Methods Creation

Content Area: **Social Studies**
Course(s):
Time Period: **Marking Period 2**
Length: **10 Weeks**
Status: **Published**

Summary

In the Action Research course, students develop complex and rigorous research projects around a topic of their choosing based on their own interest. Emphasizing collaboration, critical thinking, and ethical considerations, the course guides students through the process of designing, implementing, and presenting their research findings, including learning advanced research methodologies, such as qualitative and quantitative data collection and analysis. The course culminates in a public exhibition where students present their findings to the broader community and make recommendations for future considerations regarding their topic of study.

This unit is part of the larger aforementioned course sequence and specifically focuses on methodologies for conducting research where students will use their research topic and questions to develop methods to gather data. By the end of this unit, students will be able to develop questions to conduct an interview that limits bias and leading questions, create a survey that is both appropriate to their topic and uses relevant language to avoid confusion and biased questions, and develop focus group questions and settings to gather pertinent data.

Revision Date: August 2024

Standards

L.SS.11–12.1. Demonstrate command of the system and structure of the English language when writing or speaking.

A. Apply the understanding that usage is a matter of convention, can change over time, and place, and is sometimes contested.

B. Observe hyphenation conventions.

C. Recognize spelling conventions.

L.KL.11–12.2. Apply knowledge of language to understand how language functions in different contexts, to make effective choices for meaning or style, and to comprehend more fully when reading or listening.

A. Acquire and use accurately general academic and domain-specific words and phrases, sufficient for reading, writing, speaking, and listening at the college and career readiness level.

RL.CR.11–12.1. Accurately cite strong and thorough textual evidence and make relevant connections to strongly support a comprehensive analysis of multiple aspects of what a literary text says explicitly and

inferentially, as well as interpretations of the text; this may include determining where the text leaves matters uncertain.

RI.CR.11–12.1. Accurately cite a range of thorough textual evidence and make relevant connections to strongly support a comprehensive analysis of multiple aspects of what an informational text says explicitly and inferentially, as well as interpretations of the text.

RI.CI.11–12.2. Determine two or more central ideas of an informational text and analyze how they are developed and refined over the course of a text, including how they interact and build on one another to provide a complex account or analysis; provide an objective summary of the text.

W.AW.11–12.1. Write arguments to support claims in an analysis of substantive topics or texts, using valid reasoning and relevant and sufficient evidence.

A. Introduce precise, knowledgeable claim(s), establish the significance of the claim(s), distinguish the claim(s) from alternate or opposing claims, and create an organization that logically sequences claim(s), counterclaims, reasons, and evidence.

C. Use transitions (e.g., words, phrases, clauses) to link the major sections of the text, create cohesion, and clarify the relationships between claim(s) and reasons, between reasons and evidence, and between claim(s) and counterclaims.

D. Establish and maintain a style and tone appropriate to the audience and purpose (e.g., formal and objective for academic writing) while attending to the norms and conventions of the discipline in which they are writing.

E. Provide a concluding paragraph or section that supports the argument presented (e.g., articulating implications or the significance of the topic).

W.WR.11–12.5. 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.

W.RW.11–12.7. 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.

SL.PE.11–12.1. Initiate and participate effectively in a range of collaborative discussions (one-on-one, in groups, and teacher-led) with peers on grades 11–12 topics, texts, and issues, building on others' ideas and

expressing their own clearly and persuasively.

A. Come to discussions prepared, having read and researched material under study; explicitly draw on that preparation by referring to evidence from texts and other research on the topic or issue to stimulate a thoughtful, well-reasoned exchange of ideas.

SL.II.11–12.2. Integrate multiple sources of information presented in diverse formats and media (e.g., visually, quantitatively, orally) in order to make informed decisions and solve problems, evaluating the credibility and accuracy of each source and noting any discrepancies among the data.

SL.ES.11–12.3. Evaluate a speaker's point of view, reasoning, and use of evidence and rhetoric, assessing the stance, premises, links among ideas, word choice, points of emphasis, and tone used.

9.4.12.CI.1: Demonstrate the ability to reflect, analyze, and use creative skills and ideas (e.g.,1.1.12prof.CR3a).

9.4.12.CI.2: Identify career pathways that highlight personal talents, skills, and abilities (e.g., 1.4.12prof.CR2b, 2.2.12.LF.8).

9.4.12.CI.3: Investigate new challenges and opportunities for personal growth, advancement, and transition (e.g., 2.1.12.PGD.1).

9.4.12.TL.2: Generate data using formula-based calculations in a spreadsheet and draw conclusions about the data.

The standards in this unit reflect a developmental progression across grade levels and make interdisciplinary connections across content areas including the humanities, technology, career readiness, cultural awareness, and global citizenship.

Essential Questions / Enduring Understandings

Essential Questions:

- To what extent can a research method help with data collection?
- To what extent can data provide answers to research questions?

Enduring Understandings:

- Varying research methods are designed to provide researchers with the best means of collecting data; however, researchers must assess and determine which methods will most benefit their research
- Data is essential to answering questions, but one must be able to code and determine patterns in data that will provide them with insights in ways they may not have originally perceived

Objectives

Students will know:

- How to create a topic for research using the available methodologies
- The different methodologies available to conduct open-ended research
- How to write research based questions that do not lead to any predetermined conclusions
- How to evaluate the validity of an argument
- Identifying the information needed for the context of the inquiry.

Students will be skilled at:

- Conducting research through the available methods of surveys, interviews, focus groups, experiments and natural observation
- Reaching out to other people including professionals for interviews through email by formal requests
- Developing extemporaneous questions during interviews
- Identifying the information needed for the context of the inquiry.
- Accessing and managing information using effective strategies.
- Working collaboratively to offer constructive criticism to group members to ensure their projects meet the criteria

Learning Plan

This unit plan includes but is not limited to the following strategies:

Letter to the Principal: Students will write a letter explaining the student's topic and asking permission to be

able to conduct research outside of school.

Won't You Be My Neighbor Response: Students will compose a response to the documentary Won't You Be My Neighbor centering on interview tactics used in the documentary and how one can elicit responses from our interview subjects.

Five Minute Interview: Students will conduct a 5 minute interview with someone from their peer group on any topic they desire. They must include 10 written questions and record the interview and include extemporaneous questions.

Research Methods Presentation: Students will take notes on a presentation explaining how research methods work.

Assessment

When taking a Social Studies course, students demonstrate differentiated proficiency according to their ability to answer the essential questions through formative and summative assessments. Many of the performance tasks below can be implemented as formative and/or summative assessments. As teachers strive for students to demonstrate proficiency, they will need to create additional or alternative assessments based on demonstration or absence of skill.

Formative Assessments:

- One to One meetings with teacher, Peer group discussions

Summative Assessments:

- Submission of First Research Method

Benchmark Assessments:

- Student evaluation of student-driven goals (written assessment)

Materials

The design of this course allows for the integration of a variety of instructional, supplemental, and intervention materials that support student learners at all levels in the school and home environments. Associated web

content and media sources are infused into the unit as applicable and available In addition to the materials below, the following link connects to district approved textbooks and resources utilized in this course: Core Book List.

The following are approved resources that teachers can include to further unit related objectives:

Won't You Be My Neighbor? Documentary

Five Minute Interview

Methods Presentation

Survey Questions Presentation

Research Proposal

Excerpts from The Rehearsal (Episode 1)

Survey Tips and Tricks

Any additional resources that are not included in this list will be presented to and reviewed by the supervisor before being included in lesson plans. This ensures resources are reviewed and vetted for relevance and appropriateness prior to implementation.

Suggested Modifications

This link includes content specific accommodations and modifications for all populations:

https://docs.google.com/spreadsheets/d/1Pp6EJOCsFz5o4-opzsXpQDQoa6aClW-bkRGPDRHXVrk/edit?usp=sharing

These additional strategies are helpful when learning Social Studies content and skills:

These additional strategies are helpful when learning Social Studies content and skills:

- Highlighter for close reading and annotation strategies
- Bolded terms in directions
- Providing opportunities for text-to-speech for written responses.
- Use visual presentations of all materials to include graphic organizers for writing.