

SECOND ROUND - CHOOSE YOUR OWN LEARNING - INQUIRY PROJECT

Passionate or curious about something? Here is your chance to use dedicated time in English to pursue an inquiry question and then present your new learning to our community in some way. The students who chose this in the first round really liked it and said this was easier than they thought, so don't be afraid to try this project.

Project requirement:

- **Identify an inquiry question you want to pursue** - remember, inquiry questions are not straight “Googleable,” they will need learning from many sources or experiences to answer.
- **Fill in the learning plan** to show what you will be learning and how you will challenge yourself.
- **Do the learning on your own**, checking in with Mrs. Ripp every week virtually.
- **Create a product of your choice** to showcase your learning - you have many choices of what to create.

Independence expectations:

- This is a project that will require a lot of discipline and focus. Because you will not be creating a day-to-day product, you are expected to produce a larger final learning product to share your learning.
- The inquiry question you choose to pursue can be one that you already know something about or one that you know very little about, it is up to you.
- There should be NEW learning though that happens throughout, not just a summary of what you already knew.

Due date: Friday, May 8th

Showcasing your learning:

You will be asked to fill in a learning plan, [it looks like this](#). I will drop it in Classroom for you.

Required Details for the End product

- Your end product can take many forms: A podcast, a story, an art project, a presentation, a speech, a stop motion animation, a PSA, an interactive timeline, or something else you imagine. Just run your idea by Mrs. Ripp before you start if in doubt.
- Your end product should showcase new learning for you, as well as be accessible to your intended audience - your 7th-grade peers.
- Your end product should have citations of any information you have used.
- Your end product should serve a purpose; to entertain, inform, or challenge - or it can be a combination.

- Your end product should take at least 5 minutes for an average 7th grader to either listen to or explore.

How will this be assessed:

Standard 3	Write informative/explanatory texts to examine a topic and convey ideas, concepts, and information through the selection, organization, and analysis of relevant content.
Standard 8	Command the conventions of standard English grammar, usage, spelling, and vocabulary.

Working toward proficiency Areas that need work	Proficient (3) Meeting standard goals	Beyond Expectations Evidence of exceeding standards
	<p><u>Standard 3 - Information organized</u></p> <ul style="list-style-type: none"> -Ideas, information, and conclusions are easily understandable and follow a logical order. -Written in student's own words unless directly cited with the source presented. 	
	<p><u>Standard 3- Evidence</u></p> <ul style="list-style-type: none"> -A logical conclusion (answer) is made based on evidence from the sources presented (analysis). -The evidence is specific, detailed, and relevant. -Connects all evidence back to the inquiry question/answer. 	
	<p><u>Standard 3- Selecting sources</u></p> <ul style="list-style-type: none"> - Has at least 2 different sources per students. - Students used their research skills by finding relevant and factual information. 	

	<p style="text-align: center;"><u>Standard 3- Writing</u></p> <p>-Inquiry question is thought out and allows for an inquiry to take place beyond just Google searching.</p> <p>- All “big questions” are addressed and the information is written in a way that shows the student understood the questions.</p>	
	<p style="text-align: center;"><u>Standard 8 - Capitalization & Spelling</u></p> <p>I can capitalize all words correctly. I can spell the majority of words correctly.</p>	
	<p style="text-align: center;"><u>Standard 8 - End punctuation</u></p> <p>I can use end punctuation correctly.</p>	
	<p style="text-align: center;"><u>Standard 8 - Homophones</u></p> <p>I can use commonly confused homophones correctly.</p>	