



Vision for Thurgood Marshall Middle School

“Unlock Potential”

by working together to create an atmosphere of academic excellence and a culture of support, belonging, and growth.

Message from the Executive Principal

Dear Marshall Family,

Thurgood Marshall is committed to unlocking the potential of all students. To this end, all of our students will participate in the Inquiry Based Learning Project (IBL). This project allows students the opportunity to explore a topic of interest from eight broad categories of the Cambridge Global Perspectives curriculum. To maximize integration with Science & Social Studies content and standards, Marshall Science and Social Studies teachers selected the following eight categories:

1. Sustainability
2. Biodiversity and ecosystem loss
3. Changing communities
4. Belief systems
5. Family
6. Humans and other species
7. Migration
8. Tradition, culture and identity

After picking a topic, students will then conduct research using online databases (ex. GALE). Students will use their research information to develop a topic proposal where they take a position regarding a problem relevant to their topic of interest. An example of this progression would be the following:

Category: "Biodiversity and Ecosystem Loss"; Problem: "How do we stop the harmful impact of plastic waste on the environment?"; and Position: To reduce the negative impact of plastic on the environment, restaurants should not use plastic straws. Students will also develop a works cited page/bibliography.

Students will then use information gathered about their topic and position to write an argumentative essay. Students' argumentative essays will be completed under the guidance of their Literacy teachers and will count as their culminating task for the 3rd nine weeks. During the 4th nine weeks, students will have the opportunity to break into groups of 2-3 to develop a poster board and presentation around a one of the argumentative essay topics. Homeroom teachers will serve as advisors and will assist students with forming groups, setting goals, and giving project feedback. Groups will then present their projects in their homerooms between the end of April and the first week of May. Homeroom teachers will score student projects. The top projects will have the opportunity to compete for special awards, but all student projects will be scored and have the opportunity to be displayed at our IBL Expo on May 14th.

The IBL project is aligned with TN Ready Literacy Standards for Reading (RI.1), Writing (W.1, W.6, W.7, W.9) and Speaking & Listening (SL.4, SL.5, and S.6), the MNPS Instructional Framework (Ambitious & Equitable Pedagogy), and 21st Century Skills (Critical Thinking, Collaboration, Creativity, Communication). It is our goal to expose all of our students to high-level thinking, researching, writing, and collaborating, so they are well prepared for the challenges of high school, college, and career. Although the IBL process will be challenging and will require a significant amount of work outside of the classroom, we believe all students can be successful. As we embark on this journey together, our teachers, librarian, and staff stand ready to assist. Please reach out to us if you have any questions!

Sincerely,

Mr. Gilkes

Inquiry Based Learning Committee and Contributors

Committee Members

| | |
|-------------|---|
| Mr. Arnott | 8 th Science |
| Ms. Bowie | 6 th Science and Social Studies |
| Mr. Gilkes | Executive Principal |
| Ms. Gwyn | LTDS, Literacy Teacher Development Specialist |
| Ms. Long | Librarian |
| Mrs. Sparks | 5 th Science and Social Studies |
| Dr. Woodard | Assistant Principal |

Contributors

| | |
|-----------------|-------------------------------------|
| Adam Allen | Assistant Principal |
| Erikka Coleman | MNPS District LTDS |
| Tara Fowler | 6 th EL, English Learner |
| Jennifer Gilkes | Volunteer |
| Meah Hill | 6 th Literacy |
| Carrie Owen | EL, English Learner Coach |
| Todd Wigginton | MNPS Director of Instruction |
| TMMS Teachers | |

Teacher Guide

Teachers will expose students to a rigorous process of inquiry-based learning aligned with Tennessee Literacy standards. Teachers will support students throughout this process by assisting students with their topic proposals, annotated bibliography, research, projects and presentations. The IBL process develops students' Literacy and 21st Century skills that will help them to be better prepared for high school, college and future careers.

2nd & 3rd Nine weeks

November-January

"Introduction to IBL"-Topic Proposals, Research, and Bibliographies

- Literacy teachers will schedule a time for library instruction to introduce the IBL process, and to learn how to utilize Office 365 and online databases for research and writing purposes.
- Students will also learn how to select their topic from the pre-selected Global Perspectives categories, to write an individual topic proposal, and to annotate a bibliography.
- **Subgroups, such as ELs and EE students, may need additional support.*
- Literacy teachers will guide their students through the process of completing their topic proposals and bibliographies. Literacy teachers will check in with librarian for any help or clarification on this process. The topic proposals should include a question about a controversial/multi-sided aspect of their topic, and their position/claim/argument in response to that question. (Ex. **Question:** *"How do we stop the harmful impact of plastic waste on the environment?"*; and **Position/claim/argument:** *To reduce the negative impact of plastic on the environment, restaurants should not use plastic straws*)
 - **Students will complete an online form to document their approved topics.*
 - <https://bit.ly/31cMMWQ>
- After topic proposals are completed and approved, students should begin the research process. During the research phase, Literacy teachers will show students how to document the sources and facts they find in support and against their position. The Literacy teachers will then guide students through the process of citing their sources in an MLA style bibliography
 - **The GALE online database already cites sources in MLA style, so they can be copied and pasted into a word document.*
- Literacy teachers will score and count topic proposals, and work cited page as a homework grade.
- Literacy teachers will also teach their students the core elements of an effective argumentative essay (ex. Claim, Multiple Reasons Supporting Claim, Evidence supporting Reasons, Counter Claim & Rebuttal, and Closing)

3rd Nine Weeks

January-February

“Drafting the IBL argumentative essay”

- Literacy teachers will help students transfer the facts gathered from their IBL research to an argumentative essay template.
- Literacy teachers will then help students use the completed templates to write their first drafts of their IBL argumentative essays.
- Draft of the argumentative essay and (if 7th/8th grade -annotated) bibliography are completed and turned in for a *homework grade*.
- Literacy teachers will use the TNReady 6-8 argumentative rubric to score papers and provide students with feedback.
- To allow for differentiated assistance and writing support within the classroom, Literacy teachers should use small-group instruction/centers. For example, teachers could pull small groups of 4-6 students for individualized writing instruction/feedback, while other groups work on research/note taking, writing/revising, and related Language/Literacy practice (ex. Study Island-assigned work or NWEA Individual Learning path)
- Students will have access to computers and/or IBL tutoring before school on Tuesday mornings and after-school on Wednesdays with Ms. Long. However, students will need to sign up online or in the library in advance. *Use link below to sign up for IBL tutoring.*
 - <http://bit.ly/IBLhelp>

February

“Revise and Edit”

- Teachers will provide all students the opportunity to edit and revise their argumentative essays based on student and/or teacher feedback.
- LTDS and EL coach will be available to assist teachers with ideas on how to effectively revise and edit essays.
- EL and EE teachers will provide appropriate differentiation and support for their students.

March-Before Spring Break

“IBL Argumentative Essay Due”

- Final Draft of the IBL argumentative essay and (if 7th/8th grade -annotated) bibliography are due and turned in for a *summative grade*.
- Literacy teachers will score essays and they will count as a Literacy grade for the 3rd nine weeks.

March- After Spring Break

“Break into Groups”

“Process to Accomplish Template”

“Begin working on Project Boards & Presentations”

- Advisors will be the students' homeroom teachers. Advisors will begin working with students after Spring Break. Advisors will meet with their homeroom students during Mariner time (intervention) on Thursday March 19th and Thursday March 26th
- Advisors (homeroom teachers) will allow students to see the argumentative essay topics of other students in their homeroom and then allow students to break into groups of 2-3 students. Advisors will receive an online document of student topic proposals that they can sort by their homeroom. The homeroom teacher will document who is working in groups together as well as their topic and position/argument.
- Students will begin their *Process to Accomplish template* to identify the steps needed to complete a large tri-fold poster board, how the topic will be presented, and who will be responsible for each part. Students may also add to their template steps taken to create other products to support their tri-fold board visual, i.e. model or digital representations.
- Groups identify materials needed to complete the project
- Process to accomplish template will be implemented by the advisors and students will submit for feedback.
- Students will begin working on presentations/tri-fold once their process to accomplish template has been approved.
- Student will approximately 10-15 minutes to present.

April-May

"Continue working on Project Boards & Presentations"

- Once the process to accomplish template is approved, students will continue working on presentations/tri-fold boards.
- Students will meet with their IBL advisors daily after they complete their morning TN Ready testing. During this time, students will work on IBL projects and presentations (April 13th-May 1st).
- Students will begin practicing for their presentations during advisory time. Please refer to resource page for project rubric for presentations.
- Teachers should have students sign up for available presentation dates.
- Students will conduct presentations in homerooms the 1st week of May (May 4th-8th).
- Advisors will count students' presentations/project displays as a summative grade in their class.

May

"IBL Gallery Walk, Top Project Judging, & Expo"

- All student group presentations should be completed in homerooms by May 8th
- Teachers will use the IBL project/presentation rubric to score group projects/presentations.
- Based on the rubric score, homeroom teachers will designate projects as gold, silver, and bronze level. Students who do not meet gold, silver, or bronze status will be

acknowledged for participation. A certificate or ribbon will be given to students for Gold, Silver, or Bronze status as well as participation.

- A grade level "IBL Gallery Walk" will be conducted by grade level teachers on Monday, May 11th. Homeroom teachers will have their students put their boards up for display, and they will then travel with their students from room to room (clockwise rotation) to view all of the projects on their grade level.
- By 4 pm Monday May 11th, the grade-level team must decide their top 5 projects and then submit those projects and student names to Dr. Woodard, and have the top groups set up their project boards in the Library. Students in top 5 groups should report to the library after announcements for judging. There will be 5 top projects per grade level for a total of 20 projects school wide that will compete for top project honors and prizes.
- On Tuesday May 12th from 9:00 am-10:30 am, top group projects will be judged by a panel of judges that may include career arts teachers, community partners, administrators, central office staff counselors, and support staff. The winning projects will be announced at the end of the day and at the Project Expo. The project winners will have an opportunity to have their picture taken with their project and a poster made (by Mr. Smith) that will be posted near their grade level hallway. Prizes will be sent home with students after notifying their parents.
- All projects will be showcased in homerooms at the Expo on Thursday, May 14th from 6pm-7:30 pm. Students may take boards home after the IBL Expo on Thursday May 14th.

STUDENT GUIDE

During the Inquiry Based Learning Process students are challenged to engage in applying research to answer a question or topic of interest to them. Through collaboration students can rigorously research, write, and develop information based on these purposefully structured problems. Students add to their tool-kit critical thinking skills, collaboration skills, and interpersonal skills. Students share through in-depth discussions, and work with material that is tailored for their needs.

2nd & 3rd Nine weeks

November-January

“Introduction to IBL”-Topic Proposals, Research, and Bibliographies

- Students will complete an introductory class learning how to store data through Office 365 and other databases:
- Students learn note taking skills.
- Students will select their topic of interest from pre-selected Global Perspectives categories, to write an individual topic proposal, and to annotate a bibliography.
- Students will learn how to write an annotated bibliography.
- Students will complete research associated with their specific topic.
- Student topic proposals and works cited page are turned in for a grade.
- Students find out their IBL research groups.
- Students are introduced to core elements of an effective argumentative essay (ex. claim, multiple reasons supporting claim, evidence supporting reasons, counterclaim & rebuttal, and closing) as well as the argumentative research rubric.
- Students will complete draft argumentative research paper.
- Students will complete a draft of an annotated bibliography.

3rd Nine Weeks

January-February

“Drafting the IBL argumentative essay”

- Students use feedback from advisors to edit and modify their argumentative essays.
- 7th and 8th grade draft of argumentative essay and annotated bibliography completed for a grade for a grade
- Students will have access to computers and/or IBL tutoring before school on Tuesday mornings and after-school on Wednesdays with Ms. Long. However, students will need to sign-up online or in the library in advanced.
- Student will learn about the IBL Expo in May.

February

“Revise and Edit”

- Students will have an opportunity to edit and revise their argumentative essays based on student and/or teacher feedback.

March-Before Spring Break

“IBL Argumentative Essay Due”

- Final draft of the 7th and 8th grade IBL argumentative essay and annotated bibliography are due for grade.
- Grade will count for the 3rd nine weeks.

March-After Spring Break

“Break into Groups”

“Process to Accomplish Template”

“Begin working on Project Boards and Presentations”

- Advisors are homeroom teachers and will begin working with students on Thursday, March 19 during intervention.
- Students will be allowed to see argumentative essay topics of other students and assembled into groups.
- Students will begin their PTAT, Process To Accomplish Template and identify what steps they will take to create their large tri-fold poster board. Students may also add to their template the steps taken to create other products that support their tri-fold board visual i.e. (a model or digital representation).
- Students will turn in their PTAT to their advisors for feedback.
- Students will begin working on their large tri-fold boards after their PTAT has been approved by their advisor.
- Student will begin preparing for their presentations using the presentation rubric.
- Students will have approximately 10-15 minutes to present.

April-May

“Continuing working on Project Boards & Presentations”

- Once the process to accomplish template is approved, students will continue working on presentations and tri-fold boards.
- Students will meet with their IBL advisors daily after they complete their TNReady testing.
- Students will begin practicing for their presentations during advisory time. (teacher will have sign up time for presentations)
- Students will conduct presentations in homerooms the 1st week of May (May 4th-8th)
- Advisors will count students' presentations/project displays as a grade in that class.

May

“IBL Gallery Walk, Top Project Judging, & Expo”

- All student group presentations should be completed in homerooms by May 8th
- Teachers will use the IBL project/presentation rubric to score group projects/presentations.

- Based on the rubric score, homeroom teachers will designate projects as gold, silver, and bronze level. Students who do not meet gold, silver, or bronze status will be acknowledged for participation. A certificate or ribbon will be given to students for Gold, Silver, or Bronze status as well as participation.
- A grade level “IBL Gallery Walk” will be conducted by grade level teachers on Monday, May 11th. Homeroom teachers will have their students put their boards up for display, and they will then travel with their students from room to room (clockwise rotation) to view all of the projects on their grade level.
- By 4 pm Monday May 11th, the grade level team must decide their top 5 projects and then submit those projects and student names to Dr. Woodard, and have the top groups set up their project boards in the Library. Students in top 5 groups should report to the library after announcements for judging. There will be 5 top projects per grade level for a total of 20 projects school wide that will compete for top project honors and prizes.
- On Tuesday May 12th from 9:00 am-10:30 am, top group projects will be judged by a panel of judges that may include career arts teachers, community partners, administrators, central office staff counselors, and support staff. The winning projects will be announced at the end of the day and at the Project Expo. The project winners will have an opportunity to have their picture taken with their project and a poster made (by Mr. Smith) that will be posted near their grade level hallway. Prizes must be picked up by parents.
- All projects will be showcased in homerooms at the Expo on Thursday, May 14th from 6pm-7:30 pm. Students may take boards home after the IBL Expo on Thursday May 14th.

PARENT GUIDE

During the Inquiry Based Learning Process parents are utilized as a thought partner, and support system for their child. As a thought partner parents frequently engage with their child collaboratively identifying topics of interest, checking in on their child's progression, and supporting their child in securing resources that may help bring their topic to life. Parents are a unique part of this process and are needed to keep their child focused on expressing their passion, and knowledge through the Inquiry Based Learning Process.

2nd & 3rd Nine weeks

November- January

"Introduction to IBL"-Topic Proposals, Research, and Bibliographies"

- Parents discuss your child's topic with them. Take a minimum of 15 minutes and find out what additional information they discovered during the research phase of Inquiry Based Learning. The topic proposals should include a question about a controversial/multi-sided aspect of their topic, and their position/claim/argument in response to that question. (Ex. *Question: "How do we stop the harmful impact of plastic waste on the environment?"*; and *Position/claim/argument: To reduce the negative impact of plastic on the environment, restaurants should not use plastic straws*)
- Check the Infinite Campus Parent Portal to verify when your child turned in their topic proposal and works cited page. (7th and 8th grade parents only)
- Parents review the argumentative research rubric requirements with their child. (ask your child for the argumentative essay rubric)

3rd Nine Weeks

January- February

"Drafting the IBL Argumentative essay"

- Check the Infinite Campus Parent Portal to verify when your child turned in their draft argumentative essay and annotated bibliography. (7th and 8th grade parents only)
- Students will have access to computers and/or IBL tutoring before school on Tuesday mornings and after-school on Wednesdays with Ms. Long. However, students will need to sign-up online or in the library in advance.

February

"Revise and Edit"

- Discuss with your child the feedback they received from their teacher on their argumentative essay.
- Discuss with your child when the final draft is due and assist with creating a timeline of completion. (will vary with Literacy teachers)
- Review the final draft and score using the argumentative essay rubric before due date.
- Contact your child's teacher for questions or assistance.

March-Before Spring Break

“IBL Argumentative Essay Due”

- Have your child self-score using the argumentative rubric before the due date and make any necessary changes.
- Review the final draft and score using the argumentative essay rubric before due date.
- Contact your child’s teacher for questions or assistance.
- Parents check the Infinite Campus Parent Portal to identify when your child turned in their final draft of the argumentative essay. (7th and 8th grade parents only)

March-After Spring Break

“Break into Groups

“Process to Accomplish Template”

“Begin working on Project Boards & Presentations”

- Advisors will be homeroom teachers. Advisors will begin working with students after on Thursday, March 19th and March 26th.
- Students will begin working on their Process to Accomplish (PTAT) template.
- Parents will purchase these supplies after student PTAT is approved.
- Parents will brainstorm with their child ways to accomplish completing their large tri-fold visual board.
- Along with their child parents will also identify what materials and supplies are needed.
- Parents will assist their child with preparing to present. (see presentation rubric)

April-May

“Continuing working on Project Boards and Presentations”

- Parents will help their child prepare for the presentation as it will be counted as a summative grade.
- Students will meet with their IBL advisors daily after they complete their TNReady testing.
- Students will begin practicing for their presentations during advisory time. (teacher will have sign up time for presentations)
- Students will conduct presentations in homerooms the 1st week of May (May 4th-8th)
- Advisors will count students’ presentations/project displays as a grade in that class.
- Students will have approximately 10-15 minutes to present.
- Parents review the presentation rubric with their child.

May

“IBL Gallery Walk, Top Project Judging, & Expo”

- Parents assist at home with preparing your child for the IBL Expo.
- Parents attend the Marshall IBL Expo to support your child.
- All student group presentations should be completed in homerooms by May 8th
- Teachers will use the IBL project/presentation rubric to score group projects/presentations.
- Based on the rubric score, homeroom teachers will designate projects as gold, silver, and bronze level. Students who do not meet gold, silver, or bronze status will be acknowledged for participation. A certificate or ribbon will be given to students for Gold, Silver, or Bronze status as well as participation.
- A grade level “IBL Gallery Walk” will be conducted by grade level teachers on Monday, May 11th. Homeroom teachers will have their students put their boards up for display, and they will then travel with their students from room to room (clockwise rotation) to view all of the projects on their grade level.
- By 4 pm Monday May 11th, the grade level team must decide their top 5 projects and then submit those projects and student names to Dr. Woodard, and have the top groups set up their project boards in the Library. Students in top 5 groups should report to the library after announcements for judging. There will be 5 top projects per grade level for a total of 20 projects school wide that will compete for top project honors and prizes.
- On Tuesday May 12th from 9:00 am-10:30 am, top group projects will be judged by a panel of judges that may include career arts teachers, community partners, administrators, central office staff counselors, and support staff. The winning projects will be announced at the end of the day and at the Project Expo. The project winners will have an opportunity to have their picture taken with their project and a poster made (by Mr. Smith) that will be posted near their grade level hallway. Prizes must be picked up by parents.
- All projects will be showcased in homerooms at the Expo on Thursday, May 14th from 6pm-7:30 pm. Students may take boards home after the IBL Expo on Thursday May 14th.

Grades

| | Homework | Summative |
|--|----------|-----------|
| Individual topic proposal <i>*Literacy Teachers</i> | X | |
| Individual works cited page <i>*Literacy Teachers</i> | X | |
| Individual draft annotated bibliography <i>*Literacy Teachers</i> | X | |
| Individual draft research paper <i>*Literacy Teachers</i> | X | |
| Individual final research paper <i>*Literacy Teachers</i> | | X |
| Presentation of homeroom students only (grade individual within the group) <i>*Advisors/Homeroom teachers</i> | | X |

Advisor's Checklist

Student Name _____ **Topic** _____

Group members _____ **Advisor** _____

| | <u>Teacher Score</u> 1= not on track 2= somewhat on track 3= progressing 4= on track N/A | <u>Student Self-Score</u> 1= not on track 2= somewhat on track 3= progressing 4= on track N/A | <u>Student Signatures</u> | <u>Advisor Comments</u> |
|---|---|--|---------------------------|-------------------------|
| | March 26 | March 26 | March 26 | March 26 |
| Students will be placed in groups of 3 based on topic of interest (advisor will assist with the grouping) <i>*refer to GoogleDoc link to see topics of your homeroom students</i> | | | | |
| Students will begin their <u>Process To Accomplish Template (PTAT)</u> <i>*see resources</i> <i>*Please contact Ms. Bowie, IBL PTAT Chair for assistance</i> | | | | |
| Students are using time wisely completing their PTAT | | | | |
| | April 2 | April 2 | April 2 | April 2 |
| Students are using time wisely working on their PTAT (advisor must approve PTAT before students begin working on their presentation and board) | | | | |
| Student uses time effectively during advisory period a. Tri-fold board prep b. Assigning equal speaking parts for presentation c. Practicing their part for the presentation d. Other _____ | | | | |
| | | | | |

| | April 13 -22 | April 13 -22 | April 13 -22 | April 13 -22 |
|---|--------------------|--------------------|--------------------|--------------------|
| Process To Accomplish Template- (progression) | | | | |
| Advisor has approved PTAT this week | | | | |
| Student uses time effectively during advisory period a. Tri-fold board prep b. Assigning equal speaking parts for presentation c. Practicing their part for the presentation d. Other _____ | | | | |
| Advisor has given feedback on presentation and board | | | | |
| | April 23 –April 30 | April 23 –April 30 | April 23 –April 30 | April 23 –April 30 |
| PTAT has been approved last week by advisor | | | | |
| Students are working on presentations and tri-fold boards <i>*Please contact Mr. Arnott, IBL Presentation Chair for assistance</i> | | | | |
| Student uses time effectively during advisory period a. Tri-fold board prep b. Assigning equal speaking parts for presentation c. Practicing their part for the presentation d. Other _____ | | | | |
| Student is aware to dress professionally or in standard school attire when presenting *Presentations 1st week of May | | | | |
| Advisor has given feedback on presentation and board | | | | |

| | May 4-8 | May 4-8 | May 4-8 | May 4-8 |
|--|---------|---------|---------|---------|
| Student was attentive and respectful of other presenters | | | | |
| Student presented for a passing summative grade | | | | |
| Student and advisor have schedule a re-do opportunity before May 8 th to present (as needed only) | | | | |

IBL Gallery Walk of Boards and Expo Information

- A grade level “IBL Gallery Walk” will be conducted by grade level teachers on Monday, May 11th. Homeroom teachers will have their students put their boards up for display, and they will then travel with their students from room to room (clockwise rotation) to view all of the projects on their grade level.
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Appendix