Thornton Township High School District 205 Credit Recovery Operational Manual 2024 – 2025 School Year

Program Administrator

Patricia A. Malopsy-Fortier

fortier.patricia@district205.net

Office: 708-225-5872

Office: South Suburban College, Main Office, Lower Level, Room: LL235B

Program Coordinators:

Mr. Joshua Folsom, Outlook Academy

Mr. Anthony Thomas, Peace Center

Mrs. Megan St. Pierre, Thornridge

Mrs. Constance Carson, Thornton

Colonel Carol Curtis, Thornwood

Dr. Danielle Jania, Special Programs/504/Outplaced

BOARD OF EDUCATION

Mrs. Nina Graham, President
Ms. Almetta Vasser-Moody, Vice President
Dr. Kara Davis, Secretary
Mr. Ray Banks
Mr. Stanley H. Brown
Mrs. Bernadette Lawrence
Mr. Stafford Owens

DISTRICT ADMINISTRATION

Nathaniel Cunningham Jr., Ph.D., Superintendent of Schools
Dr. Jerry Doss, Associate Superintendent
Mr. Toriano Horton, Assistant Superintendent of Business and Operations
Mr. Brett Fickes, Assistant Superintendent of Curriculum and Instruction
Mr. Thomas Porter, Executive Director of Special Services
Ms. Rosaura Duran, Director of Human Resources
Mr. Robert Penman, Director of Research, Assessment & Quality Analysis
Mr. Vincent Jones, Director of Information Technology
Mr. William Garrett, Manager of Operations

PRINCIPALS

Thornridge – Dr. Justin Moore
Thornton – Mr. Todd Whitaker
Thornwood – Mr. Don Holmes

BUILDING ASSISTANT PRINCIPALS

TR – Dr. William Brown, Ms. Carol Friedl, Ms. Riketa Harris, Mr. Sean Smith
TT – Ms. Charissa Berrini, Ms. Maria Gonzalez, Mr. Jeffrey Haynes, Dr. Mason Newell
TW – Ms. Shavone Fomby, Dr. Nakeisha Knight, Mr. Thomas Walsh, Dr. Camilla Covington

DISTRICT PROGRAMS

OUTLOOK ACADEMY
Mrs. Patricia A. Malopsy-Fortier, Program Administrator
Mr. Steven Valant, Assistant Program Administrator

PEACE CENTER
Mr. Tyran Cox-Bey, Program Administrator

Ms. Ashley Hay, Assistant Program Administrator

DIVISION LEADERS

English/Reading/Speech/Library
Ms. Erika Zachery (TR) Ms. Cynthia Sowles (TT), Ms. Andrea DeYoung (TW)

Math/Business
Ms. Veronica Mosley-Raggs (TR), TBA (TT), Ms. Despina Liaskos (TW)

Science/CTE
Dr. Kimberly Hodges (TR), Mr. Michael Pacton (TT), Mr. Paul Fritz (TW)

Social Studies/Fine Arts
Dr. Taurus Scurlock (TR) Mr. Daniel Craigmile (TT), Mr. Fred Bilotto (TW)

Physical Education/FACS
Ms. Leah Pietraszewski, (TR), Mr. Jason Kucera (TT), Mr. Gus Yiakos (TW)

DISCIPLINE ADMINISTRATORS

Thornridge
Ms. Tammy King, Ms. Christy Lewis, Mr. Joshua Reyna

Thornton
Ms. Danielle Dronzek, Mr. Dontrell Jackson, Ms. Rochanna Richardson, TBA

Thornwood
Mr. Nicholas Browder, Mr. Willie Butler, Mr. Jose Gonzalez, Ms. Alexandra Hay, Ms. Tihilia
Wright

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Credit Recovery Program Location and Information

PROGRAM LOCATION MAIN OFFICE
South Suburban College
Main Office: Lower-Level Room: L235B
15800 S. State Street
South Holland, Illinois 60473

ASSISTANT SUPERINTENDENT of CURRICULUM and INSTRUCTION
Brett Fickes
Email: fickes.brett@district205.net
Office: 708-259-6833

PROGRAM ADMINISTRATOR
Patricia A. Malopsy-Fortier
Email: fortier.patricia@district205.net
Office: 708-225-5872

EXECUTIVE ASSISTANT
Loribeth Brower
Email: brower.loribeth@district205.net
Office: 708-225-5875

INSTRUCTIONAL HOURS

Regular School Year:		**Summer:**
Students:	4:30 pm to 6:30 pm (M/W or T/TH)	9:00 am – 12:00 pm (M -TH)
Teachers:	4:30 pm to 6:30 pm (M/W or T/TH)	9:00 am – 12:30 pm (M-TH)

Thornton Township High School District 205
Vision, Mission, and Core Values

TTHSD 205 HISTORY
Thornton Township High School District 205 was formed in 1892 in Harvey, Illinois. The district is composed of three high schools – Thornridge High School in Dolton, IL (1960), Thornton Township High School in Harvey, IL (1898), and Thornwood High School in South Holland, IL (1972). District 205 covers all or portions of the following communities from Thornton Township: Blue Island, Burnham, Calumet City, Dixmoor, Dolton, East Hazel Crest, Harvey, Hazel Crest, Lansing, Markham, Phoenix, Posen, Riverdale, South Holland, and Thornton.

DISTRICT 205 VISION
Building an exemplary high-quality organization that produces major gains in student achievement and prepares all students to be productive citizens in a global society.

TTHSD 205 MISSION
The mission of Thornton Township High School District 205 is to develop productive citizens who are **enrolled**, **enlisted**, or **employed** at the completion of high school.

TTHSD 205 CORE VALUES
Empathy
We will feel with our people. Attempt to share perceptions. Stay out of judgment. Recognize emotion in others. Communicate the recognition of emotion in others.

Trust
Earn confidence in our organization. We will work to create clarity and avoid over-complexification. We will work compassionately to educate our students. We will do what is right over what is easy. We will work to get successful results from all our students. We will ensure our employees are competent so that our students are successful. We will continue to reach for connections with students, parents, and our community. We are committed to the success of our students. We will consistently do the little things that impact student success.

Pride
Offers those we serve the opportunity to perform at their highest levels. Be truthful in all interactions with others. Value everyone's perspectives and opinions by actively listening and responding positively. Honor all faces of diversity. Honor consensus decisions made for the organization.

Credit Recovery Vision, Mission, and Goals

CREDIT RECOVERY VISION
The vision of Credit Recovery is to provide at-risk students opportunities to succeed by utilizing a non-traditional educational environment and approach to education to achieve success in education, and post-secondary career options, and in social, emotional, and behavioral supports.

CREDIT RECOVERY MISSION

The mission of Credit Recovery is to address the number of students lacking credits within the district by providing these students with a non-traditional educational environment and instructional strategies that will support students through individualized education plans and differentiated instruction in a safe and nurturing environment. Students will successfully complete their graduation requirements and establish a choice in a postsecondary environment. The mission of Credit Recovery is to develop productive citizens who are **enrolled**, **enlisted**, or **employed** at the completion of high school.

Instructional Strategies Will Include:
- An Individualized Learning Plan that utilizes a research-based curriculum that is teacher-led and tailored to each student's individual need(s).
- Differentiated instruction to meet the various learning styles of our students.
- Implementation of district-approved academic content that is aligned with Common Core and State Standards.
- Real-time formative assessments to check for understanding and adjustments to instruction.
- Teachers collect and review formative assessment data through Edulastic and adjust instruction to ensure best practices align with growth in achievement.
- Integration of social and emotional support to scaffold academic instruction.

CREDIT RECOVERY GOALS
- Provide credit recovery to all students in need of recouping credits.
- Provide students lacking credits an opportunity to complete those missing credits in an alternative setting that will provide academic, social/emotional/behavior, and life preparedness support.
- Provide its participants with support and help in developing the skills and confidence they need to further their education in a post-secondary and/or employment option.
- Increasing student growth, achievement, and performance in both academic and real-world settings.
- All courses taken by students in this program are district-approved and aligned with the Common Core and state standards.
- Increase the annual number of students who acquire a Thornton Township High Schools District 205 High School Diploma.
- Ensure that all students, upon completion of high school, are **enrolled**, **enlisted**, and/or **employed.**

CREDIT RECOVERY IMPACT ON STUDENT ACHIEVEMENT
Credit Recovery succeeds in the development of the whole individual student by utilizing a non-traditional educational environment and approach to education. At the forefront of our program is the integration of SEL practices, Restorative Justice practices, and adult transitional supports. The school culture consists of a caring atmosphere exemplified by mutual respect among teachers and students.

PARENT AND COMMUNITY INVOLVEMENT
Credit Recovery encourages parent involvement in their student's education, throughout their student's placement, from admissions and orientation through the exit procedure. There are also opportunities through parent conferences and student progress conferences. Parents are also invited to participate in Parent Academy Sessions where, with community services, help students gain access to a range of services and training opportunities outside the schools, including health and human services; services through the juvenile justice system; and employment, career, and vocational training.

BEST PRACTICES / INSTRUCTIONAL STRATEGIES FOR CREDIT RECOVERY
The curriculum and instructional methodology address the needs of the student through an SSP (Student Success Plan) or IEP for students with disabilities. Programs will emphasize academic performance, behavior modification, functional skills, and career education. Academic performance is defined as the achievement level of each assigned student. This performance can be documented by scores on subject assessments, standardized assessments, and/or district-approved online course assessments. Additionally, post-secondary preparation and planning careers during and after high school,

post-secondary education options, vocational skills, and/or military enlistment will be supported and a part of the SSP or IEP.

Curriculum expectations are as follows:
- Curriculum and instructional practices shall reflect high expectations and rigor for students.
- The curriculum shall address cultural and learning style differences.
- Instructional activities shall be consistent with the district's written curriculum and appropriate for the students' developmental levels aligned to the Common Core Standards and the Illinois State Standards.
- Instructional materials shall be age-appropriate, functionally appropriate, engaging, and relevant to students' economic and social experiences while delivered flexibly through a variety of innovative, nontraditional methods.
- Instructional materials, supplies, and equipment shall be available to enhance all instruction.
- The curriculum shall be delivered in a climate conducive to learning.

CREDIT RECOVERY
The Credit Recovery Coordinator assists in the development, scheduling, and monitoring of students that are participating in the Credit Recovery Program. This includes ensuring that students are properly scheduled for classes that they need and monitoring student progress with the assistance of the credit recovery teachers. Once students have completed coursework it is also the job of the coordinator to make sure that the grades are recorded properly in the system.

STUDENT POPULATION TO BE SERVED BY CREDIT RECOVERY
All registered students of District 205 (including D205 Outplaced Students) are given the opportunity to recoup missing credits to secure a high school diploma from District 205.

TEACHER EXPECTATIONS
- Classes will be held M/W or T/TH from 4:30 pm to 6:30 pm; teacher cameras will remain on for the duration of class. (Summer classes will be held M – TH from 9:00 am - 12:00 pm.)
- Teachers may have up to two different preps at the same time, as outlined per faculty association contract. (Per class)
- Teachers need to take attendance daily.
- Teachers are given 30 minutes of paid prep time each day to make calls, complete log entries and enter grades.
- Teachers should be working one on one or in small groups with those students they identify as needing additional assistance.
- Encourage students to ask questions.
- Assist struggling students using different blended learning and differentiated instructional techniques.
- Teachers need to monitory Edmentum and Edulastic daily.
- Monitor students on Blocksi/GoGuardian.
- Follow District 205 established curriculum map for Credit Recovery.
- When applicable, the use of Edulastic to administer district assessments.
- Contact parents as needed/daily for all students absent. All correspondence should be logged in to PowerSchool daily.
- Lock mastery tests for students when at the beginning of enrollment.
- Credit Recovery Teachers should email student counselors weekly if the student is absent and/or is a behavior issue. All correspondence should be logged in to PowerSchool daily.
- Update grades weekly in PowerSchool and submit all paperwork as grades are finalized.
- Be on camera and available during the entire class period unless dismissed by a coordinator.

TEACHER GUIDELINES FOR NEW STUDENT PLACEMENT IN CREDIT RECOVERY

- Check that the student was properly added to the Google Classroom, Edmentum, Edulastic, and PowerSchool. If the student is missing from any of these areas, contact the home school/program credit recovery coordinator immediately.
- Teachers will administer pre and post assessments via Edulastic and Blocksi.
- Students must have a course grade of 60% or higher to pass each course prior to the post test being administered via Edulastic and Blocksi.
- If a student were to fail a post assessment, you must administer again in Edulastic and Blocksi until student passes the assessment.
- The post assessment accounts for 20% of the final grade.
- Students may not receive a grade higher than a C.
- Gradebook will not be available for ELL/Special Programs students.

TEACHER DAILY/WEEKLY RESPONSIBLITIES
- Update grades in PowerSchool. Each student's progress in the course should be updated by Thursday 3 pm each week. For example: If a student's progress is 14% then by Friday at 3 pm the student's PowerSchool should reflect a 14% as their grade.
- Timesheets are due to your building/program coordinator by noon on Thursday every week.
- Submit weekly timesheet.
- Teachers are allowed to clock 30 minutes of prep time per day that they teach credit recovery.
- Use the timesheet provided in the Credit Recovery Google office.
- Your building coordinator will contact you on how they would like you to submit your timesheet.
- Gradebook: Practice Activity = 40 %, Mastery Assessment = 40%, Final Assessment/Project = 20%

EDMENTUM
- Students should begin by taking the pretest for their course.
- Students can work on the curriculum in any order.
- All mastery tests are locked until the teacher has determined that the student has completed the assignments for that unit.
- Tests will lock for 3 reasons: Student took the test and failed. Students took too long to complete the test. Student lost connection.
- Teachers are responsible for unlocking all assessments as needed. Coordinators are not responsible for this task. Teachers must do this daily.
- Use your educational expertise before unlocking a test. Tests will unlock automatically if the student completes the corresponding tutorial again.
- Students may not have to complete the entire course to reach a passing course grade of 60%.

EDULASTIC
- Set up classes in Edulastic for the purpose of administering Pre and Post Assessments.
- Monitor students while they are taking the assessment on Edulastic and Blocksi/GoGuardian.
- Enter students' scores from Edulastic into PowerSchool, making sure that the Final Assessment / Final project counts for 20% of the course grade, per district policy.

THORNTON TOWNSHIP HIGH SCHOOL DISTRICT 205 STUDENT HANDBOOK PROCEDURES AND POLICIES ARE APPLIED IN THE CREDIT RECOVERY PROGRAM.

Credit Recovery Classroom Rules & Regulations

<u>ATTENDANCE PROTOCOL</u>

- Attendance is required. If a student is not present in your classroom and working, they are to be marked absent.
- Students are expected to be in your google meet promptly at 4:30 pm. Students should notify the Credit Recovery coordinator of any special circumstances regarding attendance. The coordinator will then notify teachers if special circumstances are approved.
- If a student is going to be marked absent, an email communication to that student should be sent as a check-in and logged in PowerSchool.
- If a student accrues 3 absences, a phone call must be made and logged in PowerSchool that an attempt was made or a summary of the phone call.
- If the phone call is unsuccessful you must follow up with an email to the parent; if an email address has been provided and log it in PowerSchool.
- If PowerSchool does not have a working phone number or valid email address, please contact the appropriate coordinator for assistance.
- Contact the coordinator if you are unable to reach a parent.
- Coordinators will notify you if a student has a special situation regarding attendance. If a teacher has a student with special circumstances, they must have it approved by a coordinator and it must be logged in to PowerSchool prior to acceptance.
- Notify the coordinator when a student has four absences. Students may be dropped and charged $50.
- If a student is not attending, nor progressing in your class, and you have already tried to contact the parent, then inform the Credit Recovery coordinator and the students' counselor.
- *Students that are a CR Truancy issue will be reported to the home school's truancy team. It is the responsibility of the home school's truancy team to support CR efforts to resolve any truancy issues.*

<u>EXITING/COMPLETING STUDENT</u>
- Enter the student's final grade in PowerSchool.
- Enter the student's information and grade in the correct google form. The student must meet you in the google meet to complete the form with you to ensure all information is correct and as their exit ticket.
- There is a google form for every school/program make sure to enter their information in for the appropriate school.

*Further details are explained in the Credit Recovery Student Handbook section of this manual.

Support Services

SPECIAL PROGRAMS

Legal documentation that supports students as they reach set goals and benchmarks. Students should only be referred for Special Programs after the date/time intervals of intervention prove the student needs individualized support. MTSS intervention can be paired with an IEP to maximize support.

District 205 special programs credit recovery program provides an opportunity for actively enrolled students with an Individualized Education Plan or 504 Plan to take virtual courses through an accredited online learning platform with an Illinois Certified Special Education Teacher. This program offers students additional services that are tailored to their individual needs through an online learning platform. The continuum of services that are offered during the day in District 205 are also reflected in the special programs credit recovery program. Each student will receive the accommodations and/or modifications that are reflected in their Individualized Education Plan or 504 Plan. Supplemental resources, such as IXL, Ed Scholastic, and the Unique Curriculum, are used to meet the individual needs of each learner.

Students can take virtual courses for credit recovery in a wide variety of subject areas including English, Mathematics, Science, Social Science, and various electives. Credit Recovery means the student is retaking a course that he or she previously failed. Virtual courses are also offered during the summer, which allows seniors to be eligible for a July graduation. To enroll in the special programs credit recovery program, students and parents must respond to the registration email sent out by the special programs credit recovery coordinator. All students enrolled will receive an invitation to attend their teacher's google classroom. Students should expect to log in to the google classroom Monday through Thursday to meet with their teacher.

SOCIAL WORK SERVICES

The Social Worker provides support to individuals or groups of students. The Social Worker assists students that may have experienced trauma or are just in need of someone to talk to. They also have information and connections with groups that provide services to our students outside of the school district. These services include but are not limited to the following:

- Housing Assistance
- Mental Health Support
- Child Services
- Other Support Groups in the area that can assist with the well-being of District 205 students and their families.

CHILDCARE

Thornton Township District 205 provides childcare services through the district's Infant Care Center. The Infant Care Center is a licensed daycare with certified staff from District 205. The Infant Care Center was established over 25 years ago to serve infants and toddlers of teen parents who attend Thornridge, Thornton, or Thornwood that need childcare service while attending high school. Children six weeks to four years of age may be enrolled in the Infant Care Center. Transportation is available for teen parents and their children. Specially equipped buses will transport the students to and from the Infant Care Center to their home school. Trained staff screen the children twice a year to identify and diagnose children with developmental delays. Prevention/intervention techniques are shared with parents during the screening.

Infant Care Center Philosophy

Our program is designed to help children develop a positive self-image within an environment that encourages physical, social, emotional, and intellectual growth.

Infant Care Center Mission

The District 205 Infant Care Center has been established to:

- Provide daycare services for teen parents pursuing their high school education.
- Promote the healthy development of the infants/toddlers enrolled in the Center.
- Train students in Child Care Services

- Promote parenting skills and parent/child relations.
- Network with agencies providing services to teenage parents.
- Discourage repeat pregnancies.

Infant Care Center Enrollment
The following forms must be completed and in our files before a child can attend the Infant Care Center:
- Application (Click Link for Application)
- Physical Examination
- Shot Records
- Consent Forms
- Birth Certificate
- Social Security Number
- Registration Packet

Infant Care Center Faculty

Candice Coleman	Director	708-225-4036	coleman.candice@district205.net
Debra Mitchell	Assistant Director	708-225-4118	mitchell.debra@district205.net

Mandated Reporting

Criteria for Mandated Reporting for Child Abuse
Illinois Child Abuse Hotline 1-800-25-ABUSE (1-800-252-2873)
- The alleged victim is a child under the age of 18.
- The alleged perpetrator is a parent, guardian, foster parent, relative caregiver, paramour, any individual residing in the same home, any person responsible for the child's welfare at the time of the alleged abuse or neglect, or any person who came to know the child through an official capacity or position of trust (for example: health care professionals, educational personnel, recreational supervisors, members of the clergy, volunteers or support personnel) in settings where children may be subject to abuse and neglect
- There must be an incident of harm or a set of circumstances that would lead a reasonable person to suspect that a child was abused or neglected.

Information needed to complete a Child Abuse Referral
- Names, birth dates (or approximate ages), races, genders, etc. for all adult and child subjects
- Addresses for all victims and perpetrators, including current location.
- Information about the siblings or other family members, if available
- Specific information about the abusive incident or the circumstances contributing to risk of harm—for example, when the incident occurred, the extent of the injuries, how the child says it happened, and any other pertinent information.

Criteria for Reporting for Suicidal/Homicidal Ideation
- A student expressing suicidal or homicidal ideations must be immediately referred to School Administration or Support Personnel such as a School Social Worker

PARTNERSHIP WITH AUNT MARTHA'S (HOUSING ASSISTANCE)
Thornton Township High School District 205 and Outlook Academy have partnered with Aunt Martha's to assist students

and their families in need of housing assistance. Aunt Martha's representative has been assigned to work as a liaison and is housed at South Suburban College. Students in need of this service should contact the Outlook Academy Social Worker (Mr. Jason Hill / Room 3365).

TTHSD205 2024-2025 Tentative CR Dates

2024-2025 School Calendar

August 2024

Su	M	Tu	W	Th	F	Sa
				1	2	3
4	5	6	7	8	9	10
11	12	13	14	15	16	17
18	19	20	21	22	23	24
25	26	27	28	29	30	31

September 2024

Su	M	Tu	W	Th	F	Sa
1	2	3	4	5	6	7
8	9	10	11	12	13	14
15	16	17	18	19	20	21
22	23	24	25	26	27	28
29	30					

October 2024

Su	M	Tu	W	Th	F	Sa
		1	2	3	4	5
6	7	8	9	10	11	12
13	14	15	16	17	18	19
20	21	22	23	24	25	26
27	28	29	30	31		

November 2024

Su	M	Tu	W	Th	F	Sa
					1	2
3	4	5	6	7	8	9
10	11	12	13	14	15	16
17	18	19	20	21	22	23
24	25	26	27	28	29	30

December 2024

Su	M	Tu	W	Th	F	Sa
1	2	3	4	5	6	7
8	9	10	11	12	13	14
15	16	17	18	19	20	21
22	23	24	25	26	27	28
29	30	31				

January 2025

Su	M	Tu	W	Th	F	Sa
			1	2	3	4
5	6	7	8	9	10	11
12	13	14	15	16	17	18
19	20	21	22	23	24	25
26	27	28	29	30	31	

February 2025

Su	M	Tu	W	Th	F	Sa
						1
2	3	4	5	6	7	8
9	10	11	12	13	14	15
16	17	18	19	20	21	22
23	24	25	26	27	28	

March 2025

Su	M	Tu	W	Th	F	Sa
						1
2	3	4	5	6	7	8
9	10	11	12	13	14	15
16	17	18	19	20	21	22
23	24	25	26	27	28	29
30	31					

April 2025

Su	M	Tu	W	Th	F	Sa
		1	2	3	4	5
6	7	8	9	10	11	12
13	14	15	16	17	18	19
20	21	22	23	24	25	26
27	28	29	30			

May 2025

Su	M	Tu	W	Th	F	Sa
				1	2	3
4	5	6	7	8	9	10
11	12	13	14	15	16	17
18	19	20	21	22	23	24
25	26	27	28	29	30	31

June 2025

Su	M	Tu	W	Th	F	Sa
1	2	3	4	5	6	7
8	9	10	11	12	13	14
15	16	17	18	19	20	21
22	23	24	25	26	27	28
29	30					

July 2025

Su	M	Tu	W	Th	F	Sa
		1	2	3	4	5
6	7	8	9	10	11	12
13	14	15	16	17	18	19
20	21	22	23	24	25	26
27	28	29	30	31		

Summer Credit Recovery schedule is tentative based on 2025-2026 school year calendar

*Summer Graduation will be on July 17th.

No Credit Recovery on the Following Dates:			
September 2nd	Labor Day	January 1st – 3rd	Winter Break
September 5th	Back to School Night	January 7th	Teacher Institute
October 3rd and 4th	Parent Conferences	January 20th	MLK Holiday
October 14th	Columbus Day	February 13th and 14th	Parent Conferences
October 31st	Halloween	February 17th	President's Day
November 5th	Election Day	March 3rd	Casimir Pulaski Day
November 11th	Veterans Day	April 17th	Spring Break @ 3pm
November 25th – 29th	Week of Thanksgiving	April 21st – 25th	Spring Break
December 16th – 20th	Week of Midterms	May 12th – May 30th	CR Spring Pause
December 23rd – 31st	Winter Break	June 19th	Juneteenth Holiday
		June 30th – July 4th	Week of The 4th of July

District 205 Academic Policies

Academic Credits	Class of 2024	Class of 2025	Class of 2026	Class of 2027
	24 Total Credits for Graduation	24 Total Credits for Graduation	24 Total Credits for Graduation	24 Total Credits for Graduation
Units of English	4.0	4.0	4.0	4.0
Units of Math	3.0	3.0	3.0	3.0
Units of: Social Studies	1.0	1.0	1.0	1.0
US History	1.0	1.0	1.0	1.0
Economics	0.5	0.5	0.5	0.5
Civics	0.5	0.5	0.5	0.5
Units of Science:	3.0	3.0	3.0	3.0
Units of: PE (.5 from DE can be applied)	3.5	3.5	3.5	3.5
Health	0.5	0.5	0.5	0.5
Units of Speech	0.5	0.5	0.5	0.5
Units of ECT			1.0	1.0
Units of Electives	6.5	6.5	5.5	5.5
Completed the SAT (State Assessment)	Required	Required	Required	Required
Pass the US Constitution Exam	Required	Required	Required	Required
Completed the College and Career Portfolio	Required	Required	Required	Required
FAFSA Completed	Required	Required	Required	Required

***Students are encouraged to take 2 years of Foreign Language or Fine Arts in order to meet the 4-year college admission requirement.

GRADING

Credit Recovery Teachers will enter grades on a weekly basis in PowerSchool. Once a student has completed all the assignments, teachers will administer the Final Assessment (or Final Project depending on the course) and enter that grade into PowerSchool as well.

FINAL ASSESSMENTS
All students must take final assessments and/or complete the final project as pre-determined by the Credit Recovery Coordinator.

GRADING POLICY
Per District 205 policy, the final grade is made up of both coursework (80%) and the final assessments/project (20%). Also, students may not earn a grade above a C in Credit Recovery.
70% - 79% = C
60% - 69% = D
0% - 59% = F

Explanation of Course Descriptions

This section includes information about the courses available through Credit Recovery. Course numbers, descriptive unit information, and requirements for final assessments can be found here.

ECT

This course is a Blended Learning experience to fulfill the ECT credit and Technology requirement.

The iCEV program will be used to create lessons in: Basic Computer Hardware / Software, Digital Citizenship, Word, PowerPoint, Excel, Google Docs, Google Slides, Google Sheets, Email Etiquette, and Career Exploration.

Students will begin the class by taking a pretest assessment using Edulastic. Those who score high on a topic such as MS Word will focus on another topic such as MS Excel. Grading will also take into consideration parts of the ECT curriculum students have already completed successfully.

We will incorporate Blended Learning by having, in addition to the self-paced iCEV online application, instructor-led projects such as creating a business letter, personal resume, and a budget spreadsheet.

The Final assessment will be completed using Edulastic.

ENGLISH COMMUNICATION ARTS & READING

Program Description:

The English Communication Arts Program provides opportunities for all students to become responsible, self-motivated, productive citizens, as well as lifelong learners and communicators. As a result of their participation in the English Communication Arts Program, students develop verbal and nonverbal communication skills which include problem-solving, critical thinking, reading, writing, speaking, listening, research, and social skills. Students will express thoughts and feelings, work cooperatively, and integrate technology in order to function effectively in life. Students will explore the aesthetic value and multi-cultural diversity as reflected in language and literature.

Students will begin each course by taking a pre-test to evaluate their needs and any deficiencies in the course. Students are exempt from units and/or topics where they show mastery, allowing them to focus on those topics where mastery was not exhibited.

Blended Learning will be incorporated and demonstrated through work in Edmentum, presentations and discussions.

The Post assessment will also be completed using Edulastic. Students who did complete or meet the criteria for the final writing component(s) must complete this in addition to the other requirements.

Course Selections:

High School Reading	English II
Reading Foundations	English III
Reading Seminar	English IV
English I	

Program Goals:

1. Know how to read, comprehend, interpret, analyze, evaluate, and use a variety of written materials.
2. Know how to listen critically and analytically.
3. Know how to write standard English in a grammatical, well-organized and coherent manner for a variety of purposes.
4. Know how to use spoken language in formal and informal situations to communicate effectively.
5. Understand and appreciate the various forms of fiction and nonfiction representative of different cultures, eras, and ideas.
6. Know how to locate, access, and process information through technology to enable lifelong learning.
7. Explore how language evolves and functions.
8. Prepare for future learning, which includes the work environment.

ENGLISH I FOR 9 11001/11012

Semester 1:

Unit 1: Foundations of Academic Success
Unit 2: Searching for Identity
Unit 3: Love and Conflict
Semester 2:
Unit 1: Fairness, Equality and Justice
Unit 2: Understanding the World at Large
Unit 3: Research and Inquiry

ENGLISH II FOR 10 12001/12002
Semester 1:
Unit 1: Literary Devices in Fiction
Unit 2: Elements of Informational Non-Fiction
Unit 3: Foundations of Stagecraft
Semester 2:
Unit 1: Genre and Context in Fiction
Unit 2: Elements of Creative Non-Fiction
Unit 3: Form and Language in Poetry

ENGLISH III FOR 11 13001/13002
Semester 1:
Unit 1: American Literature through the 18th Century
Unit 2: The Early and Mid-Nineteenth Century – Romanticism
Unit 3: The Late Nineteenth Century – Realism and Naturalism
Semester 2:
Unit 1: The Early Twentieth Century – Modernism
Unit 2: Mid- to Late Twentieth Century – Post Modernism
Unit 3: Intro to the Twenty First Century – Contemporary Literature

ENGLISH IV FOR 12 R-0063/R1069
Semester 1:
Unit 1: Writing Process revisited
Unit 2: Post HS writing
Unit 3: Argumentative/Critical Analysis of Research Writing
Unit 4: The Research Process & Informative Writing
Semester 2: (Across various offerings)
Unit 1: Reading and Writing of Literary Analysis/Novel Unit
Unit 2: Reading and Writing in Response to Informational Texts
Unit 5: Writing an Extended Interpretation of a Poem
Credit Recovery Writing Assessment Topics by Semester [these topics are general in nature and will be adjusted for appropriate grade level]
Semester 1:

Unit 1: Writing Process Revisited
Unit 2: Post HS writing
Unit 3: Argumentative/Critical Analysis of Research Writing
Unit 4: The Research Process & Informative Writing
Semester 2:
Unit 1: Reading and Writing of Literary Analysis/Novel Unit
Unit 2: Reading and Writing in Response to Informational Texts

HIGH SCHOOL READING FOR 9 10201/10202
Unit 1: Reading Strategies, Reading and Writing Fiction
Unit 2: Citing Evidence, Analyzing Informational Text, Evaluating Argumentative Texts
Students STAR Assessment data will be used to determine placement in Credit Recovery. Students will then be placed into coursework via READ 180 or Edmentum

READING SEMINAR FOR 9 10301/10302
Unit 1: Reading Strategies, Reading and Writing Fiction
Unit 2: Citing Evidence, Analyzing Informational Text, Evaluating Argumentative Texts
Students STAR Assessment data will be used to determine placement in Credit Recovery. Students will then be placed into coursework via READ 180 or Edmentum

READING FOUNDATIONS FOR 9 10101/10102
Unit 1: Reading Strategies, Reading and Writing Fiction
Unit 2: Citing Evidence, Analyzing Informational Text, Evaluating Argumentative Texts
Students STAR Assessment data will be used to determine placement in Credit Recovery. Students will then be placed into coursework via READ 180 or Edmentum

SOPHOMORE READING FOR 10 10401/10402
Unit 1: Reading Strategies, Reading and Writing Fiction
Unit 2: Citing Evidence, Analyzing Informational Text, Evaluating Argumentative Texts
Students STAR Assessment data will be used to determine placement in Credit Recovery. Students will then be placed into coursework via READ 180 or Edmentum

ENGLISH AS A NEW LANGUAGE (ELL) I FOR 9-10-11-12 Emphasis will be placed on developing listening, understanding, speaking, reading and writing skills to enable students to function in their content area classes as well as in the English-speaking environment outside of the school.

ENGLISH AS A NEW LANGUAGE (ELL) II FOR 9-10-11-12 This course will stress the skills of listening, understanding, and speaking English taught in ESL I. The student will read short stories and novels; write paragraphs, compositions, and book reports; and write a short library research report.

ENGLISH AS A NEW LANGUAGE (ELL) III/ENGLISH III FOR 9-10-11-12 Students build on listening, speaking, reading, and writing skills taught in ELL II, to enable them to function in content classes as well as in the English-speaking environment outside of school.

HEALTH AND PHYSICAL EDUCATION

Program Description:
The Health and Physical Education courses serve students with a wide range of physical and academic needs and interests. The program provides opportunities for students to develop decision-making, physical, and recreational skills that lead to healthy lifestyles. The students will be prepared to assume responsibility for their wellness and citizenship.

Students are required to complete all the Edmentum activities as well as complete the District 205 Final Assessments on Edulastic.

Program Goals:
1. Understand and appreciate the physical development, structure, and functions of the human body and relate this understanding to healthy lifestyle choices.
2. Understand and value the principles of nutrition, exercise, efficient emotional stress management, positive self-concept development, drug use and abuse, and illness prevention and treatment.
3. Understand the principles of consumer health and safety, including environmental health.
4. Develop the skills necessary to participate in a variety of lifetime activities.
5. Understand the value of a personal wellness program.
6. Understand a variety of basic lifesaving activities.
7. Understand the importance of sportsmanship, teamwork, and appropriate social skills.

Course Selections:
Health Education: 51000
        Unit 1: Personal Health and Fitness
        Unit 2: Preventing Disease and Injury
        Unit 3: Growth, Development, and Sexuality
        Unit 4: Substance Abuse
        Unit 5: Mental Health and Community Health Issues

PHYSICAL EDUCATION

https://darebee.com/workouts.html?start=120

Course Selections:

Physical Education: 51190

        Unit 1: (5) Components of Fitness/Smart Goals/Pre-Test

        Unit 2: FITT Principle/Fitness Testing

        Unit 3: Muscular Endurance/Muscular Strength

        Unit 4: Target Heart Rate/Maximum Heart Rate

        Unit 5: Types of Stress/Benefits of Exercise

        Unit 6: How much sleep is enough/Drinking Water/Hydration

Program Goals:

1. Weekly Themes.
2. Assessments at the end of each week consisting of 10 questions via Edulastic and Blocksi.
3. 2 Weekly Workouts.
4. Students must videotape themselves completing the entire workout and send it to the Credit Recovery teacher and complete the weekly participation rubric.
5. PE (1) will participate in workouts focused on cardiovascular topics.
6. PE (2) will participate in workouts focused on total body topics.
7. PE (3) will participate in workouts focused on muscular strength & endurance topics.
8. Final Assessments will consist of 50 questions as well as a project based personal training workout plan via Edulastic and Blocksi.

MATHEMATICS

Program Description:

Mathematics is a language used to identify, describe, and investigate patterns and problems of everyday life.

The District 205 Mathematics program provides all students with the opportunity to become productive members of today's technological society. Through the concepts of measurement, estimation, data analysis, geometric relations and algebra, the program develops mathematical problem solving, computational and communication skills. Lifelong learning, the making of mathematical connections, and developing an appreciation for mathematics is promoted.

Students will begin each course by taking a pre-test to evaluate their needs and any deficiencies in the course. Students are exempt from units and/or topics where they show mastery, allowing them to focus on those topics where mastery was not exhibited.

Blended Learning will be incorporated and demonstrated through work in Edmentum, Edulastic, discussions, District 205 teacher videos, and individual tutoring.

The Final Assessment will be completed using Edulastic and Blocksi.

Program Goals:
1. Number Concepts and Skills - Understand numbers.
2. Measurement - Extend the understanding of the process of measurement.
3. Algebraic Concepts and Skills - Know algebraic concepts and methods.
4. Geometric Concepts and Skills - Know geometric concepts and methods.
5. Data Collection and Analysis - Understand methods of data collection and analysis.
6. Mathematics as Problem Solving - Know problem solving strategies.
7. Mathematical Connections - Understand connections among mathematical topics and between math and other disciplines.
8. Technology - Understand the uses of technological tools that facilitate mathematical learning.
9. Mathematics as Reasoning - Understand logical reasoning.
10. Mathematics as Communication - Know mathematical language and symbolism.

Course Selections:

Mathematics I

Algebra II

Financial Algebra

Mathematics II

Pre - Algebra

Statistics

Trigonometry & College Algebra

PRE-ALGEBRA FOR 9 20201/20202 [Students will be assigned courses via Edmentum]

Semester 1:

Unit 1: Whole Numbers

Unit 2: Proportional Reasoning I

Unit 3: Proportional Reasoning II

Unit 4: Signed Numbers and Interpreting Data

Semester 2:

Unit 1: Real Numbers

Unit 2: Solving Linear Equations and Inequalities

Unit 3: Introduction to Graphing

Unit 4: Exponents and Polynomials

MATHEMATICS I FOR 9-12 21301/21302 [Students will be assigned courses via Edulastic]

Semester 1:

Unit 1: The Real Number System

Unit 2: Linear Equations

Unit 3: Functions

Unit 4: Linear Relationships

Semester 2:
     Unit 1: Polynomials
     Unit 2: Quadratic Relationships
     Unit 3: Solving Quadratic Equations

MATHEMATICS II FOR 10-11-12 22301/22302 [Students will be assigned courses via Edulastic]

Semester 1:
     Unit 10: Probability
- Trees, Venn Diagrams, Two Way Tables
- Probability Statements, Conditional Probability

     Unit 1: Quadratic functions
- Explicit Rules for Functions
  Linear, Exponential, and Quadratic
- Recursive Rules for functions
  Linear and Exponential

     Unit 2: Structures of Quadratic Expressions
- Vertex, Maximum, Minimum, Axis of Symmetry
- Factoring Quadratic Functions
  Leading coefficient is 1 or has a GCF leading to 1
- Completing the Square

     Unit 3: Quadratic Equations
- Compound Interest
- Simplified n^{th} Roots
- Exponent Properties
- Solving Quadratic Equations
  Factoring, Taking Square Roots, and Quadratic Formula

Semester 2:
     Unit 4: More Functions, More Features
- Piecewise Functions
- Absolute Value Functions
- Domain and Range

     Unit 5: Geometric Figures
- Angle Pairs
- Classifying Triangles and Quadrilaterals
- Simple triangle proof

     Unit 6: Similarity and Right Triangle Trig
- Reducing Radicles
- Pythagorean Theorem
- Right Triangle Trigonometry

Solve for Sides and Angles
- Area, Volume, Surface area

Unit 7: Circles
- Equation of a Circle
- Central and Inscribed Angles

MATHEMATICS III FOR 10-11-12 23201/23202 [Under Construction: Coming Soon]

ALGEBRA II FOR 09-10-11-12 23001/23002 [Students will be assigned courses via Edmentum]

Semester 1:
    Unit 1: Manipulating and Interpreting Expressions
    Unit 2: Equations and Inequalities
    Unit 3: Function Representations
Semester 2:
    Unit 1: Manipulating and Interpreting Expressions
    Unit 2: Equations and Inequalities
    Unit 3: Function Representations

STATISTICS FOR 11-12 24101/24102
This course is designed to train students how to create studies, collect and analyze data, and interpret results along with the study of probability and statistical inference. Students will learn that the ability to critically evaluate data is an important life skill because data influences every part of their lives.

FINANCIAL ALGEBRA FOR 11-24001/24002 [Students will be assigned courses via Edmentum]
Semester 1:
    Unit 1: Budgeting
    Unit 2: Saving
    Unit 3: Wages, Income Tax, and Money Management
    Unit 4: Interest and Credit
Semester 2:
    Unit 1: Large Purchases
    Unit 2: Economics and Finance
    Unit 3: Understanding Taxes

PERFORMANCE AND COMMUNICATION ARTS

Program Description:
Students participate in creative activities involving intrapersonal, interpersonal, and mass communication which encourages them to become critical thinkers and effective communicators. Through researching, listening, speaking,

and scripting, the students experience application, synthesis, and evaluation of the Performance and Communication Arts. The Speech course provides students with the foundation and the training for effective leadership, aesthetic decision making, team playing and inspired lifelong learning in today's media-driven global society.

As a Blended Learning course, students will participate in live speech writing assignments as well as Edmentum assignments.

Program Goals:
1. Understand: the process, elements and tools that are used to create and perform multiple and varied works of communication art in our modern world.
2. Recognize the relationship between Performance and Communication Arts and the world in which we live, work and study.
3. Understand self and community awareness through the creative communication processes.
4. Understand the evaluative processes used to form critical responses to works of communication.

Course Selections:
Speech I

SPEECH I FOR 9-10-11-12 – 15000
- The Credit Recovery teacher will assess each individual student to determine which of the 5 speech units need to be completed successfully for credit.
- Students will meet with their Credit Recovery Speech teacher daily to prepare for the presentations.

SCIENCE

Program Description:
The Science Program will provide opportunities for students to acquire and communicate concepts and basic vocabulary of biological, physical, and environmental sciences. Students will apply the processes, techniques, methods, equipment, and available technology of science to solve everyday problems in an increasingly technological world.

Students will use the scientific method to develop the critical thinking and problem-solving skills required to conduct research and make responsible decisions and ethical judgments in our society and environment.
Students enrolled in one of these Blended Learning courses will complete Edmentum assignments, view District 205 videos, and complete a final project/assessments.

Program Goals:
1. Experience the richness of knowing about and understanding the natural world.
2. Understand and value the impact of science on the individual, society, technology, and the environment.
3. Understand that science impacts personal decisions concerning well-being, ethics and careers.

4. Understand and communicate the concepts and basic vocabulary of science.
5. Understand the process and importance of acquiring, managing, and using information in science.
6. Understand science as a human endeavor which spans time and culture through interdisciplinary studies

Course Selections:

Biology I   Integrated Science
Chemistry I   Forensic Science
Earth Science   Physics I
Ecology/Environmental Science

BIOLOGY I 31001/31002

Semester 1:
        Unit 1: Ecology
        Unit 2: Evolution
        Final Assessments Project: Island Creator
Semester 2:
        Unit 3: Cells
        Unit 4: Genetics
        Final Project: Covid-19 and Cells

EARTH SCIENCE 35001/35002

Semester 1:
        Unit 1: Earth's Place in the Universe
        Unit 2: Earth's Systems
        Edulastic Final Assessments
Semester 2:
        Unit 1: History of the Earth
        Unit 2: Climate Systems
        Edulastic Final Assessments

ECOLOGY/ENVIRONMENTAL SCIENCE R-1227

Semester 1:
        Unit 1: Earth's Involvement
        Unit 2: Ecological Pyramids, Interactions and Successions
        Unit 3: Environmental Change and Adaptation
        Unit 4: Biochemical Cycles
        Final Project: Biome Project
Semester 2:

Unit 1: Population and Wildlife Conservation
Unit 2: Resources and Waste Management
Unit 3: Pollution and Pollution Control
Unit 4: Energy Sources and Sustainable Development
Final Project: Natural Disasters

CHEMISTRY I 32001/32002
Semester 1:
Unit 1: Atoms and Elements
Unit 2: Chemical Bonding
Unit 3: Chemical Reactions
Final Project: Chemistry History Project
Semester 2:
Unit 1: Chemical Quantities
Unit 2: Molecular Level-Forces and Solutions
Unit 3: Energy and Changes in Matter
Final Project: How Big is a Mole?

INTEGRATED SCIENCE 35501/35502
Semester 1:
Unit 1: Biology
Unit 2: Environmental Science
Edulastic Final Assessments
Semester 2:
Unit 1: Earth Science
Unit 2: Physics
Unit 3: Forensics
Edulastic Final Assessments

PHYSICS 33001/33002
Semester 1:
Unit 1: Kinematics 1
Unit 2: Kinematics 2
Unit 3: Dynamics
Unit 4: Energy and Momentum
Edulastic Final Assessments

Semester 2:
Unit 1: Electricity and Magnetism
Unit 2: Waves
Unit 3: Earth and Space Science

SOCIAL STUDIES

Program Description:
The Social Studies Program helps students to analyze how individual behavior is shaped by heredity, the past, government, groups, culture, geography, and the economy, and is designed to help students understand, deal with, and direct these forces. The program focuses on the role of the individual as a community member, the responsibilities of citizenship, and cultural awareness.

Through Blended Learning, students will participate in discussion, be provided direct instruction as well as Edmentum assignments. The final assessments will be issued through Edulastic and Blocksi.

Program Goals:
1. Culture — Appreciate the concept of cultural diversity and have knowledge of how culture and cultural systems function.
2. Time, Continuity, and Change — Understand the ways human beings view themselves and their world in and over time.
3. People, Places, and Environments — Demonstrate a knowledge of the interaction of people, places, and environment.
4. Individual Development, Identity, and Personality — Understand individual identity, development, and personality.
5. Individuals, Groups, and Institutions — Appreciate interactions among individuals, groups, and institutions.
6. Power, Authority, and Governance — Understand how people create and change structures of power, authority, and governance.
7. Production, Distribution, and Consumption — Understand how people organize for the production, distribution, and consumption of goods and services.
8. Science, Technology, and Society — Understand relationships among science, technology, and society.
9. Global Connections — Understand global connections and interdependence among world societies.
10. Civic Ideals and Practices — Understand the ideals, principles, and practices of citizenship in our society.

Course Selections:
African American History
Ancient World History
Civics
Economics

U.S. History

U.S. HISTORY 43001/43002
Semester 1:
        Unit 1: Historical Thinking Skills
        Unit 2: Industrializing the Nation (1877-1914)
        Unit 3: The United States and the Global Stage
Semester 2:
        Unit 1: The Great Depression and the New Deal
        Unit 2: World War II
        Unit 3: Changing Times: The Tumultuous Decades of the 60's and 70's
        Unit 4: The Modern Nation (1992-2021)

ANCIENT WORLD HISTORY 41000
Semester 1:
        Unit 1: Pre -History and Early Civilizations
        Unit 2: Major Religions and Classical Civilizations of Europe and the Middle East
        Unit 3: Major Religions and Classical Civilizations of Asia and the Americas
        Unit 4: The Early Middle Ages
        Unit 5: The Late Middle Ages

CIVICS
Semester 1:
        Unit 1: Establishing the U.S. Government
        Unit 2: Three Branches of the U.S. Government
        Unit 3: Civil Liberties and Civil Rights
        Unit 4: Civil Rights, Citizenship, and Civic Participation

ECONOMICS 42000
Semester 1:
        Unit 1: Introduction to Economics
        Unit 2: Free Market and Businesses

AFRICAN AMERICAN HISTORY 44101/44102
Semester 1:
        Unit 1: Africa
        Unit 2: Slavery in America from Early Colonies to Independence
        Unit 3: The Expansion of Slavery
        Unit 4: African Americans and the Civil War
        Unit 5: Freedom and Reconstruction

SPECIAL PROGRAMS

The Special Programs Department of Thornton Township High Schools District 205 serves young adults between the ages of 14-21 whose identified deficits and educational needs meet the eligibility criteria regulated by state and federal mandates. Credit Recovery offers personalized accommodation for these students.

The special programs department provides services for students with specific learning disabilities, emotional disabilities, speech/language impairments, autism, intellectual disabilities, other health impairments, hearing impairments, vision impairments, and physical impairments.

Sample Final Projects

English Credit Recovery

Writing Component

RESEARCH PAPER

COMPLETE UNIT WRITING PACKET
Credit Recovery

Note: All blue hyperlinks connect to tutorial videos. Student Submission Google Doc linked on the last page of this document.

What exactly is a research paper?

A research paper is an original report in which you gather and analyze information that**:**
- informs readers about an interesting, new, or important topic.
- usually presents one main idea and supports that idea by using facts, examples, statistics, quotations, and other evidence taken from reliable sources such as books, magazines, the Internet, movies, and interviews.

Your Mission:
1. Choose your topic.
2. Gather data.
3. Determine and write your thesis.
4. Create an outline.
5. Write your research paper, citing your data.
6. Present your research.

Introduction to your research paper:

1. **Choose a Narrow Topic:** It is important that you choose a topic that interests you and for which there are enough sources available. You will be working with your teacher to narrow down your topic.

2. **Locate Source materials**: You may use magazine articles, encyclopedias, newspapers, interviews, Internet, and other print sources to use as your supporting data.

3.   **Evaluating Internet Resources**: How do you know if you should use it?
When choosing internet sources, keep in mind that *anyone may publish a (.com) web page.* This means NOT all information on the internet is true or correct. You must determine whether the information is useful, accurate, current, and objective. Websites that end in .gov/.edu/.org are created by government, educational or charitable organizations and are more likely to be credible than .com addresses. Even so, always consider the author's potential bias before citing information as factual.

Use the checklist below to help you evaluate internet resources.
- Is the information relevant to my paper?
- Who created the page?
- What organization, govt. agency or school is the person affiliated with?
- Has the site been reviewed online by an online reviewing agency?
- Does the domain (edu, com, gov) influence your evaluation of the site?
- Are you positive that the information is true?
- What can you do to prove that it is true?
- When was the site created?
- Is there a date for the last update of the site?

4.   **Working Reference Page**-As you begin to collect information from various sources, you will develop a working reference page. This is your first list of possible sources that you will use in your final paper. It is very important that you make note of the required information for each source as you find it. Once you begin this list, keep it safe so you can add to or delete it from the list as you do your research.

5.   **Required Reference Information**
In your packet, list the following information for each source:
- ♦ the name of the author (Last name, First name)
- ♦ the complete title of the source
- ♦ the name and location of the publisher
- ♦ the copyright date or date of publication
- ♦ the library call number, to make finding the source easier if you need to locate the information again
- ♦ if you used more than one library, name the library in

which the source was found
- ◆ the page numbers from which you took notes
- ◆ source number

For magazines, newspapers, journals, and electronic media, add this information:
- ◆ the name of the magazine, newspaper or journal
- ◆ the complete article title
- ◆ the selection of a newspaper in which the article can be found
- ◆ the date of issue, the volume and issue number, if available
- ◆ the complete web address for internet sites

6.   **Note Taking**- The fourth step is to begin reading and taking notes. Since you will be using several source materials, it is important that you take notes and organize your information. Remember, you are going to rewrite/use your notes for the final research paper. It is important that the final outline reflects your actual research.

7.   **Outline**- A writing plan that shows the main points that will be included in your completed paper. A good outline will show the sequence in which your main points (topic, subtopics, supporting details) will be discussed and their relation to one another.

Writing the Paper
8.   **First Draft**:
- Take your outline and your notes and arrange them for the paper.
- Write the material in your own words.
- Make sure to cite correctly.
- Do NOT use first person "I" when writing the paper.
- Give proper credit if you copy anything word for word.
- The first paragraph is your introduction and needs a strong thesis.
- The conclusion paragraph should restate the main points of the paper.
9.   **Edit/Revise and Prepare for a final copy:**
- ◆ Does the first paragraph directly state the focus and intent of the paper?
- ◆ Did you avoid the use of first person (I and we)?
- ◆ Do the paragraphs lead logically and clearly into each other?

♦ Did you use transition words and phrases to show the progression of logical ideas? (meanwhile, finally, following, at first, primarily, as a result, for that reason, therefore, consequently, however, in the same way, for instance, moreover)
♦ Did you keep your purpose and audience in mind?
♦ Does your concluding paragraph restate the major points of your paper?
♦ Spell Check is not proofreading! Nonetheless, use Spell-Check and Grammar-Check.

10.   **Final Paper and Presentation**

*<u>Specific Instructions for your paper:</u>
- Must be neatly typed.
- 12-point font, Times New Roman Font
- Double Spaced (Format – Paragraph - click on "Indents and Spacing tab", and under where it says line spacing change it to "double")
- All pages should be numbered.
- Must include a properly formatted reference page.
- You should include a cover page with the following:

For Example:

Due Dates for Each Step of Your Research Paper

Date Due	Date Done	Task	**Notes**
		Choosing a research topic.	
		Collecting sources to use for research.	
		Recording source information for citations	

		Creating a thesis statement to guide your research	
		Creating an outline for all three body paragraphs	
		Writing Topic Sentences, Writing the introduction	
		Writing the body paragraphs	
		Writing the conclusion	
ongoing		Creating a list of reference works / works cited page	
		Self-Revising and Editing	
		Final research paper due *(Be prepared to present!)*	

Step 1: What is your topic?
Choose a topic that has substantial supporting information from at least three websites.
My topic for this research paper is:
-

Keeping Track of your sources' information:
* WEBSITES USED *

Here is some space for you to record your own source information. Make sure to take down **ALL** of the information below for **EVERY** resource you use. It is easiest to take note of this information BEFORE you leave the website.

Website #1:
    Author (if available):

    Name of the website:

Date you looked at the website:

Full web address:

Website #2:
Author (if available):

Name of the website:

Date you looked at the website:

Full web address:

Website #3:
Author (if available):

Name of the website:

Date you looked at the website:

Full web address:

Keeping Track of your sources' information:

For magazines, newspapers, journals, and electronic media, add this information:

Article #1
Name of the Magazine, Newspaper/Journal:

Title of the Article:

Selection of a newspaper in which the article can be found:

Date of the issue:

Volume and Issue Number (if available):

Complete web address for internet sites:

Article #2
Name of the Magazine, Newspaper/Journal:

Title of the Article:

Selection of a newspaper in which the article can be found:

Date of the issue:

Volume and Issue Number (if available):

Complete web address for internet sites:

Article #3

Name of the Magazine, Newspaper/Journal:

Title of the Article:

Selection of a newspaper in which the article can be found:

Date of the issue:

Volume and Issue Number (if available):

Complete web address for internet sites:

TAKING NOTES FROM YOUR SOURCES

Once you have located useful and credible sources, you are ready to take notes for your paper. We will discuss how these notes look, but here are some guidelines to help you as you put together your notes:

- Write down the author and the title of your source next to each note taken. You don't need to write down the publisher or the copyright date because those are recorded in your source information already. You just need to know where you got the information for each note. —to help you keep track of where you got your information from.

- Make sure to also <u>record the page number</u> where you found this information (if you are using a printed source, like a book)

- Paraphrase or summarize the information **(in your own words)** to add it to your outline in the appropriate area. Make sure that any dates, names or other facts are correct and spelled properly!

- **If you want to use a direct quote from your source, make sure you copy it word for word and put quotation marks around it.**

Now You Try!

Imagine you are writing a research paper on drunk driving. Your thesis statement is: *Drinking and driving is a major conflict in our community because there is underage drinking going on that has resulted in innocent deaths in our community.*

Read the passage below from www.MADD.org and create a note for it.

Did You know?

- Kids who start drinking young are seven times more likely to be in an alcohol-related crash.
- Before age 9, children generally view alcohol negatively and see drinking as bad, with adverse effects. Research shows that by about age 13, their expectancies shift, becoming more positive which can lead to increased risks and consequences of underage drinking.
- The sooner you talk to your children about alcohol and other drugs, the greater chance you have of influencing their decisions about drinking and substance use.

CREATING A THESIS

What is a **thesis statement?**
-

The recipe for wonderful (and convincing!) thesis statements:
Thesis Statement = Strong statement about your topic + 3 Reasons to Support It

Strong vs. Weak Thesis Statements in a Research Paper

- *Do I answer the question?*
    -Re-reading the question prompts after constructing a working thesis can help you fix an argument that misses the focus of the question.

- *Have I taken a position that others might challenge or oppose?*
    - If your thesis simply states facts that no one would, or even could, disagree with, it's possible that you are simply providing a summary, rather than making an argument.

- *Is my thesis statement specific enough?*
    -Thesis statements that are too vague often do not have a strong argument. If your thesis contains words like "good" or "successful," see if you could be more specific: *why* is something "good"; *what specifically* makes something "successful"?

- *Does my thesis pass the "So what?" test?*
    -If a reader's first response is, "So what?" then you need to clarify, to forge a relationship, or to connect to a larger issue.

- *Does my thesis pass the "how and why?" test?*
     -If a reader's first response is "how?" or "why?" your thesis may be too open-ended and lack guidance for the reader. See what you can add to give the reader a better take on your position right from the beginning.

Strong vs. Weak Thesis Statements

Suppose you are taking a course on 19th-century America, and the instructor hands out the following essay assignment: *Compare and contrast the reasons why the North and South fought the Civil War.* You create the following thesis below:

This **weak** thesis restates the question without providing any additional information.
     -It is important that the reader knows where you are heading.
     -A reader of this weak thesis might think, "What reasons? How are they the same? How are they different?"

This is what we call a working thesis. Included in this working thesis is a **reason** for the war and **some idea of how** the two sides disagreed over this reason.
     - This thesis is still vague
     - Remember to be precise
     - Use the thesis to capture the argument in your paper

Compare this to the original weak thesis.
     - This final thesis presents the evidence in a way that reveals the significance of the question (compare this to the original weak thesis).

-Keep in mind that this is one of many possible interpretations of the Civil War—it is not the one and only right answer to the question.

There isn't one right answer; there are only strong and weak thesis statements and strong and weak uses of evidence.

Using your research, focus questions, topic and what we know about strong thesis statements, create your own!
My thesis statement:
-

CREATING AN OUTLINE

What is **the outline?**
-

An outline is like the skeleton of a research paper. Once you have a complete and detailed outline, you are ready to start writing your first draft.

Steps to creating an outline

1. Identify the topic: The topic of your paper is important. Try to sum up the point of your paper in one sentence or phrase (THESIS STATEMENT!!). This will help your paper stay focused on the main point.

2. Identify the main categories (subtopics): what main points will you cover? The introduction usually introduces all of your main points, then the rest of the paper can be spent developing those points.

3. Use your notes to determine where they would fit sequentially in your outline. Take your notes and sources and determine where you think they would be most useful to you as supporting data.

4. Outline 1-Outline your topics, subtopics and details (SEE SAMPLE OUTLINE 1)

5. Outline 2- Outline all your information to determine where it would go in the research paper, sequence, and how the details relate to one another (SEE SAMPLE OUTLINE 2)

Outlines may be determined / altered by your writing teachers*

Outline Format

    I. Introduction-Hook
        A.   Thesis
        1.   Background Information

    II. Main topic
        A. Important subtopic
          1. Detail
          2. Detail
        B. Important subtopic
          1. Detail
          2. Detail

    III. Main topic
        A. Important subtopic
          1. Detail

     2. Detail
    B. Important subtopic
     1. Detail
     2. Detail

   IV. Main topic
    A. Important subtopic
     1. Detail
     2. Detail
    B. Important subtopic
     1. Detail
     2. Detail

   V. Conclusion
    A. Restate thesis
    B. Sum up main points
    C. Final thoughts

SAMPLE OUTLINE 1

Read the following outline for a research paper on how teen drunk driving has had an impact on a community. This can be used as an example for your own outline.

I. **Introduction – Thesis Statement:** Drinking and driving is a major conflict in our community because there is underage drinking going on that has resulted in innocent deaths in our community.

II.**Body Paragraph #1:** *The problem of underage drinking and driving.*
   1. Younger people's bodies react to alcohol differently, so teens are getting drunk twice as fast as adults.
   2. Teens have less control over themselves and as they are getting drunk, they want to keep going.

3. Each year, approximately 5,000 young people under the age of 21 die as a result of underage drinking.

III. **Body Paragraph #2:** *Factors that cause drinking and driving.*
1. Teens want to take a risk
2. Teens are involved in peer pressure.
3. Alcohol problems and effects may be linked directly to genetics.

IV. **Body Paragraph #3:** *Possible solutions the community could pursue.*
1. In 1984 the drinking age went from 18 to 21 and this caused a drop in underage drinking in 8th graders 45%, saving about 900 lives per year.
2. Being informed and supporting programs, such as MADD (Mothers Against Drunk Driving).
3. Instead of just enforcing information about underage drinking to teens, all of society should be informed about the risks (store clerks, adults buying alcohol for underage teens).

V. **Conclusion – Restatement of the Thesis:** Underage drinking is illegal. It is a major conflict in our teen community because innocent deaths result from this issue. The community needs to seek out the resources available to help solve this conflict that impacts our communities.

Notice that each guiding question has **at least three pieces** of information that help to answer it.
Your outline should have 3 - 5 supporting details under each topic for your body paragraphs.

SAMPLE OUTLINE 2

FOUR BODY PARAGRAPHS

Topic: Americans Prepare for War with Britain

I. Introduction-Hook

    B. Thesis
      1. Background Information
  II.Second Continental Congress   (Main Topic)
A.   Two Major Decisions   (Subtopic)
      1. Creating an army   (detail 1)
      2. Selecting G. Washington leader for Continental army (detail 2)

  III.Battle of Bunker Hill
      A. General Gage, British general, charges Bunker Hill
      1. British won the hill after 3 attempts
      2. Important to colonists-gave them confidence that they could hold their own
        against the British
  IV.Movement towards independence
      A. Colonists attempt peace –but fail
B.   Thomas Paine
      1. Writer of <u>Common Sense</u>
      2. Encouraged colonists to cut all ties to Britain and create a republic
   V.Colonists Declare Independence
A.   Declaration of Independence
B.   Purpose of Declaration
C.   Thomas Jefferson, author of Declaration.
  VI.Conclusion
A.   Restate Thesis
      B. Sum up main points
      C. Final interesting thoughts/statements

CREATING YOUR OUTLINE

Now it's Your Turn. Use the example from page 10 and the template on page 12 and 13 to create an outline for your paper. Keep the following tips in mind to create an outline that will be most useful for you when you go to write your paper.

- Read through all your notes to determine the most important ideas that should be listed in the outline.

- What is the best logical order for your supporting details that help you answer each guiding question? *(think about the bullet points in the task)*

- Next, consider your audience. Have you organized your ideas in a way that will be clear to readers?

- Then, read every note you have included under each important fact. Do all your supporting details directly address the purpose of your research paper? If not, delete them or move them to another section of your outline.

- Now study your outline. Do you have enough supporting details to explain the importance of each fact? If not, make note of the sections that you will need to develop with additional research.

- Review your completed outline. Is everything in the right order? Is the form correct? Are all your facts, correct? Have you left out any information?

This part of the writing process is <u>extremely</u> important because you should be able to write your paper directly from your outline, by expanding on your headings and subheadings.

Once you have completed your outline, review it and write down the information you are missing and where you might be able to add this information.
-

WRITE YOUR OUTLINE

Now it's Your Turn. Use the example from page 10 and the template on page 12 and 13 to create an outline for your paper:

-

Paraphrases and Quotations

What is the difference between a quotation and a paraphrase?
When you quote, you put a writer's exact words in your paper. Each time you quote, you give credit to the original author by putting the writer's words in quotation marks and by following the quotation with a citation. When you paraphrase, you rephrase a writer's ideas in your own words and put them in your paper.

What is a paraphrase?
A restatement of the author's information in your own words and in your own style. A paraphrase is as long as or longer than the original text being paraphrased.

What is a quotation?
Any information copied directly from a source. When you type or write a quotation, you must enclose it in quotation marks.

Direct Quotations:
The exact replication of an author's words; usually referred to as a "quotation."

Indirect Quotations:

An indirect quotation occurs when the meaning but not the exact words of something someone spoke is referred to; this is often used when a writer does not remember the exact phrase but generally remembers a conversation's gist. Quotation marks are not used with indirect quotations. Indirect quotations frequently begin with "that" or "if."

> **Example:** *He believed the author intended the bird as a symbol of freedom.*

Partial Quotations:

A word or a phrase from a speaker or a source rather than the full sentence; partial quotes must be enclosed in quotation marks and include documentation; often used when the full sentence may be too long or confusing, but a few words are particularly worthy of including for support.

How do I know whether to paraphrase or quote?

Use a paraphrase as your basic note form unless you have a good reason to quote or summarize. Use a quotation.

- When an idea is especially well-stated
- When a passage is memorable
- When the exact quotation is important because of its literary or historical merit

> **Example:** with author's name in the text
> *According to Jay, "Colonel John M. Matheson, a commander at the time of the attacks, reported to the Senate Committee that when they were told to spray the herbicide, no one knew it was Agent Orange" (30). Now it evident that four of the men loaded the chemical.*
> **Example:** without author's name in the text
> *"Colonel John M. Matheson, a commander at the time of the attacks, reported to the Senate Committee that when they were told to spray the herbicide, no one knew it was Agent Orange" (Jay 30). Now it evident that four of the men loaded the chemical.*

FROM OUTLINE TO PAPER

Now it is time to turn all of your hard work in researching and outlining…. into a research paper!
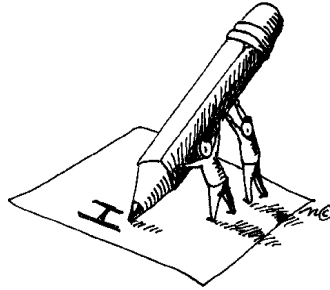
Drafting the introduction:

Why is the introduction important?

Your introduction is the part that invites your reader to read your essay:

- It tells your reader what it is about,
- It sets the tone for your essay. In other words, it tells the reader whether your essay will be light, humorous, serious, controversial, etc.
- It shows your reader how your essay will develop. There must not be big surprises in the development of your essay.
- It is where the reader decides whether to read your essay or not. In other words, they may put your essay down if they feel that it is going to be extremely boring.

A Strong Introduction = Hook+ Thesis + Background

Drafting the introduction:

Now You Try! Review your notes and outline before you write your introduction to see if you can find some facts or examples that will really hook your reader.

-

Drafting the Body Paragraphs:
Creating Topic Sentences

Now that you have created a complete outline and drafted your introduction, you are ready to begin the body of your paper. As you start to write your first draft, the first thing you will need to consider is the topic sentence for each body paragraph.

A topic sentence:
-

Creating a topic sentence for each body paragraph can be very simple. All you need to do is turn each topic you have selected to research for that paragraph into a statement. For example, when looking back at my outline I can see that my first important topic was: *The problem of underage drinking and driving.*

Using this as my guide, I could create the following topic sentence: *Drinking and driving is a problem that affects us all. In fact, 1 in every 3 Americans will be involved in an alcohol related accident in their lifetime.*

Now You Try! In the space below, record your important topics and topic sentences for each of your body paragraphs.

Topic #1:

Topic Sentence #1:

Topic #2:

Topic Sentence #2:

Topic #3:

Topic Sentence #3:

Drafting the Body Paragraphs:
Moving from your outline to full paragraphs

At this point you should be able to use your outline notes to write your body paragraphs. If you have included enough detail in your outline, it will be easy to create great supporting paragraphs to prove your thesis. However, it is not always easy to understand how to move from an outline to a body paragraph. Look at the example below to better understand what this process looks like.

Outline:

I.**Body Paragraph #1:** *The problem of underage drinking and driving.*
1. Younger people's bodies react to alcohol differently, so teens are getting drunk twice as fast as adults.
2. Teens have less control over themselves and as they are getting drunk, they want to keep going.
3. Each year, approximately 5,000 young people under the age of 21 die as a result of underage drinking.

Body Paragraph #1:

Drinking and driving is a problem that affects us all. In fact, 1 in every 3 Americans will be involved in an alcohol related accident in their lifetime. Underage drinking is a problem because younger people's bodies are not fully developed, so they react to alcohol differently. Because of this, teens become drunk twice as fast as adults do. Teens have less control over themselves. As they are getting drunk, they do not have a limit to stop, therefore they keep going. Each year, approximately 5,000 young people under the age of 21 die because of underage drinking. Underage drinking affects individuals personally, as well as the community.

Once you finish writing a paragraph, ask yourself: Does each paragraph in the body contain a topic sentence that tells the main idea of that paragraph? To help you check your own work, underline the topic sentences and circle the supporting details once you have finished your body paragraphs.

WRITE BODY PARAGRAPH # 1

Now it's Your Turn. Use your notes and outline to write your body paragraphs:

-

WRITE BODY PARAGRAPH # 2

Now it's Your Turn. Use your notes and outline to write your body paragraphs:

-

WRITE BODY PARAGRAPH # 3

Now it's Your Turn. Use your notes and outline to write your body paragraphs:

Drafting the Conclusion

Conclusions can sometimes be the most difficult part of writing a research paper. The conclusion is very important because it is the last thing your reader reads, and it will have to tie everything up. Remember, it is similar to the introduction, but NOT the exact same thing written in your introduction.

A conclusion should:

- Stress the importance of the thesis statement.
- Give the essay a sense of completeness.
- Leave a final impression on the reader.

Refer to the sample essay to help you write your own conclusion paragraph.

Now it's Your Turn! Keep the above ideas in mind to draft your conclusion below.

-

APA Style In-Text Citations, 7th ed.

Always include the same two pieces of information: author and year.

Basic format: (Author Last Name, Year)

(Author Last Name,	

Year)	

As long as you have those two pieces of information, you can choose to list them as a parenthetical citation or a narrative citation. These are examples of a narrative citation:

> According to Jones (1998), "Students often had difficulty using APA style, especially when it was their first time".

> In 1998, Jones found "students often had difficulty using APA style"; what implications does this have for teachers?

If the author is not named in a signal phrase, place the author's last name and the year of publication in parentheses after the quotation. This is an example of a parenthetical citation:

> She stated, "Students often had difficulty using APA style" (Jones, 1998), but she did not offer an explanation as to why.

Paraphrasing or summary is when you share the idea behind the author's work in your own words.

> Jones (1998) notes that students had extra problems the first time they used APA formatting.

Multiple authors

A work by two authors:

- Research by Smith and Jones (2014) supports…
- (Smith & Jones, 2014)

A work by three or more authors:

- Wallace et al. (2015) report…
- (Wallace et al., 2015)

Unknown author: If the work does not have a known author, include the title and year of publication. If the title is italicized in the reference, also italicize in the in-text citation. If the title is

not italicized in the reference, use double quotation marks around the title in the in-text citation. If the title is long, shorten it for the in-text citation.

- The report emphasized that anonymous respondents reported harassment more often ("Tracking Harassment," 2015).

Note: In rare cases the "Anonymous" is used for the author, treat it as the author's name (Anonymous, 2011). In the reference list, alphabetize under "Anonymous" as the author.

Organization as an author: If the author is an organization or a government department, treat the organization or department as the author.

- According to the World Health Organization (2005), …

If the organization has an abbreviation which is commonly known, or that you will be using in the rest of your paper, include the abbreviation in brackets in your first citation. After that, you may refer to the source by the abbreviation.

- First citation: (U.S. Department of Defense [U.S. DOD], 2013)
- Second citation: (U.S. DOD, 2013)

APA Style: Books

Basic format:

Author, A. A. (Year of publication). *Title of work: Capital letter also for subtitle.* **Publisher.**

Cherny, A. (2008). *The candy bombers: The untold story of the Berlin airlift and America's finest hour.* **Berkley-Caliber.**

Author's last name, Initials. **Editor's last name, Initials (Ed.).**	
(Date of publication).	
Title of book.	
(Initials Last name of editor, Ed.).	
(Initials Last name of translator, Trans.).	
Publisher.	

Edited book, no main author

Cart, M. (2002). *In the stacks: Short stories about libraries and librarians.* The Overlook Press.

Edited book with main author or authors

Rossetti, C. (1970). *Selected poems of Christina Rossetti.* M. Zarturenska (Ed.). The Macmillan
Company.

APA Style: Journal Articles (Online and Print)

Author, Author Initials.	
(Date of publication).	
Title of article.	
Title of Periodical or Journal,	
volume number (issue number),	
Page range.	
DOI or URL	

Article from a print journal

Author, A. A., Author, B. B., & Author, C. C. (Date of publication). Title of article. *Title of Periodical, volume number* (issue number), pages.

Rennard, S. & Thomashow, B. (2013). COPD foundation pocket consultant guide. *Lung Health Professional Magazine, 4*(3), 24-26.

Article from an online journal

Author, A. A., & Author, B. B. (Date of publication). Title of article. *Title of Online Periodical, volume number*(issue number). DOI or URL

Slagle, K., Zajac, R., Bruskotter, J., Wilson, R., & Prange, S. (2013). Building tolerance for bears: A communications experiment. *The Journal of Wildlife Management*, 77(4), 863–869. https://www-jstor-org.db27.linccweb.org/stable/23470733

Article from an online journal with DOI assigned

Author, A. A., & Author, B. B. (Date of publication). Title of article. *Title of Journal, volume   number (issue number),* page range. https://doi.org/xxxxx

Doi, H., & Mori, T. (2013). The discovery of species-abundance distribution in an ecological community. *Oikos*, 122(2), 179-182. https://doi.org/10.1111/j.1600-0706.2012.00068.x

APA Style: Section of a Web Page, Online Document, or Online Book Chapter

General Format:

Author, A. A., & Author, B. B. (Date of publication). Title of article. In *Title of book or large document* (chapter or section number). Retrieved from http://www.someaddress.com/full/url/

Author, Initials.	
(Date of Publication).	
Title of article.	
In *Title of Website/document/book.*	
DOI or URL **Retrieved from DOI or URL (only if link or information is designed to change)**	

Examples:

Website page:

MacGregor, N. (n.d.). Mummy of Hornedjitef. In *A History of the World in 100 Objects.* http://www.bbc.co.uk/ahistoryoftheworld/objects/sogITE3FSKStlk12qd2W3w

FORMATTING YOUR CITATIONS FROM ONLINE SOURCES

You will be using information you find on websites in your research paper, so it is important to know how to properly record the information about these sources. Below you will see information that comes from an online encyclopedia as well as another credible website.

You can usually find the information you need at the top of your window, all the way at the bottom of the page, or in a separate section called "About [the name of the website]."

Type of Source: Online Encyclopedia
Article Title: "Shackleton, Sir Ernest Henry."
Main Web Page: Worldbook.com 2006.
Name of Encyclopedia: World Book Encyclopedia.
Date You looked at the website: March 26, 2020.
URL: <http://www.worldbook.com/wb/Article?id=ap722742&st=url>

Type of Source: Credible Website
Author: Shackleton, Johnathan.
Website Title: Sir Ernest Henry Shackleton Home Page.
Date You looked at the website: March 16, 2020.
URL: <http://indigo.ie/~jshack/ernest.html>

FORMATTING YOUR CITATIONS FROM ONLINE SOURCES

Now you try! Write correctly formatted source information about each of the websites listed below.

Online Encyclopedia:
An internet search done on March 26, 2006, located "Shackleton, Sir Ernest Henry," an article in the Britannica Online Encyclopedia 2006 owned by the Encyclopedia Britannica. The URL was <http://www.britannica.com/>

Source Information:
-

Credible Website:
An internet search done on March 26, 2006, located the home page on an organization called the James Caird Society, honoring the wealthy Scottish industrialist who helped fund Shackleton's expeditions. The URL was <http://www.jamescairdsociety.com/>

Source Information:

-

CREATE YOUR REFERENCE PAGE

Refer back to the formatting citation examples and sample "References".
Remember:
- Every resource should be listed in alphabetical order by last name or website title if no author is available.
- Each line after the first line should be indented.
- You should have at least 4-5 sources listed.

Now it's Your Turn! Record your sources in your own Reference page below.

-

Edit and Evaluate your Research Paper
DIRECTIONS: *Use this checklist to review your own essay, then edit and revise it.*

Introduction Paragraph
• Is there an engaging hook at the very beginning of the introduction?
• Have you provided a clear and engaging thesis?
• Do you provide enough background information in a clear, organized way?

Body Paragraph #1	Body Paragraph #2	Body Paragraph #3
• Topic Sentence: Did you include a clear topic sentence in which you state which text you are using to support your thesis? • Did you include 3 good examples/details from your research to support your answer? • Did you tie up your paragraph with a final concluding sentence? • Did you cite your research information correctly?	• Topic Sentence: Did you include a clear topic sentence in which you state which text you are using to support your thesis? • Did you include 3 good examples/details from your research to support your answer? • Did you tie up your paragraph with a final concluding sentence? • Did you cite your research information correctly?	• Topic Sentence: Did you include a clear topic sentence in which you state which text you are using to support your thesis? • Did you include 3 good examples/details from your research to support your answer? • Did you tie up your paragraph with a final concluding sentence? • Did you cite your research information correctly?

Conclusion Paragraph
• Did you restate their thesis in a new and interesting way?
• Did you sum up your main points?
• Did they end with an interesting thought or question to leave the reader thinking?

Additional Reflection: IS THIS ESSAY PROFESSIONAL?

Use the rubric below to give your essay a score between 1 and 4

4	3	2	1
• This research paper is clearly focused on one topic. • All of the examples relate directly to the question being asked in the prompt.	• This research paper is partially focused on your topic. • Most of the examples given relate directly to the question	• This paper does not stay focused on your one topic. • Few of the examples given relate directly to the question	• This essay does not answer or focus on the prompt or topic of research. • None of the examples given relate directly to

• You have reviewed and edited the essay to make it free of any distracting spelling or grammar mistakes.	being asked in the prompt. • There are very few distracting spelling or grammar mistakes.	being asked the prompt. • There are quite a few distracting spelling or grammar mistakes.	the question the prompt. • There are many distracting spelling or grammar mistakes.

Peer-Edit & Revise Your Partner's Essay

DIRECTIONS: *Use this checklist to review your partner's essay and provide constructive feedback.*

Introduction Paragraph
- Is there an engaging hook at the very beginning of the introduction?
- Have they provided a clear and engaging thesis?
- Do they provide enough background information in a clear, organized way?

Body Paragraph #1	Body Paragraph #2	Body Paragraph #3
• Topic Sentence: Did they include a clear topic sentence in which you state which text you are using to support your thesis? • Did they include 3 good examples/details from your research to support your answer? • Did they tie up your paragraph with a final concluding sentence? • Did they cite your research information correctly?	• Topic Sentence: Did they include a clear topic sentence in which you state which text you are using to support your thesis? • Did they include 3 good examples/details from your research to support your answer? • Did they tie up your paragraph with a final concluding sentence? • Did they cite your research information correctly?	• Topic Sentence: Did they include a clear topic sentence in which you state which text you are using to support your thesis? • Did they include 3 good examples/details from your research to support your answer? • Did they tie up your paragraph with a final concluding sentence? • Did they cite your research information correctly?

Conclusion Paragraph
- Have they restated the thesis?
- Did they sum up the main points?
- Did they end with an interesting thought or question to leave the reader thinking?

Glows: What are two things you feel your partner did very well in their essay?

1.

2.

Grows: What two things could your partner change or add to make their essay even better?

1.

2.

Write Your Final Essay

DIRECTIONS: *After editing and revising your first draft, rewrite your final essay below.*

Student Name:
Date:
Research Topic:

-Student Name:
Grade (100 points):

100-Point Rubric

How are you graded? The 20 bullet points below are worth 5 points each - for a total of 100 points.

Introduction Paragraph		
• Is there an engaging hook at the very beginning of the introduction?		
• Have they provided a clear and engaging thesis?		
• Do they provide enough background information in a clear, organized way?		
Body Paragraph #1	Body Paragraph #2	Body Paragraph #3
• Topic Sentence: Did they include a clear topic sentence	• Topic Sentence: Did they include a clear topic sentence	• Topic Sentence: Did they include a clear topic sentence

in which you state which text you are using to support your thesis?	in which you state which text you are using to support your thesis?	in which you state which text you are using to support your thesis?
• Did they include 3 good examples/details from your research to support your answer?	• Did they include 3 good examples/details from your research to support your answer?	• Did they include 3 good examples/details from your research to support your answer?
• Did they tie up your paragraph with a final concluding sentence?	• Did they tie up your paragraph with a final concluding sentence?	• Did they tie up your paragraph with a final concluding sentence?
• Did they cite your research information correctly?	• Did they cite your research information correctly?	• Did they cite your research information correctly?

Conclusion Paragraph
• Have they restated the thesis?
• Did they sum up the main points?
• Did they end with an interesting thought or question to leave the reader thinking about the topic?

Edits and Revisions
• Your writing is clearly organized with paragraphs, and every paragraph is indented.
• Correct spelling, capitalization, periods, commas, exclamation marks, quotation marks, etc.

GLOW: What did you do very well in this essay?
-

GROW: What could you change to improve this essay?
-

LINK TO STUDENT DOCUMENTS FOR SUBMISSION

Sample

English 2 Credit Recovery

Research Paper Checklist

Research Paper Checklist

		5 Points Each*
General		
1	The paper is _____ pages in length, typed, double-spaced. This does not include the title page, outline, or Works Cited page.	
2	The paper is in the following order: title page, outline, paper, Works Cited page.	
3	All the notes are turned in with the final draft.	
4	The paper has been proofread and all typos/corrections have been made. It is properly punctuated and is now easy to read.	
5	The paper accomplishes what the thesis says it will accomplish.	
Title Page		
6	The running headers contain the title in the upper left corner and the student's last name with the page # in the upper right corner.	

7	The title page contains the title, student name, teacher name, course name, and date (centered vertically and horizontally).	
Organizational Planning (Outline, Notecards, Graphic Organizers, etc.)		
8	The body paragraph sub-topics have been identified.	
9	The source information is identified and organized.	
10	Information represents a variety of sources.	
11	Prewriting shows evidence of direct quotes and paraphrasing.	
Thesis Statement		
12	The thesis statement is the last sentence of the introduction.	
13	The thesis statement is clear and easily understood.	
14	The thesis statement states the purpose and narrows the topic.	
15	The thesis statement does NOT say: "This paper will…" or ask a question.	
Sources		

16	The paper uses a minimum of ____ sources.	
17	Each of the sources is noted on a separate note card or sheet.	
18	All sources used in the paper are properly cited on the Reference/Works Cited page.	
19	All ideas and references to the sources have been internally cited within the paper.	
20	The paper DOES NOT USE information found on Spark Notes, Cliffs Notes, Wikipedia, or any other source not approved by the teacher.	
Notes		
21	There is a minimum of _____ facts/notes from sources to use in the paper.	
22	Each fact/note is written on the sheet and the location (page number, source, etc.) is clearly identified as required by the teacher.	
Development/Organization		
23	Everything in the paper relates to the thesis statement.	

24	The paper follows a logical order, which is stated in the outline or pre-writing drafts.	
25	All of the subtopics are supported with examples, quotations, and references, and are fully defined or described.	
Introduction		
26	The introduction gets the reader's attention right from the beginning.	
27	Some background information is provided to connect the attention-getter to the thesis statement.	
28	The introduction contains the thesis statement and a preview of the subtopics to be discussed.	
Body		
29	Each body paragraph begins with a transition and a topic sentence.	
30	Each body paragraph contains one of the subtopics that directly relates to the thesis statement.	

31	The subtopics in each body paragraph are explained by points (ideas or opinions) which are supported by facts, examples, and other documenting evidence.	
Conclusion		
32	The conclusion contains a rewording of the thesis statement.	
33	The conclusion reviews the main subtopics of the paper.	
34	The conclusion leaves the reader with something to think about.	
Documentation		
35	The paper DOES NOT include ideas, sentences, or opinions obtained from any sources without giving credit to the AUTHOR.	
36	Even when the paper paraphrased the author's words or ideas, the writer still gave the author credit for his/her intellectual property.	
37	The parenthetical citations (in-text references to my Reference/Works Cited page) are formatted properly.	
38	Every source used is listed on the Reference/Works Cited page.	

Format		
39	The paper uses the correct APA/MLA format for the title page.	
40	The paper uses the correct APA/MLA format for the header and page numbers.	
41	The paper uses the correct APA/MLA format for the paper.	
42	The paper uses the correct APA/MLA format for the Reference/Works Cited page.	
Mechanics		
43	Spelling errors are minimal.	
44	Punctuation errors are minimal.	
45	The paper uses the same verb tense throughout.	
46	The paper flows well and reads smoothly.	
Overall		
47	The paper is easy to read and interesting.	

48	The paper does not skip around. It is well ordered and well-organized.	
49	The paper stays focused and does not go off on unnecessary tangents unrelated to the main topics.	
50	The paper is in Times New Roman, 12 pt font, and double-spaced.	

*All fifty (50) items on the list have equal point values.

Sample

English III/IV Credit Recovery

Research Paper
Check List

Research Paper Checklist

		5 Points Each*
General		
1	The paper is _____ pages in length, typed, double-spaced. This does not include the title page, outline, or Works Cited page.	
2	The paper is in the following order: title page, outline, paper, Works Cited page.	
3	All the notes are turned in with the final draft.	
4	The paper has been proofread and all typos/corrections have been made. It is properly punctuated and is now easy to read.	
5	The paper accomplishes what the thesis says it will accomplish.	
Title Page		
6	The running headers contain the title in the upper left corner and the student's last name with the page # in the upper right corner.	

7	The title page contains the title, student name, teacher name, course name, and date (centered vertically and horizontally).	
Organizational Planning (Outline, Notecards, Graphic Organizers, etc.)		
8	The body paragraph sub-topics have been identified.	
9	The source information is identified and organized.	
10	Information represents a variety of sources.	
11	Prewriting shows evidence of direct quotes and paraphrasing.	
Thesis Statement		
12	The thesis statement is the last sentence of the introduction.	
13	The thesis statement is clear and easily understood.	
14	The thesis statement states the purpose and narrows the topic.	
15	The thesis statement does NOT say: "This paper will…" or ask a question.	
Sources		

16	The paper uses a minimum of ____ sources.	
17	Each of the sources is noted on a separate note card or sheet.	
18	All sources used in the paper are properly cited on the Reference/Works Cited page.	
19	All ideas and references to the sources have been internally cited within the paper.	
20	The paper DOES NOT USE information found on Spark Notes, Cliffs Notes, Wikipedia, or any other source not approved by the teacher.	
Notes		
21	There is a minimum of _____ facts/notes from sources to use in the paper.	
22	Each fact/note is written on the sheet and the location (page number, source, etc.) is clearly identified as required by the teacher.	
Development/Organization		
23	Everything in the paper relates to the thesis statement.	

24	The paper follows a logical order, which is stated in the outline or pre-written drafts.	
25	All the subtopics are supported with examples, quotations, and references, and are fully defined or described.	
Introduction		
26	The introduction gets the reader's attention right from the beginning.	
27	Some background information is provided to connect the attention-getter to the thesis statement.	
28	The introduction contains the thesis statement and a preview of the subtopics to be discussed.	
Body		
29	Each body paragraph begins with a transition and a topic sentence.	
30	Each body paragraph contains one of the subtopics that directly relates to the thesis statement.	

31	The subtopics in each body paragraph are explained by points (ideas or opinions) which are supported by facts, examples, and other documenting evidence.	
Conclusion		
32	The conclusion contains a rewording of the thesis statement.	
33	The conclusion reviews the main subtopics of the paper.	
34	The conclusion leaves the reader with something to think about.	
Documentation		
35	The paper DOES NOT include ideas, sentences, or opinions obtained from any sources without giving credit to the AUTHOR.	
36	Even when the paper paraphrased the author's words or ideas, the writer still gave the author credit for his/her intellectual property.	
37	The parenthetical citations (in-text references to my Reference/Works Cited page) are formatted properly.	
38	Every source used is listed on the Reference/Works Cited page.	

	Format	
39	The paper uses the correct APA/MLA format for the title page.	
40	The paper uses the correct APA/MLA format for the header and page numbers.	
41	The paper uses the correct APA/MLA format for the paper.	
42	The paper uses the correct APA/MLA format for the Reference/Works Cited page.	
	Mechanics	
43	Spelling errors are minimal.	
44	Punctuation errors are minimal.	
45	The paper uses the same verb tense throughout.	
46	The paper flows well and reads smoothly.	
	Overall	
47	The paper is easy to read and interesting.	

48	The paper does not skip around. It is well-ordered and well-organized.	
49	The paper stays focused and does not go off on unnecessary tangents unrelated to the main topics.	
50	The paper is in Times New Roman, 12 pt font, and double-spaced.	

*All fifty (50) items on the list have equal point values.

Sample

Science Credit Recovery

Final Projects

Sample Final Projects

ISLAND CREATOR (Semester 1 Biology Project)

Student Directions

You are the creator of a new island. On this island, the only form of life in existence is grass, lush, thick grasses. Because you enjoy a warm climate, the temperature will range from 20-30 degrees Celsius. Two deep (50m) rivers will exist so that you can swim or dive at your leisure.

Living on the island should be relaxing, so you only introduce a few organisms. This way you don't have to spend time taking care of living organisms. You decide to have four species of animals and 2 species of plants to be exact. (You are allowed to keep the grass.)

Please complete assignment 1.

Although you thoroughly enjoy living on your planet, you decide to take a vacation. Your vacation lasts much longer than you anticipated (assume you are immortal). When you return you discover that the climate has cooled so that temperatures range from -12 to -1 degrees Celsius and that there are now several organisms that you did not bring to this island. In fact, there is no trace of the original organisms.

No one has ever been on this island but you.

Complete Assignment 2.

While none of the original organisms exist (both plant and animals), you do notice some similarities between the new organisms and the old. Name, list and describe the new organisms that now live on your island. (Remember that there are 4 species of animals and 2 plants.)

Tip 1: Both plants and animals are BRAND NEW species, never seen before, so give them a unique, made-up name.)

Tip 2: When describing your organisms, be sure to think of specific characteristics that would enable the organism to survive in the new climate. For example, cacti can retain (hold) large amounts of water, which allows them to survive during desert droughts.

Complete Assignments 3 – 4.

When you are done, contact your instructor and schedule a time when you will present your final project. YOU MUST COMPLETE A VIRTUAL PRESENTATION IN ORDER TO RECEIVE A GRADE. As always, please contact your instructor for help if needed.

Deliverables:

Assignment 1: Draw your island and label your organisms, both plant and animals. Remember that your island must be completely self-sufficient. There is no one to feed or care for the animals.

Assignment 2: In paragraph form, discuss how and why the new organisms appeared on your island.

Assignment 3: Develop a dichotomous key showing how you have named all the new organisms, and a phylogenic chart showing their relationship to one another.

Assignment 4: On the blank map provided, draw what your new island looks like. Be sure to include evolutionary and environmental changes.

Covid-19 Cells and Genetics

(Biology Semester 2 Final Project)

The year 2020 will be remembered by most as the year of Covid-19. While we continue to try to understand this infectious disease, as well as vaccinate against it, there remains to be many variables that are unknown.

Create a Google Slide presentation discussing Covid-19, it's cellular origin, evolution and genetic implications. Below you will find the specific criteria as well as the grading rubric.

PLEASE NOTE: You MUST present it to your instructor. Slides submitted without presentation will receive a grade of "F". Also, the entire presentation must BE IN YOUR OWN WORDS. Plagiarism of any kind, in any amount will result in the grade of "F".

Criteria:

1.) What is Covid-19 and how specifically is it transmitted? – One slide
2.) How does Covid-19 invade and change the cell? In terms of cellular reproduction, how would a Covid virus cell differ from a "regular cell"? (For both questions, be sure to mention specific organelles.) – Two slides
3.) What is Long Covid? What determines if a person is at risk for it? – One Slide
4.) Genetics is the passing down of traits. What cellular changes can (possibly) be passed down to offspring? How does this possibility relate to genetic changes caused by environmental factors? – Two slides
5.) Much like the flu virus, the Covid-19 virus may result in a yearly (maybe more) recommended vaccination shot. Explain why this would be necessary and why most viruses have no "cure". – Two slides

You must have at least 3 sources that you will list on the last slide. It is acceptable to list videos as a reference.

Presentation:

The presentation should be 3-5 minutes in length, and you should be able to speak about your information without entirely reading off of your presentation slides (use note section on PowerPoint). Also, be prepared to respond to additional questions the instructor may have.

Category	0	1	2	3	4	Score
Minimum 10 slides in PowerPoint	No PowerPoint created	PowerPoint has between 1 and 4 slides	PowerPoint has 5 slides	PowerPoint has between 6 and 9 slides	PowerPoint has at least 10 slides	____
Picture of Covid Virus Cell	No picture	--	--	--	Picture is included	____
Bibliography (last slide)	No Bibliography	--	Bibliography present, containing some mistakes	--	Complete, correct Bibliography	____
Presenter demonstrates knowledge at expert-level	Did not demonstrate any knowledge		Demonstrated some knowledge of killer		Demonstrated expert-level knowledge of killer	____
Presentation is conversational, rather than "read".	Read from slides for entire presentation	Mostly read from slides	Read from slides more than half the time	Presented well with minimal reading of slides	Presented well with articulation, and consistent flow	____
Required time	--	--	Presentation was too long/short	--	Presentation was within time range	____
Productive use of class time	Did not use class time		Utilized some class time		Maximized class time	____
Complete answers to main questions (there is no credit given for partial answers) x2	None of the questions answered completely in presentation	1 to 2 questions answered completely	3 questions answered completely	4 questions answered, completely	All questions answered completely and in detail	____
Maximum Points: 36					**TOTAL =**	____

Chemical History Project
(Chemistry Semester 2 Project)

Objective
Create a digital timeline of events based on the history of the periodic table and atomic models.

Purpose
1. Integrate technology and the study of History into Chemistry Class.
2. Illustrate knowledge of major events in the field of Chemistry.
3. Incorporate notable historical events into class.

Method
You will be working in groups of 5 or fewer to create a digital timeline showing the points in history that were discussed in Chapter 5 of your textbook. The digital timeline must be something that can be accessed via the internet, such as a blog or website, or turned in electronically, such as a PowerPoint. Your timeline must include ***at least 10 of the following events, and all of those in the box.***

- Birth of Christ
- Columbus Sailing the ocean blue
- Painting of the Mona Lisa
- The beginning of George Washington's presidency
- Volta's invention of the battery
- Death of Napoleon
- Niepce's invention of Photography
- Darwin's "On the Origin of Species" published
- Start of the American Civil War
- Assassination of Abraham Lincoln
- Thomas Edison's invention of the phonograph
- Thomas Edison's invention of the light bulb
- Naismith's invention of basketball
- Einstein's Theory of Relativity
- Sinking of the Titanic
- Women gained the right to vote
- End of the Ottoman Empire
- Death of Houdini
- Disappearance of Amelia Earhart
- Discover of Nuclear Fission

- Atomic bombing of Hiroshima
- Breaking of the Sound Barrier
- Assassination of Gandhi
- Democritus
- Dalton 's Atomic Theory and Atomic Model
- Thompson's CRT, Discovery of Electrons, and Atomic Model
- Rutherford's Gold Foil Experiment and Atomic Model
- Mendeleev's Periodic Table
- Moseley's Periodic Table
- Bohr's Atomic Model
- Electron Cloud Model Introduced
- Discovery of Protons
- Discovery of Neutron

For each event you must include the date (as accurate as possible), a small picture, and a brief description no longer than two sentences. Be sure to put effort into its appearance, as this matters as well.

<u>Due Date</u> – _____
This project will count as your first test grade of the second quarter of the semester. The reason for this is two-fold. First, the second quarter has fewer test grades than the first. The second being the degree of difficulty of the second quarter is higher than that of the first quarter. This project helps to balance out this difficulty.

<u>Method of Grading</u>
See the attached rubric.

Be sure to include all of the required items for each event! ** **The final product must be digital

Storyboard- multimedia: History of Chemistry

CATEGORY	50	40	30	20
Clarity and Neatness	Storyboard is easy to read and all elements are so clearly written, labeled, or drawn that another student could create the presentation if necessary.	Storyboard is easy to read and most elements are clearly written, labeled, or drawn. Another person might be able to create the presentation after asking one or two questions.	Storyboard is hard to read with rough drawings and labels. It would be hard for another person to create this presentation without asking lots of questions.	Storyboard is hard to read and one cannot tell what goes where. It would be impossible for another person to create this presentation without asking lots of questions.
Spelling & Grammar	No spelling or grammatical mistakes on a storyboard with lots of text.	No spelling or grammatical mistakes on a storyboard with little text.	One spelling or grammatical error on the storyboard.	Several spelling and/or grammatical errors on the storyboard.
Content	All content is in the students\' own words and is accurate.	Almost all content is in the students\' own words and is accurate.	At least half of the content is in the students\' own words and is accurate.	Less than half of the content is in the students\' own words and/or is accurate.
Required Elements	Storyboard included all required elements as well as a few additional elements.	Storyboard included all required elements and one additional element.	Storyboard included all required elements.	One or more required elements were missing from the storyboard.

How Big is a Mole?
(Chemistry Semester 2 Project)

Objectives:

To be able to visualize what a mole looks like in a number of scenarios (and to be able to visualize how big a number 6.022 x 10^{23} really is). To get a better understanding of scientific notation and dimensional analysis and how they can be used.

Task:

- You will create a visual (poster, brochure, booklet, model, etc) to illustrate the question: How Big Is a Mole? How you present this is up to you and your creativity/interests.
    - Choose 4 representations of the size of a mole, 1 from each of the categories below. - Illustrate these representations in an interesting/creative way in your visual. - You will work with a partner. You will not have class time to work, so you will need to plan accordingly. Each partner needs to be EQUALLY involved in the work.

Category 1 – Household/common substance

- What does 1 mole of _____ look like? This must be a pure substance (element or compound) so that you can calculate the molar mass and decide what 1 mole would be. Also state how many particles (atoms, formula units, or molecules) are in this sample. Make sure to mention the correct vocabulary word for particles depending on the substance you choose.

Category 2 – Dimensional analysis problem #1 (length or height)

- Complete ONE of the following sentences (have fun and be creative!) and then use dimensional analysis to answer the question.
    - Your project will include:
        - The sentence filled out (see guide below)

o The conversion factors you used (listed as an equality or a ratio)

o The dimension analysis problem you used (shown with units after every number) o A creative way to visualize the problem

- You will need to make measurements (for item #1) and do research (for the distance between item #2 and item #3) to determine your conversion factors.

Choice 1 -- A mole of _____ item #1 _____ stacked

on top of each other would make _____ answer from DA _____ stacks

if each stack reached from _____ item #2 _____ to _____ item

#3_____.

Choice 2 -- A mole of _____ item #1 _____ lined

up next to each other would make _____ answer from DA _____

lines if each line reached from _____ item #2 _____ to _____ item

#3_____.

Category 3 – Dimensional analysis problem #2 (mass)

- Complete the following sentence (have fun and be creative!) and then use dimensional analysis to answer the question.
    - Your project will include:
        o The sentence filled out (see guide below)
        o The conversion factors you used (listed as an equality or a ratio)
        o The dimension analysis problem you used (shown with units after every number) o A creative way to visualize the problem

- You will need to make measurements (for the mass of item #1) and do research (for the mass of item #2) to determine your conversion factors.

o A mole of _____item #1_____ would weigh

the same as ___answer from DA_____really heavy item

#2_____ s.

Category 4 – Dimensional analysis problem #3 (with measurements)

- Perform the measurements and calculations needed to answer ONE of the following questions. - Your project will include:
  o Your answer to the question (written in a complete sentence)
  o The conversion factors you used and any measurements you had to make; make sure to describe how you made the measurements you needed
  o The dimensional analysis problem you used (shown with units after every number) o A creative way to visualize the problem

Choice 1 – On a hot day, you drink out of a water fountain for one minute. How many moles of water did you drink?

Choice 2 -- Chalk is made of calcium carbonate. How many moles of chalk do you use when you write your name?

Rubric:

Pay attention to the directions above and the rubric below carefully.

_____ out of 20 points – Category 1
  o Correct molar mass for substance shown (5 points)
  o Includes picture or visual – this should be an accurate representation (10 points) o Correct number of particles (and correct word for particles) (5 points)

_____ out of 20 points – Category 2

- Conversion factors are listed (either as equalities or ratios) (5 points)
- Dimensional analysis problem is set up correctly (including units for every number) (10 points)
- Includes a picture or visual – this will just be a representation, it will not be accurate (5 points)

_____ out of 20 points – Category 3
- Conversion factors are listed (either as equalities or ratios) (5 points)
- Dimensional analysis problem is set up correctly (including units for every number) (10 points)
- Includes a picture or visual – this will just be a representation, it will not be accurate (5 points)

_____ out of 20 points – Category 4
- Conversion factors and measurements are listed and how you determined them is described (10 points)
- Dimensional analysis problem is set up correctly (including units for every number) (5 points)
- Includes a picture or visual – this may either be an accurate representation or a creative visual (5 points)

_____ out of 20 points – Overall Product, Creativity, Neatness, Originality

How Big is a Mole?

Rubric:

_____ out of 20 points – Category 1
- *-10 if substance is NOT a pure substance (element or compound)*
- Correct molar mass for substance shown (5 points)
- Includes picture or visual – this should be an accurate representation (10 points) ▪ *-5 if not an accurate representation of a mole*
  - Correct number of particles (and correct word for particles) (5 points)
    - ▪ *-3 for wrong vocabulary word for particles*

_____ out of 20 points – Category 2
- o Conversion factors are listed (either as equalities or ratios) (5 points)
- o Dimensional analysis problem is set up correctly (including units for every number) (10 points)
  - *-2 for every missing unit*
- o Includes a picture or visual – this will just be a representation, it will not be accurate (5 points)

_____ out of 20 points – Category 3
- o Conversion factors are listed (either as equalities or ratios) (5 points)
- o Dimensional analysis problem is set up correctly (including units for every number) (10 points)
  - *-2 for every missing unit*
- o Includes a picture or visual – this will just be a representation, it will not be accurate (5 points)

_____ out of 20 points – Category 4
- o Conversion factors and measurements are listed and how you determined them is described (10 points)
  - *-5 if no explanation of process of making the measurements*
- o Dimensional analysis problem is set up correctly (including units for every number) (5 points)
- o Includes a picture or visual – this may either be an accurate representation or a creative visual (5 points)

_____ out of 20 points – Overall Product, Creativity, Neatness, Originality

<center>Biome Project
(Environmental Science Semester 1 Project)</center>

This semester, we have looked at the things that make up, sustain and harm ecosystems. Each student will be assigned a biome. Your goal is to an in-depth study on that biome. You will then compile all of your information into a Google slide presentation and present it to your instructor at the scheduled time.

<u>PLEASE NOTE THAT PLAGERISM OF ANY KIND AND ANY AMOUNT WILL RESULT IN THE GRADE OF "F" FOR THIS PROJECT.</u> (i.e., Do NOT copy and paste. PUT THE ENTIRE PRESENTATION AND INFORMATION <u>IN YOUR OWN WORDS!!!</u>)

Your brochure must contain the following information:

-Locations of your biome
-Organisms that live there, their niche and their relationship with one another (Please tell whether or not the organisms are producers, consumers, etc. and give at least 10.)
-Description of climate (average temperatures and precipitation)
-Description of plants and trees that grow there
-Color pictures
-Dangers that are affecting or could affect that biomes balance (both natural and man-made)
-Describe trophic levels and food web of that biome

Criteria /Points	0	1	2	3	4
Locations of Biome	Missing	Only one location provided			All Biome locations provided
Climate	Missing		Missing either Temperature range or Precipitation average		Temperature range and Precipitation average provided
Plants	Missing	Only one plant or tree provided	Two plants and/or trees provided	Three plants and/or trees provided	Four plants and/or trees provided
Animals	Missing		Five animals provided along with correct niche		Ten animals provided along with correct niche
Dangers affecting biome	Missing	Missing either Natural or Man-Made dangers with no prevention	Missing either Natural or Man-Made dangers; however, provided	Both Natural and Man-made dangers provided, missing one	Both Natural and Man-Made dangers provided with prevention

		measures provided	one prevention measure	prevention measure	measures included
Trophic Levels and Food Webs	Missing	Missing either Trophic Level or Food Web	Trophic Levels complete with 15 organisms – Food Web incomplete	Food Web complete with 15 organisms – Trophic Levels incomplete	Both Food Web and Trophic Levels complete, each with 15 organisms
Pictures	Missing	One picture provided	Two pictures provided	Three pictures provided	Four pictures provided

Environmental Science Semester 2 Final Project

For your final project, you are to complete a Google Slide presentation about a man-made natural disaster. You may choose any man-made natural disaster, but you **MUST GET APPROVAL FROM YOUR INSTRUCTOR BEFORE BEGINNING YOUR PROJECT.**

Below you will see both the criteria AND the grading rubric for this project. Please be sure to contact your instructor with any questions and/or concerns.

Lastly, please remember that the entire project **MUST BE IN YOUR OWN WORDS. Plagiarism of ANY KIND in ANY AMOUNT will result in a grade of "F" for the ENTIRE PROJECT.**

CRITERIA:

Introduction of the disaster (One slide)

1. **What?**
2. **Where?**
3. **When?**

Pre-Disaster Info (Three Slides):

1. **Country Details**
   a. **Landscape (what did the environment look like)**
   b. **Economic Status**
   c. **Population**
2. **Company Details**
   a. **Year company was founded**
   b. **Purpose of company (plant, tanker or ship)**
   c. **Number of people employed**
   d. **Economic status of Company**

Cause of Disaster (Two Slides)

1. WHAT caused the disaster (in EXTREME detail)?
    a. Equipment failure
    b. Equipment destroyed
    c. Missing Precautions
2. WHO caused the disaster?
3. How long did the disaster last?

Immediate Effects of the Disaster (Two Slides)

1. Number of Deaths
    a. People
    b. Animals
2. Number of People / Animals displaced
3. Plants / Vegetation Destroyed (number and type)
4. Number of jobs lost
5. Number of illnesses

Cleanup / Restoration Attempt (Two slides)

1. WHAT was done? (list and discuss all attempts and whether or not they were successful)
2. HOW long did it take?
3. WHAT chemicals were used?
    a. What were the chemicals expected to do?
    b. Did the chemicals work? Why or why not?
    c. What were the aftereffects of those chemicals?
4. WHAT and HOW were organisms re-introduced into the area?
5. HOW much money was spent? What was the money used for?

Long Term Effects of the Disaster (Two Slides):

1. **Illnesses and Deaths of People (Does not include the people who died as a direct result of the disaster.)**
2. **Organisms (Animals and Plants) that are no longer found in the area OR live in the area in limited numbers (think: endangered species).**
3. **Economic State of the company AND the area.**
   a. **Number of people employed**

Conclusion (One Slide)

1. **Recap the disaster with highlights. Include an explanation of why this was considered to be an environmental disaster as opposed to a small accident.**

The PowerPoint:

A. Your PowerPoint needs to contain the following:

-A minimum of 14 total slides. Bullet points – no sentences/paragraphs

-A minimum of three photos – one of which must be the person you are researching.

-Information representing the criteria you were instructed to research.

-A list of references. *(include at least two websites other than Wikipedia) *

You are required to place the document on Google Docs and email it to your credit recovery instructor. The Email Address is janderson@ttdistrict205.net

The Presentation:

The presentation should be 3-5 minutes in length, and you should be able to speak about the disaster without entirely reading off of your presentation slides (use note section on PowerPoint). Also, be prepared to respond to additional questions the class or your instructor may have.

Rubric:

Category	0	1	2	3	4	Score
Minimum 14 slides in PowerPoint	No PowerPoint created	PowerPoint has between 1 and 4 slides	PowerPoint has between 5 and 9 slides	PowerPoint has between 10 and 13 slides	PowerPoint has at least 14 slides	____
Picture of Disaster and or Disaster area	No picture	One picture is included	Two pictures are included	---	Three pictures are included	____
Bibliography (last slide)	No Bibliography	--	Bibliography present, however, less than two references are cited	--	Complete, correct Bibliography	____
Presenter demonstrates knowledge at expert-level	Did not demonstrate any knowledge		Demonstrated some knowledge of the disaster		Demonstrated expert-level knowledge of the disaster	____
Presentation is conversational, rather than "read".	Read from slides for entire presentation	Mostly read from slides	Read from slides more than half the time	Presented well with minimal reading of slides	Presented well with articulation, and consistent flow	____
Required time	--	--	Presentation was too long/short	--	Presentation was within time range	____
Productive use of class time	Did not use class time		Utilized some class time		Maximized class time	____
Complete discussion of sections listed in the criteria (Points x 2)	None of the sections addressed in presentation	1-3 sections are discussed, but may be incomplete	Minimum of 4 sections discussed and information is complete	All sections discussed, but some information is missing	All sections discussed completely	____
Maximum Points: 36					**TOTAL =**	____

Teacher's Notes

This performance assessment is designed to allow the students to demonstrate knowledge and skills learned in both the Ecology and Evolution units.

Recommended time: Students should be able to complete in 2-3 days, However, because of the parameters of Credit Recovery, it is encouraged to give students one week.

Materials: Computers (for research purposes), textbooks, paper and pencil.

Student Directions

You are the creator of a new island. On this island, the only form of life in existence is grass, lush, thick grasses. Because you enjoy a warm climate, the temperature will range from 20-30 degrees Celsius. Two deep (50m) rivers will exist so that you can swim or dive at your leisure.

Living on the island should be relaxing, so you only introduce a few organisms. This way you don't have to spend time taking care of living organisms. You decide to have four species of animals and 2 species of plants to be exact. (You are allowed to keep the grasses.)

Please complete assignment 1.

Although you thoroughly enjoy living on your planet, you decide to take a vacation. Your vacation lasts much longer than you anticipated (assume you are immortal). When you return you discover that the climate has cooled so that temperatures range from -12 to -1 degrees Celsius and that there are now several organisms that you did not bring to this island. In fact, there is no trace of the original organisms.

No one has ever been on this island but you.

Complete Assignment 2.

While none of the original organisms exist (both plant and animals), you do notice some similarities between the new organisms and the old. Name, list and describe the new organisms that now live on your island. (Remember that there are 4 species of animals and 2 plants.)

Tip 1: Both plants and animals are BRAND NEW species, never seen before, so give them a unique, made-up name.)

Tip 2: When describing your organisms, be sure to think of specific characteristics that would enable the organism to survive in the new climate. For example, cacti can retain (hold) large amounts of water, which allows them to survive during desert droughts.

Complete Assignments 3 – 4.

When you are done, contact your instructor and schedule a time when you will present your final project. YOU MUST COMPLETE A VIRTUAL PRESENTATION IN ORDER TO RECEIVE A GRADE. As always, please contact your instructor for help if needed.

Deliverables:

Assignment 1: Draw your island and label your organisms, both plant and animals. Remember that your island must be completely self-sufficient. There is no one to feed or care for the animals.

Assignment 2: In paragraph form, discuss how and why the new organisms appeared on your island.

Assignment 3: Develop a dichotomous key showing how you have named all the new organisms, and a phylogenic chart showing their relationship to one another.

Assignment 4: Draw what your new island looks like. Be sure to include evolutionary and environmental changes.

Evolution (Island) Rubric

Student Name:			Date:	Block:	Due Date:
CATEGORIES:	FAILURE = 1	DEVELOPING = 4	PROGRESSING = 6	ADVANCING = 8	MASTERY = 10
New Organism Insight: ▪ **How organisms appeared** ▪ **Why organisms appeared.** ▪ **Hypothesis**	Insight explanation missing	**THREE or MORE** of the following may be missing or incomplete: ▪ How organisms appeared ▪ Why organisms appeared. ▪ Hypothesis	**TWO** of the following may be missing or incomplete: ▪ How organisms appeared ▪ Why organisms appeared ▪ Hypothesis	**ONE** of the following may be missing or incomplete: ▪ How organisms appeared ▪ Why organisms appeared ▪ Hypothesis ▪	All components are present and complete.
Dichotomous Key ● **Name** ● **Description**	Dichotomous Key is missing	Only one component present (organisms either named or described).	Names and Description of Organisms incomplete.		All organisms named and described completely and correctly
Phylogenic Chart:	No phylogenic chart present	An incomplete procedure is listed in numbered or bulleted steps without details, or the procedure is not relevant to the experiment…	Procedure is not complete and may be listed in numbered or bulleted steps without details or is confusing…	A paragraph describes the procedure, but some steps or details are not described or are confusing…	A paragraph describing the complete procedure is clearly written and contains detailed information that is relevant to the experiment.
New Map: ▪ **Plants** ▪ **Animal** ▪ **Drawings or diagrams**	Map not included	**THREE or more** of the following may be missing: ▪ Plants ▪ Animal ▪ Drawings or diagrams ▪	**TWO or more** of the following may be incomplete or missing: ▪ Plants ▪ Animal ▪ Drawings or diagrams ▪	**ONE or more** of the following may be incomplete or missing: ▪ Plants ▪ Animal ▪ Drawings or diagrams ▪	New Map present, complete, and corresponds to scenario.
YOUR TOTAL POINTS					
	FAILURE = 0 – 23 points	**DEVELOPING = 24-27 points**	**PROGRESSING = 28-31 points**	**ADVANCING = 32-35 points**	**MASTERY = 36-40 points**

**Physics Movie Critique Assignment
(Physics Semester 2 Project)**

Purpose:

    For students to analyze their world and how it is presented in movies using the physics learned in class. This can garner them a better understanding of the material and a heightened appreciation for physics.

Procedure:

- Students will select a scene from a movie.
- Students will describe, **using the physics learned in this class**, *why* the scene uses unrealistic physics.
- **Each student** will turn in **their own** 2-page paper.
  This paper will have one paragraph to introduce the movie, one paragraph to describe the scene and why it uses incorrect physics, and one paragraph to self-evaluate; students will say what they learned from the project, how well the group worked together, and what they thought could be done better next time.

Materials:

- Each student must use a visual aid of some sort.

- PowerPoints are recommended, but other options are possible. The visual aid must include a problem that makes assumptions from the scene to create known information. The problem cites values that are not easily known, (such as landing velocity, launch velocity, force exerted, energy used, etc.) that are solved step-by-step (showing all work) on the PowerPoint.

- Each student must hand in their own (minimum) 2-page paper, double spaced, 12-pt times new roman font.

Scoring:

Presentation of Topic:

125 pts.
Students expertly showed why the physics in the given scene used bad physics.
65 pts.
Students chose a scene that used bad physics, but needed a little help in explaining why the physics was flawed.
33 pts.
Student merely shows up, goofs around, plays no part in the presentation, chooses a scene that uses good physics, needs to be helped more than once to explain, or copies from a web site.
+0-20 pts.   Bonus scene critiqued!

Visual Aid Used in Presentation:

125 pts.
Students use a visual aid to solve a problem based on the scene. It is understandable, interesting, and applies to the scene in question. **Calculations** have knowns, equation, work and solution.

65 pts.
Students need help diagramming the scene or using it to prove their point. **Calculations** are mostly complete with a reasonable answer.
33 pts.
Visual aid is incomprehensible, not for the right scene, does not help describe why the scene has bad physics, or is in some way inappropriate. **Calculations** are without work or unsolved.
+0-20 pts.   The visual aid is exceptionally well drawn, eye-catching!

Written Paper About the Science:

250 pts.
    Students have more than 3 paragraphs with no spelling errors, which are used to introduce the movie, then the scene details and explain why it is unrealistic, and finally a self-evaluation paragraph.

125 pts.
    Paper has an adequate description of the scene and correctly debunks the physics but is lacking in another area or has spelling & grammatical errors. The paper is well-written but is not quite right in explaining why the physics is bad in the scene.

65 pts.
    Paper has more than 5 spelling and/or grammatical errors. The paper is missing an introduction to the movie, no justification for why the scene used bad physics, or has no concluding self-evaluation.

+0 - 60 pts.   Extra scenes correctly critiqued and/or good insight!

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500 pts.