

# Unit 4: Practice Research

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

## Unit Overview:

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The purpose of this unit is to allow students to choose a mini topic and conduct research: taking appropriate notes, utilizing AI as a research tool along with credible sources, and citing sources. At the end of the unit, students will be able to apply previous knowledge to conduct their research project.

## Essential Questions:

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What makes a source a credible one to use?

What can the domain of a web address tell a person about the site?

Which databases are good sources to use for different types of topics?

What are some key items to look for when examining a website?

How can AI be used to solve real world problems?

## Enduring Understandings:

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- Researchers gather and critique information from different sources for specific purposes.
- Researchers self select materials related to a research topic.
- Researchers use a variety of databases to inquire information.
- Writers use subject-appropriate non-fiction pieces including citations and quotations.
- Students build knowledge by actively exploring real-world issues and problems, developing ideas and theories and pursuing answers and solutions.

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

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- 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.
- Write routinely over extended time frames (time for research, reflection, and revision) and shorter time

frames (a single sitting or a day or two) for a range of discipline-specific tasks, purposes, and audiences.

- Explore local and global issues and use collaborative technologies to work with others to investigate solutions.
- Formulate problem definitions suited for technology-assisted methods such as data analysis, abstract models and algorithmic thinking in exploring and finding solutions.

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.

LA.W.7.10

Write routinely over extended time frames (time for research, reflection, metacognition/self correction, and revision) and shorter time frames (a single sitting or a day or two) for a range of discipline-specific tasks, purposes, and audiences.

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### **Lesson Titles:**

SWBAT determine whether a source is a credible source to use.

SWBAT conduct a short research project by gathering information from credible sources.

SWBAT create a bibliography using only credible sources.

SWBAT write a short research project.

SWBAT know and use a deliberate design process for generating ideas, testing theories, creating innovative artifacts or solving authentic problems.

SWBAT understand the fundamental concepts of technology operations, demonstrate the ability to choose, use and troubleshoot current technologies and are able to transfer their knowledge to explore emerging technologies.

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

Media Literacy

Critical Thinking

Writing

CRP.K-12.CRP2

Apply appropriate academic and technical skills.

CRP.K-12.CRP6

Demonstrate creativity and innovation.

CRP.K-12.CRP7

Employ valid and reliable research strategies.

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.B	Creativity and Innovation: Students demonstrate creative thinking, construct knowledge and develop innovative products and process using technology.
TECH.8.1.8.B.CS1	Apply existing knowledge to generate new ideas, products, or processes.
TECH.8.1.8.C.1	Collaborate to develop and publish work that provides perspectives on a global problem for discussions with learners from other countries.
TECH.8.1.8.C.CS1	Interact, collaborate, and publish with peers, experts, or others by employing a variety of digital environments and media.
TECH.9.4.8.CI.1	Assess data gathered on varying perspectives on causes of climate change (e.g., cross-cultural, gender-specific, generational), and determine how the data can best be used to design multiple potential solutions (e.g., RI.7.9, 6.SP.B.5, 7.1.NH.IPERS.6, 8.2.8.ETW.4).
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	<p>Compare past problem-solving solutions to local, national, or global issues and analyze the factors that led to a positive or negative outcome.</p> <p>Gathering and evaluating knowledge and information from a variety of sources, including global perspectives, fosters creativity and innovative thinking.</p> <p>An essential aspect of problem solving is being able to self-reflect on why possible solutions for solving problems were or were not successful.</p>

### Inter-Disciplinary Connections:

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- History
- English Language Arts

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.RH.6-8.9	Analyze the relationship between a primary and secondary source on the same topic.
LA.RI.7.4	Determine the meaning of words and phrases as they are used in a text, including figurative, connotative, and technical meanings; analyze the impact of a specific word choice on meaning and tone.
LA.WHST.6-8.1.B	Support claim(s) with logical reasoning and relevant, accurate data and evidence that demonstrate an understanding of the topic or text, using credible sources.
LA.WHST.6-8.1.D	Establish and maintain a formal/academic style, approach, and form.
LA.W.7.2.D	Use precise language and domain-specific vocabulary to inform about or explain the topic.
SOC.5-8.1.3.2	Assess the credibility of sources by identifying bias and prejudice in documents, media, and computer-generated information.

### Equity Considerations

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### Asian American Pacific Islander Mandate

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## **LGBTQ & Disabilities Mandate**

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## **Climate Change Mandate**

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## **Holocaust Mandate**

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## **Amistad Mandate**

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

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- Review red flags: (Understanding)
- Using sources to collect facts: (Application)
- Create a topic/credible: (Synthesis)
- Final research paper (Creating)

## **Modifications**

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## **ELL Modifications:**

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- Repeat, reword, clarify
- Intentional scheduling/grouping with student/teacher who speaks the same language if possible Offer alternate/or modify assessments
- Be flexible with time frames and deadlines
- Offer resources for specific topics in primary language ( Youtube web resources)
- Provide academic (Tier III) vocabulary
- Provide formal and informal verbal interaction to provide practice, increase motivation, and self-monitoring

## **IEP & 504 Modifications:**

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- 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:**

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- Effective questioning techniques (focus on what's important, provide processing time, require higher order thinking)
- ELA - Self-evaluation of writing with teacher or student-generated rubrics. Evaluation sheets or color coding can work well for this
- ELA - Creation of technology-based assessments to address the higher levels of Bloom's
- ELA - Cross-curricular connections, especially to historical events and people
- ELA - More rhetorical analysis (evaluate how author's writing style is persuasive)
- ELA: provide rationale for thinking
- Close reading: historical texts, poetry, speeches, primary sources, etc.
- Student led/directed discussions
- Inquiry based learning

## **At Risk Modifications**

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- Reduce the variety of tasks
- Allow the use of earplugs or headphones (without input/hooks) to block out background noise during study time, test-taking, and classroom assignment time
- Give at-risk students a very basic introduction to the subject immediately before starting the lesson for

the whole class. Ask questions and direct discussions to elicit prior knowledge from the at-risk students.

- Continue to repeat and rephrase the major point(s) of the unit or lesson.

## **Formative Assessment:**

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Warm Up:

- Introduce Wonderopolis for possible topics.
- Introduce: new vocabulary
- Tap prior knowledge: note-taking
- Tap prior knowledge: review criteria illustrating credible sources
- Tap prior knowledge: review domain specific vocabulary aligned to research
- Tap prior knowledge: review Tier II vocabulary terms commonly used with past units.

Anticipatory Set:

- Kahoot of databases and search terms
- Question: How is this lesson linked to past learning related to citations, bibliographies, databases, etc.?
- Question: How will the learning we do in this class help students in high school, college, and a career?

Closure:

- Exit ticket
- Short answer summarization
- White board quick question
- Finish the sentence: "The most important learning that occurred today made me realize . . ."

## **Summative Assessment:**

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Final research paper will reflect the use of some of the databases. Bibliography will be attached to the final product.

## **Benchmark**

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Skill Based Assessment

Writing Prompt

Reading Response

Lab Practical

## **Alternate Assessments**

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Performance tasks

Project-based assignments

Problem-based assignments

Presentations

Reflective pieces

Concept maps

Case-based scenarios

Portfolios

## **Resources & Materials:**

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- Wonderopolis
- Easybib/Noodle Tools
- School databases
- Inforbase
- EBSCO Host
- Teen & Health Wellness
- Explora Primary
- World Book Online
- Google Docs/Slides
- Chromebooks

## **Technology:**

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- Wonderopolis: <https://www.wonderopolis.org/>
- Easybib/Noodle Tools: <https://my.noodletools.com/logon/signin>
- Infobase: <http://online.infobaselearning.com/Default.aspx>
- EBSCO Host: <http://web.b.ebscohost.com/ehost/search/selectdb?vid=0&sid=02fcda7b-36d0-489d-b926-b6fdb5186ff0%40pdc-v-sessmgr04>

- Teen & Health Wellness: <https://teenhealthandwellness.com/>
- Explora Primary: <http://web.b.ebscohost.com/web/ehk5/home?preview=false&usrNo=-14615463>
- World Book Online: <https://www.worldbookonline.com/wb/Login?id=800>

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.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.CS1	Understand and use technology systems.
TECH.8.1.8.A.CS2	Select and use applications effectively and productively.
TECH.8.1.8.B.CS2	Create original works as a means of personal or group expression.
TECH.8.1.8.D.4	Assess the credibility and accuracy of digital content.