# Unit 3:  Media Center/resources

Content Area: **English**
Course(s): **Process Research 7**
Time Period: **October**
Length: **1 week**
Status: **Published**

## Unit Overview:

This unit focuses on resources that are available to student when completing a research assignment. Students will learn resources available to them when completing research. Students will be introduced to Chatbots and learn the difference between virtual assistants and conversational agents, and learn how to utilize these tools when conducting research.

## Enduring Understandings:

- Good researchers distinguish between essential and nonessential information.
- Researchers gather and critique information from different sources for specific purposes.
- Understanding what makes a website a credible one to use.
- Chatbots can be a valuable resource when conducting research, but like any digital tool, learning how to create detailed prompts will determine the output.

## Essential Questions:

- Why do researchers have to use a credible source for research?
- What are some red flags to look out for when evaluating sources?
- What are some things that a website must have in order to consider using it for research?
- How can you minimize hallucinations and bias when utilizing Chatbots to conduct research?
- What are 2 tools that a person can use to complete a works cited?

## Standards/Indicators/Student Learning Objectives (SLOs):

- Use technology, including the Internet, to produce and publish writing and link to and cite sources.
- Gather relevant information from multiple print and digital sources, using search terms effectively and assess the credibility and accuracy of each source.
- Students understand how automation works and use algorithmic thinking to develop a sequence of steps to create and test automated solutions.
- Students communicate complex ideas clearly and effectively by creating or using a variety of digital objects
  such as visualizations, models or simulations.
- Recognize how computing and society interact to create opportunities, inequities, responsibilities and

threats for individuals and organizations.

| LA.W.7.6 | Use technology, including the Internet, to produce and publish writing and link to and cite sources as well as to interact and collaborate with others, including linking to and citing sources. |
| LA.W.7.7 | 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.2 | Create a document (e.g., newsletter, reports, personalized learning plan, business letters or flyers) using one or more digital applications to be critiqued by professionals for usability. |
| TECH.8.1.8.A.3 | Use and/or develop a simulation that provides an environment to solve a real world problem or theory. |
| TECH.8.1.8.A.5 | Create a database query, sort and create a report and describe the process, and explain the report results. |
| 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.B | Creativity and Innovation: Students demonstrate creative thinking, construct knowledge and develop innovative products and process using technology. |
| TECH.8.1.8.C | Communication and Collaboration: Students use digital media and environments to communicate and work collaboratively, including at a distance, to support individual learning and contribute to the learning of others. |
| TECH.8.1.8.C.CS1 | Interact, collaborate, and publish with peers, experts, or others by employing a variety of digital environments and media. |

## Lesson Titles:

SWBAT:  Learn the different sections of the media center and how to use them.

SWBAT:  Use and determine which databases are appropriate for different types of research.

SWBAT:  Work as a group to locate different items in the media center and to solve problems as a group.

AI Chatbots: SWBAT: Explain what natural language processing is.

 SWBAT: Compare and contrast the strengths and weaknesses of virtual assistants and conversational agents.

 SWBAT: Explain how a virtual assistant or conversational agent can be used to perform subject area tasks.

## Career Readiness, Life Literacies, and Key Skills:

Communication and collaboration

Grouping

Media Literacy

Critical Thinking

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| CRP.K-12.CRP2 | Apply appropriate academic and technical skills. | |
| CRP.K-12.CRP7 | Employ valid and reliable research strategies. | |
| TECH.9.4.8.CI.2 | Repurpose an existing resource in an innovative way (e.g., 8.2.8.NT.3). | |
| TECH.9.4.8.CI.3 | Examine challenges that may exist in the adoption of new ideas (e.g., 2.1.8.SSH, 6.1.8.CivicsPD.2). | |
| TECH.9.4.8.CT.3 | Compare past problem-solving solutions to local, national, or global issues and analyze the factors that led to a positive or negative outcome. | |
| | Gathering and evaluating knowledge and information from a variety of sources, including global perspectives, fosters creativity and innovative thinking. | |
| | An essential aspect of problem solving is being able to self-reflect on why possible solutions for solving problems were or were not successful. | |

## Inter-Disciplinary Connections:

History

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| LA.RH.6-8.5 | Describe how a text presents information (e.g., sequentially, comparatively, causally). |
| LA.RH.6-8.8 | Distinguish among fact, opinion, and reasoned judgment in a text. |
| LA.WHST.6-8.1 | Write arguments focused on discipline-specific content. |
| LA.WHST.6-8.4 | Produce clear and coherent writing in which the development, organization, voice, and style are appropriate to task, purpose, and audience. |
| LA.WHST.6-8.9 | Draw evidence from informational texts to support analysis, reflection, and research. |
| SOC.5-8.1.3.1 | Compare and contrast differing interpretations of current and historical events. |

## Equity Considerations

## Asian American Pacific Islander Mandate

Topic: Inclusivity and Representation in Databases

Explore how some databases may underrepresent or omit information about AAPI communities, including specific ethnicities or historical events. Encourage students to consider the inclusivity and diversity of the

information presented.

Introduce students to specialized databases like the Asian American Studies Network Information Center (AASNIC), the Library of Congress Asian/Pacific Islander Resources, or the National Consortium for Asian Pacific Islander Healthcare.

Challenge students to analyze databases using criteria like language availability, representation of diverse AAPI sub-communities, and inclusion of accurate and up-to-date information on AAPI history, culture, and contemporary issues.

Addresses the Following Component of the Mandate: The political, economic, and social contributions of Asian American Pacific Islander people, as part of the district's implementation of the New Jersey Student Learning Standards.

Materials Used and Resources:

Asian American Studies Association (AASA): https://www.aasa.org/: https://www.aasa.org/

National Council for Asian Pacific Americans (NCAPA): https://ncapa.org/: https://ncapa.org/

National Asian Pacific Islander American Bar Association (NAPABA): https://www.napaba.org/: https://www.napaba.org/

## LGBTQ & Disabilities Mandate

Topic:  Inclusivity and Representation in Databases

Explore how some databases may underrepresent or omit information about LGBTQ+ individuals and individuals with disabilities. Encourage students to consider the inclusivity and diversity of the information presented in a database.

Introduce students to specialized databases like the Lesbian/Gay/Bisexual/Transgender (LGBT) Documentation Project, the American Institute for Research (AIR) Disability Statistics Database, or the National Disability Rights Network (NDRN) Resource Library.

Challenge students to analyze databases using criteria like accessibility, representation of diverse identities and perspectives, and inclusion of accurate and up-to-date information on LGBTQ+ and disability issues.

Addresses the Following Component of the Mandate: The political, economic, and social contributions of persons with disabilities and lesbian, gay, bisexual, and transgender people, as part of the district's implementation of the New Jersey Student Learning Standards.

Materials Used and Resources:

Government Databases -

USA.gov: https://www.usa.gov/ - Provides access to various government databases with information on LGBTQ+ and disability issues, including legislation, healthcare resources, and statistics.

National Institutes of Health (NIH): https://www.nih.gov/ - Offers databases on health topics relevant to both communities, including HIV/AIDS research, mental health,

LGBTQ+ Specific Resources -

The Lesbian/Gay/Bisexual/Transgender (LGBT) Documentation Project: https://www.mtsu.edu/gorecenter/digital-collections.php - Houses a vast collection of primary source materials and scholarly research on LGBTQ+ history and culture.

The Trevor Project: https://www.thetrevorproject.org/ - Provides a searchable database of resources and statistics on LGBTQ+ youth health and well-being.

Human Rights Campaign: https://www.hrc.org/ - Offers a searchable database of state-by-state LGBTQ+ equality laws and policies.

Disability Specific Resources -

American Institute for Research (AIR) Disability Statistics Database: https://www.air.org/news/announcement/american-institutes-research-among-top-ranking-disability-inclusion-benchmark - Provides comprehensive data on disability prevalence, employment, education, and health outcomes.

National Disability Rights Network (NDRN) Resource Library: https://www.ndrn.org/ - Offers a searchable database of resources on disability rights, policy, and advocacy.

World Health Organization (WHO) Disability and Rehabilitation: https://www.who.int/news-room/fact-sheets/detail/disability-and-health - Provides global data, reports, and resources on disability, including access to healthcare and social services.

## Climate Change Mandate

## Holocaust Mandate

## Amistad Mandate

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

- Current Events:  checking credibility  (Application)
- Learning Stations:  Different sites credibile vs. not credible-red flags (Comprehension)

## Modifications

## ELL Modifications:

- Sheltered English Instruction
- Digital translators
- Provide ELL students with multiple literacy strategies
- Front load information
- Focus on domain specific vocabulary and keywords
- Group students
- Use manipulatives where possible
- Use visuals
- Use graphic organizer
- Use real objects when possible
- Create planned opportunities for interaction between individuals in the classroom: skits, cooperative and collaborative learning, student generated stories based on personal experience
- Tap prior knowledge
- Establish a framework allowing ELL students to understand and assimilate new ideas and information
- Provide support as ELL students move through all levels of language acquisition: scaffold learning, processing time, as well as other modifications mentioned above
- Utilize explicit learning strategies that are well planned in advance (intentional planning)
- Assess ELL students continuously using formative assessment methods
- 1:1 testing
- Repeat, reword, clarify
- Intentional scheduling/grouping with student/teacher who speaks the same language if possibleOffer alternate/or modify assessments
- Be flexible with time frames and deadlines
- Offer resources for specific topics in primary language (Youtube resources)
- Provide academic (Tier III) vocabulary

- Provide formal and informal verbal interaction to provide practice, increase motivation, and self-monitoring

## IEP & 504  Modifications:

- Teaching the main ideas/concepts (limiting not needed details)to be taught and repeating them in several different ways over several different days
- providing students with content vocabulary prior to teaching a lesson including that vocabulary (pre-teaching)
- providing study guides that don't lead the student to study too much extraneous information (less unnecessary details)/scaffolded study guides
- scaffolded notes
- allowing student to take notes in class for reinforcement but also providing a copy of completed/correct notes to study from
- 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
- speaking to students privately when redirecting behaviors
- allow student to edit with teacher comments the first attempt at a graded written assignment
- breaking larger assignments/projects into shorter tasks with clear deadlines for each section
- monitoring student moods/behavior fluctuation patterns to report to case manager

## G&T  Modifications:

- Encourage students to explore concepts in depth and encourage independent studies or investigations.
- Determine where students' interests lie and capitalize on their inquisitiveness.
- Invite students to explore different points of view on a topic of study and compare the two.
- Refrain from having them complete more work in the same manner.
- Employ differentiated curriculum to keep interest high.
- Avoid drill and practice activities.
- Ask students' higher level questions that require students to look into causes, experiences, and facts to draw a conclusion or make connections to other areas of learning.
- Encourage students to make transformations- use a common task or item in a different way.
- Different test items.
- Effective questioning techniques (focus on what's important, provide processing time, require higher order thinking

## At Risk Modifications

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.

Demonstrate how to use graphic organizers and then provide them so students learn how to categorize and organize information.

Provide study guides for tests well in advance of the test.

Offer copies of lecture notes to students who cannot copy accurately or quickly, have poor penmanship, or note-taking skills. Throughout the year help students fix their own notes using yours as a guide.

## Formative Assessment:

Warm Up:

- Pointing in the direction of each section: fiction, nonfiction, reference, biography, and series books.
- Review domain specific vocabulary aligned to unit.
- Review domain specific, inter-disciplinary vocabulary.
- Tap prior knowledge: Vocabulary: credible, references, biography, autobiograhy, databases, essential, nonessential, citations, etc.
- "What I remember most from yesterday's lesson was . . ."

Anticipatory Set:

- Pose a situation of a topic and what source would be the best.
- Identify three resources students' have access to in DMS.
- Tap prior knowledge: Identify three criteria illustrating credible databases used as resources.
- Provide students with topics and allow them to choose the databases used as their resource. Students must provide a rationale for their choice(s).

Closure:

- Exit ticket
- "What I need to learn more about is . . ."
- "How can you link our last unit about credible databases to our present learning?"
- Student led Round Robin

## Summative Assessment:

Final research paper must show that students used 3 credible sources and a transcript of the prompts and responses from an AI Chatbot.

## Alternate Assessments

Performance tasks

Project-based assignments

Problem-based assignments

Presentations

Reflective pieces

Concept maps

Case-based scenarios

Portfolios

## Benchmarks

Skill Based Assessments

Writing Prompt

Reading Response

Lab Practical

## Resources & Materials:

- Internet with databases
- Chromebooks and desktops
- Google Docs
- Easybib.com
- [Botframe](#)
- Video: "[Natural Language Processing #7](#)"
- Article: "[A Simple Introduction to Natural Language Processing](#)"
- Article: "[A Complete Guide to Natural Language Processing](#)"
- Article and video: "[What are Chatbots?](#)"
- Article: "[Chatbots vs ChatGPT: Understanding the Differences & Features](#)"

**Technology:**

- dogonews.com
- cnn.com/cnn10
- newsela.com
- nationalgeographic.com
- online.infobaselearning.com

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| TECH.8.1.8.A | Technology Operations and Concepts: Students demonstrate a sound understanding of technology concepts, systems and operations. |
| 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.D.2 | Demonstrate the application of appropriate citations to digital content. |
| TECH.8.1.12.A | Technology Operations and Concepts: Students demonstrate a sound understanding of technology concepts, systems and operations. |
| TECH.8.1.12.E.CS1 | Plan strategies to guide inquiry. |
| TECH.8.1.12.E.CS3 | Evaluate and select information sources and digital tools based on the appropriateness for specific tasks. |