



## North Kingstown High School Anchor Assignment Assessment Plan

**Science Department**

**Science and Controversy**

**In Depth Issue Study**

**What are students asked to do/create/write/present to complete this assignment?**

### Overview:

The second half of this class will be dedicated to student led discussions of controversial science topics. The presentations will be preceded with relevant information about the scientific principles related to the topic presented to the class by the teacher. Students will then be informing the class about the different sides of the controversy. With this information the class will be able to have informed discourse about the issue and will be able to make and defend informed opinions. There will be a great deal of freedom with this project to go above and beyond. As is often the case, but particularly with this project, students will get out of the project what they put in.

### Step 1: Choosing partners and a topic

This project can be done with a partner. It is essential that you are careful in choosing partners. You will be working with them for the majority of the quarter and your grade greatly depends on what the two of you can produce together. You must choose a topic from the list provided or you can propose another topic, subject to teacher approval. If you work with a partner, each partner will be in charge of representing different viewpoints concerning the controversy. Individually you will be in charge of that viewpoint. As a team, you will be delivering a comprehensive look at the topic.

### Step 2: Getting background information

You will have class time to begin researching the topic you have chosen. You are looking for both factual information and opinions based on your topic. Because this is the case, any type of source is fair game, even ones that would traditionally be thought of as unreliable, as they are at least opinions. The trick will be to **identify what is fact and what is opinion**. Another important aspect will be

to identify the background, motives/agendas, and knowledge bases that are associated with the sources and the viewpoints expressed in them.

### Step 3: Signing a contract

Once you have a decent background in your topic, you will be asked to sign a contract that lays out what you will be doing for your project. In the contract you will be agreeing to do a number of tasks in order to attempt to earn a specific grade. (Explained on separate sheet)

### Step 4: Preparing to present

You will be given time in class to prepare your information for presentation to the class. Time outside of class may be necessary to successfully prepare. Frequent check-ins, benchmarks, and conferences with the teacher will serve to help you plan, prepare, and stay on schedule. You will have to turn in certain components (contract, lesson schedule, multimedia) before the presentation date to be sure you are on track to present.

### Step 5: Presenting

Presentations will begin in the fourth quarter and will continue for most of the quarter. Presentation order will be determined by the topics chosen and how they best interrelate. Do not pick a topic based on when you think it will come up in the semester. Presentation length will be determined by what you have signed up for and what grade you are going for.

#### **GSE(s) Covered by this Assignment:**

**LS-2-5:** Students will evaluate potential bias from a variety of media sources in how information is interpreted by:

- a) analyzing claims from evidence and sources and evaluate based upon relevance and validity
- b) applying additional scientific data to develop logical arguments concerning environmental issues.

#### **NKHS Expectation(s) for Student Learning Covered by this Assignment:**

**10) Social Responsibility**

## **Problem Solving**

### **Depth of Knowledge (Check one)**

\_\_\_\_\_ **Level 1**- Recall of Information - requires the student to write or recite simple facts. Does not include complex synthesis or analysis, but basic ideas. Level 1 requires students to demonstrate a rote response, perform a well-known algorithm, follow a set procedure (like a recipe), or perform a clearly defined series of steps.

\_\_\_\_\_ **Level 2**- Basic Reasoning- requires some mental processing, connecting ideas using a simple organizational structure. At this level, students are engaged in first draft writing for a limited number of purposes and audiences; Keywords that generally distinguish a Level 2 item include “classify,” “organize,” “estimate,” “make observations,” “collect and display data,” and “compare data.” These actions imply more than one step.

\_\_\_\_\_ **Level 3**- Complex Reasoning- requires some higher level mental processing. Students are developing multi-paragraph compositions that may include complex sentence structures or demonstrate some synthesis and analysis. The cognitive demands at Level 3 are complex and abstract. The complexity does not result from the fact that there are multiple answers, a possibility for both Levels 1 and 2, but because the task requires more demanding reasoning.

\_\_\_ **X** **Level 4**- Extended Reasoning- Higher-level thinking is central to this level. Multi-paragraph compositions demonstrate synthesis and analysis of complex idea or themes and evidence of a deep awareness of purpose and audience. Level 4 activities include designing and conducting experiments; making connections between a finding and related concepts and phenomena; combining and synthesizing ideas into new concepts; and critiquing experimental designs.

**Is proficient completion of this assignment required for the e-Portfolio? Yes \_\_\_\_\_ No X**

**How will this anchor assignment be graded and weighed in the overall grading?**

This project will run the majority of the second quarter of this class. As a result, the finished project will be worth 50% of the quarter grade. Additional grades will be given on checkpoint assignments which are designed to get students to their finished product. Grading rubrics will be provided by the classroom teacher at the start of work on the assignment.

**Outline the opportunities for students to revise their work.**

As part of the project preparation process, students will meet with the teacher multiple times to go over what they have prepared. Students will be given feedback and will have the opportunity to edit their work based on that feedback. In the week prior to the presentation, students will meet with the teacher to do a “dry run” of all project components. Again, teacher feedback will be given and students will have opportunity to revise. After students present their project to the class, they will not have additional opportunity to revise.