Teacher Responsible	Teacher Look-Fors
<b>BRAINSTORM: DEVELOP YOUR TOPIC &amp; RESEARCH QUESTION</b>	Your topic and question is researchable and engaging, represents a global issue, and relates to your academy theme.  Grades 9 & 10 – informative approach (“what,” “how,” or “why” questions) Grades 11 & 12 – argumentative approach (“should,” “to what extent,” or “how justifiable is” questions)	<b>Language Arts</b>	The research question represents a global issue and is formatted to the approach of the student’s grade level.
		<b>Academy or Elective Class</b>	The research topic and question represents a global issue and relates to the academy’s themes or skills.
<b>RESEARCH: FIND &amp; DOCUMENT YOUR EVIDENCE</b>	Your working bibliography (or notecards) should include the following: <ul style="list-style-type: none"> <li>evidence that comes from reliable electronic data bases</li> <li>primary AND secondary source information</li> <li>a mix of evidence (direct quotations, paraphrase, summaries, and data)</li> <li>source info for each piece of evidence, such as the author, year published, title of the piece, where you found it (book, database, URL, magazine, academic journal, etc.)</li> <li>evidence from at least 2 different SPECS categories (see front), with one of them in SCIENCE, identified in green (Grades 9 &amp; 10)</li> <li>evidence from at least 3 different categories from SPECS (see front), with one of them in either POLITICS or ECONOMICS, identified by blue for POLITICS and red for ECONOMICS (Grades 11 &amp; 12)</li> </ul>	<b>Language Arts</b>	The bibliography contains all of the student performance elements.
<b>PLAN: CREATE A THESIS AND OUTLINE</b>	Your thesis is confident, specific, and concise.  Your outline is parallel in structure, is logically organized, and includes pertinent evidence; it also reflects various SPECS (based on grade level requirements) and is formatted appropriately. YOUR SPECS NEED TO BE COLOR-CODED (SEE FRONT).	<b>Language Arts</b>	The thesis and outline contain all of the student performance elements and are formatted to the style discussed in your specific class.
		<b>Science/Soc. Studies</b>	After reading the student’s the <i>intro</i> , <i>conclusion</i> , and <i>the colored information that pertains to your subject</i> (green for science; blue for politics; red for economics) – The outline addresses an issue that is relevant to your subject area, and the information included is accurate and supports the student’s topic/ question.
<b>WRITE: CREATE YOUR FIRST DRAFT</b>	Your first draft is ORIGINAL WORK and displays the following:  PURPOSE & FOCUS – You establish and maintain clear focus and information clearly relates to the topic/ research question; there is evidence of analysis, reflection, and insight.  DEVELOPMENT – You display a depth and complexity of ideas that is supported by rich, engaging, and pertinent details and evidence.  ORGANIZATION – Your INTRO includes a hook and indicates your topic; your BODY paragraphs follow the PEEEL method (make a Point; provide Evidence; Elaborate on your evidence; Explain why it’s important; and Link it to your big idea); and your CONCLUSION includes a judgment, makes a final comment or observation, summarizes your findings, ends with a sentence that pulls it all together, and leaves the reader with something to ponder. You should also include transitions that help your paragraphs flow, and your data set, graph, or chart should be embedded within your paper...not at the end. YOUR SPECS NEED TO BE COLOR-CODED (SEE THE FRONT).  QUALITY STRUCTURE, LANGUAGE, and FORMATTING – You use precise and mature language; you have minimal (IF ANY) grammar, punctuation, or spelling errors; and you completely and thoroughly adhere to the formatting guidelines (font, size, margins, citations, etc.). Remember that your SPECS need to be color-coded, and your intro, conclusion, title, and works cited page are in black.	<b>Language Arts</b>	The draft displays purpose and focus, is developed and organized, and demonstrates quality structure, language, and formatting.
		<b>Math</b>	After reviewing <i>ONLY the data set, graph, or chart in the draft</i> , determine if the student accurately depicts and properly formats his/ her data.
		<b>Academy OR Elective</b>	After reading <i>the entire draft, focusing only on content</i> , the student’s draft addresses an issue that is relevant to the academy’s themes and/ or skills; the information is accurate and supports the student’s topic and helps to address his/ her research question.
<b>REVISE: SUBMIT YOUR FINAL DRAFT</b>	Your final draft displays the following and is submitted on Turnitin.com: <ul style="list-style-type: none"> <li>All of the elements of your first draft and CLEAR EVIDENCE that your teachers’ and peers’ comments from your first draft were thoughtfully considered and used for improvement.</li> <li>Your SPECS are color-coded, and your intro, conclusion, title, and works cited page are in black.</li> </ul>	<b>Language Arts</b>	After reading the entire final draft, the student’s writing is more purposeful, focused, developed, and organized AND demonstrates more quality than the initial draft.
		<b>Science/Soc. Studies</b>	After reading the student’s the <i>intro</i> , <i>conclusion</i> , and <i>the colored information that pertains to your subject</i> (green for science; blue for politics; red for economics) – The student’s draft addresses an issue that is relevant to subject area, and the information included is accurate and supports the student’s topic/ question.
<b>EXTEND: PRESENT AND/OR PUBLISH YOUR RESEARCH</b>	After choosing an EXTENSION activity from the front side, the student presents his/ her research and displays or demonstrates the following: <ul style="list-style-type: none"> <li>holds attention of entire audience with the use of direct eye contact, seldom looking at notes</li> <li>a strong, positive feeling about topic during entire presentation</li> <li>a clear voice and correct, precise pronunciation of terms so that all audience members can hear presentation</li> <li>full knowledge by answering all class questions with explanations and elaboration</li> <li>information that is presented in a logical and interesting sequence using multimedia (i.e., Nearpod with slides, videos, virtual reality tours, and/ or interactive activities that EXTENDS their research)</li> <li>no misspellings or grammatical errors in the presentation</li> </ul>	<b>Academy OR Elective</b>	The student’s presentation is an EXTENSION of his/ her research (not just a bland presentation with PPT) and is ENGAGING and EFFECTIVE.
		<b>Lang Arts, Math, Science, or Social Studies (optional)</b>	The student’s presentation is an EXTENSION of his/ her research (not just a bland presentation with PPT) and is ENGAGING and EFFECTIVE.