Unit 4: Research and Study Skills

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Department of Curriculum and Instruction

Belleville Public Schools

Curriculum Guide

LIBRARY/MEDIA, 11/12 GRADES

UNIT 4- RESEARCH/STUDY SKILLS

Belleville Board of Education

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Unit Overview

The 21st Century learner must become proficient in the research process. It is important for students to learn and develop the effective skills and strategies of the research process by learning how to search, select, analyze, evaluate, and organize their research. Students will learn how to choose a subject, narrow down their topic, write a thesis statement, search for reliable print and nonprint information, note-taking, and organize the information found in an outline to aid in writing their report. These will be helpful in preparing the students for their Senior Project.

Enduring Understanding

Enduring understandings:

- Understand the different steps involved in the research process
- Differentiate between background research and in-depth research
- Locate useful sources for conducting background research
- Utilize background research to help refine a paper topic

- Recognize how to begin a search
- Demonstrate ways to narrow a research topic
- Evaluate a topic and formulate a question
- Benefits of organized note taking, and learn how to choose an effective and efficient note-taking style
- Develop time management techniques that will help with academic success
- Identify the components of a pro/con debate
- Deliver arguments and counterarguments
- Construct a strong thesis statement by narrowing and focusing a topic
- Formulate a thesis statement and develop a "working thesis"
- Develop an inquiry-based approach to solving problems
- Take an active role in their own learning
- Examine, deconstruct or parse the researh question
- Find alternative keywords
- Understand research is a cyclical process, or iterative
- Present opinions while being respectful of other points of view

Essential Questions

Why do we conduct research?

How do I start to research my topic?

What is the purpose of background research?

How do I examine the background research in order to refine my research question?

How do I narrow down my topic?

What is strategic searching and how will this help me in the research process?

How can we create a list of keywords?

How can technology help with my research?

How will the background research assist me in writing the Thesis statement?

How can I find reliable sources?

How can I use the Internet to find information and tell if it is reliable?

How can I collect and organize my information?

What methods can we use to organize our research?

What is the importance of organized note-taking?

What are some strategies I can use to manage my work?

What digital tools (Google Keep, Chromebook extensions, etc.) are available for me to use when conducting research?

How will learning about the "10 Most Common Writing Errors" and tips for producng an error-free writing be helpful?

What are some helpful presentation tips that will help me present my research in front of people?

How will learning about time management skills be helpful and revelant in planning and managing my time?

What are the essentials of Teamwork and the importance of collaboration that I can learn that will help me throughout my academic lives?

Exit Skills

By the end of Grade 11/12, Library Media Unit 4, the student should be able to:

- Understand the importance of conducting research
- Learn the purpose of conducting background research
- Develop a research question
- Write a Thesis statement for their research
- Narrow down and search for reliable information from a variety of sources (database, Internet, print material, etc.)
- Locate useful sources based on their research project
- Understand the value of using an inquiry-based mindset

- Learn how to ask questions and solve problems thoughtfully and effectively
- Identify primary and secondary sources
- Determine if a source contains any bias
- Evaluate available sources for currency, accuracy, authority, relevance, and objectivity
- Organize their research (Note-taking skills [Google Keep], find and document text evidence to support their research, and create an outline)
- Utilize time management strategies during the Research Process
- Keep track of all their sources for the Works Cited document
- Grade 12 - Prepare and complete the Senior Research Paper
- Understand the essentials of Teamwork and the importance of collaboration
- Utilization of presentation skills learned when presenting a project in front of people

New Jersey Student Learning Standards (NJSLS-S)

N.J. Student Learning Standards and American Association of School Librarians (AASL-2017) applicable to Unit 4 include:

LA.RI.11-12.1	Accurately cite strong and thorough textual evidence, (e.g., via discussion, written response, etc.), to support analysis of what the text says explicitly as well as inferentially, including determining where the text leaves matters uncertain.
LA.RI.11-12.2	Determine two or more central ideas of a text, and analyze their development and how they interact to provide a complex analysis; provide an objective summary of the text.
LA.RI.11-12.3	Analyze a complex set of ideas or sequence of events and explain how specific individuals, ideas, or events interact and develop over the course of the text.
LA.RI.11-12.8	Describe and evaluate the reasoning in seminal U.S. and global texts, including the application of constitutional principles and use of legal reasoning (e.g., in U.S. Supreme Court majority opinions and dissents) and the premises, purposes, and arguments in works of public advocacy (e.g., The Federalist, presidential addresses).
LA.RI.11-12.9	Analyze and reflect on (e.g., practical knowledge, historical/cultural context, and background knowledge) documents of historical and literary significance for their themes, purposes and rhetorical features, including primary source documents relevant to U.S. and/or global history.

LA.W.11-12.7	Conduct short as well as more sustained research projects to answer a question (including a self-generated question) or solve a problem; narrow or broaden the inquiry when appropriate; synthesize multiple sources on the subject, demonstrating understanding of the subject under investigation.
LA.W.11-12.8	Gather relevant information from multiple authoritative print and digital sources, using advanced searches effectively; assess the strengths and limitations of each source in terms of the task, purpose, and audience; integrate information into the text selectively to maintain the flow of ideas, avoiding plagiarism and overreliance on any one source and following a standard format for citation. (MLA or APA Style Manuals).
LA.W.11-12.9	Draw evidence from literary or informational texts to support analysis, reflection, and research.
LA.W.11-12.9.B	Apply grades 11–12 Reading standards to literary nonfiction (e.g., "Delineate and evaluate the reasoning in seminal texts, including the application of constitutional principles and use of legal reasoning [e.g., in U.S. Supreme Court Case majority opinions and dissents] and the premises, purposes, and arguments in works of public advocacy [e.g., The Federalist, presidential addresses]").
LA.W.11-12.10	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 tasks, purposes.
I.A.1	Formulating questions about a personal interest or a curricular topic.
I.A.2	Recalling prior and background knowledge as context for new meaning.
I.B.1	Using evidence to investigate questions.
I.B.2	Devising and implementing a plan to fill knowledge gaps.
I.B.3	Generating products that illustrate learning
I.D.1	Continually seeking knowledge.
I.D.2	Engaging in sustained inquiry.
I.D.3	Enacting new understanding through real-world connections.
I.D.4	Using reflection to guide informed decisions.
V.A.3	Engaging in inquiry-based processes for personal growth.
V.C.1	Expressing curiosity about a topic of personal interest or curricular relevance
II.B.1	Interacting with learners who reflect a range of perspectives.
II.B.2	Evaluating a variety of perspectives during learning activities.
II.B.3	Representing diverse perspectives during learning activities.
IV.A.1	Determining the need to gather information.
IV.A.2	Identifying possible sources of information.
IV.A.3	Making critical choices about information sources to use.
IV.B.1	Seeking a variety of sources.
IV.B.2	Collecting information representing diverse perspectives.
IV.B.3	Systematically questioning and assessing the validity and accuracy of information.
IV.B.4	Organizing information by priority, topic, or other systematic scheme.
IV.C.2	Contributing to collaboratively constructed information sites by ethically using and reproducing others work.
IV.D.1	Performing ongoing analysis of and reflection on the quality, usefulness, and accuracy of curated resources.
IV.D.2	Integrating and depicting in a conceptual knowledge network their understanding gained from resources.

VI.A.1	Responsibly applying information, technology, and media to learning.
VI.A.2	Understanding the ethical use of information, technology, and media.
VI.A.3	Evaluating information for accuracy, validity, social and cultural context, and appropriateness for need.
VI.B.1	Ethically using and reproducing others work.
VI.B.2	Acknowledging authorship and demonstrating respect for the intellectual property of others.
VI.B.3	Including elements in personal-knowledge products that allow others to credit content appropriately.
VI.C.1	Sharing information resources in accordance with modification, reuse, and remix policies.
VI.C.2	Disseminating new knowledge through means appropriate for the intended audience.
VI.D.1	Personalizing their use of information and information technologies.
VI.D.2	Reflecting on the process of ethical generation of knowledge.
VI.D.3	Inspiring others to engage in safe, responsible, ethical, and legal information behaviors.
III.A.1	Demonstrating their desire to broaden and deepen understandings.

Interdisciplinary Connections

Interdisciplinary Connections used in Unit 4 include:

- **Language Arts**
- **Social Studies**
- **Science**
- **Technology**
- **Mathematics**
- **World Language**

MA.F-IF.C.7	Graph functions expressed symbolically and show key features of the graph, by hand in simple cases and using technology for more complicated cases.
MA.F-IF.C.9	Compare properties of two functions each represented in a different way (algebraically, graphically, numerically in tables, or by verbal descriptions).
MA.F-BF.A.1	Write a function that describes a relationship between two quantities.
WL.7.1.IH.A.1	Analyze and critique information contained in culturally authentic materials using

	electronic information and other sources related to a variety of familiar and some unfamiliar topics.
WL.7.1.IH.A.4	Analyze historical and political contexts that connect or have connected famous people, places, and events from the target culture(s) with the United States.
WL.7.1.IH.A.C.1	Collecting, sharing, and analyzing data related to global issues, problems, and challenges lead to an understanding of the role cultural perspectives play in how these issues are perceived and how they are addressed. (Topics that assist in the development of this understanding should include, but are not limited to: current events and contemporary and emerging global issues, problems, and challenges [e.g., population growth and migration; environmental degradation and protection; discrimination and other conflicts; and the allocation of scarce resources].)
WL.7.1.IH.C.C.1	Collecting, sharing, and analyzing data related to global issues, problems, and challenges lead to an understanding of the role cultural perspectives play in how these issues are perceived and how they are addressed. (Topics that assist in the development of this understanding should include, but are not limited to: current events and contemporary and emerging global issues, problems, and challenges [e.g., population growth and migration; environmental degradation and protection; discrimination and other conflicts; and the allocation of scarce resources].)
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.9-12.1.3.1	Distinguish valid arguments from false arguments when interpreting current and historical events.
SOC.9-12.1.3.2	Evaluate sources for validity and credibility and to detect propaganda, censorship, and bias.
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.
SOC.9-12.1.4.2	Demonstrate effective presentation skills by presenting information in a clear, concise, and well-organized manner taking into consider appropriate use of language for task and audience.
9-12.HS-ESS1-2.6	Constructing Explanations and Designing Solutions
9-12.HS-ESS1-2.6.1	Construct an explanation based on valid and reliable evidence obtained from a variety of sources (including students' own investigations, theories, simulations, peer review) and the assumption that theories and laws that describe the natural world operate today as they did in the past and will continue to do so in the future.
9-12.HS-ETS1-1.1	Asking Questions and Defining Problems
9-12.HS-ETS1-2.6	Constructing explanations and designing solutions in 9–12 builds on K–8 experiences and progresses to explanations and designs that are supported by multiple and independent student-generated sources of evidence consistent with scientific ideas, principles and theories.
9-12.HS-LS1-1.6	Constructing Explanations and Designing Solutions
9-12.HS-LS1-1.6.1	Construct an explanation based on valid and reliable evidence obtained from a variety of sources (including students' own investigations, models, theories, simulations, peer review) and the assumption that theories and laws that describe the natural world operate today as they did in the past and will continue to do so in the future.
9-12.HS-PS2-5.3	Planning and carrying out investigations to answer questions or test solutions to problems in 9–12 builds on K–8 experiences and progresses to include investigations that provide

	evidence for and test conceptual, mathematical, physical and empirical models.
9-12.HS-PS1-3.3	Planning and Carrying Out Investigations

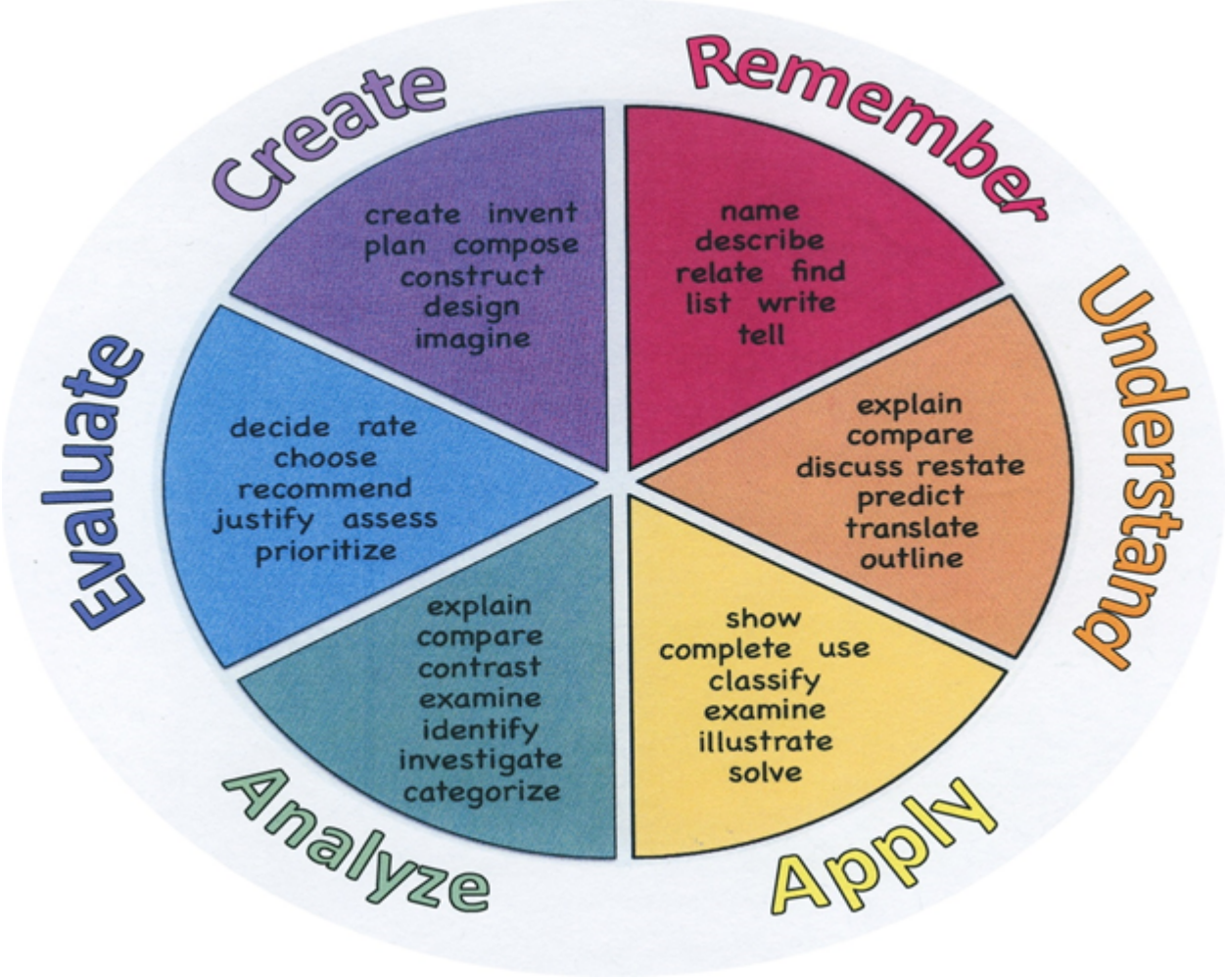
Learning Objectives

- **Define** a problem**, formulate** questions**,** and **select** most appropriate reference sources based on the research needs.
- **Construct** a research question and Thesis Statement.
- **Compare** and **Select** Print and Nonprint resources.
- **Determine** reference materials.
- **Select** the correct database for their research.
- **Complete** a simple keyword search of a database.
- **Execute** a boolean search in the databases.
- **Recognize** that websites can provide information for research.
- **Differentiate** and **Identify** available sources based on currency, accuracy, authority, relevance, and objectivity.
- **Organize** and **Outline** their research based on the structure of their project.
- **Formulate** a list of sources for the Works Cited page (Seniors are responsible for completing a Works Cited for their Senior Research Project).

Action Verbs: Below are examples of action verbs associated with each level of the Revised Bloom's Taxonomy.

Remember	Understand	Apply	Analyze	Evaluate	Create
Choose	Classify	Choose	Categorize	Appraise	Combine
Describe	Defend	Dramatize	Classify	Judge	Compose
Define	Demonstrate	Explain	Compare	Criticize	Construct
Label	Distinguish	Generalize	Differentiate	Defend	Design
List	Explain	Judge	Distinguish	Compare	Develop
Locate	Express	Organize	Identify	Assess	Formulate
Match	Extend	Paint	Infer	Conclude	Hypothesize
Memorize	Give Examples	Prepare	Point out	Contrast	Invent
Name	Illustrate	Produce	Select	Critique	Make
Omit	Indicate	Select	Subdivide	Determine	Originate
Recite	Interrelate	Show	Survey	Grade	Organize
Select	Interpret	Sketch	Arrange	Justify	Plan
State	Infer	Solve	Breakdown	Measure	Produce
Count	Match	Use	Combine	Rank	Role Play
Draw	Paraphrase	Add	Detect	Rate	Drive
Outline	Represent	Calculate	Diagram	Support	Devise
Point	Restate	Change	Discriminate	Test	Generate
Quote	Rewrite	Classify	Illustrate		Integrate
Recall	Select	Complete	Outline		Prescribe
Recognize	Show	Compute	Point out		Propose
Repeat	Summarize	Discover	Separate		Reconstruct
Reproduce	Tell	Divide			Revise
	Translate	Examine			Rewrite
	Associate	Graph			Transform
	Compute	Interpolate			
	Convert	Manipulate			
	Discuss	Modify			
	Estimate	Operate			

	Extrapolate Generalize Predict	Subtract			



Suggested Activities & Best Practices

- Acquaint the learner with Print/Nonprint Resources.
- Credo Source video clips on the Research Process and activities
- **High School BreakoutEDU activities-**
-
    - HISTORY OF TELEVISION
    - POPULATION ONE (TYPES OF RESOURCES)
    - HISTORICAL MASTERMIND MASTERMIND
    - PATRIOT OR LOYALIST? IT'S UP TO YOU!
    - MINECRAFT - LOST IN TIME: NATIVE AMERICAN HISTORY
    - LINKING WITH LEWIS AND CLARK
    - PRESIDENTIAL PERPLEXITY
    - TAMING THE WEST

- THE BLACK BLIZZARD (THE DUST BOWL)
- THE CRAZY COLONIES
- THE CULPER RING SPIES (AMERICAN REVOLUTION)
- THE GILDED GAZETTE (GILDED AGE)
- THE LAST GREAT RACE
- THE MERCURY 13 (DIGITAL)
- THE WAR BETWEEN THE STATES
- SAVE THE STOCKS: AN INTRO TO THE GREAT DEPRESSION
- VOTES FOR WOMEN (SUFFRAGE)
- WATERGATE BREAK IN...ER BREAKOUT! (WATERGATE - NIXON)
- MISSING APUSH BOOK REVIEW

- Show how to search and find reliable information when completing a research project.
- Have students create a research question and then form a list of keywords.
- Have students search on their topic using the boolean search method.
- Demonstrate note taking skills while extracting information from a website and/or informational text.
- Explain the difference between scanning and skimming and when to use each technique.
- Discuss ways to paraphrase or insert quotations
- Introduce the Big 6 Approach to Research https://www.slideshare.net/camdenwjenkins/big6-overview-eisenberg-2011?qid=189d0bcb-fde6-41dd-8d00-a4ba1097b38a&v=&b=&from_search=6
- Citing text Evidence and Making Inferences
- Introduce Citing Sources-MLA (Modern Language Association) Works Cited
- To explain creating MLA (Modern Language Association) in-text citations and Works Cited use Bibme - http://www.bibme.org/mla
- To create MLA (Modern Language Association) citations use - Citation Machine http://www.citationmachine.net/mla
- To create MLA (Modern Language Association) citations show Easy Bib http://www.easybib.com/

Assessment Evidence - Checking for Understanding (CFU)

Assessment Evidence/Checking for Understanding specifically used in Unit 4 will include:

- Note-taking skills (Google Keep-digital or Index Cards) and Outlines will be utilized as an assessment tool in the Research Process.
- Self-assessment/Self-Reflection of the Research Process will be utilized throughout this Unit.-

formative assessment
- Unit Assessment (Google Forms) will be utilized to measure student's knowledge of the Research Process.
- Using an Evaluation rubric will be used for a Written and/or Multimedia report.
- Seniors will be responsible for submitting their mandatory Senior Research Project-benchmark assessment
- Unit test-summative assessment
- Multimedia reports-alternate assessment

- Admit Tickets
- Anticipation Guide
- Common Benchmarks
- Compare & Contrast
- Create a Multimedia Poster
- DBQ's
- Define
- Describe
- Evaluate
- Evaluation rubrics
- Exit Tickets
- Explaining
- Fist- to-Five or Thumb-Ometer
- Illustration
- Journals
- KWL Chart
- Learning Center Activities
- Multimedia Reports
- Newspaper Headline
- Outline
- Question Stems
- Quickwrite
- Quizzes
- Red Light, Green Light
- Self- assessments
- Socratic Seminar
- Study Guide
- Surveys
- Teacher Observation Checklist
- Think, Pair, Share
- Think, Write, Pair, Share
- Top 10 List

- Unit review/Test prep
- Unit tests
- Web-Based Assessments
- Written Reports

Primary Resources & Materials

District-provided Primary Resources & Materials and/or those outside it that that are accessed with district resources include:

- Databases
- Database log in sheets
- BreakoutEDU-**POPULATION ONE (TYPES OF RESOURCES)**
- Credo Source Research Process instructional video clips
- Note-taking and Outlining skills worksheets
- **Google Extension ScribleEDU https://www.scrible.com/ to help with citing sources will utilized**
- **High School BreakoutEDU activities-**
    - HISTORY OF TELEVISION
    - HISTORICAL MASTERMIND MASTERMINDS
    - PATRIOT OR LOYALIST? IT'S UP TO YOU!
    - MINECRAFT - LOST IN TIME: NATIVE AMERICAN HISTORY
    - LINKING WITH LEWIS AND CLARK
    - PRESIDENTIAL PERPLEXITY
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    - THE GILDED GAZETTE (GILDED AGE)
    - THE LAST GREAT RACE
    - THE MERCURY 13 (DIGITAL)
    - THE WAR BETWEEN THE STATES
    - SAVE THE STOCKS: AN INTRO TO THE GREAT DEPRESSION
    - VOTES FOR WOMEN (SUFFRAGE)
    - WATERGATE BREAK IN...ER BREAKOUT! (WATERGATE - NIXON)
    - MISSING APUSH BOOK REVIEW
- Writing Research Reports by McDougal Littell
- Cited! Identifying Credible Information Online by Larry Gerber

Ancillary Resources

Ancillary Resources used:

- Teacher created Google Slide presentations
- Teacher created handouts
- Assignment guidelines

Technology Infusion

Technology Infusion and/or strategies that are integrated into this unit to enhance learning include:

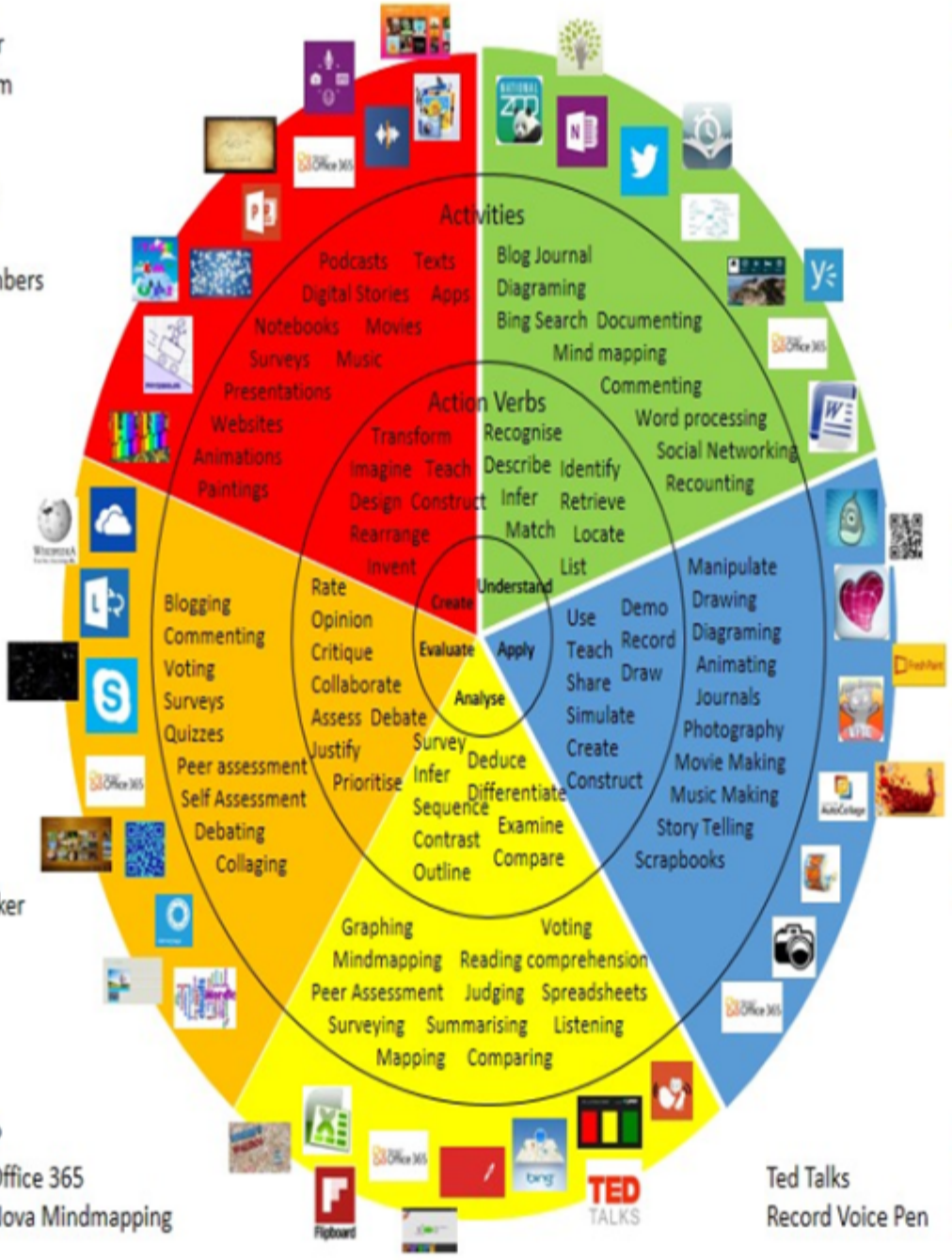
- Chromebooks
- **Databases**
- **To explain creating MLA (Modern Language Association) in-text citations and Works Cited use Bibme - http://www.bibme.org/mla**

- **To create MLA (Modern Language Association) citations - Citation Machine http://www.citationmachine.net/mla**
- **To create MLA (Modern Language Association) citations Easy Bib http://www.easybib.com/**
- **American Library Association - Great Reference Websites for Kids - http://gws.ala.org/category/reference-desk**
- **American Library Association - Great websites for Kids http://gws.ala.org/ (Websites for research by category: Animals, The Arts, History and Biography, Literature and Language, Mathematics and Computers, Reference Desk, Sciences, and Social Sciences**
- **World Book online http://worldbookonline.com/wb/Login?ed=wb**
- **BreakoutEDU activities**

Win 8.1 Apps/Tools Pedagogy Wheel

Podcasts
Photostory 3
Kid Story Builder
Music Maker Jam
Paint A Story
Office 365
MS PowerPoint
Stack 'Em Up
NqSquared Numbers
Physamajig
Xylophone 8

Wikipedia
Skydrive
Lync
SkyMap
Skype
Office 365
Puzzle Touch
Easy QR
Memorylage
Life Moments
Word Cloud Maker



Where's Waldo?
MS Excel Office 365
Flipboard Nova Mindmapping

Ted Talks
Record Voice Pen

Originally taken from http://www.coetail.com/vzimmer/files/2013/02/iPadagogy-Wheel.001.jpg
And adapted for Windows 8.1 devices by Charlotte Beckhurst @CharBeckhurst

Alignment to 21st Century Skills & Technology

Mastery and infusion of 21st Century Skills & Technology and their Alignment to the core content areas is essential to student learning. The core content areas include:

- English Language Arts;
- Mathematics;
- Science and Scientific Inquiry (Next Generation);
- Social Studies, including American History, World History, Geography, Government and Civics, and Economics;
- World languages;
- Technology;
- Visual and Performing Arts.

CRP.K-12.CRP1.1	Career-ready individuals understand the obligations and responsibilities of being a member of a community, and they demonstrate this understanding every day through their interactions with others. They are conscientious of the impacts of their decisions on others and the environment around them. They think about the near-term and long-term consequences of their actions and seek to act in ways that contribute to the betterment of their teams, families, community and workplace. They are reliable and consistent in going beyond the minimum expectation and in participating in activities that serve the greater good.
CRP.K-12.CRP2.1	Career-ready individuals readily access and use the knowledge and skills acquired through experience and education to be more productive. They make connections between abstract concepts with real-world applications, and they make correct insights about when it is appropriate to apply the use of an academic skill in a workplace situation.
CRP.K-12.CRP4.1	Career-ready individuals communicate thoughts, ideas, and action plans with clarity, whether using written, verbal, and/or visual methods. They communicate in the workplace with clarity and purpose to make maximum use of their own and others' time. They are excellent writers; they master conventions, word choice, and organization, and use effective tone and presentation skills to articulate ideas. They are skilled at interacting with others; they are active listeners and speak clearly and with purpose. Career-ready individuals think about the audience for their communication and prepare accordingly to ensure the desired outcome.
CRP.K-12.CRP7	Employ valid and reliable research strategies.
CRP.K-12.CRP7.1	Career-ready individuals are discerning in accepting and using new information to make decisions, change practices or inform strategies. They use reliable research process to

	search for new information. They evaluate the validity of sources when considering the use and adoption of external information or practices in their workplace situation.
PFL.9.1.12.E.4	Evaluate how media, bias, purpose, and validity affect the prioritization of consumer decisions and spending.
TECH.8.1.12.E	Research and Information Fluency: Students apply digital tools to gather, evaluate, and use information.
TECH.8.1.12.E.1	Produce a position statement about a real world problem by developing a systematic plan of investigation with peers and experts synthesizing information from multiple sources.
TECH.8.1.12.E.2	Research and evaluate the impact on society of the unethical use of digital tools and present your research to peers.
TECH.8.1.12.E.CS1	Plan strategies to guide inquiry.
TECH.8.1.12.E.CS2	Locate, organize, analyze, evaluate, synthesize, and ethically use information from a variety of sources and media.
TECH.8.1.12.E.CS3	Evaluate and select information sources and digital tools based on the appropriateness for specific tasks.
TECH.8.1.12.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.8.1.12.F.CS1	Identify and define authentic problems and significant questions for investigation.
TECH.8.1.12.F.CS2	Plan and manage activities to develop a solution or complete a project.
TECH.8.1.12.F.CS3	Collect and analyze data to identify solutions and/or make informed decisions.
TECH.8.1.12.F.CS4	Use multiple processes and diverse perspectives to explore alternative solutions.

21st Century Skills/Interdisciplinary Themes

21st Century Skills/Interdisciplinary Themes presented in Unit 4 include:

- Communication and Collaboration
- Information Literacy
- Media Literacy
- ICT (Information, Communications and Technology) Literacy
- Life and Career Skills
- Creativity and Innovation
- Critical thinking and Problem Solving

- Communication and Collaboration
- Creativity and Innovation
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- Information Literacy
- Life and Career Skills
- Media Literacy

21st Century Skills

21st Century Skills presented in Unit 4 include:

- Global Awareness
- Financial, Economic, Business and Entrepreneurial Literacy
- Civic Literacy
- Health Literacy
- Environmental Literacy

- Civic Literacy
- Environmental Literacy
- Financial, Economic, Business and Entrepreneurial Literacy
- Global Awareness
- Health Literacy

Differentiation

Effective educational Differentiation used within Unit 4 include:

- The student will be provided visual/auditory presentations during Unit 4 material and will have varied supplemental materials (websites, Credo Source instructional videos, Youtube videos, etc.) and assistive technology (Google voice)when necessary.
- Students will be provided with simple, specific directions as to what the student is required to do and will pair these instructions with a visual using the Smart TV.
- Highlighted text will be utilized during Note-taking and Outline activities
- Center-Based, multi-sensory approach and instruction that include Tiered Activities/Assignments will be used during Unit 4.
- Group investigations and/or Alternative formative and summative assessments (Kahoot! game) will be used during this unit.

Differentiations:

- Small group instruction

- Small group assignments
- Extra time to complete assignments
- Pairing oral instruction with visuals
- Repeat directions
- Use manipulatives
- Center-based instruction
- Token economy
- Study guides
- Teacher reads assessments allowed
- Scheduled breaks
- Rephrase written directions
- Multisensory approaches
- Additional time
- Preview vocabulary
- Preview content & concepts
- Story guides
- Behavior management plan
- Highlight text
- Student(s) work with assigned partner
- Visual presentation
- Assistive technology
- Auditory presentations
- Large print edition
- Dictation to scribe
- Small group setting

Hi-Prep Differentiations:

- Alternative formative and summative assessments
- Choice boards
- Games and tournaments
- Group investigations
- Guided Reading
- Independent research and projects
- Interest groups
- Learning contracts
- Leveled rubrics
- Literature circles
- Multiple intelligence options
- Multiple texts
- Personal agendas
- Project-based learning
- Problem-based learning
- Stations/centers
- Think-Tac-Toes
- Tiered activities/assignments
- Tiered products
- Varying organizers for instructions

Lo-Prep Differentiations

- Choice of books or activities
- Cubing activities

- Exploration by interest
- Flexible grouping
- Goal setting with students
- Jigsaw
- Mini workshops to re-teach or extend skills
- Open-ended activities
- Think-Pair-Share
- Reading buddies
- Varied journal prompts
- Varied supplemental materials

Special Education Learning (IEP's & 504's)

The **Special Education Learning** adaptations that will be utilized in Unit 4 include:

- Provide modifications as dictated in the student's own IEP/504 plan.
- Secure attention of the student before giving instructions/directions and having the student repeat the directions back in order to check for understanding.
- Modification and shortening of the student's assignments and checking work frequently for understanding will be utilized.
- Center-Based, multi-sensory instruction (BreakoutEDU activities) and highlighting text will be used when learning about Research skills.
- For completing Activities During Unit 4- Research Skills the student will work side by side with an assigned partner.
- Seniors with an IEP or 504 will be encourage to come to the Library Media Center to obtain extra help with the Senior Research Project.

- printed copy of board work/notes provided

- additional time for skill mastery
- assistive technology
- behavior management plan
- Center-Based Instruction
- check work frequently for understanding
- computer or electronic device utilizes
- extended time on tests/ quizzes
- have student repeat directions to check for understanding
- highlighted text visual presentation
- modified assignment format
- modified test content
- modified test format
- modified test length
- multi-sensory presentation
- multiple test sessions
- preferential seating
- preview of content, concepts, and vocabulary
- Provide modifications as dictated in the student's IEP/504 plan
- reduced/shortened reading assignments
- Reduced/shortened written assignments
- secure attention before giving instruction/directions
- shortened assignments
- student working with an assigned partner
- teacher initiated weekly assignment sheet
- Use open book, study guides, test prototypes

English Language Learning (ELL)

The **English Language** Learning adaptations that will be employed in Unit 4 include:

- Use of instructional Credo Source videos, Google Translate, illustrations, pictures, and drawings will be used to explain or clarify material in Unit 4.
- Teaching the key aspects and eliminating the nonessential information when introducing the students to Research Skills.
- Asking peer tutors to assist the English Language Learner when they are required to complete a task.
- The student will be able to use the computer word processing spell check and grammar check features

when working on Unit 4-Research Skills
- Modified test with the use of note cards/open-book study guide
- ELL Seniors will be encourage to come to the Library Media Center to obtain extra help with the Senior Research Project.

- teaching key aspects of a topic. Eliminate nonessential information
- using videos, illustrations, pictures, and drawings to explain or clarif
- allowing products (projects, timelines, demonstrations, models, drawings, dioramas, poster boards, charts, graphs, slide shows, videos, etc.) to demonstrate student's learning;
- allowing students to correct errors (looking for understanding)
- allowing the use of note cards or open-book during testing
- decreasing the amount of workpresented or required
- having peers take notes or providing a copy of the teacher's notes
- modifying tests to reflect selected objectives
- providing study guides
- reducing or omitting lengthy outside reading assignments
- reducing the number of answer choices on a multiple choice test
- tutoring by peers
- using computer word processing spell check and grammar check features
- using true/false, matching, or fill in the blank tests in lieu of essay tests

At Risk

The "At Risk" intervention strategies that will be employed in Unit 4 include:

- Use of Credo Source instructional videos, illustrations, pictures, and drawings will be used to explain or clarify material in Unit 4.
- Teaching the key aspects and eliminating the nonessential information when introducing the students to Research Skills.
- Asking peer tutors to assist the English Language Learner when they are required to complete a task.
- Teaching and using computer word processing (Google Docs) spell check and grammar check features when submitting the finished product.
- Modified test with the use of note cards/open-book study guide.
- Seniors who are "at risk" will be encourage to come to the Library Media Center to obtain extra help with the Senior Research Project.

- allowing students to correct errors (looking for understanding)
- teaching key aspects of a topic. Eliminate nonessential information
- allowing products (projects, timelines, demonstrations, models, drawings, dioramas, poster boards,

charts, graphs, slide shows, videos, etc.) to demonstrate student's learning

- allowing students to select from given choices
- allowing the use of note cards or open-book during testing
- collaborating (general education teacher and specialist) to modify vocabulary, omit or modify items to reflect objectives for the student, eliminate sections of the test, and determine how the grade will be determined prior to giving the test.
- decreasing the amount of workpresented or required
- having peers take notes or providing a copy of the teacher's notes
- marking students' correct and acceptable work, not the mistakes
- modifying tests to reflect selected objectives
- providing study guides
- reducing or omitting lengthy outside reading assignments
- reducing the number of answer choices on a multiple choice test
- tutoring by peers
- using authentic assessments with real-life problem-solving
- using true/false, matching, or fill in the blank tests in lieu of essay tests
- using videos, illustrations, pictures, and drawings to explain or clarify

Talented and Gifted Learning (T&G)

The **Talented and Gifted** adaptations that will be employed in Unit 4 include:

1. Play the various Breakout EDU activities to extend their learning and practice their research skills.

2. They could research a local or global issue on a self-selected topic using the skills learned in Unit 4 and present their stance on the issue in the form of a multi-media presentation.

3. Utilize project-based learning for greater depth of knowledge utilizing a higher order, critical & creative thinking skills, and discovery and present completed activities to the class.

4. Debate an issue and utilized the research skills learned to support their arguments.

5. Teacher selected instructional strategies that are focused to provide challenge, engagement, and growth opportunities. Students can investigate other areas of interest and self-select how they want to display their finished product (written projects, timelines, demonstrations, models, drawings, dioramas, poster boards, charts, graphs, Google slides, videos, etc.)

- Above grade level placement option for qualified students
- Advanced problem-solving
- Allow students to work at a faster pace
- Cluster grouping
- Complete activities aligned with above grade level text using Benchmark results
- Create a blog or social media page about their unit
- Create a plan to solve an issue presented in the class or in a text
- Debate issues with research to support arguments

- Flexible skill grouping within a class or across grade level for rigor
- Higher order, critical & creative thinking skills, and discovery
- Multi-disciplinary unit and/or project
- Teacher-selected instructional strategies that are focused to provide challenge, engagement, and growth opportunities
- Utilize exploratory connections to higher-grade concepts
- Utilize project-based learning for greater depth of knowledge

Sample Lesson

Using the template below, please develop a **Sample Lesson** for the first unit only.

Unit Name:

NJSLS:

Interdisciplinary Connection:

Statement of Objective:

Anticipatory Set/Do Now:

Learning Activity:

Student Assessment/CFU's:

Materials:

21st Century Themes and Skills:

Differentiation/Modifications:

Integration of Technology: