

8th Grade Research Project

Welcome to the wonderful world of research! In addition to being a Casey tradition for more than 16 years, this project will be a challenging, stimulating and rewarding experience for you as it prepares you for the level and quality of work expected at the high school level. Therefore, please follow all directions very carefully, stay on target, and do your absolute best work.

You will have time to write a **paper**, develop your **oral presentation**, and create a **museum exhibit** in your US Society class, English Language Arts/ELD class and Spanish Language Arts. You will also need to **work nightly** on this project in order to meet all due dates, so **plan and budget your time well**. You will be assigned a research mentor who will provide you with additional support throughout the research process.

Paper

- You will choose from a variety of topics from US history.
- You must analyze the topic, place it in its historical context, and explain its impact on US history.
- You will need a minimum of six (6) primary and secondary sources for your paper: at least two books (or e-books), two Internet sources, and two periodicals or other sources.
- Your paper will be a minimum of 1600 words (app. 5 -7 typed pages) and will include a works cited page. (The works cited page does not count towards your word/page count.)
- Parenthetical (internal) citations are required for this paper. You will receive explicit guidelines on how to use parenthetical references (internal citations) and how to write a proper works cited page that includes each type of source used.
- Your paper should be created on Google drive and shared with your mentor.
Name it - your first & last name, research paper topic
For example: Jennifer Lawrence, *Hunger in America*
- When you print your paper, use all standard conventions for a high school/college quality research paper (MLA format). Specific requirements for MLA format can be found on the back of this page.

Oral Presentation

- The **oral presentation** will be a 5-7 minute summary of your research using your slideshow and museum exhibit for support. You will choose a specific class in which to present your research. Presentations will be given in the same language as the paper.
- Your presentation will include a **slide show** of 6-10 slides with no more than 140 total words. The first slide should contain your title and thesis statement, and the rest must include main ideas that support your thesis statement.

Museum Exhibit

- You will also create a **museum exhibit** to accompany this paper. This portion of your project is fairly open-ended and allows you to showcase your creative side. Your visual teaching tool should be completely related to your research. Science boards, dioramas, models, pop-up books, time capsules are examples of museum exhibits you may create to enhance your presentation. You will receive more details – and see some examples from last year – as we go along.

Points

- You will receive the same grade for US Society and Language Arts Classes

Process and Participation	120 points
First Draft	50 points
Second Draft	40 points
Final Draft	100 points
Oral Presentation and Museum Exhibit	100 points
Total Points Possible For 8th Grade Project	410 points

Questions For A Research Paper Grade Eight Students

Rhoda J. Maxwell, Mary Jordan Meiser



Questions For A Research Paper Grade Eight Students:

Student Misconceptions and Errors in Physics and Mathematics Teresa Neidorf, Alka Arora, Ebru Erberber, Yemurai Tsokodayi, Thanh Mai, 2019-10-30 This open access report explores the nature and extent of students' misconceptions and misunderstandings related to core concepts in physics and mathematics and physics across grades four, eight and 12. Twenty years of data from the IEA's Trends in International Mathematics and Science Study (TIMSS) and TIMSS Advanced assessments are analyzed specifically for five countries: Italy, Norway, Russian Federation, Slovenia, and the United States, who participated in all or almost all TIMSS and TIMSS Advanced assessments between 1995 and 2015. The report focuses on students' understandings related to gravitational force in physics and linear equations in mathematics. It identifies some specific misconceptions, errors, and misunderstandings demonstrated by the TIMSS Advanced grade 12 students for these core concepts and shows how these can be traced back to poor foundational development of these concepts in earlier grades. Patterns in misconceptions and misunderstandings are reported by grade, country, and gender. In addition, specific misconceptions and misunderstandings are tracked over time using trend items administered in multiple assessment cycles. The study and associated methodology may enable education systems to help identify specific needs in the curriculum, improve instruction across grades, and also raise possibilities for future TIMSS assessment design and reporting that may provide more diagnostic outcomes.

Research in Education, 1972 *Resources in Education*, 2001-04 The Truth About Homework From the Students' Perspective Gladys R. Landing-Corretjer, Ed.D., 2015-09-30 Have you ever wonder why students complain about homework? In The Truth About Homework From The Students Perspective you will learn the truth about what students think about homework. Motivate students to complete and turn in their homework. Reflect on your teaching practices regarding homework. Take action by creating assignments that would increase homework completion and student learning. Be surprised about students' responses.

Virtualosity: Eight Students in Search of Cyberlaw Nicholas Johnson and Others, 2009 Nicholas Johnson and eight law students in the University of Iowa Cyberspace Law Seminar Spring 2009 investigate everything from property rights in virtual worlds to domestic cyber attacks to K-12 students' rights with their online off-campus speech.

Motivational Profiles in TIMSS Mathematics Michalis P. Michaelides, Gavin T. L. Brown, Hanna Eklöf, Elena C. Papanastasiou, 2019-09-03 This open access book presents a person-centered exploration of student profiles using variables related to motivation to do school mathematics derived from the IEA's Trends in International Mathematics and Science Study (TIMSS) data. Statistical cluster analysis is used to identify groups of students with similar motivational profiles across grades and over time for multiple participating countries. While motivational variables systematically relate to school outcomes, linear relationships can obscure the diverse makeup of student subgroups, each with varying combinations of motivation, emotions, and attitudes. In this book, a person-centered analysis of distinct and meaningful motivational profiles and their differences on sociodemographic variables and mathematics performance broadens

understanding about the role that motivation characteristics play in learning and achievement in mathematics Exploiting the richness of IEA s TIMSS data from many countries extracted clusters reveal consistent as well as certain nuanced patterns that are systematically linked to sociodemographic and achievement measures Student clusters with inconsistent motivational profiles were found in all countries mathematics self confidence then emerged as the variable more closely associated with average achievement The findings demonstrate that teachers researchers and policymakers need to take into account differential student profiles prioritizing techniques that target skill and competence in mathematics in educational efforts to develop student motivation

Report on Education Research ,1995 Meanings and Motivation in Education Research Margaret M. Baguley,Yvonne S. Findlay,Martin C. Kerby,2015-04-17 Meanings and Motivation in Education Research demonstrates the vibrant and vital connection between the researcher and their research Research is often perceived as an entity which is seemingly produced in isolation however there are many important factors which are involved and this book explores the complexities of investigating the specific areas of meaning and motivation for researchers working in the education sector With contributions from authors drawn from the field of education in various stages of their career the perspectives shared in this book are from a diverse range of countries including Australia Canada Malaysia the United Kingdom and the United States of America Key topics include personal and professional identity narrative inquiry as method teacher educators as researchers conducting education research mixed methods in educational research Foregrounding the personal experiences interests and motivations of educational researchers Meanings and Motivation in Education Research proves important insights into current discussions in educational research including researchers identities the ways they conduct research and most importantly the impact institutional and personal politics have on their work This will be a valuable text for educators education researchers policy makers and practitioners across the globe

Literary Digest: a Repository of Contemporaneous Thought and Research as Presented in the Periodical Literature of the World Edward Jewitt Wheeler,Isaac Kaufman Funk,William Seaver Woods,1909 *Engaging College and University Students* Ken Badley,2022-09-02 Engaging College and University Students outlines creative and effective course organization and teaching learning strategies for higher education courses By describing specific instructional best practices rather than addressing general questions about teaching in higher education the author presents a valuable resource for educators to consult in the moment The author explores the challenges of engaging students in online settings and draws comparisons with face to face strategies of engagement By organizing the strategies according to course progress and offering corresponding rubrics for assessment this guide for instructors offers a solid foundation for an ever changing teaching and learning landscape

Gender Differences in Computer and Information Literacy Eveline Gebhardt,Sue Thomson,John Ainley,Kylie Hillman,2019-09-13 This open access book presents a systematic investigation into internationally comparable data gathered in ICILS 2013 It identifies differences in female and male students use of perceptions about and proficiency in

using computer technologies Teachers use of computers and their perceptions regarding the benefits of computer use in education are also analyzed by gender When computer technology was first introduced in schools there was a prevailing belief that information and communication technologies were boys toys boys were assumed to have more positive attitudes toward using computer technologies As computer technologies have become more established throughout societies gender gaps in students computer and information literacy appear to be closing although studies into gender differences remain sparse The IEA s International Computer and Information Literacy Study ICILS is designed to discover how well students are prepared for study work and life in the digital age Despite popular beliefs a critical finding of ICILS 2013 was that internationally girls tended to score more highly than boys so why are girls still not entering technology based careers to the same extent as boys Readers will learn how male and female students differ in their computer literacy both general and specialized and use of computer technology and how the perceptions held about those technologies vary by gender

Canadian Books in Print ,1988 Moderator-topics ,1921 *Science Education Research and Practice in Asia* Mei-Hung Chiu,2016-06-10 This book discusses the scope of science education research and practice in Asia It is divided into five sections the first consists of nine chapters providing overviews of science education in Asia China Lebanon Macau Malaysia Mongolia Oman Singapore Taiwan and Thailand The second section offers chapters on content analysis of research articles while the third includes three chapters on assessment and curriculum The fourth section includes four chapters on innovative technology in science education and the fifth section consists of four chapters on professional development and informal learning Each section also has additional chapters providing specific comments on the content This collection of works provides readers with a starting point to better understand the current state of science education in Asia

Wisconsin's Model Academic Standards Wisconsin. Governor's Council on Model Academic Standards,1997 **No Dragons Here** Nornie Campbell,2004 Look back to the Jurassic Age His life is sketched upon the page He s here today How long to stay He must survive and pass this stage **Computer Supported Collaborative Learning 2005** Timothy Koschmann,2017-10-03 The Computer Supported Collaborative Learning CSCL conference has become an internationally recognized forum for the exchange of research findings related to learning in the context of collaborative activity and the exploration of how such learning might be augmented through technology This text is the proceedings from CSCL 2005 held in Taipei Taiwan This conference marked the 10th anniversary of the first CSCL Conference held at Indiana University in 1995 Subsequent meetings have been held at the University of Toronto Stanford University University of Maastricht Netherlands University of Colorado at Boulder and the University of Bergen Norway Just as the first CSCL conference was instrumental in shaping the trajectory of the field in its first decade the conference in Taipei will play an important role in consolidating an increasingly international and interdisciplinary community and defining the direction of the field for the next 10 years This volume and the papers from which it is comprised will be an important resource for those active in this area of

research and for others interested in fostering learning in settings of collaboration **Biennial Report of the Superintendent of Public Instruction** Washington (State). Superintendent of Public Instruction, 1926 **Biennial Report of the Superintendent of Public Instruction for the Period ...** Washington (State). Superintendent of Public Instruction, 1926 *Biennial Report of the Superintendent of Public Instruction of the State of Washington* Washington (State). Superintendent of Public Instruction, 1928

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