Animal Research Project

Guiding Question: How will you create a representation of information to prove your understanding of research topic?

Directions: Create a well-organized research paper of an animal of your choice. You will be required to have one picture and a bibliography.

Theme: Animals are an important part of our world. Research is an important skill to learn and through the use of animals as a topic you will be creating a research paper with in-text citations, multiple paragraphs, and a bibliography.

Task:
For your assigned animal:

☐ Conduct research on your animal using Noodletools
☐ Use of Expert Space for information, database & book resources
☐ Complete a research paper on your animal in Google Docs

Animal: ____________________________

Website: animalela2013.weebly.com
Research Objectives:

Below is a list of research objectives or items that students must locate while conducting their research.

☐ Habitat: Describe the habitat of the animal
☐ Predators: What threatens this animal?
☐ Diet: What does your animal eat? (Herbivore/Carnivore/Omnivore)
☐ Lifespan: How long does this animal live on average?
☐ Breeding: How many babies does the animal have? Does the animal take care of its offspring? How often does the animal have babies (procreate)?
☐ Threats: Does anything threaten your animal? Is its habitat disappearing? Is it endangered?
☐ Description: Describe the animal. What does this animal look like? Does it have camouflage?
☐ Location: Where do these animals live?
☐ Weight: How much does this animal weigh as an adult?
☐ 3 Interesting Fact: Information about your animal that is unique and interesting to you

Citation & Sources

You must utilize Expert Space when conducting your research.

☐ You MUST use in-text citations for your research paper
☐ You MUST have a Works Cited Page at the end of your paper
Research Project Products

Upon completion all students must have:

1. **Completed research using NoodleTools**
   This will include:
   - ☐ Sources entered into NoodleTools
   - ☐ Digital note-cards (20)
   - ☐ Use of Expert Space

2. **Research Paper**
   - ☐ You must use Google Docs to create your paper (Use link from NoodleTools)
   - ☐ Answers all research objectives
   - ☐ 1 picture
   - ☐ Grammar & Capitalization correct
   - ☐ Cover Page: (Title of animal, your name, ela period)
   - ☐ Paragraph 1: (Introduction)
   - ☐ Paragraph 2: (Description, Habitat, Diet, Lifespan, Breeding, Weight)
   - ☐ Paragraph 3: (Predators, threats, 3 interesting facts)
   - ☐ Paragraph 4: (Conclusion)

3. **Extra Credit:** Pictures/Presentation (must turn in research paper before starting)
   - ☐ 3 pictures (must be sourced) & captioned
   - ☐ Presentation
Expectations While Conducting Research

Students are to adhere to the expectations listed below.

Students will:

• Arrive and be seated in the computer lab before the bell rings.
• Log on to their assigned computers and begin working upon entering the classroom.
• Be on task and utilize the allotted time in the Computer Lab.
• Raise their hands and wait patiently for the teacher, librarian, or teaching assistant.
• Complete all parts of the task by the assigned due date.
• Follow the Library Expectations as posted in the Library and in your classroom.

    *Be Respectful, Be Responsible, Be Safe*

• Work on this assignment both during the school day and outside of regular school hours. This assignment will serve as both classwork and homework through DATE. Failure to work on this assignment outside of school may prevent you from successfully completing this assignment.

Failure to follow the expectations listed above will result in either lunch or after school detentions with Miss Turner, Mrs. Sitnik, & Mrs. LaPlant.

I have read the expectations listed above and am aware of the potential consequences for not following them. By signing this document, I confirm that I will follow these expectations.

Student signature: ___________________________ Date: ________________
## Research Project Timeline

<table>
<thead>
<tr>
<th>Date</th>
<th>Period</th>
<th>Due</th>
</tr>
</thead>
<tbody>
<tr>
<td>9/26/13</td>
<td>All Periods – Library Lab</td>
<td>Introduction to Project Noodle Tools/Works Cited eBooks Begin Notetaking</td>
</tr>
<tr>
<td>9/27/13</td>
<td>All Periods – Library Lab</td>
<td>Research in Class Research Day 1 Notecards (5)</td>
</tr>
<tr>
<td>9/30/13</td>
<td>All Periods – Library Lab</td>
<td>Research in Class Research Day 2 Notecards (10)</td>
</tr>
<tr>
<td>10/1/13</td>
<td>All Periods – Library Lab</td>
<td>Research in Class Google Docs Intro Research Day 3 Notecards (20)</td>
</tr>
<tr>
<td>10/2/13</td>
<td>All Periods – Library Lab</td>
<td><strong>Research is COMPLETED TODAY</strong> Google Docs Intro Research Day 4 Notecards (20)</td>
</tr>
<tr>
<td>10/2/13</td>
<td>All Periods – Library Lab</td>
<td>Intro to Paper Writing Writing</td>
</tr>
<tr>
<td>10/3/13</td>
<td>All Periods – Library Lab</td>
<td>Paper Writing</td>
</tr>
<tr>
<td>10/4/13</td>
<td>All Periods – Library Lab</td>
<td>Paper Writing</td>
</tr>
<tr>
<td>10/7/13</td>
<td>All Periods – Library Lab</td>
<td>Presentation Intro Work on Presentation <strong>Paper is DUE TODAY!</strong></td>
</tr>
<tr>
<td>10/8/13</td>
<td>All Periods – Library Lab</td>
<td>Presentation</td>
</tr>
<tr>
<td>10/9/13</td>
<td>Library - Presentation</td>
<td>Presentations in Class</td>
</tr>
</tbody>
</table>

Be ready to present your project on October 9, 2013. The rubric for the presentation and paper can be found on the next sheets.
Rubric for Presentation

Name_____________________________________________________

Project Topic:______________________________________________

ELA Period:_______________________________________________

Total Presentation Points (30)

Eye Contact

0 1 2 3 4 5 _____________________________________________

Voice Level

0 1 2 3 4 5 _____________________________________________

Knowledge of the Topic

0 1 2 3 4 5 _____________________________________________

Preparation of Presentation

0 1 2 3 4 5 _____________________________________________

Completion of Presentation Requirements

0 1 2 3 4 5 _____________________________________________

Creativity of Project

0 1 2 3 4 5 _____________________________________________

Presentation Grade: ________
## Research Paper Rubric

<table>
<thead>
<tr>
<th>CATEGORY</th>
<th>4 - Strong/Effective</th>
<th>3 - Developing</th>
<th>2 - Emerging</th>
<th>1- Not yet</th>
</tr>
</thead>
<tbody>
<tr>
<td>Introduction (Organization)</td>
<td>The introduction is inviting, states the main topic and previews the structure of the paper.</td>
<td>The introduction clearly states the main topic and previews the structure of the paper, but is not particularly inviting to the reader.</td>
<td>The introduction states the main topic but does not adequately preview the structure of the paper nor is it particularly inviting to the reader.</td>
<td>There is no clear introduction of the main topic or structure of the paper.</td>
</tr>
<tr>
<td>Support for Topic (Content)</td>
<td>Relevant, telling, quality details give the reader important information that goes beyond the obvious or predictable.</td>
<td>Supporting details and information are relevant, but only key issue or portion of the storyline is unsupported.</td>
<td>Supporting details and information are relevant, but several key issues or portions of the storyline are unsupported.</td>
<td>Supporting details and information are typically unclear or not related to the topic.</td>
</tr>
<tr>
<td>Accuracy of Facts (Content)</td>
<td>All supportive facts are reported accurately.</td>
<td>Almost all supportive facts are reported accurately.</td>
<td>Most supportive facts are reported accurately.</td>
<td>NO facts are reported OR most are inaccurately reported.</td>
</tr>
<tr>
<td>Sentence Structure (Sentence Fluency)</td>
<td>All sentences are well-constructed with varied structure.</td>
<td>Most sentences are well-constructed with varied structure.</td>
<td>Most sentences are well-constructed but have a similar structure.</td>
<td>Sentences lack structure and appear incomplete or rambling</td>
</tr>
<tr>
<td>Grammar &amp; Spelling (Conventions)</td>
<td>Writer makes no errors in grammar or spelling that distract the reader from the content.</td>
<td>Writer makes 1-2 errors in grammar or spelling that distract the reader from the content.</td>
<td>Writer makes 3-4 errors in grammar or spelling that distract the reader from the content.</td>
<td>Writer makes more than 4 errors in grammar or spelling that distract the reader from the content.</td>
</tr>
<tr>
<td>Word Choice</td>
<td>Writer uses vivid words and phrases that linger or draw pictures in the reader's mind, and the choice and placement of the words seems accurate, natural and not forced.</td>
<td>Writer uses vivid words and phrases that linger or draw pictures in the reader's mind, but occasionally the words are used inaccurately or seem overdone.</td>
<td>Writer uses words that communicate clearly, but the writing lacks variety, punch or flair.</td>
<td>Writer uses a limited vocabulary that does not communicate strongly or capture the reader's interest. Jargon or cliches may be present and detract from the meaning.</td>
</tr>
<tr>
<td>Adding Personality (Voice)</td>
<td>The writer seems to be writing from knowledge or experience. The author has taken the ideas and made them &quot;his own.&quot;</td>
<td>The writer seems to be drawing on knowledge or experience, but there is some lack of ownership of the topic.</td>
<td>The writer relates some of his own knowledge or experience, but it adds nothing to the discussion of the topic.</td>
<td>The writer has not tried to transform the information in a personal way. The ideas and the way they are expressed seem to belong to someone else.</td>
</tr>
<tr>
<td>Conclusion (Organization)</td>
<td>The conclusion is strong and leaves the reader with a feeling that they understand what the writer is &quot;getting at.&quot;</td>
<td>The conclusion is recognizable and ties up almost all the loose ends.</td>
<td>The conclusion is recognizable, but does not tie up several loose ends.</td>
<td>There is no clear conclusion, the paper just ends.</td>
</tr>
<tr>
<td>Sources (Content)</td>
<td>All sources used for quotes and facts are credible and cited correctly.</td>
<td>All sources used for quotes and facts are credible and most are cited correctly.</td>
<td>Most sources used for quotes and facts are credible and cited correctly.</td>
<td>Many sources used for quotes and facts are less than credible (suspect) and/or are not cited correctly.</td>
</tr>
</tbody>
</table>

**Comments:**

________________________________________________________________________

________________________________________________________________________

________________________________________________________________________

________________________________________________________________________

**Grade:** ________/36