

# Unit 5: I search & Country

Content Area: **English**  
Course(s): **Research Writing 8**  
Time Period: **October**  
Length: **Around 4 weeks**  
Status: **Published**

## Unit Overview:

---

Students will complete a research paper, using the I-Search format, on a country of their choice. Group presentations will be a requirement.

## Essential Questions:

---

- How do good writers express themselves?
- How do writers develop a well written product?
- How do rules of language affect communication?
- How will this rubric help assist the writer in completing the written paper?
- Why conduct research?
- What are the main steps of the I-Search that I need to know?
  
- How can AI tools support researchers in finding, organizing, and analyzing credible information?
- What are the benefits and risks of using AI for research and writing?
- How can AI help me become a more effective communicator and critical thinker?

## Enduring Understandings:

---

- To use a repertoire of strategies that enables them to vary form and style, in order to write for different purposes, audiences, and contexts.
- To gather and critique information from different sources for specific purposes.
  
- Students will understand that AI can be used to **generate questions, summarize sources, and compare perspectives**, but requires human judgment to evaluate accuracy and bias.
  
- Students will understand that AI can **improve writing through feedback and revision support**, but final ownership of ideas and voice must remain with the writer.

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

---

- 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.
- Use technology, including the Internet, to produce and publish writing and present the relationships between information and ideas efficiently as well as to interact and collaborate with others.

LA.RI.8.1	Cite the textual evidence and make relevant connections that most strongly supports an analysis of what the text says explicitly as well as inferences drawn from the text.
LA.RI.8.3	Analyze how a text makes connections among and distinctions between individuals, ideas, or events (e.g., through comparisons, analogies, or categories).
LA.RI.8.4	Determine the meaning of words and phrases as they are used in a text, including figurative, connotative, and technical meanings; analyze the impact of specific word choices on meaning and tone, including analogies or allusions to other texts.
LA.RI.8.7	Evaluate the advantages and disadvantages of using different mediums (e.g., print or digital text, video, multimedia) to present a particular topic or idea.
LA.W.8.1	Write arguments to support claims with clear reasons and relevant evidence.
LA.W.8.1.A	Introduce claim(s), acknowledge and distinguish the claim(s) from alternate or opposing claims, and organize the reasons and evidence logically.
LA.W.8.1.B	Support claim(s) with logical reasoning and relevant evidence, using accurate, credible sources and demonstrating an understanding of the topic or text.
LA.W.8.1.D	Establish and maintain a formal style.
LA.W.8.1.E	Provide a concluding statement or section that follows from and supports the argument presented.
LA.W.8.2	Write informative/explanatory texts to examine a topic and convey ideas, concepts, and information through the selection, organization, and analysis of relevant content.
LA.W.8.2.A	Introduce a topic and organize ideas, concepts, and information, using text structures (e.g., definition, classification, comparison/contrast, cause/effect, etc.) and text features (e.g., headings, graphics, and multimedia).
LA.W.8.2.B	Develop the topic with relevant, well-chosen facts, definitions, concrete details, quotations, or other information and examples.
LA.W.8.2.D	Use precise language and domain-specific vocabulary to inform about or explain the topic.
LA.W.8.2.E	Establish and maintain a formal style/academic style, approach, and form.
LA.W.8.2.F	Provide a concluding statement or section that follows from and supports the information or explanation presented.
LA.W.8.6	Use technology, including the Internet, to produce and publish writing and present the relationships between information and ideas efficiently as well as to interact and collaborate with others.
LA.W.8.7	Conduct short research projects to answer a question (including a self-generated question), drawing on several sources and generating additional related, focused questions that allow for multiple avenues of exploration.
LA.W.8.8	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.8.9	Draw evidence from literary or informational texts to support analysis, reflection, and research.

LA.W.8.10	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.
LA.SL.8.1.A	Come to discussions prepared, having read or researched material under study; explicitly draw on that preparation by referring to evidence on the topic, text, or issue to probe and reflect on ideas under discussion.
LA.SL.8.2	Analyze the purpose of information presented in diverse media and formats (e.g., visually, quantitatively, orally) and evaluate the motives (e.g., social, commercial, political) behind its presentation.
LA.SL.8.4	Present claims and findings, emphasizing salient points in a focused, coherent manner with relevant evidence, sound valid reasoning, and well-chosen details; use appropriate eye contact, adequate volume, and clear pronunciation.
LA.SL.8.5	Integrate multimedia and visual displays into presentations to clarify information, strengthen claims and evidence, and add interest.
LA.SL.8.6	Adapt speech to a variety of contexts and tasks, demonstrating command of formal English when indicated or appropriate.
LA.L.8.1	Demonstrate command of the conventions of standard English grammar and usage when writing or speaking.
LA.L.8.1.D	Recognize and correct inappropriate shifts in verb voice and mood.
LA.L.8.2.A	Use punctuation (comma, ellipsis, dash) to indicate a pause or break.
LA.L.8.2.C	Spell correctly.

### **Lesson Titles:**

---

- SWBAT develop and refine their ideas for thinking, learning, communicating, and aesthetic expression.
- SWBAT use a repertoire of strategies that enables them to vary form and style, in order to write for different purposes, audiences, and contexts.
- SWBAT use rules, conventions of language help readers understand what is being communicated.
- SWBAT gather and critique information from different sources for specific purposes.
- **AI for Research Question Development** – Students use an AI tool to brainstorm possible guiding questions for their I-Search paper, then refine them with teacher feedback.
- **AI-Powered Source Analysis** – Students paste short excerpts into an AI tool to get summaries or explanations, then check accuracy against the original source to practice **fact-checking**.
- **AI Writing Partner for Drafting & Revising** – Students generate sample thesis statements or paragraph starters with AI, then edit them to ensure clarity, originality, and proper tone.
- **AI Presentation Enhancements** – Students use AI to help design visual slides, draft speaker notes, or practice oral delivery through AI text-to-speech rehearsal.

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

---

Communication and collaboration

## Grouping

## Media Literacy

## Critical Thinking

CRP.K-12.CRP2	Apply appropriate academic and technical skills.
CRP.K-12.CRP4	Communicate clearly and effectively and with reason.
CRP.K-12.CRP11	Use technology to enhance productivity.
WRK.9.2.8.CAP.1	Identify offerings such as high school and county career and technical school courses, apprenticeships, military programs, and dual enrollment courses that support career or occupational areas of interest.
WRK.9.2.8.CAP.2	Develop a plan that includes information about career areas of interest.
WRK.9.2.8.CAP.5	Develop a personal plan with the assistance of an adult mentor that includes information about career areas of interest, goals and an educational plan.
WRK.9.2.8.CAP.6	Compare the costs of post-secondary education with the potential increase in income from a career of choice.
WRK.9.2.8.CAP.16	Research different ways workers/employees improve their earning power through education and the acquisition of new knowledge and skills.
CAEP.9.2.8.B.1	Research careers within the 16 Career Clusters <sup>®</sup> and determine attributes of career success.  An individual's strengths, lifestyle goals, choices, and interests affect employment and income.  Communication skills and responsible behavior in addition to education, experience, certifications, and skills are all factors that affect employment and income.

## **Inter-Disciplinary Connections:**

---

### History

### Health

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.6-8.6	Use technology, including the Internet, to produce and publish writing and present the relationships between information and ideas clearly and efficiently.
LA.WHST.6-8.9	Draw evidence from informational texts to support analysis, reflection, and research.
HPE.2.1.8.C	Diseases and Health Conditions
HPE.2.1.8.E	Social and Emotional Health
HPE.2.2.8.B	Decision-Making and Goal Setting
HPE.2.2.8.C	Character Development
HPE.2.3.8.B	Alcohol, Tobacco, and Other Drugs
SOC.5-8.1.2.1	Select and use various geographic representations to compare information about people, places, regions, and environments.
SOC.5-8.1.2.2	Use maps and other documents to explain the historical migration of people, expansion

and disintegration of empires, and growth of economic and political systems.

SOC.5-8.1.3.1

Compare and contrast differing interpretations of current and historical events.

## **Equity Considerations**

---

## **Asian American Pacific Islander Mandate**

---

## **LGBTQ & Disabilities Mandate**

---

## **Climate Change**

---

## **Holocaust Mandate**

---

## **Amistad Mandate**

---

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

---

Creating a topic and gathering credible sources and notes: (Application)

When gathering notes, students use AI to **summarize long articles** into bullet points, but must cite the original source rather than the AI.

During drafting, students run their paragraphs through AI to identify areas for **clarity, grammar, or word choice improvement**.

Students use AI to **compare two sources** on their country (e.g., government site vs. news article) and discuss differences in bias, perspective, or credibility.

Reflection journal: Students write about **how AI helped and where it was limited**, reinforcing metacognition

and responsible use.

## **Modifications**

---

### **ELL Modifications:**

---

- 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:**

---

- Ask questions overall if the student takes so much extra time that they are going into future days (then missing instruction) to take the test
- Allowing student to correct mistakes or answer wrong questions correctly for additional credit if failed the first test (another way to re-teach material)
- Less questions per page (so not visually overwhelming)
- Less none of the above, all of the above, which of the following apply, or which do not apply type questions (again it is testing for understanding of the question not the content)

### **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)
- 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
- Modeling
- Jigsaw
- Argumentation and debate
- Annotating

### **At Risk Modifications**

---

Provide an orderly and predictable room

- Post VISUAL reminders of the rules and procedures
- Reduce clutter
- Be consistent
- Label key areas clearly – (Turn in papers here.)
- Seat target students away from major distractions like doorways, pencil sharpeners, other irritating students, etc.
- Use behavior cue cards and put them on target student's desk
- Allow for age appropriate and discrete sensory stimulation – stress balls, fidget toys, etc. These help minimize larger distractions like tipping back in seats, constantly getting out of seat, etc.
- Allow the use of earplugs or headphones (without input/hooks) to block out background noise during study time, test-taking, and classroom assignment time

### **Formative Assessment:**

---

Warm-up:

- Guideline for project, group assignments, and rubrics.

### Anticipatory Set:

- Talk about heredity and possible country choices-show samples of past presentations

### Closure:

- Exit ticket
- Discussion of findings

Exit Ticket: “One way I used AI today in my research/writing was... and one limitation I noticed was...”

Quick Write: Students ask AI to suggest **three possible thesis statements**, then explain in writing why they selected or rejected each.

### **Summative Assessment:**

---

MPA- Isearch paper and country presentation - presentation must include a “**Research Process Reflection**” section where students describe how they used AI, what worked, what did not, and how they verified accuracy.

### **Benchmarks**

---

Skill Based Assessments

Writing Prompts

Reading Response

Lab Practical

### **Alternate Assessment**

---

Performance tasks

Project-based assignments

Problem-based assignments

Presentations

Reflective pieces

Concept maps

Case-based scenarios

Portfolios

## **Resources & Materials:**

---

Resources will include using magazine articles, books, and laptops.

Youtube

School databases

Easybib

World Almanac Kids

Fact Monster

Infoplease

AI writing and research assistants (district-approved, such as ChatGPT, Perplexity, or school-licensed AI tools).

AI-supported citation tools that generate references in MLA/APA.

AI-based presentation design tools (e.g., Canva AI, PowerPoint Designer).

## **Technology:**

---

- World Almanac Kids: [infobaselarning.com](http://infobaselarning.com)
- Fact Monster: [factmonster.com/world/countries](http://factmonster.com/world/countries)
- Infoplease: [infoplease.com/world/countries](http://infoplease.com/world/countries)
- [countryreports.org](http://countryreports.org)
- Easybib: [easybib.com](http://easybib.com)

TECH.8.1.8.F

Critical thinking, problem solving, and decision making: Students use critical thinking skills to plan and conduct research, manage projects, solve problems, and make informed decisions using appropriate digital tools and resources.

TECH.8.1.P

Educational Technology: All students will use digital tools to access, manage, evaluate, and

synthesize information in order to solve problems individually and collaborate and to create and communicate knowledge.

TECH.8.2.8.C.CS3

The role of troubleshooting, research and development, invention and innovation and experimentation in problem solving.