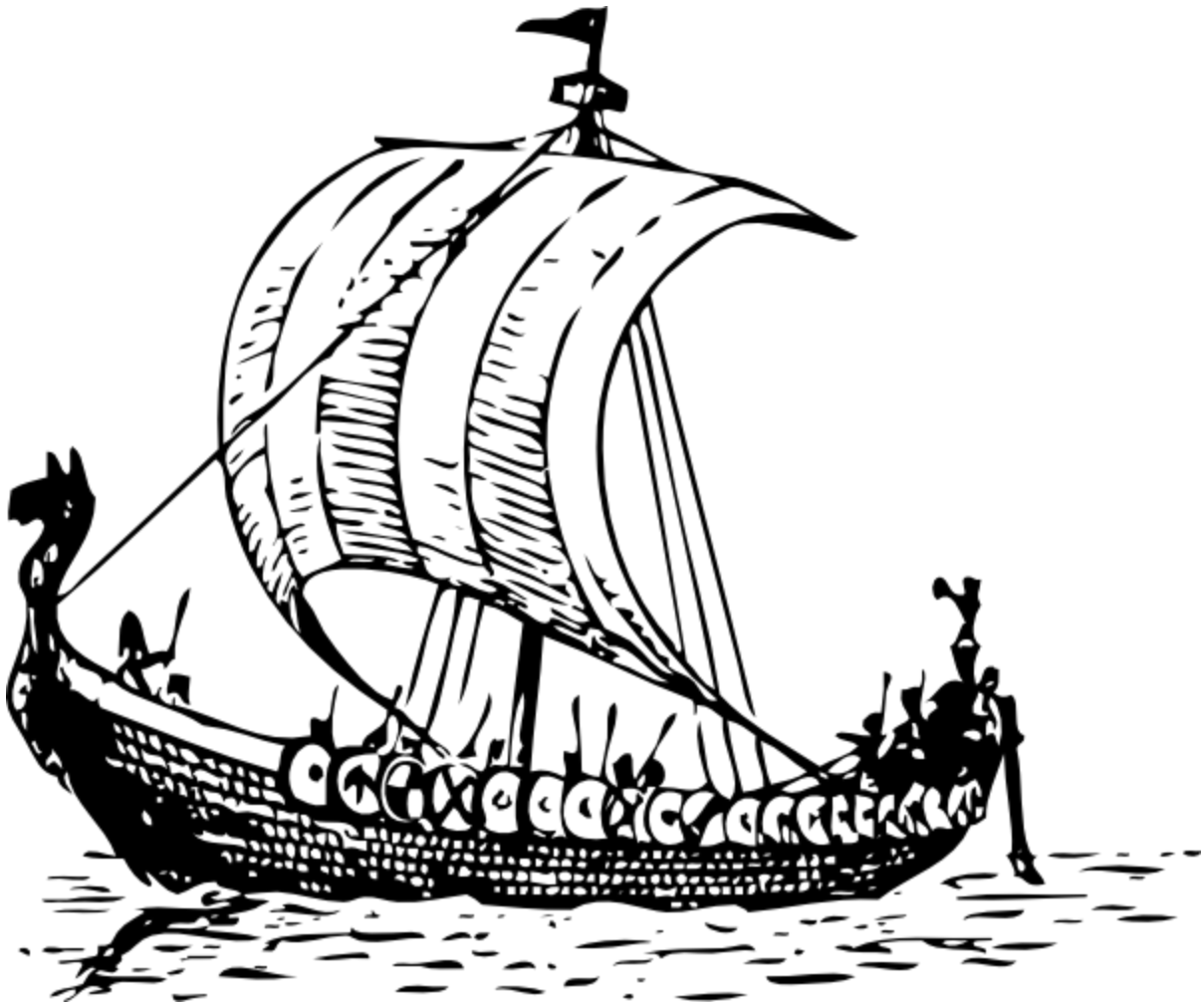


QUEST Packet



Irvington High School
2022-2023

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QUEST 2022-2023 Timeline

First Semester Ends 12/22/22

Semester 1	Semester 2
<p>Aug 30 Quest Kick-Off (Eng)</p>	<p>Jan 17 Updated Essential Question (1 pt Eng)</p>
<p>Sept 6 Social Issue Declaration Form (1pt Eng/Gov) Parent Notification Form (1pt Gov)</p>	<p>Jan 24 Policy Paper Outline (Eng/Econ)</p>
<p>Sept 13 Essential Question Rough Draft (1 pt Eng)</p>	<p>Feb 7 Policy Paper Rough Draft (Eng/Econ)</p>
<p>Sept 20 Source Check #1 (3 sources) (15 pt Gov)</p>	<p>Feb 21 Policy Paper Final Draft (10 pt Eng/Econ)</p>
<p>Oct 11 Expert Interview Notes (5 pt Eng) Thank You Email Draft (2 pt Eng)</p>	<p>March 6-16 Research Presentation (10 pt Econ/Eng)</p>
<p>Oct 25 Source Check #2 (3 sources) (15 pt Eng)</p>	<p>March 14 Civic Action Verification (5 pt Econ) Civic Action Reflection (2 pt English)</p>
<p>Nov 15 Source Check #3 (2 sources) (10 pt Gov)</p>	<p>April 4 Government Advocacy Letter (3 pt Econ)</p>
<p>Nov 29 Portfolio Check (Eng)</p>	<p>(Spring Break 4/7 - 4/14)</p>
<p>(Thanksgiving Break 11/21-11/25)</p>	<p>April 28 <i>Last Day to Complete Work!</i></p>
<p>Dec 6 Civic Action Plan (3 pt Gov)</p>	<p>May 8 to 12 Testimony Check (Econ)</p>
<p>Dec 13 Source Check #4 (2 sources) (10 pt Eng)</p>	<p>May 17 and 18 Testimonies (10 pt)</p>

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Parental Notification of Student Participation in QUEST

(Due September 6, 2022 in Government)

I am the parent or legal guardian of _____, who is a Senior at Irvington High School. I understand that as part of the senior curriculum at Irvington High School, they will participate in the QUEST project and that their successful completion of this benchmark is necessary to graduate from Irvington High School. If a student chooses to travel off the Irvington High School campus to property and places not owned and operated by the Fremont Unified School District, they are responsible for complying with all state and locally mandated safety guidelines. In addition, QUEST requires them to schedule appointments and to work with individuals and entities that are not employed by and are not agents of the Fremont Unified School District. I further understand that when traveling to and/or attending appointments and/or tutoring property not owned and/or operated by the Fremont Unified School District that they will not be under the immediate supervision of an employee or agent of the Fremont Unified School District or School Board.

I have read the material distributed by Irvington High School about QUEST. In accordance with my understanding, as outlined above, I understand my child will participate in QUEST and I release and hold harmless the Fremont Unified School District, along with all its employees and agents, from any and all liability for personal injury, including physical, emotional and pain and suffering, injuries and/or property loss and damage which I and/or they incur while they participate in or travel to activities not held on property owned and/or operated by the Fremont Unified School District and which are associated with QUEST.

Parent/guardian print sign _____
date

Student print sign _____
date

English Teacher: _____

Gov/Econ Teacher: _____

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QUEST Grading

QUEST is an essential outcome of our 12th grade English, Government and Economics curriculum and a graduation requirement of Irvington High School. As such, it is important to submit each assignment on its due date, and in the correct order. Each assignment has a point value. If assignments are submitted and approved on their respective due dates they can potentially earn full credit. Any assignment submitted after its due date will be subject to a late penalty of 20%. QUEST is worth 20% of your grade in AP courses and 30% in College Prep course.

Assignments not completed to a minimum standard will be returned as “redos”, and are eligible for up to full credit based on teacher discretion. All papers must be typed and submitted to Turnitin.com in accordance with teachers’ instructions. Teachers reserve the right to require more assignments be turned in digitally, but at minimum, all students will submit all Source Checks and their Policy Paper to Turnitin.com.

QUEST assignments are aligned with Common Core State Standards and as such are essential outcomes of the courses. Missing QUEST work will result in an “Incomplete” at any grading period. Completing the QUEST project is required in order to receive an Irvington High School diploma. **Rubrics and point values are provided in the packet so students can see how their work should be evaluated.**

QUEST Policy	Irvington Academic Honesty Policy
<p>Late assignments can earn 80% maximum</p> <p>Work below standard will be returned as a redo and must meet the rubric standards.</p> <p>Every assignment must earn at least 70% to pass</p> <p>Missing assignments result in an “I” for the semester</p>	<p>Plagiarized assignments or fraudulent forms will earn a Saturday Detention, a parent meeting, documentation in your file, and a written reflection on academic honesty. (and that’s just for the FIRST offense!)</p>

Remember, your QUEST project is sequential. The assignments are designed to build on one another to create a deep understanding of your topic and your place in the community, and doing them out of order compromises their effectiveness. What’s more, in a year-long project like this, procrastination can create a domino effect that can dramatically reduce your grade while increasing student stress. Complete your assignments on time in order to make your QUEST project more fulfilling, and your senior year less stressful.

Be aware, though, that ALL QUEST assignments must be submitted in final draft form by 3:12 pm on April 28, 2023. If all QUEST assignments are not submitted and approved by that time, no Testimony date will be given and the student will not be able to participate in the June graduation ceremony. No need to be late... pace yourself and enjoy all the things you are going to learn in the course of this project.

QUEST Leave Forms

Some volunteer activities only take place during the school day. For this reason, Seniors can use up to 6 QUEST Leave Forms, also called QUEST Passes. Each QUEST Pass releases a student for half of the school day (either from 8:30 - Lunch or from Lunch to the end of the day). Your Gov/Econ teacher has the passes. A sample pass is shown below.

To use it, follow these steps:

1. The student requests a form from their Gov/Econ teacher at least 24 hours in advance, fills it out and has the parent sign it.
2. Student then brings the form to the attendance clerks.
3. This must be done prior to the absence.
4. Before leaving the service event, the consultant or supervisor must sign the slip, verifying the arrival and departure times.
*Students are expected to return to class as soon as they finish their service hours.
5. The student brings the completed form back to the attendance clerks immediately upon returning to campus.
*Students working with Second Harvest will need to submit a photo of the time card they were provided to excuse the absence. This is a special request from that NPO

Sample QUEST Leave Form

Student Name _____ Student I.D. _____ Govt Teacher _____	
Release Day _____ Date _____ Time of Release: _____ Destination: _____	
<p>This pass releases a student from classes for the purpose of performing QUEST civic action hours that cannot be completed after school or on personal time. It requires verification from a parent before the absence, and from a consultant or activity supervisor after the hours take place. Parents can sign and email a photo of the completed pass to the appropriate attendance clerk. Student must return to classes following the "Time Departed" below.</p>	<p>Attendance Clerk email Students with last names: A-Ga - fengle@fusdk12.net Gb-L - TBD M-Sg - dsilva@fusdk12.net Sh-Z - ccervantes@fusdk12.net</p>
Parent Signature: _____	
Attendance Clerk Signature: (OFF GROUND) _____ (ADMIT) _____	
FOR ACTIVITY SUPERVISOR ONLY	
Time Student Arrived: _____ Time Departed: _____	
Consultant Signature: _____ Date: _____ (an email confirmation is also acceptable)	
<p>Leave form must be signed by the activity supervisor, attendance clerk, and parent. Each leave form is worth one-half day release from school. (Must turn in two forms for a full-day absence)</p>	

Social Issue Declaration Form

(Due 9/6/2022 in both Government and English)

Student Name: _____

Gov/Econ Teacher: _____ **English Teacher:** _____

*A **social issue** is a problem that affects, influences, and is opposed by a considerable number of people within society. Usually, the issue is the result of factors beyond the control of the individual*

In a few words, identify a Social Issue that you would like to investigate:

In the spaces below, explain how your social issue meets each of the following criteria:

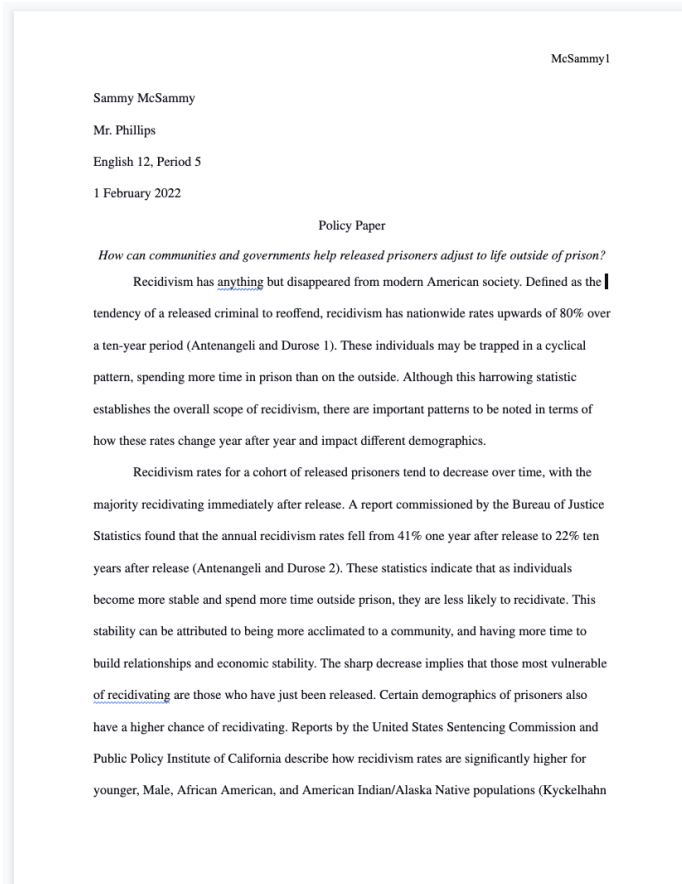
#1 Explain how this social issue affects MANY people: _____

#2 Explain the INJUSTICE surrounding your social issue: _____

#3 Why are you personally invested in this social issue?: _____

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Standard QUEST Style



All QUEST papers, including source checks, should be formatted this way unless specific formatting directions are given for that paper. Below are the formatting directions to be followed exactly on all QUEST papers.

- **Text:** 12-point font, either Times New Roman, Arial, or Calibri (when in doubt, use the default font on your word processor); double space lines; indent 1/2-inch at the beginning of each new paragraph.
- **Page Setup:** 1-inch margins (top, bottom, left, and right); create a header (1/2-inch from the top and flush with the right margin) that has your last name and each page, numbered consecutively (including page 1). Again, when in doubt, do not change default settings.
- In the upper left-hand corner of the first page, on separate lines list your name, your instructors' names (English first, then Government/Economics), the course, and the date. Again, be sure to use double-spaced text.
- Double space after the date and center the title of the paper. **Don't underline or italicize your title or put it in quotation marks;** write the title in Title Case, not in all capital letters. Double space again and center your **Essential Question or Social Issue (when applicable). Your Essential Question should be single-spaced and in italics.** Double space again between your Essential Question and the first line of text.

QUEST Source Check Instructions

Objectives:

- #1** Read and annotate to demonstrate comprehension of your sources and outline the content of the article in your own words
- #2** Evaluate the source, including the author/organization that produced it, considering the purpose, audience, and any potential biases, and connecting to your prior knowledge and other research
- #3** Produce a properly formatted MLA works-cited entry for each source
- #4** Answer smaller research questions while making progress toward answering/reframing EQ

A “source” is anything you read for your research. Formal research projects usually include sources like newspaper articles, empirical studies, position statements, policy papers, and informational articles from scientific, academic and trade journals. For each source you read, you will need to create a **Source Check Entry**. It consists of three parts:

#1 Annotations:

Sources (the actual article, web page, etc.) must be thoroughly annotated and turned in attached to your assignment. Annotating involves reading each source at least twice, looking up new vocabulary, underlining or highlighting meaningful elements (like key data, or pieces of evidence that support an argument) and writing your own notes in the margin. You should summarize key points of the article, but also interact with the text in other ways, such as asking and then trying to answer relevant questions, or pointing out where the source contradicts or supports other research you have done. Your teacher will give you instructions about how to annotate and turn in your annotations.

#2 MLA Citation: Provide a complete and accurate MLA citation.

#3 Source Description: This is a paragraph **of no more than 6 sentences** which includes the following content:

- **Topic Sentence** that briefly introduces the genre of the source (academic journal article, government report, etc.), the author/organization and their qualifications, and its main focus.
- **Concisely Summarizes** the main ideas, as well as specific facts and concepts from the source that are most relevant to your research on your topic. This does not include quotations. We want you to show us your understanding of the research source in your own words. * If you find useful quotations, highlight them and save them for your papers.
- **Evaluates** the credibility of the source and its usefulness to your project. What makes it worthy of being in your project? This may include information on the credibility/validity of the source (purpose, audience, authority, bias, research study methodology, etc), or specifics about the value this source had for your project. Did it answer a question? Alert you to a new issue? Debunk a previous misconception? Connect to previous research? You will likely need to use outside sources to evaluate the author or organization.

Source Check Rubric

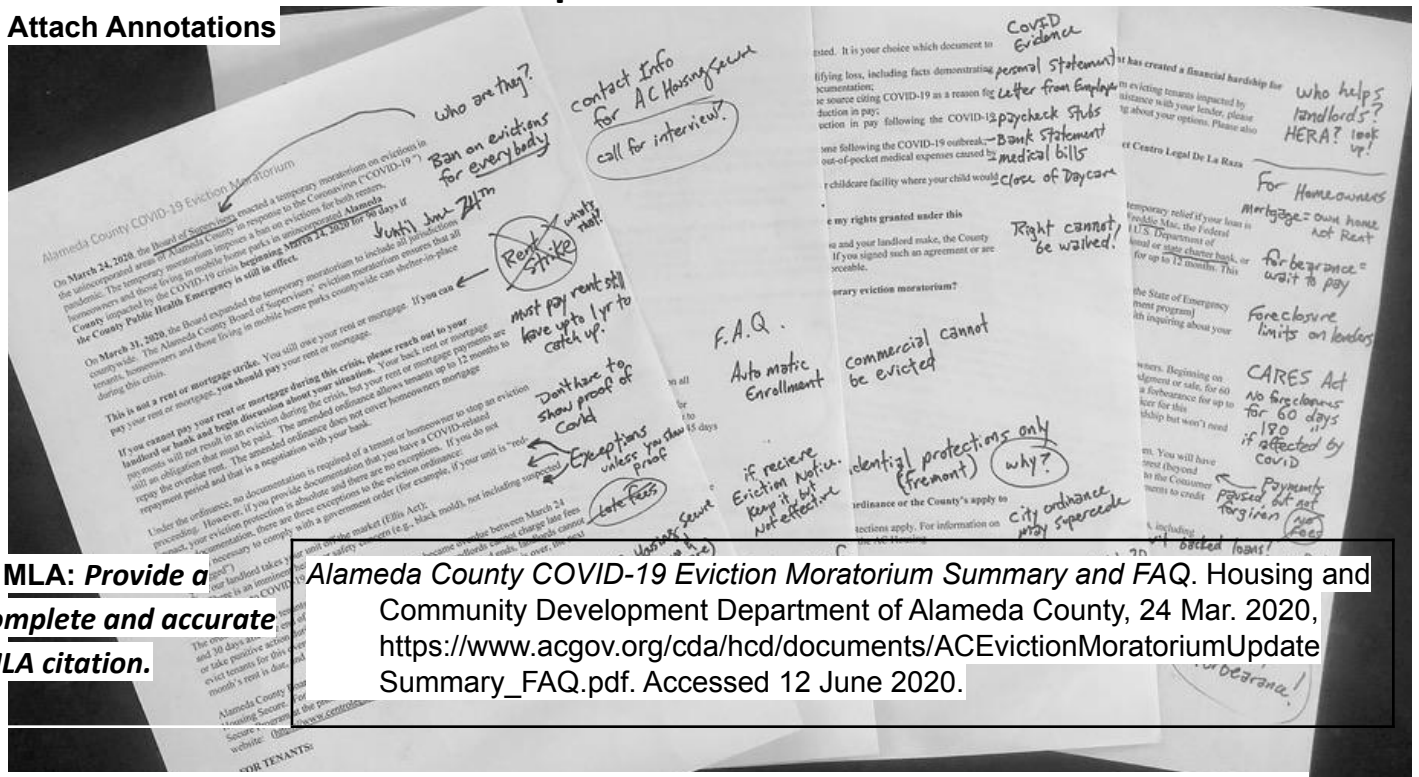
Each source check entry will be scored out of 10 points on the following scale:

Excellent (5)	Good (4)	Acceptable (3)	Redo
<p>Source Annotations:</p> <ul style="list-style-type: none"> -All relevant sections of the source are annotated. -Notes are detailed, thoughtful, and show a thorough understanding of the text. -Highlighted material is accompanied by detailed written explanations. -Notes do not consist solely of summaries, but also interact with the text in other ways (questions, terminology definitions, connections to other research, data analysis, etc) 	<p>Source Annotations:</p> <ul style="list-style-type: none"> -Most of the relevant sections of the source are annotated. -Highlighted material is accompanied by written explanations that may consist mainly of summaries. -A majority of notes on sources are detailed, thoughtful, and show an understanding of the text. 	<p>Source Annotations:</p> <ul style="list-style-type: none"> - Some of the relevant sections of the source are annotated. -Some highlighted material is accompanied by written explanations. -Notes lack detail and thoughtfulness. 	<p>Source Annotations:</p> <ul style="list-style-type: none"> -Notes are minimal, and/or student highlights without providing explanations.
<p>Source Check Entry Content:</p> <ul style="list-style-type: none"> – MLA citation is error-free – Sophisticated use of grammar and mechanics and academic language – Concise summary of all relevant content, including strong rhetorical verbs – Insightful evaluation of source credibility – Strong connection to QUEST project. 	<p>Source Check Entry Content:</p> <ul style="list-style-type: none"> – MLA citation has few errors – Proficient use of grammar and mechanics – Adequate summary of some relevant content – Adequate evaluation of source credibility – Connection to QUEST project. 	<p>Source Check Entry Content:</p> <ul style="list-style-type: none"> - MLA citation has several errors -Basic use of grammar and mechanics -Summary of content may be vague or inadequate -Accurate evaluation of source credibility -Weak connection to QUEST project. 	<p>Source Check Entry Content:</p> <ul style="list-style-type: none"> - Inadequate in any of the relevant categories. - Poor use of MLA, grammar and mechanics. - Source description may be too shallow or miss main ideas in the article. - Evaluation of source credibility inadequate.

Source Checks may be returned as redos until they are of acceptable quality.

Sample Source Check

#1 Attach Annotations



#2 **MLA: Provide a complete and accurate MLA citation.**

Alameda County COVID-19 Eviction Moratorium Summary and FAQ. Housing and Community Development Department of Alameda County, 24 Mar. 2020, https://www.acgov.org/cda/hcd/documents/ACEvictionMoratoriumUpdateSummary_FAQ.pdf. Accessed 12 June 2020.

#3 **Summary: In two to three sentences summarize the main ideas and most important content of the article. Be sure your topic sentence identifies the author, title, and type of source.**

The online PDF, *Alameda County COVID-19 Eviction Moratorium Summary and FAQ* provides information for renters and homeowners who want to understand their rights of protection from eviction during the COVID-19 pandemic. The summary of the Ordinance makes clear that all residents in Alameda County are protected from evictions until 7/20/2020 and don't need to show evidence of direct harm from the virus. While the provision protects residents from eviction and additional late fees, it does not cancel any payments, and all bills will be due at the end of the forbearance in July. While it protects commercial and residential renters in most of the county, it gives no protection to commercial real estate in Fremont and Livermore.

#4 **Evaluation: Include information on the credibility/validity of the source (purpose, audience, authority, bias, research study methodology, etc), as well as specifics about the value this source had for your project.**

The AC Housing and Community Development Department is a local government agency that creates programs for low-income housing. It is led by Director Chris Bazar. Coming directly from the AC Board of Supervisors, this summary of a county ordinance is authoritative, and is intended to give clear assurance to middle and low-income residents who would not want to read the actual ordinance. It makes clear the protections as well as the limitations of the law. For instance, it fails to protect commercial businesses in Fremont, which leads me to investigate how small business owners can stay solvent throughout the pandemic.

Source Check Schedule

Assignment	Deadline	Purpose of research	Source Types	Notes
Source Check #1	9/20/22 (Gov)	Scope and severity. General background information	3 sources focusing on Data and Statistics from a credible gov't or nonprofit source (use irvington.org/data)	*This should be the base of your scope/severity research. You may add to it throughout the year
Source Check #2	10/25/22 (English)	Causal factors & consequences of social issue. Studies and Academic Journals emphasized	3 sources: At least 2 scholarly sources plus 1 source of your choice	*You will get help finding scholarly sources from your teachers and Ms. McAuley in the library.
Source Check #3	11/15/21 (Gov)	Actions taken, or proposed to be taken to address specific parts of the social issue. Policies are actions taken by the Government.	2 sources: At least 1 law, policy, regulation plus 1 source of your choice	*These policies should be relatively recent. You will discuss their pros & cons, strengths & weaknesses, benefits, drawbacks, limitations, costs, funding, enforcement, as well as potential impacts on society.
Source Check #4	12/13/21 (English)		2 sources: At least 1 law/policy/regulation, or analysis thereof plus 1 source of your choice	

Writing Your Essential Question

Objectives:

- To practice developing genuine Essential Questions sufficient in scope and focus.
- To understand the purpose and function of Essential Questions
- To generate Essential questions and use them to create other question types.

The essential question is a driving force in your QUEST project as with any inquiry project. The ability to develop your own essential questions makes you a self-sufficient learner. Without this skill, you can only learn what someone else teaches you. Essential questions start with something simple but essential to your life or your community. Like lightning striking from the blue, they just pop up naturally as a result of natural curiosity. Say you have a problem, like “Why are we seeing so many more forest fires?” or “How will I pay for college?” or “Why isn’t health care free?” or “How can I get that girl to like me?” or... This one...

Throughout the course of your project, other questions will take precedence. Each new question may have a gradual effect on your essential question until it looks drastically different, but still shares the same drive and purpose as the original. Some examples of other questions are...

How can our team win more games?

Why does coach have us running these drills?

What do other teams do that we don’t?

How can we create more open space on offense?

How can we communicate better on defense?

What do I personally need to sacrifice to practice more?

Why do we keep committing so many penalties?

The essential question provides the **structure and scope** of the inquiry while driving the research process. It will change and evolve over the course of your project, growing more specific and more informed by new knowledge.

The essential question is the driving question, and while it may or may not have a clear

answer, its purpose is to reveal other related searches, connections, or to break down more complicated ideas. Essential questions are not so much about finding an answer as they are about generating the next question.

How do the most successful coaches make the best use of their resources, such as time, talent, and finances in order to enhance student athletes’ performance?

While the essential question is always present, it may fade in and out of importance from week to week. Throughout the research process, your focus may turn toward finding the most accurate answers to the smaller questions, but it always must return to the essential question and not spin off onto a single tangent.

With the help of your teachers and your friends, develop three practical essential questions that address a problem in your community.

Essential Question Rough Drafts

(Due September 13, 2022 in English)

On the form below, draft three potential Essential Questions you will use to guide the discovery process for your QUEST project. You will not be “locked” to these questions all year. These are rough drafts, and they may change completely as you move forward with your research and with the help of your QUEST teachers. Later, you will decide on a single-sentence Essential Question that you will include with each by.

Student Name: _____

English Teacher: _____ **Government Teacher:** _____

Social Issue: _____

Essential Question #1: _____

Essential Question #2: _____

Essential Question #3: _____

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QUEST Civic Action/Service Guidelines

The Civic Action/Service component of QUEST is when you use what you now have discovered about your social issue and the current potential solutions to give back to the community. Your Civic Action service should contribute to a potential solution to your social issue or help prevent one of the causal factors of the social issue.

Civic Action/SERVICE: FORMAT

- Your Civic Action/Service project will be something that you design with the help of your Government/Economics teacher and an accredited non-profit organization. Each student's Civic Action/Service Plan needs the approval of the service organization and your teachers.
- Your Civic Action/Service activities should fulfill two roles, to provide you with hands-on learning regarding your topic, and to provide a service to someone in need. It must be substantive in nature and truly serve the needs of a given community.
- Your Civic Action/Service plan must be approved by your economics teacher before you begin
- You must complete and verify at least 10 supervised hours of approved service activities to earn 10 Civic Action Points.
- Only Civic Actions performed with a non-profit (501c3) or a government agency will be eligible for "Service Hours" toward graduation and it must address a social issue. While you may work with individuals or for-profit companies to earn Civic Action Points to complete your QUEST project, be aware that only service performed with an NPO will help you complete the district-wide service learning hours.
- The activities must be done at a location off-campus and must involve members of the greater community (not IHS students or staff).
- Activities done on Zoom do NOT count towards graduation hours

Reliability is a valuable quality in a Civic Action/Service partner. Remember that QUEST deadlines are still deadlines regardless of bad luck or unreliable service partners.

Please inform your Service Partner about all relevant deadlines!

- **December 6 - Civic Action/Service Plan**
- **March 14 - Civic Action/Service Verification**

Civic Action/Service: EXAMPLES

- **Social Issue:** Human trafficking in California. **Civic Action/Service:** Gather signatures on behalf of an organization working to get Prop 35 on the ballot (raises penalties for human trafficking).
- **Social Issue:** Traffic congestion in Fremont. **Civic Action/Service:** Volunteering for the Bay Area Air Quality Management District’s “Spare the Air” program, getting companies to sign up and participate in The Great Race For Clean Air.
- **Social Issue:** Substance abuse among parents of young/teenage children. **Civic Action/Service:** Volunteer at 2nd Chance Shelter, assisting the site manager with painting and maintenance
- **Social Issue:** Isolation in Senior Citizens. **Civic Action/Service:** Volunteering at a local nursing home to help with social events
- **Social Issue:** Equitable education for Special Needs students **Civic Action/Service:** attend and speak at school-board meetings **Social Issue:** Voter turnout among minorities. **Civic Action/Service:** Volunteering at voter turnout/registration drives

A substantive Civic Action/Service would fulfill a pre-existing community need and be completed in a series of activities (e.g. coaching a soccer team for the whole season) or in fulfillment of a Civic Action/Service Plan service agreement recognized by the QUEST teachers, who will determine what activities are of substance and how many hours will be necessary to fulfill the requirement. The best way to find a service is to ask an organization what it needs. (What do they NEED volunteers to do?)

A substantive Civic Action Plan service might include:

- ...organizing and publicizing a fundraiser and donating the proceeds to struggling childcare centers. Simply donating would not.
- ...translating information for a nonprofit and publishing it on a website. Commenting and “liking” posts written by someone else would not.
- ...volunteering regularly, twice a week for a couple of months as an online tutor for a non-profit. Showing up once or twice and helping a few kids would not.

SERVICE: VALIDATION/EVIDENCE

Your Civic Action/Service activities must be scheduled and shared with your Government teacher in advance. You must have photographic evidence of your SERVICE activities, and could also include video, written reactions from participants, or samples of work created by the participants. Finally, you must have your SERVICE hours verified by your contact person and authenticated by Mr Jones, the IHS Service Learning Coordinator in order to receive hours towards graduation. Document everything!

Documenting your Civic Action/Service/Interview

All QUEST Projects are unique. Therefore, a single common form for all students to use to document their work can be ineffective. Every senior must complete the QUEST Civic Action Form **and** must also document their work in one of the ways listed below. Photographic evidence provides the strongest verification, and also looks good in both presentations and future memories of high school, so it is required unless it is strictly prohibited by the service organization. **Remember, having multiple forms of documentation is always best!**

Step #1

Complete the QUEST Service Verification Form (page 40 in this packet) In the column marked "Verification", paste a link to the file, photos, website, or any other document that can verify the time you spent working on your Civic Action and a copy to the Service Learning Coordinator to apply toward the 40 hours you need for graduation. This form must be signed in person, or a link to verified evidence like a product or photo must be provided.

Step #2

Pick one or more of the following forms of documentation and ask your service supervisor to:

- Take pictures or video footage of you working with the community during your service. You will need these for your PowerPoint presentations. Make sure that you appear in the picture and that it conveys what you did during your service. If, for some reason, you cannot take pictures of your service, you will need to provide alternate forms of documentation. Be sure to discuss it with your teacher before you perform your hours, or you may lose credit for the hours or the presentation.
- Write you a letter (written on the non-profit organization's letterhead) detailing what you did and how your work benefited a group within our community. You can scan this letter into your PowerPoint presentations and include a copy in your QUEST portfolio. **Make sure the letter contains contact information and the total number of service hours you completed.**
- Collect examples of work you did with the community. For example, if you are working with an after school tutoring program, ask to make a copy of a student's work during your first session and one during your last session to show the student's improvement. Scan it into your PowerPoint presentations and include a copy in your QUEST portfolio. Take before and after photos of your work or keep artifacts.
- If you and your service partner have alternate ideas to document your service, get your Gov/Econ teacher's approval to submit something other than these four types of documentation.

Step #3

Incorporate your documentation into your presentations and portfolio. A copy of your QUEST Civic Action/Service Verification Form and any letters or pictures you receive must be placed in your final QUEST portfolio. During your Policy Presentation and Testimony, you should incorporate any pictures or sample work you have received.

Remember, regardless of the type of documentation you receive, it must be clear that you performed the activities that were approved in your Service Plan. As you discuss your service during your presentations, your audience should be able to match your Service Plan activities with whatever documentation you offer as proof of their completion.

Expert Interview Instructions

(Due October 11, 2022 in English)

Product: You need to turn in...

- 10 Interview questions
- QUEST Expert Introduction Form (on next page)
- Completed interview notes with at least five new leads from a live interview (leads can be new important people, domain specific vocabulary, search terms, subtopics, new questions, etc.).
- Evidence of the interview (screenshot of Zoom/Google meeting or verifiable signature)

The purpose of these 10 questions is to ask about things you haven't found in your research, uncover new areas of knowledge, or clarify misunderstandings. With luck, your interview notes will generate new, better questions!

So what should I ask?

- Ask about any confusing or interesting leads you already have from your research.
- Ask if there are any major controversies or differing opinions in the industry (there always are).
- Ask about any important people or events that influenced the field today.
- Ask what obstacles are preventing progress (Why don't we just...?).
- Identify sources of research like professional journals, important authors, legal documents, etc.
- Ask for leads to possible service organizations and opportunities.
- Ask if there are any questions you should be asking (otherwise how would you know?).
- Ask follow up questions. Try to engage in longer conversations about key issues. Take notes.

Make sure you can use the answers. This assignment isn't an end product in itself. Rather, it is a tool that will direct and validate all of your other research. You need to make something out of it, so keep in mind what your next steps will be. Clarify spelling so you can look up names and terms later. Follow up and ask for elaboration on any unfamiliar phrases or confusing answers.

Your expert **must be at least 25 years old** and **may not be a family member**. Make sure to seek out someone who can actually help you, and not just a person that you are comfortable with because of a previously held relationship.

Experts should be credible resources deeply connected to your social issue who can help with: Calling on their knowledge base, and experience within the field in the expert interview

- Suggesting academic resources within the field
- Providing the contacts who may be able to help contribute to your research or civic action
- Suggesting volunteer opportunities or non-profit organizations with which you might be able to complete your ten service hours

Make the most of your time. When you meet with your expert to conduct your interview, bring your ideas for your Civic Action Plan, just in case you have time to discuss it with them. Time for working professionals is very scarce, especially during the workday, so make the most of it. .

Make your expert aware of your deadlines in a respectful manner. The best way to do this is during the initial conversation, when you are discussing your project and whether or not they will help you with your project. All of your deadlines are on page 5 of this packet.

Interview Notes Sample

Adi Kam
Mr. Phillips
English 12
severe
14 January 2012

great notes - speech services, occupational therapy, adaptive services, special education, program specialists.

teacher gets to be in child's life - can make, build, train in a lot of times - can make a lot of time to help. individualize work.

avoid "document files" - "avoid" - "not treated same helping out to improve." - "scattered." - "can't be done." - "CMA test" - "same materials" - "only lacks specific materials" - "needs extra time" - "data" - "not trying" - "meeting of parents discuss" - "if child needs to be put in special ed" - "visual, auditory, kinesthetic, computer." - "incorporate all these to teach. not just one works."

Interview Questions

1. How do special-ed classrooms differ from normal classrooms?
different programs, more individualized education plan, support, meeting of parents discuss, modification, if child needs to be put in special ed, higher level of special ed, school psychologists, visual, auditory, kinesthetic, computer, incorporate all these to teach. not just one works.
2. What are some techniques to help needy kids learn better?
visual, auditory, kinesthetic, computer, incorporate all these to teach. not just one works.
3. Around how many hours do special-ed children spend during the school day in a normal class?
about 1 hour a day for extra help. resource classes depends on what level of system they are on. remain levels of work on how much time they spend in each class. resources, special ed.
4. How is it determined whether the child should be put in a special need class or kept in a regular class?
evaluated by psychologist. only for 1 class period help w/ explanation. special-ed teacher works w/ resource. 2 years, credit, pay more money need teaching credential / general ed credential. easier to get a job in special ed. find out the same as general ed. put in special ed. more intense. work in community, planning, access health, case manager. not standardized materials. no state schedule, just personal goals.
5. Are all teachers certified to teach a special need class?
special-ed teacher works w/ resource. evaluated by psychologist. only for 1 class period help w/ explanation.
6. What kind of training do special-ed teachers need that normal teachers don't?
easier to get a job in special ed. find out the same as general ed. put in special ed. more intense. work in community, planning, access health, case manager. not standardized materials. no state schedule, just personal goals.
7. Are the teaching schedules the same compared to normal classes?
not standardized materials. no state schedule, just personal goals.
8. Are autistic children more likely to be rowdy or calm in a classroom?
different for each child. always stress -> react on a liked thing. some have things you can do to calm them down, aids help children who are a danger to them set ups.

Allyson 1/17/12

CMA test - California Performance Alignment

Are there any classroom activities that seem to be favored by the children?
Music, really like music, like painting of words/picture w/ music. Doesn't just like music, like audio books, basketball, computers, singing.

10. What are some programs that help children with autism?
Autism Program, separate from special-ed program, different setting, teachers have to be trained to handle autism. 3 types of autism from mild to severe.
11. How are the lesson plans for classes made for a special-ed class?
no everyday, handwriting online, books, no certain lesson plan to teach every day. all based on individual IEPs.
12. What is the curriculum for a special-ed class?
CMA test level 4/5 - all have individual curriculum. depends on level. level 1 & 2 // general ed curriculum.
13. Are special-ed classes funded the same as normal classes?
more money because curriculum isn't given. things have to be funded more but still not enough to pay for everything. used to buy special tools/technology to help learning.
14. Is the grading system the same for special-ed classes?
no grades. just goals in IEP. to accomplish in IEP. for what you do in work. 3-5 level of special ed. goals as grade. how they do their work. Are there any programs at school that provide counseling for families with kids?
meetings (C&LPA) local things. district just for special-ed. counseling has to be done themselves for a psychologist. *not all special-ed. Has kids that they have a disability technology assistive. happy w/ how they are. absent have to be taken account what parents want. low rewards for behavior. always nice tone. Have BIG egos. you IDEA - individual w/ disability. IEP - individual education plan. fairly way under funded.
15. Are there any programs at school that provide counseling for families with kids?
meetings (C&LPA) local things. district just for special-ed. counseling has to be done themselves for a psychologist.

mix of disabilities - moderate/severe in each class. 3A-6B. SDC moderate. SDC mild/moderate. Speech pathologists over worked. has to replace them often if they leave.

In your interview, remember to:

1. Speak up. (Remember, you're in charge. You've asked for their time, prepared questions, and held up your end. You can expect them to take you seriously and give you thoughtful answers.)
2. Thank them for their time. Three times. Once when you get there, once when you leave, and one more time by email after you're finished.
3. Be professional in demeanor. Your desire to understand your social issue with more breadth, depth, and sophistication will communicate your genuine interest in the topic and will elicit a more positive response.
4. If you think of any follow up questions (or if you need any more leads), ask over email. You know each other well enough for that, now.
5. Reflect and organize immediately after ending the interview before you leave. If you wait for 15 minutes, all of that context will evaporate and you'll remember very little that isn't written down. Get to a quiet place. Go back over the entire interview. Read everything and finish any sentence fragments. Fill in any gaps in information you weren't able to write quickly enough. Highlight and comment on key ideas. Circle four or five "leads" that you can look up for your next sources.

QUEST Expert Introduction Form

(Due October 11, 2022 with interview notes in English)

Student Name _____

English Teacher _____ Government Teacher _____

Social Issue: _____

Please print the expert's information below (*REQUIRED FIELDS):

***Name:** _____ ***Organization:** _____

***Phone:** _____ ***Email:** _____

Work Address: _____

I certify that the expert is:

1. Over 25 years of age.
2. Not related by blood or marriage to the student for whom I am consulting.
3. Either a professional in the research topic or qualified to mentor this student because of previous experience.

(Signature of Student)

(date)

How did you "land" this interview? What led you to your expert? What made you successful?

Why did you decide to interview this person in particular? What about their position, experience, qualifications will make their contribution important to your project?

Expert “Thank You” Email

Due October 11, 2022 (English)

Remember how grateful you were when the expert agreed to an interview with you? In a polite, carefully worded and edited, professional email, you now get to thank them. Read the instructions below, paying special attention to the formatting. Specifically, the salutation line should end with a colon. A business email needs to be concise and straightforward. Notice how there are only about 2-4 sentences per paragraph. Your language should be a little more formal than normal, but genuine and sincere. Include specific events from your interview or civic action hours.

To: expert@adultsbeingbros.com

CC:Englishteacher@fusdk12.net

Subj: I appreciate your guidance -or- Thank you for helping me complete my QUEST project -or- something...

Dear Mr./Ms./Dr. Person: [note the colon] (do not put just your expert’s first name)

Indentations for paragraphs are not used. The body paragraphs are single spaced in a business email. But, you should double space between paragraphs. In this first paragraph you should thank your expert for the valuable time and information he/she has provided you during your meetings. You, hopefully, have a greater understanding of “xyz” (whatever your topic is/their expertise is), ...you want to be making broad statements like these in this opening paragraph.

In the second paragraph, be more specific. Give examples of how you benefited from the interview and any other time you may have spent with them. Be sure to be positive about your experiences and don’t write them a vague, effortless, boring summary that sounds like a glib form letter. Remember how grateful you were when they agreed to help you earlier? You owe them a sincere thank you.

In the last paragraph, conclude your letter. Thank them one last time. If you wish, invite them to your testimony: “I am not certain of the exact date or time yet, but I would like it if you could attend my QUEST testimony on May 18 or May 19, 2022. I will contact you once I have the specific day and time.” Or, if you are continuing to work with the same person through your civic action plan, you may want to bring them up to date about the next thing you will be doing with them.

Sincerely, (appropriate closings include: *Very truly yours*, *Sincerely yours*, *Cordially*)

Sally Student

Portfolio Check

(Due Nov 29, 2022 in English)

Objectives:

- #1 To organize your research in preparation for writing your Policy Paper.
- #2 To share your work with your teachers
- #3 To make and share Google Drive folders using hyperlinks

Requirements:

- Google Drive folders named and shared properly
- All first semester assignments complete
- All assignments typed or scanned and named appropriately
- Portfolio link shared with both teachers

For your first semester Portfolio check, create a folder in your FUSD Google Drive and name it **“QUEST Portfolio - Firstname Lastname”**. Then, create four subfolders named **“Forms”**, **“Papers”**, **“Source Checks”**, and **“Testimony”**. Please don’t number or rearrange them in any way. Your teachers need each student’s portfolio to be consistent.

Next, share the folder with both your English and Gov/Econ teacher, making them both **“editor”**. Finally, simply move each of your completed assignments to the appropriate folder according to the table below. If you completed any forms or assignments by hand, use your phone to scan and upload them to the appropriate folder. Use an app like **“Camscanner”** to create clear, multi-page PDFs. Your teacher will give you instructions for submitting the link to your portfolio.

<p>Label Folder 1 “Forms” and include:</p> <ul style="list-style-type: none"> -Social Issue Declaration Form -All Essential Question Forms - Expert Introduction Form - Expert Interview Notes - Expert Thank you Email - Civic Action Plan (when completed in Dec.) 	<p>Label Folder 3 “Source Checks” and include:</p> <ul style="list-style-type: none"> -Source Checks subfolder <ul style="list-style-type: none"> - Source Check 1-4 paragraphs -All ten annotated sources, named after the author’s last name or article title. in alphabetical order. (add the last two sources when you complete them in December.)
<p>Label Folder 2 “Papers”.</p> <p style="text-align: center;">(Your Policy Paper and Presentation slides will be saved here)</p>	<p>Label Folder 4 “Testimony”.</p> <p style="text-align: center;">(Your Testimony slides and Outline will be saved here)</p>

QUEST Civic Action Plan/Verification Form

(Plan Due December 6, 2022 to Government and share with English -

Completed by March 14, 2023 in Economics)

Supervisors for Civic Action must be at least 25 and a non-relative.

Student Name _____ Government Teacher _____

Social Issue: _____

What activities will you be doing to help answer your questions and participate toward a solution? (Be specific):

Where and with whom will you be completing your primary civic action?
Use the organization Name in full, no acronyms: (~~NAMI~~ - National Alliance on Mental Illness)

Contact Person Name: _____

Phone: _____

Email: _____

Signature of student: _____ Date: _____

*I certify that the above information is accurate and honest

Use the back page of this form to continue planning out your civic action.

In the box below, please provide a complete description of the Civic Actions you will perform, the number of hours, and (if applicable) signatures of verification. If your verification is digital (can include photos, videos, letters, screenshots, call logs, artifacts, or products of your work), your teacher will share instructions for sharing the material. For more information about documenting your service, refer to page 23.

This side is for planning your service project. Fill it out in advance of performing your Civic Action Plan.			This side is to be completed as you finish your Civic Action Plan	
Date / Time	Activity (Be Specific)	Expected time commitment	Hours completed	Signature

Essential Question Updated Draft

(Due January 17, 2022 in English)

Your essential question will change as your research progresses. This updated draft is meant to expand on your first semester exploration into your social issue and its root causes, by now investigating solutions to the problem and considering the costs and benefits to these solutions.

Keep all copies of essential questions revisions with the teachers' comments on them.

Student Name: _____

English Teacher: _____

Economics Teacher: _____

Social Issue: _____

Essential Question:

Why do you think this EQ is an improvement to your original EQ? What did you have to do to adapt it? Did you narrow or broaden it? Move past something you answered? adapt it to new information? _____

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QUEST Outlines

Outline	Due Date	Teacher
Policy Paper Outline	January 24, 2023	English/Econ
Research Presentation Outline	Day of Research Presentation: February, 2023	Eng/Econ
Testimony Outline	Day of Testimony and Portfolio Check #2: May, 2023	Econ

Objectives:

- Organize your research and thoughts before you write or present
- Select the most relevant research sources
- Demonstrate your writing or speaking plan for your instructor

Requirements:

- Write a standard two-page outline that includes:
- Both premises and evidence
- Parenthetical citations in the lines that reference research sources
- Use standard outline formatting. The order is:

Roman Numerals (I,II,III...)

Capitalized letters (A,B,C...)

Arabic numerals (1,2,3...)

Lowercase letters (a,b,c,...)

A common mistake people make in writing outlines is to describe what they intend to accomplish in each section rather than provide the specific information that each section will convey. While blocking out intent is mildly useful, you will find that nailing down each of your premises and which sources you will use as evidence to support them helps you to accomplish a great deal of the writing process well before the due date. It also enables your teachers to help you write a better paper the first time. In the sample, notice how little information is conveyed in the first section compared to the rest. Take the time to include the pertinent details in your outline and notice how much faster you can write your Findings Paper!

McSammy 1

Sammy McSammy

Ms. Fields

AP Gov 12, Period 4

18 January 2022

Policy Paper Outline

How can communities and governments help released prisoners adjust to life outside of prison?

I. Findings

A. Recidivism, defined as the tendency of a released criminal to reoffend, persists today, with nationwide rates upwards of 80% (Antenangeli and Durose 1)

B. Scope and Severity

1. Rates ↑ in Male, Afr. Am., AIAN, and newly released populations (Antenangeli and Durose 2)

2. Overall rates ↓ over time (Bird 14)

C. Consequences

1. Associated costs \$13B+ over 5 years in IL ("Illinois Results First: The High Cost of Recidivism 2018 Report" 1)

2. Damage to familial relationships (Leverentz et al. 197)

3. Loss of education + interpersonal skills (Lockwood et al. 21)

D. Causal factors

1. ↓ levels of education (Lockwood et al. 26)

2. ↓ employment (Link and Roman 142)

3. Violent criminal hist. (Kyeckelhahn and Cooper)

4. Limited family + social support (Leverentz et al. 202)

II. Transition

A. The causal factors and consequences of recidivism facilitate a ruthless cycle that traps minorities.

B. Because of its multiple contributing factors, a multifaceted approach is required to combating recidivism.

C. Increasing access to education, "Ban-the-Box" legislation, Provide psychological support + reentry programming in prisons and after release

D. Increasing prisoners' access to education increases employability, levels of education, and facilitates the development of interpersonal skills, thereby making it the best way to combat recidivism as it targets multiple key causal factors and consequences.

III. Increasing access to education

QUEST Policy Paper

(Due Feb 21, 2023 in English/Economics)

Purpose: The purpose of a policy paper is to propose change in society by building a case that action must be taken, and then suggest specific actions to be taken.

Objectives:

1. Thoroughly analyze and explain the background of your social issue.
2. Communicate the severity and scope of your social issue.
3. Trace your Social Issue back to its source. Address the causes of the problem.
4. Compare multiple primary and academic sources to show different findings/theories on the Social Issue.
5. Create commentary of your own in relation to the other sources.
6. Investigate three or more strategies for working toward solutions
7. Explain and take a position on at least one government policy (government action/law) that is either in effect or being proposed in some way.
8. Communicate the subtle differences between a community based or private solution to a social issue, and a government policy.
9. Objectively explain/compare/explore/evaluate the varying perspectives on your topic, including your Civic Action.
10. Make informed recommendations as to which strategy or combination of strategies you believe should be used and why

Requirements:

- Cite and discuss the work of multiple sources (including at least 2 Scholarly Articles) about your social issue.
- Write a 1750-2500 word (7-10 double-spaced page) Policy Paper which recommends an action plan meant to help solve your social issue by analyzing the viewpoints of various authors and experts in the field.
- Write a complete and correct Works Cited page in MLA format. (not included in word count)
- Avoid 1st Person Narratives (save stories for your presentations) even when discussing civic actions. Write about the organization, and how organizations like it are trying to combat the problem on a larger scale. This can be a difficult writing skill to master. Ask your English and government teacher for help if you need it.
- Compare, contrast, and respond to these various sources, combining them to formulate your own reasoning and viewpoint.

Rough Drafts:

- Due to both English and Econ on February 7, 2023
- English teachers will review and add comments Feb 8-10, while Economics teachers will do the same Feb 14-15
- While not part of your QUEST grade, your teachers may choose to make these official assignments in other categories of their grade books.
- **It is important that at no point do you “resolve” comments on Google Classroom nor make new copies of your paper. Keep all teacher comments and all work on the same, consistent doc!**

Policy Paper Diagram

Introduction

Consider an example, analogy, anecdote, or debunking a commonly held misconception. Keep it short and get to the scope and severity.

Scope and Severity: Who? What? When? Where?

- Background information
- How widespread is the problem?
- Demographic data (age, gender, wealth, occupation, ethnicity, education, etc)
- Extent of the damage caused. Include trends over time

Consequences: Who? What? How?

- Real world damage to people/injustice
- Financial, emotional, health, economic, educational, opportunity, community attachment, livelihood costs
- Include "Ripple effects" or the secondary effects of those consequences

Causal Factors: How? Why?

- Origins of the social issue
- Multiple factors combining to create the conditions which allow your social issue to persist, and not been completely solved to this point
- can be economic, natural, ideological, technical...

Next, include a short paragraph that transitions from the introduction of your social issue into active measures and solutions. Referring to the "How do we fix it?" portion of your essential question, develop and state a thesis advocating a solution to your social issue.

In the second half of your Policy Paper, you will discuss three or four strategies/solutions that are currently, or could be used to address the causal factors leading to, and the consequences resulting from your social issue. **At least one of your strategies/solutions must be a law or policy.**

Strategy/Solution #1

After your transition, begin describing the first strategy from your research. Use one paragraph to describe what the strategy/solution is, then another to go into some detail and show depth of knowledge on the topic.

Strategy/Solution #2

Be sure that you include at least one policy or piece of legislation as one of your strategies/solutions. Discuss the strengths & weaknesses, pros & cons, benefits, drawbacks, limitations, costs, funding sources, enforcement, etc.

Strategy/Solution #3

Introduce a third solution and describe it in detail just like the other two. Compare and contrast the strategies/solutions to one another. Is one of them more expensive? Less effective? Do they address different causal factors?

Recommendation

Based on your understanding of the social issue and your research into these different strategies, make an evaluation and recommend one or more solutions. Is one solution more politically feasible? Easier to implement? Cheaper? Based on your analysis, identify which strategy/solution should be prioritized and why. What could still be improved upon in your recommended solution? This will serve as the conclusion to your paper, so you don't need to add more.

Policy Paper Rubric

Criteria	Excels	Exceeds	Meets	Retry
<p>Content: CCSS Writing 1: Write arguments to support claims in an analysis of substantive topics or texts, using valid reasoning and relevant and sufficient evidence. CCSS Writing 2: Write informative/explanatory texts to examine and convey complex ideas and information clearly and accurately through the effective selection, organization, and analysis of content</p> <p>3 pts</p>	<ul style="list-style-type: none"> -Scope and Severity of social issue is supported with data from multiple sources -Discussion of causal factors & consequences reveals a deep and complex understanding of the issue - A clear thesis marks the transition from problem to solution by presenting a well thought out argument. -Several solutions discussed objectively & thoroughly and related to causal factors & consequences; - At least 1 policy/regulation/legislation is analyzed thoroughly. -Civic Action Plan is discussed as one of the 3-4 strategies. -Recommendation is insightful and supported with specific, clearly stated reasons synthesizing the specific benefits and drawbacks of the selected solutions. <p>3 pts</p>	<ul style="list-style-type: none"> -Scope and Severity are discussed and supported with data -Discussion of causal factors & consequences show understanding -Min two causal factors are presented -A clear thesis presents a rational argument. Judgment is expressed. -Several solutions presented in reasonable detail. - At least 1 policy/regulation/legislation is analyzed. -Civic Action plan is discussed as one of the 3-4 strategies. -Recommendation is rational and supported with reasoning from the selected evidence. 2.5 pts 	<ul style="list-style-type: none"> --Scope and severity is mentioned, and supported with data - At least one causal factor is presented -A thesis expresses judgment on the issue. -Multiple options are presented in some detail. - At least 1 policy described. -Civic Action plan/project is mentioned but not connected -Recommendation is rational and supported by at least one piece of evidence <p>2.25 pts.</p>	<ul style="list-style-type: none"> -Social issue is unclear -Scope/severity not addressed or not supported with data - No causal factors are mentioned -Thesis may be missing or difficult to identify. May not have enough explanation or enough options to compare. -Civic Action missing from solutions -Recommendation may be illogical or simply a restatement of one of the options.
<p>Organization: CCSS Writing 2: Write informative/explanatory texts to examine and convey complex ideas and information clearly and accurately through the effective selection, organization, and analysis of content.</p> <p>2 pts</p>	<ul style="list-style-type: none"> -Each new idea builds on that which precedes it to create a unified whole -Successfully uses strategies and techniques to manage the complexity of topic -Appropriate transitions link elements and clarify the relationships between them -Outline complete and formatted correctly 2 pts 	<ul style="list-style-type: none"> -Some problems in organization, text is easily understood -Strategies and techniques used to manage complexity with some success -Transitional words and statements are applied 1.75 	<ul style="list-style-type: none"> -Paper is organized, though may not efficient or thoughtful -Some techniques used to manage existing complexity -Transitions used, but under- developed or ineffective 1.5 pts 	<ul style="list-style-type: none"> -No progression of ideas exists. -Essay may lack sufficient complexity to warrant organizational strategies -No outline present
<p>Use of Evidence: CCSS Writing 8: Gather relevant information from multiple print and digital sources, assess the credibility and accuracy of each source, and integrate the information while avoiding plagiarism. CCSS Writing 9: Draw evidence from literary or informational texts to support analysis, reflection, and research. 2.5 pts</p>	<ul style="list-style-type: none"> -Each topic is developed thoroughly using a variety of high-quality, relevant and significant sources of information -Each source is attributed fairly and accurately without disrupting the flow of ideas. -Uses at least 12 valid citations* from texts and interviews (minimum of 8 different sources, including 2 academic journals and one policy/regulation/legislation) 2.5 pts 	<ul style="list-style-type: none"> -Most ideas are developed -Evidence is relevant and significant -Some attributive tags used -Uses at least 10 valid citations* from texts and interviews (min 6 different sources, incl. 2 academic journals and one policy/reg/leg) 2 pts 	<ul style="list-style-type: none"> - At least one idea is developed adequately -Evidence is sensible -Uses at least 8 valid citations* from texts and interviews (minimum of 4 different sources, including 1 academic journal and 1 policy/regulation/legislation) 1.5 pts 	<ul style="list-style-type: none"> -Ideas or topics remain developed. -Writing over-relies on one source -Does not have a minimum of 4 different sources
<p>Style - CCSS Writing 2: Use precise language, domain-specific vocabulary, and techniques such as metaphor, simile, and analogy to manage the complexity of the topic. -Establish and maintain a formal style and objective tone while attending to the norms and conventions of the discipline in which they are writing. 1.5 pts</p>	<ul style="list-style-type: none"> -Language and discourse are appropriate to the subject matter including use of domain-specific words and phrases, figures of speech, and well-chosen academic vocabulary reflecting sophisticated and smooth, sophisticated prose. 1.5 pts 	<ul style="list-style-type: none"> -Language and discourse include some domain specific words, figures of speech and academic vocabulary reflecting an accomplished understanding of style and tone. 1.25 pts 	<ul style="list-style-type: none"> -Language and discourse are academic and attempt to use domain specific vocabulary reflecting an adequate understanding of style and tone. 1.125 pts 	<ul style="list-style-type: none"> -Language is non-academic -Grammar and mechanical mistakes impede understanding -Reads like a rough draft
<p>MLA - CCSS Literacy 8:[avoid] plagiarism and overreliance on any one source and following a standard format for citation</p> <p>1 pt</p>	<ul style="list-style-type: none"> -Correctly formatted MLA paper with Works Cited page and in-text citations for quoted and paraphrased material with no more than 1 type of error. 1 pt 	<ul style="list-style-type: none"> - MLA formatted paper with works cited page and in-text citations for quoted and paraphrased material with 2-3 types of errors. 0.85 pts 	<ul style="list-style-type: none"> - MLA formatted paper with works cited page and in-text citations for quoted and paraphrased material with 4-5 types of errors 0.75 pts 	<ul style="list-style-type: none"> -More than 5 types of errors in Works Cited page or MLA in-text citations

Research Presentation

(To Be Scheduled in February 2023 at English & Econ Teacher's Discretion)

Objectives:

- #1 To demonstrate formal speaking skills including:
 - the ability to create and follow an outlined plan for speaking
 - the ability to convey complex ideas in a clear, audience-friendly manner
- #2 To provide insight into your social issue and its root causes by citing credible sources for support
 - Examine/evaluate consequences of the social issue and the scope/severity of the problem
 - Examine/evaluate causal factors to symptoms of social issue
- #3 To analyze and evaluate approaches to a social issue
 - Examine/evaluate consequences of the social issue and the scope/severity of the problem
 - Examine/evaluate causal factors to symptoms of social issue
- #3 To make connections with your interview and explain how it aided your research
 - Establish expert's professional/academic credibility
 - Describe personal insight offered by Expert interview
 - Explain sources and leads provided by mentor

Presentation Requirements:

- 8-12 minutes in duration
- Follows the same format and includes the same information as the Policy Paper
- Must use presentation software (Prezi/Google Slides/Powerpoint, etc.)
- Must cite and discuss all sources used in research
- Integrate graphics/visuals to help explain content while raising interest of the audience
- Outline of presentation required at time of presentation (refer to page 29 for guidelines)
- Up-to-date QUEST Portfolio required at time of presentation.

Research Presentation Rubric

Standard	Redo	C	B	A
Punctuality	Not ready to present at scheduled time 0			Ready to present at scheduled time 2
Portfolio	Incomplete, missing assignments 0	Elements included, out of order/messy 2.2		Submitted and complete 3
Outline	Missing 0	Improper format 2.2		Proper format 3
Personal Responsibility	-Some aspect of the project is plagiarised or missing -Presentation slides unfinished -lack of rehearsal/preparedness prevents a complete presentation from taking place 0	-Findings complete, but without a sense of personal growth -No sense of personal motivation, curiosity, or initiative 4.9	5.6	-Papers and presentations show effort, learning, free from plagiarism -Reflection on personal growth is genuine and insightful -Student may connect learning to future plans -Shows initiative and resilience throughout project -Student takes ownership of the project including motivation and taking responsibility 7
Content	-Social Issue is unclear, or misunderstood completely -Scope, severity, and causal factors are not addressed or supported with data -Consequences of social issue are not addressed -Expert interview and civic action/service are not discussed -No thesis statement May not have enough explanation or enough options to compare. -Civic Action missing from solutions -Recommendation may be illogical or simply a restatement of one of the options. 0	-Social issue is mentioned -Scope, severity, and causal factors are mentioned and supported with data -Consequences of the social issue are mentioned but are not clearly stated or discussed. -Expert interview and civic action/service described but no explanation of impact on research -A thesis statement is included -Multiple options are presented in some detail. -At least 1 policy described. -Civic Action plan/project is mentioned but not connected -Recommendation is rational and supported by at least one piece of evidence. 10.5	13	-Social issue is clearly established using detailed and relevant information supported with data/research on scope, severity, and causal factors. -Several consequences of social issue are clearly presented and discussed -Impact of expert interview and civic action/service on research explained, connecting real world knowledge to research -Findings consolidated into a working thesis -Several solutions discussed objectively & thoroughly and related to causal factors & consequences; -At least 1 policy/regulation/legislation is analyzed thoroughly. -Civic Action Plan is discussed as one of the 3-4 strategies. -Recommendation is insightful and supported with specific, clearly stated reasons synthesizing the specific benefits and drawbacks of the selected solutions. 15
Sourcing	-Research is illogical or confusing -Sources scarcely named, or 1 source used to support most claims -Blatant omission of source citation -Works cited incomplete or missing 0	-Research is mostly logical, but may be somewhat naive -Sources are named, but not evaluated -Most information cited on slides and at least one attributive tag used 10.5	13	-Sources are high-quality -Student knows and can evaluate credibility of each source (use questioning time for this) -Sources cited on slides, discussed and evaluated without interrupting flow of ideas 15
Time	0			0
Voice	0	2.1	2.4	3
Dress	0	2.1	2.4	3
Eye Contact	0	2.1	2.4	3
Body Language	0	2.1	2.4	3
Opening	0	6.3	7.2	9
Closing	0	6.3	7.2	9
Organization	-Presentation is unreadable due to poor organization or lack of transitions -Lacks effective visual aides -No proof of expert interview 0	-Presentation may be difficult to follow due to poor organization or lack of transitions -Visual aides are just pictures used to "dress up" the presentation -Media contains more than a few grammatical and layout errors but still does not take away from its effectiveness -Contains one picture of expert 17.5	B 20	-Presentation has clear organization. -Smooth transitions/ attributions make presentation easy to follow and maintain interest -Visual aides draw interest and enhance understanding -Media format is clean and clear, devoid of grammatical errors or distracting layout -Contains visual evidence of expert interview 25

QUEST Civic Action Reflection

(Due March 14, 2023 in English)

Objectives:

- #1 To reflect and make meaning of the time spent on Civic Action.
- #2 To evaluate the purpose of your actions and try to make connections to your research.
- #3 To prepare possible points of discussion for your Testimony.

Length Requirement: Your reflection should be between 500 and 750 words in standard QUEST format

Reflection on our experiences is a critical part of the learning process. When we look back on things that we've done, we solidify memories and decide on what it meant to us or what we learned during that time period. Important ideas crystallize and connections to other information that we've read or experienced are made. Remember, the way your civic action helps you learn and develop as a person is as important than the work you actually performed, if not more so.

For this reason, you need to write one reflection about your time engaging in your community. Each of your reflections should recount memories and make meaning from them. This is when you decide how you will remember the events and what you learn from them.

You can always write about any meaningful experience that you remember from your civic engagement, but if you need some help getting started, here are a few prompts:

Think Critically: do you think that your organizational partner is getting a decent "bang for their buck"? From where does your organization get their funding? Could this money be better spent on other methods to solve the issue? What would you do if you were in charge?

If you were over 18, had all the time you needed, and transportation were no issue, what would your ideal civic action be? How does that idea compare with what you're doing with your current plan?

What is the overall mission statement of your organization? In what ways do they go about achieving that mission? With what part of that did you assist? Compare the actual outcome of your time to what you're learning while there.

Look back at your research. Try to relate anything that you experienced in your civic action to what the authors in your Source Checks discussed. Do you see any relationships? Contradictions? Describe any logical connections you can make between the two.

Envision yourself giving your testimony to a panel of Irvington teachers, administrators, and parents. What will you tell them about your service?

Testimony and Portfolio Check

(Due May 8-12, 2022 in Econ)

Objectives:

- #1 To articulate the findings and potential solutions to your social issue
- #2 To revise visual aides (presentation slides) and narrative elements of Civic Action Plan for Testimony
- #3 To reflect on personal performance and social experiences
- #3 To compile and review portfolio for organization and completeness

Requirements:

- Presentation Slides (Prezi/Google/Powerpoint slides accepted)
- Bibliographical Information (This is all the work you put into your source checks)
- Integrate Graphics and visuals which help explain and enrich content
- Outline of Testimony required at time of testimony check
- Completed Portfolio including:

<p>Label Folder 1 “Forms” and include:</p> <ul style="list-style-type: none"> -Social Issue Declaration Form -All Essential Question Forms - Expert Introduction Form - Expert Interview Notes -(Signed and approved) Civic Action Plan -Service Verification subfolder - State Seal of Civic Engagement recommendation letter <p>Label Folder 2 “Papers” and include: (All should be graded/marked by a QUEST teacher)</p> <ul style="list-style-type: none"> -Policy Paper Outline -Policy Paper -Policy Paper Rubric -Research Presentation Outline -Research Presentation Slides -Research Presentation Rubric -Government Advocacy Letter -Civic Action Reflection 	<p>Label Folder 3 “Source Checks” and include:</p> <ul style="list-style-type: none"> -Source Checks subfolder -All ten annotated sources, named in alphabetical order of MLA entries. <p>Label Folder 4 “Testimony” and include:</p> <ul style="list-style-type: none"> -Testimony Outline -Testimony Slides
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Content Guidelines for Testimony

(Slides Due May 8-12, 2023 in Econ)

Introduction (Spend about 5% of your time on this)

- Explain why you chose the topic
- Identify your specific social issue
- State your essential question

Findings (Spend about 20-30% of your time on this)

- These should align with what you wrote and supported with evidence in your policy paper (cite your sources!)
- Include a discussion of how your expert interview added to your research

Current Strategies/Policies (Spend about 30-40% of your time on this)

- These should align with what you wrote and supported with evidence in your policy paper (cite your sources!)
- You may want to start with less effective and build up to most effective
- Acknowledge limitations of each strategy
- Don't try to advertise a single, overly-simplistic "silver bullet" solution. It sounds naïve.
- Transition smoothly to show relationships between different solution strategies
- Recommend a solution to prioritize based on your analysis

Your Civic Action (Spend about 10-20% of your time on this)

- With what organization did you work? What are their goals? What need did you satisfy?
- Did the time you spent in your civic engagement generate any new questions for you?

Advocacy (Spend about 5-10% of your time on this)

- What government authority oversees your social issue? (there may be more than one) and how do they affect the day to day operation of the non-profit organization?
- What actions could they do to help bring about the solution?

Answer to the Essential Question (Spend about 5% of your time on this)

- Restate your essential question and answer it

Works Cited

- Include an MLA works cited at the end of your presentation. Do not talk about it but needs to be present.

Best Practices for Testimony Presentation Slides

- Personal reflection and growth is discussed throughout the presentation
- First slide: social issue, student ID, English and Gov/Econ teachers' names
- Parenthetical citations for EVERY piece of evidence you include on your slides
- Works Cited slide(s) have citations that match parentheticals
- Photos/Videos:
 - Your expert and service partner(s)
 - Evidence of Civic Action (you doing service hours; other evidence)
 - Advocacy letter recipient
- Graphs/charts with data: leave on their **own** slides and zoom in. Explain them clearly.
- Large font, fewer words, more visuals (rule of 24)
- Layout/background is uncluttered and easy to look at; matches mood of social issue
- Slides and presentation follow a logical order
- Sections are clearly labeled and match section titles and order on outline
- Proofread for errors in MLA format and grammar/mechanics/spelling
- Edit and revise; cut anything extra that doesn't relate to your EQ, including slides that are simply titles of sections (or any other slide that you aren't going to talk about)

Government Advocacy Letter

(Due April 18, 2023 in Economics)

Purpose:

Students will write a formal persuasive letter to a government official advocating for a government solution to their social issue.

Requirements:

Step 1: Based on your research conducted for your Policy Paper, **determine what actions the government can take to address your QUEST social issue or alleviate its effects.** Support your assertions and credit your sources with fluid attributive tags.

Step 2: **Determine who to write to.** What level (local, state, federal?) and/or branch (legislative, executive, judicial?) of the government can help address the problem with specific actions found in your research. Who specifically can help you make change and what action will you ask them to take? Who you choose is up to you but local officials are usually best. Click your way to your town's website to find the names and addresses of town and school officials. Make sure they represent you!

Examples: U.S. Senator, U.S. Representative, State Senator, Governor, Mayor, City Council Member, School Board Member. Ask your Government teacher to help you think through this step.

Step 3: **Outline the argument you will make in your letter** (use the reasoning and evidence from your Policy Paper).

- Supporting Evidence from Academic Research
- Supporting Evidence from Expert Interviews
- Supporting Evidence from Service Observations
- Request specific action
- Common Counter Arguments
- Your Rebuttal to these Counter Arguments

Step 4: **Write the letter, and send it.** Remember to keep it polite, brief and to the point. Do not waste a single sentence in this letter. Make sure to address the letter properly and refer to the recipient by the correct title (ie The Honorable Judge Judy)

Sample Advocacy Letter

The Honorable Sherrod Brown

455 Russell Senate Office Building

Washington, DC 20510

RE: Safe Space for Youth

Dear Senator Brown,

I am a resident of Springdom, OH, and I am writing because there is a terrible lack of safe places for youth in my community.

Springdom's mayor and council are proposing a town-wide ordinance requiring that people under the age of 18 must be accompanied by an adult while shopping at the Springdom Mega-Mall. They borrowed the idea from other communities that have passed similar rules in response to incidents such as kids getting into minor fights on mall property. Mayor Jackson believes that by requiring youth to be accompanied by chaperones, she will eliminate this problem. Some of the strongest arguments against the idea are that it will dramatically reduce business and it may actually increase danger - if kids can't go to the mall, they'll find other, not so well-guarded places to hang out.

As a young, concerned citizen of Springdom, I agree that youth violence at the mall is a big problem for both kids and adults, but I think the best way to address this matter is by attacking it at its root. To be perfectly honest, there is nothing to do in Springdom after school lets out. That's why kids go to the mall! The youth of Springdom need a cool, safe space where they can go after school to hang. I've spoken with several friends and teachers and we all agree that Springdom would benefit greatly from the addition of a community space offering athletics, art and other activities so that kids can socialize in a constructive manner.

Specifically, I am writing to ask you to promote the maintenance of community spaces and the creation of more parks and nature trails. Springdom, for one, has thick woodlands. If you worked with the Ohio Parks Department to create running and biking trails in communities such as Springdom, everyone, not only the youth, would benefit greatly. I know that I for one, speaking as a youth and concerned citizen, would gain considerably from this program.

Thank you for considering this matter.

Sincerely,

Betsey Lopez

CC: Soandso, Jr. , Springdom School Board President

QUEST Testimony

(Testimonies May 17 and 18, 2023)

You've done all the work; now is the time to show off. Remember that your panel *wants you to pass*.
Give them a reason to do it!

What to Bring with you:

1. **Bring 5 outlines for your panel.** It's better to have extras (and don't forget to keep one for yourself!) Outlines should be two pages long, single-spaced is fine. Printed works cited are not required as it should be in your slides.
2. **Upload your QUEST portfolio (without #1 and #2 YOU WILL NOT BE ALLOWED TO PRESENT)**
3. **Put your name**, both English and Government teachers' names, and your Student ID # on the first slide of your presentation *and* on the top of your outline.
4. **Dress professionally**

STRUCTURE: 12-20 MINUTE TIME FRAME

Here are some tips!

- **BE ON TIME!!! In fact, be at your assigned Testimony site 25 minutes early.**
- Have a good attention getting intro, AND DON'T FORGET TO SAY WHO YOU ARE! (first AND last names)
- Do not conclude your presentation with "and that concludes my presentation." Think of something a little more original...leave your panel with some advice? Humor? A famous quote?
- Discuss your sources and tell your panel something about them. Any source you cite is fair game for questions afterward. Know where you're getting your information.
- On the rubric one of the categories requires that you use "thoughtful transitions". State clearly what piece you are presenting. Is it service? Interview? Research? If you are making reference to something previously said make sure you let your panel know.
- Make sure to refer to your visuals...display board? Book? Photos? Letters? Weave these into your presentation instead of using them as an afterthought ("Oh, yeah, these are pictures of stuff I did. Bye!") Include visuals alongside text to keep your presentation colorful and maintain momentum.
- BREATHE! When stressed, we often forget to do this...it helps immensely to take a deep breath just before you begin your presentation. And during. And after.
- Your personal voice and opinion. You've educated yourself on your topic, and have the authority to include your opinion and perspective on the topic. You're a part of the academic conversation now.

Testimony Rubric: Personal Responsibility and Communication

The testimony rubric is designed to assess students’ completion of Irvington’s four Schoolwide Outcomes: Personal Responsibility, Communication, Critical Thinking, and Social Responsibility. Notice how the first two rows assess the personal approach to the project. The next two rows focus on formal communication and presentation skills.

	Retry	Meets	Exceeds	Excels
Personal Responsibility	<ul style="list-style-type: none"> -Presenter is late or unprepared (dress, materials, etc) -No outline or portfolio present -Presenter may be out of frame or too backlit to see -Camera is not working 	<ul style="list-style-type: none"> -Reasonable attempt at formal dress is made -Digital portfolio is present -Presentation, outline, or portfolio is messy or difficult to navigate, but present -camera is on, and the presenter is in frame and visible, at least from shoulders up 	Exceeds Minimum	<ul style="list-style-type: none"> -Presenter shows up on time with all materials, ready to present -Dress is professional, care taken with appearance -Clear, effective outline for all panelists -Portfolio is clean and complete, easy to access -Papers and presentations in portfolio show effort, learning, free from plagiarism -Care taken with camera & lighting to maximize visibility and audience connection
	0	8.75	10.6	12.5
	<ul style="list-style-type: none"> -Some aspect of the project is plagiarized or missing -Project may be missing evidence of civic action/service 	<ul style="list-style-type: none"> -Project complete, but without a sense of personal growth -Little or no sense of personal motivation -Shows little or no desire to overcome challenges or obstacles -Assignments completed 	Exceeds Minimum	<ul style="list-style-type: none"> -Reflection on personal growth is evident & genuine -May connect learning to future plans or personal values -Shows initiative and resilience throughout project -Takes ownership of the project including motivation and commitment
	0	8.75	10.6	12.5
Communication	<ul style="list-style-type: none"> -Eye contact non-existent -Voice and body language too distracting to follow -Presentation is longer than 20 or shorter than 12 minutes 	<ul style="list-style-type: none"> -Eye contact inconsistent -Speech may be too quiet, hesitant or too rapid, but intelligible -Body language distracting -Voice and Body Language undermine belief in competency, but can be understood 	Exceeds Minimum	<ul style="list-style-type: none"> -Eye contact strengthens communication -Body language conveys strength and confidence -Voice captures panel’s attention -Body language and voice give impression of confidence and preparation -Answers questions willingly and thoroughly
	0	8.75	10.6	12.5
	<ul style="list-style-type: none"> -Presentation unreadable or lacks visual aides -Intro/conclusion missing entirely -Poor organization prevents understanding 	<ul style="list-style-type: none"> - “Hi,my name is”/ “thank you” -Presentation may be difficult to follow due to lack of transitions/poor organization -Relies heavily on clip art/stock photos to “dress up” the slides -Media contains more than a few grammatical and layout errors 	Exceeds Minimum	<ul style="list-style-type: none"> -Engaging and original opening/conclusion -Smooth transitions and attributions make the presentation easy to follow while maintaining panelists’ attention -Visual aides raise interest and enhance understanding -Media format is clean and clear, devoid of grammatical errors or distracting layout
	0	8.75	10.6	12.5

Testimony Rubric: Critical Thinking and Social Responsibility

The research portion is measured in the “Critical Thinking” section of the rubric, both how comprehensive the research is, along with the quality of the sources. Finally, the “Social Responsibility” section measures the care and learning during the civic action portion of the project.

Critical Thinking	<ul style="list-style-type: none"> -Social Issue is unclear, or misunderstood completely -Answer to E.Q. incomplete -Works cited slide missing 	<ul style="list-style-type: none"> -Social Issue named and mostly understood -Potential solutions lack depth or understanding, or may be unrealistic -Research is mostly logical, but may be somewhat naive -Essential question answered, but overly simplistic 	Exceeds Minimum	<ul style="list-style-type: none"> -Clearly establishes social issue using detailed and relevant information supported with data/research on scope, severity, and causal factors, and consequences -Addresses at least 3 potential solutions, including specific benefits to community, costs, and challenges for each supported by multiple sources -Offers clear & comprehensive answer to EQ
	0	8.75	10.6	12.5
Critical Thinking	<ul style="list-style-type: none"> -Blatant omission of source citations -No attributive tags used -Unfamiliar with source material -Repeats information without awareness or comprehension 	<ul style="list-style-type: none"> -Relies on short, low-quality sources or simple web-searches -Most information is cited on slides and at least one attributive tag is employed -Shows some awareness of source credibility 	Exceeds Minimum	<ul style="list-style-type: none"> -Source materials are high-quality and diversified -Knows and can evaluate credibility of source material when asked -Sources cited on slides, discussed & evaluated without interrupting flow of ideas -Incorporates information from research, civic action, and interviews, connecting real world knowledge to reading
	0	8.75	10.6	12.5
Social Responsibility	<ul style="list-style-type: none"> -Social issue is unaddressed or student lacks understanding -No advocacy for underserved population -No evidence that civic action was completed 	<ul style="list-style-type: none"> -Identifies suffering/underserved population -May lack empathy -Service project documented at least once -Can explain the intention of service when asked -Explanation of benefits or intended benefits may be underdeveloped or unclear 	Exceeds Minimum	<ul style="list-style-type: none"> -Clearly understands and can explain an issue affecting an underserved community -Advocates for underserved community -Recommends specific legislation that is responsive to the social issue -Service thoughtfully carried out, directly responsive, and visually apparent -Multiple pieces of documentation visually demonstrates significant and measurable difference in the community
	0	8.75	10.6	12.5
Social Responsibility	<ul style="list-style-type: none"> -Unable to describe intended benefits of service, even when prompted 	<ul style="list-style-type: none"> -Can make explicit connection between service and research -Relates details of civic action -Understands the benefit of serving or advocating for others 	Exceeds Minimum	<ul style="list-style-type: none"> -Elicits an emotional response from panelists -Reflects on value and impact of their civic action/service -Articulates what they personally learned from service
	0	8.75	10.6	12.5

Using Databases to Find Sources for Academic Research

<p style="text-align: center;"><u>Why Use Databases?</u></p> <p>A database is a huge online library of reliable, academic, sources: <i>academic journals, magazines, newspapers, primary source documents, videos, graphs, etc.</i></p> <p>Access to academic materials unavailable on the web</p> <p>☐ Almost all college research will be in databases</p> <p>This is where professionals find current research</p>	<p style="text-align: center;"><u>Databases do MLA Citations for you!</u></p> <p>Look for the “Cite” button! But still check them for errors, especially:</p> <ol style="list-style-type: none"> 1. Capitalization (ex: titles all lowercase) 2. Punctuation (ex: two periods in a row) 3. Months abbreviated incorrectly 4. <i>Both containers should be in italics</i> 5. URL should be the full URL, not just the database 						
<p style="text-align: center;"><u>Irvington’s Databases:</u></p> <p>ProQuest Databases:</p> <p style="padding-left: 20px;">E-Library (all subjects, easy to learn)</p> <p style="padding-left: 20px;">SIRS (social issues)</p> <p>EBSCO Databases:</p> <p style="padding-left: 20px;">EBSCOHost Academic Search (<i>a wide search, includes advanced materials like academic journals</i>)</p> <p style="padding-left: 20px;">Science Reference Center (<i>all levels of Science</i>)</p> <p style="padding-left: 20px;">History Reference Center (<i>both U.S. and World</i>)</p> <p style="padding-left: 20px;">Literary Reference Center (<i>resources about literature</i>)</p> <p style="padding-left: 20px;">Explora for High Schools (<i>easy to use; <u>no</u> academic journals</i>)</p> <p style="padding-left: 20px;">Explora Advanced (<i>like Academic Search, but more visual</i>)</p> <p style="padding-left: 20px;">Points of View (<i>controversial current issues</i>)</p>	<p style="text-align: center;"><u>How Do I Access Them?</u></p> <p style="text-align: center;"><u>irvington.org/library</u></p> <p>In the center of the page, choose a database, click its name. All our databases use the same password:</p> <p>At school, you will not need a password—just click on the name of the database! At home, you will need a new password each year:</p> <p style="text-align: center;">2022-2023:</p> <p>Username: fUSD</p> <p>Password: #Fremont510 <small>(with capital F)</small></p> <p style="text-align: center;"><i>*Please DON’T share passwords outside FUSD.*</i></p>						
<p style="text-align: center;"><u>When Less Is More: Narrowing Your Search!</u></p> <p>Before Searching:</p> <p>Generate keywords, not full sentences</p> <p style="padding-left: 20px;"><u>Change this:</u> <i>Why does climate change happen?</i></p> <p style="padding-left: 20px;"><u>To this:</u> <i>climate change causes</i></p> <p>Brainstorm domain-specific vocabulary (What words would researchers in that field use?):</p> <p style="padding-left: 40px;"><i>e.g. “teen depression” -> “adolescent depression”</i></p> <p>Brainstorm synonyms, to add to your keyword toolbox as you progress through your research:</p> <table border="1" style="width: 100%; border-collapse: collapse; margin-top: 10px;"> <tr> <td style="padding: 5px;"><i>Started with these keywords:</i></td> <td style="padding: 5px;"><i>Saw keywords in my research and added them to my “toolbox”:</i></td> </tr> <tr> <td style="padding: 5px;"><i>Bee population decline</i></td> <td style="padding: 5px;"><i>colony collapse disorder</i></td> </tr> <tr> <td style="padding: 5px;"><i>Concussions</i></td> <td style="padding: 5px;"><i>Traumatic brain injury, TBI</i></td> </tr> </table> <p>While Searching, Try:</p> <p style="padding-left: 20px;">Limiting by date</p> <p style="padding-left: 20px;">Limiting by source type</p> <p>Boolean operators: AND, OR, NOT (see Advanced Search)</p>	<i>Started with these keywords:</i>	<i>Saw keywords in my research and added them to my “toolbox”:</i>	<i>Bee population decline</i>	<i>colony collapse disorder</i>	<i>Concussions</i>	<i>Traumatic brain injury, TBI</i>	<p style="text-align: center;"><u>Tips on Saving Sources:</u></p> <p>Using Google:</p> <div style="display: flex; align-items: center; margin-bottom: 10px;"> Log in to your Google account </div> <p>Open an article in the database.</p> <p>Click Google Drive or Save to Cloud:</p> <p>Give permission for database to access your Drive (first time only)</p> <p>Find the new database folder in your Drive—article is there! If not, repeat.</p> <p>File Download:</p> <div style="display: flex; align-items: center; margin-bottom: 10px;"> Click download symbol. </div> <p>Drag downloaded file into Google Drive or folder on your computer</p> <p>IMPORTANT! -Save MLA citation in a separate doc before leaving the article. This is a good time to start your Works Cited page!</p>
<i>Started with these keywords:</i>	<i>Saw keywords in my research and added them to my “toolbox”:</i>						
<i>Bee population decline</i>	<i>colony collapse disorder</i>						
<i>Concussions</i>	<i>Traumatic brain injury, TBI</i>						