

North Lawndale College Prep High School
Junior Project: The Instructional Guide
 2013-2014

35 Topics with Guided Process toward Student-owned Driving Question

35 Topics with Guided Process toward Student-owned Driving Question																			
Content/Source Stage	Select Topic	Documentary Film	JP Expert Day	Topic Map	Reference Source	Data NoteCards	Peer-Reviewed Journal	Mini-Outline #1	Secondary Sources	Primary Source	Chapters of Books	All NoteCards	Mini-Outline #2	Outline	PowerPoint Approved	PowerPoint and Presentation	Essay: 1st Draft	Final Essay	Metacognitive Letter
	Individual	Department approved list	Individual or group	Individual	Individual	Science Approved Source	2 Teacher approved Peer Reviewed	Individual Texts	Individual Texts Teacher Approved	Individual Texts Teacher Approved	2+ Chapters of Books	Final Product	Individual Product	Individual Product	Individual Product	Final Product	Individual Product	Final Product	Individual Product 1
Product	Begin research/topic map	Initial work with Topic Map	Background content for topic map	Topic Map	5+ NoteCards	10+ NoteCards	10+ NoteCards	Simple Mini-Outline: B, As, Os	10 NoteCards	10+ NoteCards	30+ NoteCards	14 Sources 70 NoteCards	Full Mini-Outline	1st Full Draft	PowerPoint	Presentation	Essay: 1st Draft	Final Draft	Business Letter
Time Period	9/2-9/6	9/10-9/11	9/28	9/28	10/2	10/4	10/15 11/22	10/16	10/17	11/15	10/23 11/15	3/6-3/30	11/6	12/6	12/11	12/16-12/17	12/19	1/13-1/15	1/24
Department	English Social Studies Science	English (with support in Social Studies and Science)	All Departments	Social Studies Science English	English	Science	Science	English	Social Studies	Social Studies	English	English	English	English	English	All 11 th Grade Classes	English	English	English
Instructional Responsibility	(I) Introduce background info and context for each topic (I) Establish expectations for project products, grades and working guidelines	(I) Create citation in NoodleTools (I) Listen and take notes with a doc film (I) Find and cite appropriate evidence from one's notes – in Topic Map (I) Identify different arguments/positions of the topic (I) Identify Author's Intent	(I) Apply background from research to create interview questions (I) Listen and take notes from Interview (R) Identify different arguments/positions of the topic	(I) Identify basic factual context information to the topic, e.g., dates, places, terms, etc.; identify larger contextual themes to the topic, e.g., patterns, trends, etc.; identify various areas of impact (I) Develop Driving Questions, Claim and Opposition	(I) Use Opposing Viewpoints to find relevant and appropriate source (I) Create Reference citation in NoodleTools (I) Read and Annotate within source, using NLCP Annotation Guide (I) Determine and cite appropriate evidence for background	(I) Find appropriate, relevant Quantitative Data Representations (I) Create Data source citation(s) in Noodle Tools (R) Read and Annotate within source (R) Determine and cite appropriate evidence for As, Os, Rs	(I) Find appropriate, relevant peer-reviewed journal articles (I) Create peer-reviewed journal citation(s) in NoodleTools (R) Read and Annotate within source, using NLCP Annotation Guide (R) Determine and cite appropriate evidence for As, Os, Rs	(I) Organize notecards into piles (R) Develop Argumentative Claim and Opposition (I) Develop Supporting Ideas based on notecards piles	(I) Find appropriate, relevant Secondary Source articles (I) Create secondary source citation(s) in Noodle Tools (R) Read and annotate within source using NLCP annotation guide (R) Determine and cite appropriate evidence for As, Os and Bs	(I) Find appropriate, relevant primary sources (I) Create Primary Source citation(s) in Noodle Tools (R) Read and Annotate within source, using NLCP Annotation Guide (R) Determine and cite appropriate evidence for As, Os, Rs	(I) Create Chapter from Book citation in Noodle Tools (R) Read and Annotate within source, using NLCP Annotation Guide (R) 70 notecards are approved for appropriate evidence for As, Os, Rs	(R) Citations created and approved for all 14 sources (R) Annotations within 14 sources created properly, using NLCP Annotation Guide (R) 70 notecards are approved for appropriate evidence for As, Os, Rs	(R) Continue organizing notecards into piles (I) Develop Sub Ideas for each Supporting Idea (I) Determine relevant evidence to support each idea	(I) Create an engaging hook (I) Develop Transition sentences in the background (I) Create set-ups for each evidence (I) Develop a proposal for the conclusion	(I) Create a visually attractive PowerPoint (I) Choose relevant and high-quality images (I) Condense sentences to phrases	(I) Explain ideas orally (I) Utilize visual evidence to defend claim (I) Use transitions, hooks, and other techniques to polish public speaking skills. (I) Demonstrate preparation and higher order thinking skills by responding to questions or challenges with evidence	(I) Use MLA formatting for Title Page, Works Cited, page numbers (R) Deepen analysis in the Links	(I) Create a college level argumentative essay	(I) Business letter format (I) Supporting reflections with rich detail

Key: I= Introduce the Skill; R=Reinforce