

Unit 1: Note-taking

Content Area: **English**
Course(s): **Process Research 7**
Time Period: **September**
Length: **Around 1-2 weeks**
Status: **Published**

Unit Overview:

Students will use different forms of notetaking including: webbing, outlining, quotations, and notecards to organize their thoughts before creating presentations and written products. They will also be introduced to Artificial Intelligence (AI) as a tool to assist in research.

Essential Questions:

- What are the Internet programs that aide in research and note taking?
- What is artificial intelligence, and what are its potential benefits and drawbacks?
- How can Artificial Intelligence aide in the note-taking process?
- How can you avoid plagiarism while utilizing AI?

Enduring Understandings:

- Researchers gather and critique information from different sources for specific purposes.
- Researchers learn and practice different methods to take appropriate notes.
- Researchers must understand the benefits of utilizing various sources, including AI generated content, as well as the dangers they pose to original thought.

Standards/Indicators/Student Learning Objectives (SLOs):

- Use technology, including the Internet, to produce and publish writing and note-taking.
- Utilize AI tools for data collection.
- Practice legal and ethic behavior while researching using digital sources.
- Acquire and use accurately grade-appropriate general academic and domain-specific words and phrases; gather vocabulary knowledge when considering a word or phrase important to comprehension or expression.
- Produce clear and coherent writing in which the development, organization, and style are appropriate to task, purpose, and audience.

	generating additional related, focused questions for further research and investigation.
LA.W.7.8	Gather relevant information from multiple print and digital sources, using search terms effectively; assess the credibility and accuracy of each source; and quote or paraphrase the data and conclusions of others while avoiding plagiarism and following a standard format for citation.
LA.W.7.9	Draw evidence from literary or informational texts to support analysis, reflection, and research.
ELA.W.WR.7.5	Conduct short research projects to answer a question, drawing on several sources and generating additional related, focused questions for further research and investigation.
TECH.8.1.8.A.1	Demonstrate knowledge of a real world problem using digital tools.
TECH.8.1.8.A.CS1	Understand and use technology systems.
TECH.8.1.8.A.CS2	Select and use applications effectively and productively.
TECH.8.1.8.D	Digital Citizenship: Students understand human, cultural, and societal issues related to technology and practice legal and ethical behavior.
TECH.8.1.8.D.3	Demonstrate an understanding of fair use and Creative Commons to intellectual property.
TECH.8.1.8.D.4	Assess the credibility and accuracy of digital content.
TECH.8.1.8.D.CS1	Advocate and practice safe, legal, and responsible use of information and technology.
TECH.8.1.8.E	Research and Information Fluency: Students apply digital tools to gather, evaluate, and use information.

Lesson Titles:

SWBAT define what artificial intelligence (AI) is.

SWBAT understand what makes generative AI unique.

SWBAT reflect on the benefits and drawbacks of generative AI.

SWBAT use MagicSchool AI as a digital tool to start planning a research project.

SWBAT gather and critique information from different sources for specific purposes.

SWBAT use AI for data collection.

SWBAT identify and use common textual features to create a map of their notes.

SWBAT Interpret AI-generated data outputs and present their findings.

Career Readiness, Life Literacies, and Key Skills:

Communication and collaboration

Grouping

Media Literacy

Critical Thinking

CRP.K-12.CRP4	Communicate clearly and effectively and with reason.
CRP.K-12.CRP7	Employ valid and reliable research strategies.
CRP.K-12.CRP11	Use technology to enhance productivity.
TECH.9.4.8.IML.1	Critically curate multiple resources to assess the credibility of sources when searching for information.
TECH.9.4.8.IML.2	Identify specific examples of distortion, exaggeration, or misrepresentation of information. Increases in the quantity of information available through electronic means have heightened the need to check sources for possible distortion, exaggeration, or misrepresentation.

Inter-Disciplinary Connections:

- History
- Language Arts

LA.RH.9-10.1	Accurately cite strong and thorough textual evidence, to support analysis of primary and secondary sources, attending to such features as the date and origin of the information.
LA.RH.9-10.2	Determine the theme, central ideas, key information and/or perspective(s) presented in a primary or secondary source; provide an accurate summary that makes clear the relationships among the key details and ideas.
LA.W.7.8	Gather relevant information from multiple print and digital sources, using search terms effectively; assess the credibility and accuracy of each source; and quote or paraphrase the data and conclusions of others while avoiding plagiarism and following a standard format for citation.
6-8.MS-LS4-5.8.1	Gather, read, and synthesize information from multiple appropriate sources and assess the credibility, accuracy, and possible bias of each publication and methods used, and describe how they are supported or not supported by evidence.
SOC.5-8.1.3.2	Assess the credibility of sources by identifying bias and prejudice in documents, media, and computer-generated information.
SOC.5-8.1.4.1	Select and analyze information from a variety of sources to present a reasoned argument or position in a written and/or oral format.

Equity Considerations

Asian American Pacific Islander Mandate

LGBTQ & Disabilities Mandate

Climate Change Mandate

Holocaust Mandate

Amistad Mandate

Instructional Strategies, Learning Activities, and Levels of Blooms/DOK:

- Review graphic organizers and explain their use for different forms of note-taking (Understanding)
- Think-Pair-Share (Comprehension)

Modifications

ELL Modifications:

- Repeat, reword, clarify
- Group students
- Use manipulatives where possible
- Use visuals
- Use graphic organizers
- Use real objects when possible

IEP & 504 Modifications:

- Less questions overall if the student takes so much extra time that they are going into future days (then missing instruction)
- Teaching the main ideas/concepts (limiting not needed details) to be taught and repeating them in several different ways over several different days
- modeling and showing lots of examples
- if not in a co-teaching setting allowing time in the schedule for a special education teacher to consult with general education teachers on what specifically can be modified or how to paraphrase things in a different way specific to that lesson
- direct teaching and/or assistance for organization, social skills/peer interactions
- providing paraphrased or modified reading materials at the student's reading level

G&T Modifications:

- Student led/directed discussions
- Inquiry based learning
- Modeling
- Effective questioning techniques (focus on what's important, provide processing time, require higher order thinking)

At Risk Modifications

- Include hands-on experiences and manipulatives whenever possible.
- Continue to repeat and rephrase the major point(s) of the unit or lesson.
- During class participation, ask the target student a question about the main idea and state they have a minute to think about it or discuss it quietly with their (pre-selected) neighbor. Return to the student in a minute and re-ask the question. Allow for additional response time.
- Highlighting with colored highlighters
- Eliminate less critical information and facts from a copy of your notes (or those of a capable peer) using white out tape. Give it to struggling students to use as a study guide.

Formative Assessment:

Warm Up:

- Entrance Ticket aligned to unit
- Think-Pair-Share aligned to lesson
- Entrance Ticket aligned to previous learning to check for understanding from closure activity
- Brainstorm a list of ideas and questions with a partner on unit of note-taking

- Quick research topic and question how the material can be broken down

Anticipatory Set:

- Present a video on the benefits and disadvantages of Generative AI. Ask students what type of graphic organizer would be the best to use with the amount of material given.
- Written summary of previous lessons related to conducting research
- Q&A, notetaking terms, graphic organizer, video outline
- Introduce Tier II and domain specific vocabulary aligned with class.

Closure:

- Summarization: have students share their graphic organizers and findings.
- What takeaways from the lesson will be important to know in 4 years from now?
- What careers could a skill like this be used in?

Summative Assessment:

Unit assessment: Students will create a short presentation on the following topic:

Given what you know, do you think generative AI will be more helpful or more harmful to society?

Pick the side that you agree with the most. Be sure to have at least three examples to support your opinion. Your presentation must include one of the note-taking methods we learned about attached.

Benchmark Assessments

Skill Based Assessments

Writing Prompt

Reading Response

Lab Practical

Alternate Assessments

Performance tasks

Project-based assignments

Problem-based assignments

Presentations

Reflective pieces

Concept maps

Case-based scenarios

Portfolios

Resources & Materials:

- Chromebooks
- Internet: Popplet & Powtoon
- AI Tools: Google, MagicSchool AI, Common Sense Education, ISTE AI Lessons
- Promethean boards

Technology:

- [Popplet](#)
- [Read, Write, Think](#)
- [MagicSchool AI](#)
- [Today I Found Out](#) (Nike Video)

TECH.8.1.8.A.CS1

Understand and use technology systems.

TECH.8.1.8.A.CS2

Select and use applications effectively and productively.

TECH.8.1.8.D.4

Assess the credibility and accuracy of digital content.

TECH.8.1.12.B.CS2

Create original works as a means of personal or group expression.

