Unit 2: College Readiness Research Skills

Content Area: **Social Studies**
Course(s):
Time Period: **October**
Length: **8 weeks**
Status: **Published**

Enduring Understandings

Personal interest and curiosity inspire investigation of topics, which are often more complex than initially perceived.

Solid research skills can lead to new conclusions and solutions.

Solid research involves questioning assumptions and making connections using prior knowledge.

Organization and time management are essential components of solid research skills.

The validity and credibility of sources are crucial to solid research skills.

Essential Questions

What are elements of valid research?

How do I determine a valid source?

How do I organize my research to formulate a solution?

What prior knowledge do I have to establish the start of research?

Content

Identify and explain a local/county/state issues or problems as part of brainstorming.

Examine the task definition and restate what the task is requiring. (choosing a side on a debate topic)

Identify valid and invalid search engines and starting points for valid research.

Access multiple valid resources that all address the assigned task topic and record the necessary information for an annotated bibliography.

Identify keywords that should be tagged in your research.

Actively read and annotate sources on the assigned task topic in order to support the chosen side.

Organize the research into three or more components in order to support your side.

Formulate a sample thesis based on the research.

Evaluate the steps taken and determine shortcomings and improvements.

Skills

Contact local officials and community members to acquire information and/or discuss local issues.

Make informed and reasoned decisions by seeking and assessing information, asking questions, and evaluating alternate solutions

Select a local issue and develop a group action plan to inform school and/or community members about the issue.

Plan and participate in an advocacy project to inform others about a social/political/economic/environmental issue at the local or state level and propose possible solutions.

Read and Interpret a Map

Interpret Charts/Graphs

Analyze Primary and Secondary Sources

Close Reading Primary and Secondary Sources

Writing both argumentative and expository texts

Conduct valid research

Accurately vet sources to check for validity

Resources

http://www.civiced.org/programs/project-citizen

http://www.crlsresearchguide.org/Big_Six_Steps.asp

http://civiced.rutgers.edu/projectcitizen.html

http://www.classroomlaw.org/programs/project-citizen/

http://schools.cms.k12.nc.us/beverlywoodsES/Documents/Febcitizenship.pdf

https://www.weareteachers.com/6-ways-to-make-civics-learning-come-alive-2/

http://www.educationworld.com/a_curr/curr008.shtml

Standards

6.3.4.A.1 Determine what makes a good rule or law and apply this understanding to rules and laws in your school or community (e.g., bike helmet, recycling).

6.3.4.A.2 Examine the impact of a local issue by considering the perspectives of different groups, including community members and local officials.

6.3.4.A.3 Select a local issue and develop a group action plan to inform school and/or community members about the issue.

6.3.4.B.1 Plan and participate in an advocacy project to inform others about environmental issues at the local or state level and propose possible solutions.

6.3.4.C.1 Develop and implement a group initiative that addresses an economic issue impacting children.

6.3.8.A.1 Deliberate on a public issue affecting an upcoming election, consider opposing arguments and develop a reasoned conclusion

6.3.8.B.1 Evaluate alternative land use proposals and make recommendations to the appropriate governmental agency regarding the best course of action.

SOC.6.3.12	Active Citizenship in the 21st Century: All students will acquire the skills needed to be active, informed citizens who value diversity and promote cultural understanding by working collaboratively to address the challenges that are inherent in living in an interconnected world.
SOC.6.3.12.CS3	Collaboratively evaluate possible solutions to problems and conflicts that arise in an interconnected world.
SOC.6.3.12.CS4	Critically analyze information, make ethical judgments, and responsibly address controversial issues.
SOC.6.3.12.CS5	Communicate through rational and persuasive written and oral arguments to present solutions to controversial issues.
SOC.6.3.12.CS6	Make informed and reasoned decisions and accept responsibility for the consequences of their actions and/or inactions.
SOC.6.3.12.CS7	Take actions that result in a more just and equitable society.
SOC.9-12.1	What are effective strategies for accessing various sources of information and historical evidence, determining their validity, and using them to solve a problem or find a solution to a public policy question?
SOC.9-12.1.3.3	Gather relevant information from multiple sources representing a wide range of views (including historians and experts) while using the date, context, and corroborative value of the sources to guide the selection.
SOC.9-12.1.4.1	Take a position on a current public policy issue and support it with historical evidence,

reasoning, and constitutional analysis in a written and/or oral format.