

Unit #1: Review of Skills & Databases

Content Area: **English**
Course(s): **Research Writing 8**
Time Period: **September**
Length: **5 days**
Status: **Published**

Unit Overview

Students will be working on reviewing the skills learned in 7th grade including note-taking skills, media center, validity of websites, and basic Word Processing skills. Students will also review and extend their use of AI as a research partner, comparing AI-generated information with traditional databases and reflecting on credibility, bias, and ethical use

Essential Questions

What Internet programs aide students in research and note-taking?

What are the different databases that Delsea has to offer?

How can AI complement traditional databases in the research process?

What strategies can researchers use to fact-check AI responses?

In what ways might AI outputs be useful for brainstorming, but risky for evidence-based research?

Enduring Understandings

- Examining a text's features, structures, and characteristics facilitate the reader's ability to understand the meaning of the text.
- Researchers gather and critique information from different sources for specific purposes.
- Responsible use of AI requires cross-checking outputs with credible databases.
- AI is a powerful tool for generating ideas, refining questions, and organizing notes, but it cannot replace the need for human evaluation of sources.

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.RL.8.5	Compare and contrast the structure of two or more texts and analyze how the differing structure of each text contributes to its meaning and style.
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.
	Research to Build and Present Knowledge
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.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.

Lesson Titles

SWBAT recall information from skills from 7th grade.

SWBAT determine which database is appropriate to use in research.

SWBAT research databases and complete information(notes) on a current event.

SWBAT pull essential information to complete a bibliography.

SWBAT generate & narrow topics by considering purpose, audience, and form with a variety of strategies (e.g., graphic organizers, brainstorming, or technology assisted processes.

SWBAT produce written work that demonstrates comprehension of informational text.

SWBAT edit writing for correct grammar, usage, capitalization, punctuation, and spelling.

SWBAT compare information gathered from an AI tool (e.g., ChatGPT, MagicSchool AI) with information from a school database.

SWBAT evaluate the accuracy and potential bias of AI-generated outputs.

SWBAT refine AI prompts to improve research results.

SWBAT integrate AI outputs into notes while properly citing verified sources.

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.CRP6	Demonstrate creativity and innovation.
PFL.9.1.8.E.3	Compare and contrast product facts versus advertising claims.
PFL.9.1.8.E.8	Recognize the techniques and effects of deceptive advertising.
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.3	Explain how career choices, educational choices, skills, economic conditions, and personal behavior affect income.
WRK.9.2.8.CAP.4	Explain how an individual's online behavior (e.g., social networking, photo exchanges, video postings) may impact opportunities for employment or advancement.
CAEP.9.2.12.C.1	Review career goals and determine steps necessary for attainment. An individual's strengths, lifestyle goals, choices, and interests affect employment and income.

Inter-Disciplinary Connections

History

Sociology

LA.RH.6-8.1	Cite specific textual evidence to support analysis of primary and secondary sources.
LA.RH.6-8.4	Determine the meaning of words and phrases as they are used in a text, including vocabulary specific to domains related to history/social studies.
LA.WHST.6-8.1	Write arguments focused on discipline-specific content.
LA.WHST.6-8.2	Write informative/explanatory texts, including the narration of historical events, scientific procedures/experiments, or technical processes.
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. Research to Build and Present Knowledge
LA.WHST.6-8.9	Draw evidence from informational texts to support analysis, reflection, and research.
SOC.6.1.8.B.1.b	Analyze the world in spatial terms (e.g., longitude, latitude) using historical maps to determine what led to the exploration of new water and land routes.
SOC.6.1.8.C.1.a	Evaluate the impact of science, religion, and technology innovations on European exploration.
SOC.9-12.3.1	Students will describe the process of socialization across the life course.

Equity Considerations

Asian American Pacific Islander Mandate

LGBTQ & Disabilities Mandate

Climate Change Mandate

Holocaust Mandate

Amistad Mandate

Instructional Strategies, Learning Activities, and Levels of Bloom's/DOK

- Review types of graphic organizers and explain the use for different forms of note-taking. (Understanding)
- Create learning stations: (Comprehension)
- AI vs. Database Research Challenge: Students use AI to answer a research question, then fact-check it with Infobase/Ebscohost.
- Bias Hunt: Give students AI outputs with subtle errors or generalizations and have them identify inaccuracies by cross-checking databases.
- Prompt Refinement Workshop: Students write vague prompts vs. detailed prompts and compare AI outputs to see how specificity reduces bias.
- Citation Reflection: Students decide when AI should be acknowledged (as a tool) and when sources must come from databases.

- Partner work reviewing credible sources on the computers.
- Practice webbing and outlining assignments by using magazine articles.
- Review of the parts of a book and how to use as a bibliography.
- Samples of using Easybib and NoodleTools.

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 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

Testing modifications:

- higher level reasoning questions would have less weight than other questions or provided as extra credit questions to provide exposure to these questions but not something that will be a detriment to the student's ability to share knowledge of content

- rewording questions so that there are not higher level vocabulary within the question (you are testing for understanding of the content not the ability to understand the question)
- 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)
- if not directly testing directly for reading comprehension offering paraphrasing of quotes, etc... if the student is expected to be testing on understanding that paragraph or quote to answer future questions
- word banks, multiple choice, matching questions help when possible
- less 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)

Instructional modifications/accommodations:

- 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)
- 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
- Evaluation of thesis statements
- Journal article analysis

At Risk Modifications

- Preferential seating
- 1:1 instruction
- Extended time
- Use spell check
- Frequent breaks
- graphic organizers
- use of a highlighter
- peer note-taker

Formative Assessment

Warm-Ups:

- Vocabulary review of domain specific terms
- Answer questions related to media center specialist presentation
- Entrance ticket

Anticipatory Sets:

- Identify databases available to students at Delsea

- Explain/validate databases used as resources

Closure:

- Exit ticket
- Show of hands
- Performance task
- 1 minute essay
- Quick Writes: “*What did AI help me with today? What did I still need the database for?*”
- Exit Ticket: Identify one credible fact from AI that matched a database, and one that needed correction.

Summative Assessment

Require students to **document both AI use and database use** in their process log. They should:

1. Show at least one AI prompt/response they used in brainstorming or organizing notes.
2. Demonstrate how they verified or rejected that information using a database.
3. Reflect on when AI was most useful vs. when databases were essential.

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

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

Youtube

Worldbook

Infobase

Ebscohost

- MagicSchool AI (already introduced in 7th).
- Canva Magic Write or Microsoft Copilot for brainstorming.
- Common Sense Media AI literacy lessons.

Technology

- Worldbook: worldbookonline.com
- Infobase: online.infobaselearning.com
- Ebscohost: searchebshost.com

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.CS1

Apply existing knowledge to generate new ideas, products, or processes.

