

April

2014

Genetics Research

Project 5—Presentation Night, May 21

Sunday	Monday	Tuesday	Wednesday	Thursday	Friday	Saturday
	31	1	2	3	4	5
GR-Genetic Research SL-Service Learning	GR-Family Health History Intro wksh SL-meet, create Master Plan (Begin w/ the End in Mind)	GR-Start Family Tree (siblings history), packt pg #3,5,6,7,8 SL-Create this week's task list from M.P.	GR-Family Tree (parents, aunts, uncles) pack pg#9,10 SL-Check in on M.P.	Service Learning Meet with teachers at assigned times to discuss progress	GR-Family (cousins), pack pg. #11 SL-Anything need to be done over the weekend?	
6	7	8	9	10	11	12
	GR-Family Tree (grandparents), pack pg. # 14,16,18-21 SL-Create this week's task list from M.P.	GR-Put the whole tree together; research topic selection SL-Check-in M.P.	GR-Note taking (how to avoid plagiarism), general research on topic SL-check in on M.P.	Service Learning Meet with teachers at assigned times to discuss progress	GR-Science Behind the Disease/Disorder SL- Anything need to be done over the weekend?	
13	14	15	16	17	18	19
	GR-Discovery SL-Create this week's task list from M.P.	GR-Cures/Treatments SL-Check-in M.P.	GR-Personal Treatment SL-Check-in M.P.	Service Learning Anything need to be done over the weekend?	No School	
20	21	22	23	24	25	26
	GR-Write/focus Introduction/1 st Section of paper SL-Create this week's task list from M.P.	GR-Write/focus on 2 nd Section of paper SL-Check in on M.P.	GR-Write/focus on 3 rd Section/Conclusion of paper SL-Check in on M.P.	Service Learning	GR-Begin Revising the draft SL- Anything need to be done over the weekend?	
27	28	29	30			
	GR-Create Bibliography 8 th Grade Share with Parents to edit while on trip	GR-Revisions (topic sentences) 6 th and 7 th Grade Debate Lesson 8 th Grade Trip	GR-Revisions (transitions) and edit 6 th and 7 th Grade Debate Lesson 8 th Grade Trip			

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Presentation Night—May 21

Sunday	Monday	Tuesday	Wednesday	Thursday	Friday	Saturday
				1 Service Learning 8 th Grade Trip	2 GR-Edit (Citations) 6 th and 7 th Grade Debate Lesson 8 th Grade Trip	3
4	5 6 th and 7 th Grade Debate Lesson EDIT Research Papers 8 th Grade Trip	6 6 th and 7 th Grade Debate Lesson 8 th Grade Trip	7 GR-Begin FINAL EDIT Research Papers Buffer Day—To Be Used as Needed	8 Service Learning FINALIZE Research Paper	9 GR-Turn Research Papers into turnitin.com Fiesta Preparations	10
11	12 Trifold Prep	13 Trifold Prep	14 Early Release	15 Service Learning	16 Trifold Prep	17
18	19 Trifold Grading	20 Trifold Grading	21 Trifold Grading Presentation Night	22 Service Learning	23	24

Genetic Research Paper Outline

- I. Thesis State (What is your paper about? ex. Myotonic Muscular Dystrophy is a genetic disease common in the United States.)
 - A. Why did you select this topic? (i.e. My father had this disorder)
 - B. Pop Culture Connection? (This will help people relate to your topic who do not know your family. i.e. This is the disorder that Super Star also has.)
 - C. Why should someone continue reading? (Being the 3rd most common disorder among men, there is a high percentage chance that you will know someone with MMD in your lifetime...maybe even you!)

- II. The Science Behind the Disease/Disorder
 - A. Genetic Explanation (recessive, dominant, chromosomal, etc.??)
 - a. Topic Sentence (what causes it?)
 - b. Fact/Stat
 - c. Fact/Stat
 - d. Fact/Stat
 - e. Fact/Stat
 - B. How is it discovered in the person? (signs/symptoms/tests?)
 - a. Topic Sentence (how does someone find out he/she has it?)
 - b. Fact/Stat
 - c. Fact/Stat
 - d. Fact/Stat
 - e. Fact/Stat

- A. Prevalence (Who has it? Where is found? How common is it?)
 - a. Topic Sentence (ex. This is one of the rarest disorders in the U.S.)
 - b. Fact/Stat
 - c. Fact/Stat
 - d. Fact/Stat
 - e. Fact/Stat

III. Cures/Treatments

- A. Medicinal Treatments (what can doctors/medicine do to help?)
 - a. Topic Sentence (ex. There are very few (or many) ways to treat MMD.)
 - b. Fact/Stat
 - c. Fact/Stat
 - d. Fact/Stat
 - e. Fact/Stat
- B. Personal Treatment
 - a. Topic Sentence (what does the person need to do to assist in getting better? i.e. lifting weights, avoiding sugars, etc.)
 - b. Fact/Stat
 - c. Fact/Stat
 - d. Fact/Stat
 - e. Fact/Stat

IV. Conclusion

- A. Review thesis statement
- B. Review alarming stats (but do not add new info)
- C. End it (no "The End")

The 5 “W”s of Research Writing

1W) Who

A. Who typically gets this disease/disorder?

Website:

B. What age are the people usually diagnosed?

Website:

C. Is it usually found in males or females?

Website:

D. Does it tend to be more prevalent in a certain race, ethnicity, etc.?

Website:

E. 5 Interesting Facts/Stats

1.

Website:

2.

Website:

3.

Website:

4.

Website:

5.

Website:

2W) Where:

A. Where in the world is the disease/disorder typically found?

Website:

B. Where is the body affected?

Website:

C. 5 Interesting Facts/Stats related to where (where in the body, or where in the world)

1.

Website:

2.

Website:

3.

Website:

4.

Website:

5.

Website:

3W) When:

A. When was the disorder/disease discovered or categorized and who identified it?

Website:

B. When were improvements made (if any) on detection and/or prevention?

Website:

C. 3 Interesting Facts/Stats related to when

1.

Website:

2.

Website:

3.

Website:

4W: What

A. What has been done to try to address the disorder/disease?

Website:

B. What impact has the discovery of this disease/disorder had on other areas of medicine (if available)

Website:

C. 2 Interesting Facts/Stats related to what

1.

Website:

2.

Website:

5W: Why

A. Why is information about this disease/disorder important?

Website:

B. Why might an individual want/not want other people to know that they have the disease/disorder or the potential DNA to get the disease/disorder?

Website:

D. 3 Interesting Facts/Stats related to why

1.

Website:

2.

Website:

3.

Website: