Unit 4 Research Skills

Content Area: **Library/Media**
Course(s):
Time Period: **JanFeb**
Length: **Grade 6**
Status: **Published**

Title Section

Department of Curriculum and Instruction

Belleville Public Schools

Curriculum Guide

Library Media, Grade 6

Research Skills

Belleville Board of Education

102 Passaic Avenue

Belleville, NJ 07109

Prepared by: Erin Chamberlain, Library Media Specialist

Dr. Richard Tomko, Ph.D., M.J., Superintendent of Schools

Dr. Giovanni Cusmano, Director of Elementary Education K -8

Mr. George Droste, Director of Secondary Education

Board Approved: August 30, 2017

Unit Overview

In this unit, students will begin to learn how to organize their research and search the databases in an effective manner. Students will learn how to outline their research topics and narrow down topics to researchable keywords.

Enduring Understanding

By the end of the unit students will understand:

The importance of using keywords to search databases

How to narrow down topics from board topics to searchable topics

How to layout and organize their research in order to pick the best sources for there project

Essential Questions

Why do we research?

How can we create a list of keywords?

What are ways we can search the databases?

What methods can we use to organize our research?

What is a credible source what is a non-credible source and how do we tell the difference?

Exit Skills

By the end of Grade 6, Library Media Unit 4, the student should be able to:

Complete a basic search in the library databases

Begin to understand what makes a source credible

Organize their research in an order that matches their project

New Jersey Student Learning Standards (NJSLS-S)

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.RST.6-8.1	Cite specific textual evidence to support analysis of science and technical texts.
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.6-8.4	Produce clear and coherent writing in which the development, organization, voice, and style are appropriate to task, purpose, and audience.
LA.WHST.6-8.7	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.WHST.6-8.8	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.6.7	Conduct short research projects to answer a question, drawing on several sources and refocusing the inquiry when appropriate.
LA.W.6.8	Gather relevant information from multiple print and digital sources; assess the credibility of each source; and quote or paraphrase the data and conclusions of others while avoiding plagiarism and providing basic bibliographic information for sources.
LA.SL.6.1	Engage effectively in a range of collaborative discussions (one-on-one, in groups, and teacher-led) with diverse partners on grade 6 topics, texts, and issues, building on others' ideas and expressing their own clearly.

LA.SL.6.4	Present claims and findings, sequencing ideas logically and using pertinent descriptions, facts, and details to accentuate main ideas or themes; use appropriate speaking behaviors (e.g., eye contact, adequate volume, and clear pronunciation).
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.C	Communication and Collaboration: Students use digital media and environments to communicate and work collaboratively, including at a distance, to support individual learning and contribute to the learning of others.
TECH.8.1.8.E	Research and Information Fluency: Students apply digital tools to gather, evaluate, and use information.
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.

Interdisciplinary Connections

AAAA.K-12.1.1.1	Follow an inquiry-based process in seeking knowledge in curricular subjects, and make the real-world connection for using this process in own life.
AAAA.K-12.1.1.2	Use prior and background knowledge as context for new learning.
AAAA.K-12.1.1.3	Develop and refine a range of questions to frame the search for new understanding.
AAAA.K-12.1.1.4	Find, evaluate, and select appropriate sources to answer questions.
AAAA.K-12.1.1.5	Evaluate information found in selected sources on the basis of accuracy, validity, appropriateness for needs, importance, and social and cultural context.
AAAA.K-12.1.1.6	Read, view, and listen for information presented in any format (e.g., textual, visual, media, digital) in order to make inferences and gather meaning.
AAAA.K-12.1.1.7	Make sense of information gathered from diverse sources by identifying misconceptions, main and supporting ideas, conflicting information, and point of view or bias.
AAAA.K-12.1.1.8	Demonstrate mastery of technology tools for accessing information and pursuing inquiry.
AAAA.K-12.1.1.9	Collaborate with others to broaden and deepen understanding.
AAAA.K-12.1.2.5	Demonstrate adaptability by changing the inquiry focus, questions, resources, or strategies when necessary to achieve success.
AAAA.K-12.1.3.1	Respect copyright/intellectual property rights of creators and producers.
AAAA.K-12.1.3.2	Seek divergent perspectives during information gathering and assessment.
AAAA.K-12.1.3.3	Follow ethical and legal guidelines in gathering and using information.
AAAA.K-12.1.3.4	Contribute to the exchange of ideas within the learning community.
AAAA.K-12.1.3.5	Use information technology responsibly.
AAAA.K-12.1.4.1	Monitor own information-seeking processes for effectiveness and progress, and adapt as necessary.
AAAA.K-12.1.4.3	Monitor gathered information, and assess for gaps or weaknesses.
AAAA.K-12.2.1.1	Continue an inquiry- based research process by applying critical- thinking skills (analysis, synthesis, evaluation, organization) to information and knowledge in order to construct new understandings, draw conclusions, and create new knowledge.
AAAA.K-12.2.1.3	Use strategies to draw conclusions from information and apply knowledge to curricular areas, real-world situations, and further investigations.
AAAA.K-12.2.2.2	Use both divergent and convergent thinking to formulate alternative conclusions and test

	them against the evidence.
AAAA.K-12.2.3.1	Connect understanding to the real world.
AAAA.K-12.3.1.1	Conclude an inquiry-based research process by sharing new understandings and reflecting on the learning.

Learning Objectives

Students will demonstrate the ability to:

Select the correct database for their research

Organize their research based on the structure of their project.

Complete a simple keyword search of a database

Construct a research question

Suggested Activities & Best Practices

Have students complete a scavenger hunt of the databases to ensure they know how to use them correctly

Have students create a research question and then form a list of keywords

Evidence of Student Learning - Checking for Understanding (CFU)

Upon completion of this section, please remove all remaining descriptions, notes, outlines, examples and/or illustrations that are not needed or used.

By identifying the **Evidence of Student Learning with Checking for Understanding (CFU)** techniques used during the lesson and/or for Closure (Madeline Hunter), please list the variety of means used to access students' learning.

- Admit Tickets
- Anticipation Guide
- Common benchmarks

- Compare & Contrast
- Create a Multimedia Poster
- Define
- Describe
- Evaluate
- Evaluation rubrics
- Exit Tickets
- Explaining
- Fist- to-Five or Thumb-Ometer
- Illustration
- Journals
- KWL Chart
- Newspaper Headline
- Outline
- Question Stems
- Quickwrite
- Quizzes
- Red Light, Green Light
- Self- assessments
- Socratic Seminar
- Study Guide
- Teacher Observation Checklist
- Think, Pair, Share
- Think, Write, Pair, Share
- Top 10 List
- Unit tests

Primary Resources & Materials

Databases

Database log in sheets

Brain pop! Search Sharks game to practice keyword searching skills

Ancillary Resources

Teacher created handouts

Assignment guidelines

Technology Infusion

Laptops

Databases

Alignment to 21st Century Skills & Technology

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.

21st Century Skills/Interdisciplinary Themes

Upon completion of this section, please remove all remaining descriptions, notes, outlines, examples and/or illustrations that are not needed or used.

Please list only the **21st Century/Interdisciplinary Themes** that will be incorporated into this unit.

- Communication and Collaboration
- Creativity and Innovation
- Critical thinking and Problem Solving

- ICT (Information, Communications and Technology) Literacy
- Information Literacy
- Life and Career Skills
- Media Literacy

21st Century Skills

Upon completion of this section, please remove all remaining descriptions, notes, outlines, examples and/or illustrations that are not needed or used.

Please list only the **21st Century Skills** that will be incorporated into this unit.

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

Differentiation

Upon completion of this section, please remove all remaining descriptions, notes, outlines, examples and/or illustrations that are not needed or used.

Please remember: Effective educational **Differentiation** in a lesson lies within content, process, and/or product.

Please identify the ones that will be employed in 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

Intervention Strategies

Please identify Intervention Strategies that will be employed in the unit, using the ones identified below.

- 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

Special Education Learning

Please identify the **Special Education Learning** adaptations that will be employed in the unit, using the ones identified below.

- 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
- multiple test sessions
- multi-sensory presentation
- preferential seating
- preview of content, concepts, and vocabulary
- 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)

Please identify the **English Language Learning** adaptations that will be employed in the unit, using the ones identified below.

- 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

Sample Lesson

Unit Name: Intro to Research and Databases

NJSLS: See Above items

AASL: See Above items

Interdisciplinary Connection: English, Social Studies, Science

Statement of Objective:

SWBAT:

Formulate a research question and be able to generate keywords to use when searching the databases.

Successfully log on and navigate the school provided databases

Locate three facts that answer their research question

Anticipatory Set/Do Now:
What is important we start our research with a question?

Learning Activity:

Direct Instruction: The library media specialist will instruct the students on how to start research, what makes a good research question, and how to sign in and use the databases.
Practice: Students will be asked to form a research question than to find three pieces of information in the databases to help answer their question.

Student Assessment/CFU's: See Above items
Materials:
Laptops
Teacher created handouts

21st Century Themes and Skills: See Above items

Differentiation: See Above items

Integration of Technology:

Smartboard- to project modeling for students

Laptops- for students to access the databases