Unit 01 - Introduction and Research Question Development

Content Area: **Social Studies**
Course(s):
Time Period: **Marking Period 1**
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 developing student research topics where students will assess their personal interests and channel them into open-ended research questions that inspire academic inquiry. By the end of this unit, students will be able to formulate research questions for their research proposal, conduct research on a topic utilizing the academic databases available to them through the media center, write a research proposal, and articulate the planned trajectory of their research.

Revision Date: August 2024

Standards

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.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.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).

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:

- Why does credible evidence depend on use of sources and data that are relevant and reliable?
- How can a strong research proposal help successfully guide one's research?

Enduring Understandings:

- Exploring how researchers investigate a topic through a variety of media can inspire inquiry and lead to the creation of additional questions.
- Researching a potential topic requires learning how to ask open-ended research based questions that are neutral in stance and avoid leading the researcher to any predetermined outcome
- Personal interest and intellectual curiosity inspire investigation of topics or issues that may or may not be clearly defined; a well-crafted investigation explores the complexity of an issue or topic and further inquiry can lead to unexpected conclusions, resolutions, innovations, or solutions.

Objectives

Students will know:

- The differences between a fixed and growth mindset
- How to identify acceptable resources for use in a research paper
- How to analyze peer reviewed resources through available databases
- How to determine if an academic journal is reliable
- How objective research can lead to new questions
- Their own aptitudes to spur their research questions
- Learning requires practice through an iterative process of thinking/rethinking, vision/revision, and writing/rewriting.
- The way the problem is posed, situated, framed, or contextualized will guide the inquiry process and influence the type of information needed and the appropriate method of gathering it.
- The value of online databases (e.g., EBSCO, ProQuest, JSTOR, Google Scholar) and libraries catalog and house secondary and primary sources.
- Credibility of evidence depends on use of sources and data that are relevant and reliable (current, authoritative).

Students will be skilled at:

- Creating open-ended research based questions
- Conducting research on a topic of their choosing
- Identifying what aspects of existing research will be beneficial to their own topics
- Choosing a topic of that they will be capable of conducting research in classroom setting
- Evaluating the credibility and relevance of sources and the evidence they present
- Contextualizing and identifying the complexities of a problem or issue.
- Posing questions and seeking out answers that reflect multiple, divergent, or contradictory perspectives.
- Retrieving, questioning, organizing, and using prior knowledge about a topic.

Learning Plan

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

Mindsets: Students will read and annotate a section from Carol Dweck's Mindsets in order to understand how fixed and growth mindsets manifest in our thinking and how we can change that if need be.

Think Like a Freak: Students will read and annotate an excerpt from Think Like a Freak examining Takiro Kobayashi's non-traditional thinking to become the Nathan's Hot Dog eating champion. Students will discuss their annotations and include information on how they can think outside the box.

Education's Death Valley: Students will watch a TED talk by Sir Ken Robinson and explore how a seminar class can open up their ability to think more freely compared to traditional class structures.

Student Driven Goals: Students will create a list of seven non-academic based goals for themselves to accomplish during their Senior year and will revisit periodically throughout the school year.

Aptitudes: Students will explore their own aptitudes through a personality test examining what careers they'd be suited for in an attempt to help them think more broadly about a possible topic they'd like to explore for their project.

Radiolab Podcast: Students will pick an episode from the Radiolab Podcast to determine how a topic can be broadened from a singular question to reveal surprising answers. They will complete a written response to it.

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:

- Research Proposal

Benchmark Assessments:

- Development of student-driven goals

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:

https://radiolab.org/ - Radiolab Podcasts

Chapter 2 from Finding Your Element

How to Escape Education's Death Valley

Aptitudes Career Explorer

Chapter 1 from Mindset: The New Psychology of Success by Carol Dweck

The Young Researcher

Pew Research Center

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.