

Level II and III PBL (Recap.)

Level II projects are the year-long individual math or science projects that students begin during the first quarter of the course and complete by the end of the course. Students will complete the Level II project, including its cross-curricular requirements, in addition to the curriculum based Level I investigations.

Level II projects should provide opportunities for the students to engage in meaningful inquiry of personal interest at greater depth by creating and developing their own driving questions and projects, with some support from the teacher.

The English/Language Arts Piece of the Level II and III PBL:

Students will select at least one of the options below to complete during the process of developing their Level II project, or will obtain ELA teacher-permission to pursue a different option. **This ELA piece will be assessed with a common rubric.**

Deadlines will be determined by the ELA teacher.

ELA Project Options

1. Journal: This assignment provides students with a platform to consistently reflect on all aspects of their project throughout the entire project experience.
 - a. Students should have 10 journal entries spanning at least 9 weeks of school.
 - b. Students should write the date and entry # at the top of each new entry.
 - c. Entries must be a minimum of 7-8 complete, grammatically correct sentences.
 - d. Entries may be on a variety of topics, including but not limited to:
 - i. The process of developing your project idea
 - ii. The process of obtaining background research
 - iii. The experience of seeking assistance from a teacher or another peer
 - iv. Your thoughts on diagrams or visuals
 - v. Your plans for project revisions
 - vi. Details and outcomes of each experiment
 - vii. Daily successes or frustrations
 - viii. How this project might assist with future career goals

2. Argumentative Essay: This style of essay requires students to investigate a topic; to collect, generate, and evaluate evidence; and to establish a position on the topic in a concise manner.
 - a. Essay must be a minimum of 800 words (typed in MLA format).
 - b. Essay must contain:
 - i. An interesting introduction, including a clear, concise thesis statement.
 1. Make sure to include why your topic is important (why readers should care).
 2. Make sure your thesis is *arguing* a claim about your topic/project, and supporting the claim with reasons.
 - ii. Clear and logical transitions between paragraphs, as well as in the body of your essay.
 - iii. At least three body paragraphs that include supporting *evidence*.
 - iv. Evidence
 - v. A conclusion that doesn't *restate* the thesis directly, but instead re-examines it in light of the evidence provided.

3. Narrative Essay: This style of essay requires students to *tell a story of a personal experience*.

- a. Essay must be a minimum of 800 words (typed in MLA format).
- b. Essay must:
 - i. Include all the parts of a story (introduction, plot, characters, setting, climax, and conclusion).
 - ii. Have a purpose (the *thesis* of your story---your reason for narrating this tale).
 - iii. Be written from a clear point of view.
 - iv. Use clear and concise language throughout the essay.
 - v. Be organized! (Let your introduction set the tone for the rest of your essay)

• SOURCE: *Purdue Online Writing Lab*

4. Newspaper: This assignment requires students to be creative, to identify the parts of a news story, and to identify the differences between newspaper and other media sources.

- a. Newspaper must:
 - i. Have a title
 - ii. Contain at least two visuals, including captions.
 - iii. Contain a minimum of 7 articles.
 1. Consider having a variety of articles (headline/feature, editorial, opinion, etc.)
 2. Each article must:
 - a. Contain a relevant, interesting title, located at the top (along with the date).
 - b. Contain a minimum of 10-12 grammatically correct sentences.
 - c. Clearly support your field of study (stay on topic).
 - d. Investigate the “5 Ws” (*who, what, when, where, why*).

*****STUDENTS ALSO HAVE THE OPTION OF PRODUCING AN *ONLINE* NEWSPAPER*****

5. Interview: This assignment is designed to help students grow in their fields of study by giving them the opportunity to have a conversation with someone who has done similar studies.

- a. For the interview, you must:
 - i. Identify someone who is considered to be “knowledgeable” on your topic (someone from whom you can deepen your project knowledge).
 - *Consider local professionals in your field of study, teachers, or college students majoring in your field of study.
 - *Consider recording your interview (to assist you when writing your report), and take notes on each question.
 - *Make sure to thank your interviewee.
 - ii. Include a brief statement explaining your rationale for selecting this person.
 - iii. Include a minimum of 10 thoughtful, probing questions, that clearly demonstrate your desire to learn more about your field of study.
 - iv. Write a short report explaining what you learned and how it will aid you in your field of study.
 1. Begin by describing the interview circumstances and relevant project details.
 2. Summarize your interviewee’s responses to each question.
 3. Write a short biography of the person you interviewed based on the interview conducted.
 4. Conclude with a list of relevant lessons you learned for growth in your field of study.
 5. Attach the final list of questions you took to the interview.

• SOURCE: *Bradley Dilger, Western Illinois University*