Project Scale for investigation, collaboration, content, design, and language for the **campaign**: Kids Alone; Native American Worlds Timeline

Scale	RW7 **Investigate**: Research, Question, Investigate. Question, Answer RW7 *How well did you dig for relevant and accurate information to thoroughly explain your topic?*	**Collaborate**:Set goals, deadlines, Track progress; Discuss respectfully, clearly, factually SL1b,c,d, 4 *How well did your team collaborate to plan and create a detailed and well-designed project on time?*	**Content**: Central Idea and details [relevant quotations, facts, definitions, examples, vocabulary] RI1,2 WHST 8 *How relevant, accurate, thorough, and detailed is your information on the topic for your audience?*	**Design**: Organize ideas and historical events in form/format for audience and purpose to include multi-media and concluding statement WHST 2, 2a, f *How well was each part of the project organized and designed to best present your content for your audience?*	**Language**: Correct grammar; conventions [spelling, capitalization, punctuation,] L123 *How well did you edit your work / project / presentation?*	Comment
4	**Work** shows extensive research and deeper questioning strategies.	**Team** collaboration strategies meet "3" with specific and organized notes on all goals, tracking, listening,	Content of **work** across all parts / media / meets "3" expectations through its variety in explanation for audience	**Project** exceeds "3" expectations; connects all parts together in a themed presentation	**Language use** is near perfect.	
3.5						
3	**Work** shows adequate, accurate research and questioning followed by more questions and research to arrive at a thorough answer/response:	**Team** collaboration strategies are thoughtful, respectful, clear, factual discussion by all members, setting goals [who does what] and deadlines with a way to track progress to create a successful project;	Content of **work** accurately explains to audience the central ideas and the supporting details through relevant quotations, facts, definitions, examples, vocabulary;	**Project** is well **organized** showing historical events, details, vocabulary, concluding statements through multi-media in formats/forms that best explain to audience the topic;	Final project is correct in **language use**: grammar and conventions [spelling, capitalization, punctuation]	
2.5						
2	**Work** shows initial questioning or basic questioning without further or open questioning; mostly factual questions	**Team** collaboration strategies are mixed: not all may participate, or not listening, or accepting others' ideas; may not have roles or track progres	Content of **work** shows a minimal explanation of central ideas and supporting details; may not understand audience	**Project** seems thrown together; parts are unclear; audience may need to search for information or info may be missing	Final project **language use** has several errors in all areas.	
1.5						
1	With help, could show	→	→	→	→	

	initial and basic questioning strategy					
0	With help, no success	→	→	→	→	

Work: discussions, notes, prewrite, form/genre [letter, brochure, blog, poster, etc.], final presentation

Team: a group of class members working together to create a project based on an audience and purpose of topic

Project: the format/forms [letter, brochure, blog, poster, etc.] that together create the explanation for the chosen audience about the chosen topic

Organized: ideas flow easily with formatting/graphics/media in logical and interesting order; **Format**: bold, headings, captions, fonts, color

Campaign: an organized course of action to achieve a goal

CURRENT TASK

With a team of peers, collaborate to create an informational or persuasive campaign for an audience of your choice to share the information you research about: Thousands of Native American children were taken from their families and sent to boarding schools to "Learn the ways of the white man." Today, Native Americans live in two worlds, the world of their tribe and the world of mainstream America.

Each team member will create a project for your campaign that meets the expectations of an investigative researcher and project designer. Together, your artifacts will present a thorough, factual, and detailed explanation, and perhaps solution, of the topic.

What questions do you have — open and closed? Questions Template

Essential Questions:
How do researchers investigate successfully?
What strategies and processes do collaborators need for success?
How do readers and writers determine and develop relevant, accurate, and complete topics?
How do publishers design and organize content for their audience and purpose?
Why and how do editors and speakers use and edit with the rules for standard English grammar and language ?

Collaborate as a Team [Collaborate]

SL.1.b - Comprehension and Collaboration: Follow rules for collegial discussions, track progress toward specific goals and deadlines, and define individual roles as needed.

SL.1.c - Comprehension and Collaboration: Pose questions that elicit elaboration and respond to others' questions and comments with relevant observations and ideas that bring the discussion back on topic as needed.

SL.1.d - Comprehension and Collaboration: Acknowledge new information expressed by others and, when warranted, modify their own views.

SL.4 - Present claims and findings, emphasizing salient points in a focused, coherent manner with pertinent descriptions, facts, details, and examples; use appropriate eye contact, adequate volume, and clear pronunciation.

Read and Write [Investigate]

RW 7 Conduct short research projects to answer a question, drawing on several sources and generating additional related, focused questions for further research and investigation.

Read [Content]

RI 2 - Determine two or more central ideas in a text and analyze their development over the course of the text; provide an objective summary of the text.

RI. 1 - Cite several pieces of textual evidence to support analysis of what the text says explicitly as well as inferences drawn from the text.

Write [Content}

6-8.WHST.8 - Gather relevant information from multiple print and digital sources, using search terms effectively; assess the credibility and accuracy of each source; and quote or paraphrase the data and conclusions of others while avoiding plagiarism and following a standard format for citation.

6-8.WHST.2.b - Text Types and Purposes: Develop the topic with relevant, well-chosen facts, definitions, concrete details, quotations, or other information and examples.

6-8.WHST.2.d - Text Types and Purposes: Use precise language and domain-specific vocabulary to inform about or explain the topic.

Write [Design]

6-8.WHST.2 - Write informative/explanatory texts, including the narration of historical events..

6-8.WHST.2.a - Text Types and Purposes: Introduce a topic clearly, previewing what is to follow; organize ideas, concepts, and information into broader categories as appropriate to achieving purpose; include formatting (e.g., headings), graphics (e.g., charts, tables), and multimedia when useful to aiding comprehension.

6-8.WHST.2.f - Text Types and Purposes: Provide a concluding statement or section that follows from and supports the information or explanation presented.

Language

L.1 - Demonstrate command of the conventions of standard English grammar and usage when writing or speaking.

L.2 - Demonstrate command of the conventions of standard English capitalization, punctuation, and spelling when writing.

L.3 - Use knowledge of language and its conventions when writing, speaking, reading, or listening.