Lesson Blueprints: Writing Project
Resource: Research: List of Suggested SEL Topics + Rubric
Grade Level: Middle and High School

Research Topics

The following are general research and debate topics for students involved in social emotional learning programs. A writing rubric is included for writing research papers.

- Alcohol/Underage drinking
- Animal rights
- Benefits of failure
- Benefits of recess/activity
- Bullying
- Censorship
- Cheating/Plagiarism
- College or Career Education?
- Cosmetic Surgery
- Dating: Appropriate age, dating issues
- Decline of interpersonal communication
- Discrimination and Profiling (race, gender, religion, etc.)
- Immigration
- Education: Right or Privilege; Mandatory Schooling: Importance of Attendance
- Empathy
- Environmental Issues
- Hazing
- Healthy lifestyles
- Heroin and other addictive drug abuse
- Gender identity
- Internet Safety/Power of the Internet
- Managing stress
- Mental Health
- Narcissism
- Rape
- Relationship skills
- Responsible Decision Making
- Marketing and Advertising: Marketing to children, Banned Ads, Brushed Up Photos
- Screen Addiction
- Self-Awareness
- Self-Management
- Social Awareness
- Social Media
- Smoking
- Stereotyping
- Steroids/Steroid use
- Testing in Schools
## Research Writing Rubric

**Student:**

**Topic:**

<table>
<thead>
<tr>
<th>Category</th>
<th>4</th>
<th>3</th>
<th>2</th>
<th>1</th>
<th>Score</th>
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</thead>
<tbody>
<tr>
<td><strong>Research Quality</strong></td>
<td>Student includes facts and quotations from reliable sources. Student paraphrases work appropriately. Includes research from subject-matter experts.</td>
<td>Student includes facts, conclusions, and opinions from reliable sources.</td>
<td>Student includes a mixture of facts from reliable sources and opinions from unreliable sources.</td>
<td>Student includes more opinion than fact. Information taken from unreliable sources.</td>
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<tr>
<td><strong>Writing – Ideas</strong></td>
<td>Student includes unique, interesting details that relate to and support subject. Writing includes information based on fact.</td>
<td>Student includes many interesting details that support the subject. Writing includes interesting information.</td>
<td>Student includes three or more details that support the subject.</td>
<td>Student includes little or no details to support subject.</td>
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<tr>
<td><strong>Content – Creativity</strong></td>
<td>Project demonstrates student’s own interpretation and expression of research material. Uses pictures, images, or other visual aids to display information in a variety of ways.</td>
<td>Project uses student-created materials as well as existing material from other sources. Student devises creative way to design and/or deliver project.</td>
<td>Information is factual but shows little student interpretation. Project is based primarily on sample work. Student adds one or more original ideas.</td>
<td>Project is based on sample work. No original ideas are present.</td>
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<tr>
<td><strong>Writing – Technical</strong></td>
<td>Excellent presentation, style, grammar, and punctuation.</td>
<td>Style, purpose, audience, grammar, and punctuation all fair and indicative.</td>
<td>Information mislabeled or missing, inaccurate punctuation or grammar.</td>
<td>Grammar, punctuation, and choice of words are poor.</td>
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<td><strong>Total</strong></td>
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