7th Grade Titan **CAT** Project

**C**reating **A**wareness in **T**eams

**Essential Questions:**

* How can I write to engage and inform my audience?
* How can I work in a team to conduct a formal, engaging presentation?

**Scenario:**

It is your job as Bolger upperclassmen to educate the underclassmen about global issues they face right here in their own school. By creating awareness, you will inspire the underclassmen to become more active members of their school community.

**Your Tasks:**

Phase 1: With your nonfiction learning team, research a global health issue that currently affects our school.

Phase 2: Use your research to write a feature article. The winning feature article will be published in Bolger’s online newspaper.

Phase 3: With your learning team, teach a seminar to an audience of 5th graders in order to educate and to inspire them.

Phase 1 Assessment – Nonfiction Reading Notebook Entries

Two submissions worth a **total of 60 points**

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| --- | --- | --- |
| **Criteria** | **Description** | **Points Earned** |
| Points Chart Summary – Source # 1 | Using the notes your learning team took from the article, write a summary that includes all the elements in the rubric. | /5 |
| Points Chart Summary – Source #2 |  | /5 |
| Points Chart Summary – Source #3 |  | /5 |
| Points Chart Summary – Source #4 |  | /5 |
| Expert Vocabulary Page  W.7.2d | List and define at least 5 words in your notebook that are technical words specific to your topic. You must use these words in your feature article and in your presentation. | /5 |
| Comparing Authors Entry  RI.7.9 | Write a points chart summary that compares how two different authors wrote about your topic. | /5 |

Points Chart Summary Rubric

|  |  |  |  |  |
| --- | --- | --- | --- | --- |
| 1 Point | 1 Point | 1 Point | 1 Point | 1 Point |
| **One central idea (RI.7.2)**  Sounds like:  *The central idea of this text/passage/ article is…* | **Another central idea (RI.7.2)**  Sounds like:  *Another idea expressed in this text is…* | **Several quotes and pieces of textual evidence from all over the text support the central idea (RI.7.1)**  Looks like: | **Transitions show that evidence comes from the text, and that the evidence proves the main idea as well as inferences about the text. (RI.7.1, W.7.2)**  Sounds like:  *According to…*  *The text states that…*  *The author says…*  *Another example that supports this idea is…* | **Summary considers the author’s point of view or purpose (RI.7.5, RI.7.6)**  Sounds like:  *This detail shows…*  *This explains…*  *This shows how the author…*  *The author most likely includes this detail to demonstrate how…* |

Phase 2 Assessment: 7th Grade Feature Article Rubric

Name: \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_ Score: \_\_\_\_\_\_\_\_\_\_\_\_/\_\_\_100\_\_\_\_\_\_\_

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| --- | --- | --- | --- | --- |
|  | 10 | 8 | 6 | 4 |
| *Introduction*  *W.7.2a* | Writer clearly introduces topic with a well-developed attention grabbing opener, bridge, and well-developed thesis statement. | Writer introduces topic with an attention grabbing opener, bridge, and thesis statement. | Writer does not have all the elements of an effective introduction. | There is an unclear introduction. |
| *Body Paragraphs (3 Subheadings)*  *W.7.2b* | Each subheading is well developed and follows the format of: lead sentence, evidence, and explanation that clearly ties back into the thesis statement. | Each subheading follows the format of: lead sentence, evidence, and explanation. | The subheadings do not all follow the format: lead sentence, evidence, and explanation. | There are less than three subheadings |
| *Evidence*  *W.7.2b* | Writer uses at least four sources and a variety of evidence: facts/statistics, expert opinion, research studies, anecdotes | Writer uses at least three sources and a variety of evidence: facts/statistics, expert opinion, research studies, anecdotes | Writer uses two sources and little evidence. | Writer has minimal evidence. |
| *Conclusion*  *W.7.2f* | The conclusion reveals new thinking by tying back into the thesis statement, and ending with a call to action, advice, or future scenario. | The conclusion ties back into the thesis statement, and ends with a call to action, advice, or future scenario. | The conclusion minimally ties back into the thesis statement. | There is no conclusion or an unclear conclusion that does not relate back to the thesis statement. |
| *Cohesion*  *(The glue that holds the article together)*  *W.7.2c* | The article has a clear, consistent main idea throughout the entire piece has a purpose, and is held together with transition words and phrases that logically move from one idea to the next. | The article has a main idea that is mostly held together with transition words and phrases that move from one idea to the next. | The article may be repetitive, or go off topic. There are few transition words and phrases to move from one idea to the next. | The article’s focus is unclear and/or off-topic and there are no transitions to connect or move ideas. |
| *Technical Vocabulary*  *W.7.2d*  *W.7.2e* | Writing uses at least 5 technical vocabulary words and formal language that makes the writer sound like a professional, expert on the topic. | Writing 4 technical vocabulary words and some formal language that makes the writer sound like a professional, expert on the topic. | Writing uses 2-3 technical terms. There may be some informal language that sounds unprofessional. | Writing does not use technical vocabulary. The writer sounds unprofessional and unsure of the topic. |
| *Text Features*  *W.7.6* | The article looks neat and engaging. Title, 3 subheadings, and graphics (at least 2 different types) are formatted logically. Text is 12-point font. | The article looks neat. Title, 4 subheadings, and graphics (at least 2 different types) are present. Text is 12-point font. | The article looks overcrowded or too bare. May be missing one or two of the required text features. Text may not all be formatted correctly. | The article looks sloppy. Text features are missing, and text is not formatted correctly. |
| *MLA Format*  *W.7.8* | All sources used for quotes and facts are credible and cited correctly. | All sources used for quotes and facts are credible and most are cited correctly. | Most sources used for quotes and facts are credible and cited correctly. | Many sources used for quotes and facts are less than credible (suspect) and/or are not cited correctly. |
| *Mechanics*  *L.7.2* | No errors in spelling, capitalization, punctuation, or sentence structure that interfere with meaning.  Absolutely no unforgiveables. | Few errors in spelling, capitalization, punctuation, or sentence structure that interfere with meaning.  One or two unforgiveables. | Several errors in spelling, capitalization, punctuation, or sentence structure that interfere with meaning.  Two or three unforgiveables.. | Several errors in spelling, capitalization, punctuation, or sentence structure that interfere with meaning.  Two or three unforgiveables. |
| *Professionalism* | Writer turned in all phases of writing process on time. Writer showed effective revisions and editing throughout the process as well as used all class time effectively. | Writer may have missed one deadline. Revision and editing attempts are mostly effective. Writer somewhat used class time effectively. | Writer missed several deadlines. Revision and editing attempts are somewhat effective. Writer did not use class time effectively. | Writer missed several deadlines. Writer shows no attempts at revision or editing. Writer did not use class time effectively. |

Phase 3 Assessment: Seminar Presentation

Name: \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_ Score:\_\_\_\_\_\_\_\_\_\_/100

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| **Criteria** | **Points Earned** |
| **W.7.2** - Content is well researched and reflects a successful nonfiction learning team   * 5 points - Team members introduce themselves and their topic * 10 points - Team bullets main points the audience should learn * 10 points - Team presents an effective hook to interest the audience * 15 points - Team presents well researched facts, statistics, and expert sources * 10 points - Team creates well thought out survey questions | /50 |
| **SL.7.6** - The presentation is interesting enough to engage the audience   * multimedia * demonstrations * audience participation | /10 |
| **SL.7.5** - The presentation uses multimedia to enhance the information being delivered:   * PowerPoint or Keynote (only images – no more than 6 words per slide if any) * Videos * Podcasts   Media can be found online or self-created | /10 |
| **SL.7.4** – The team uses appropriate eye contact, adequate volume, and clear pronunciation. | /10 |
| **SL.7.6** – The team is dressed to impress | /10 |
| **SL.7.6** – The presentation lasts 8-10 minutes | /10 |
| **Extra Credit**  80% of your audience earns a passing grade (at least 4/5) on your survey | + 10 |