

Daily Structure of Class: First 10 minutes mini-lesson all groups. Second 10 minutes additional mini-lesson IRT group. Collaborative work period (25 minutes all groups, 15 minutes IRT group). Last five-ten minutes discussion of homework (to be determined by the group) and exit slip with engagement indicators.

Date	Objective	Mini-Lesson All Groups	Additional Mini-Lesson IRT group
Tues. March 1	Project Overview What is a brochure?	Introduce task of creating a brochure about the circulatory system. Examine brochures and brainstorm a list that includes the purpose of a brochure, features common to brochures (title, purpose, content, contact info, etc), and how they are layed out (text features and graphics).	Contrast how information is organized in a brochure and the variety of ways its organized on a website. Explore bookmarked sites to discuss layout, organization of information, and text features (skimming and scanning). <i>Although this may not seem like a parallel objective with the other groups, text features and webpage organization came up as a lacking strategy in the online assessment.</i>
Wed. March 2	Project task and requirements	Explain project task, requirements, and choices for themes explored. Work period: Meet in groups, choose a theme focus and examine resources available to gather information.	Using communication tools to share resources outside of class. Options for exchanging information online (email, blog). Encourage the ongoing exchange of information using email outside of class. Saving files on the server.
Thurs. March 3	Assigning responsibility	Discuss roles and responsibilities. Work in groups to decide on breaking the tasks up and working together, sign contracts.	How to sending and receive email attachments, how to cut and paste URL's to share information. How to click on a URL to get to a site (in email or IM).
Fri. March 4	Gathering Information Discussion of resources	Make all treatments aware of possible resources. The offline treatment will be directed to available books and reference materials in the classroom. Encourage exploration of additional printed materials at home, at the library.	Examination of online resources on the project site. Evaluating the resources (based on group purpose) and posting findings or questions on the blog for future reference or assistance as needed.
Mon. March 7	Citing sources	Mini-lesson on accurate citing of sources. All treatments will go over guidelines for citing all types of sources. Explain the importance of keeping track of references and how to properly communicate them so that the reader can examine the primary sources.	Using search engines to locate specific information: share different search engines and demonstrate how each are different. Brainstorm possible key words for searching. Demonstration and guided practice of Boolean search strings (+ “ “ and or not)

Tues. March 8	Deciding What's Important	Revisit the project rubric and examine information students have gathered. Discuss how they might prioritize what to include in the brochure. This will lend itself to some discussion on working in a group and how to resolve conflicts (choosing which information goes in).	Reading and interpreting search engine results. Provide guidance in how to read the list of results, what to look for. Show how carefully reading the descriptions below each link leads students the most purposeful results.
Wed. March 9	Pulling It All Together	Have the students revisit the list of "what makes a brochure" from the first day. Have groups share how they are anticipating pulling all of their information together (i.e. layout, content, etc...).	Second day of practice for searching strategies, reading and interpreting search results.
Thurs. March 10	Supporting Information	What materials can be used to support the brochures? Have groups share illustrations they have created, graphs, charts, etc... Remind students if the supporting materials are not their own, they need to be cited.	Determining that sources are viable and which are not. Examine the different suffixes (.org, .com, .edu, .net) and what they mean. Discuss what a reputable source is and how to determine where it came from.
Friday March 11	Editing, Revising, Rewriting & Publishing...	Basics of layout – how to organize your information on the page so that it's clear to your reader.	Finding corroborative evidence. Share, discuss, and explain the importance of gathering more than one source to ensure accuracy of facts.
Monday March 14	Turn in Final Brochures	WORK PERIOD – tying up all loose ends.	WORK PERIOD – tying up all loose ends.
Tues. March 15	Class Evaluation of Brochures	Students will read and evaluate each other's work. A winning group will be announced and congratulated.	Students will read and evaluate each other's work. A winning group will be announced and congratulated.
Wed. March 16	Lab activity Essay prompt for homework	The class will complete a short one period lab and will listening to the heart before and after exercise using a stethoscope.	The class will complete a short one period lab and will listening to the heart before and after exercise using a stethoscope.
Thurs. March 17	Review for Quiz	This is Stacy's normal routine; the kids play a review game before a test.	This is Stacy's normal routine; the kids play a review game before a test.
Fri. Mar 18	Post-Concept Map Circulatory and Post Quiz Circulatory		