

# Unit 4: Research Project (Weeks 27-36)

Content Area: **Template**  
Course(s):  
Time Period: **Full Year**  
Length: **9 Weeks**  
Status: **Published**

## Unit 4: Research Project

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Students need to understand how to formulate a research question and find, evaluate and document sources which they can use to prove a position. They must be able to use standard written English to convey their research using a standard documentation method. These skills are essential in higher education and to making good decisions in the workplace and in life.

## Essential Questions

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How can students address important issues in their school or community?  
Why do students need to understand how to formulate focused questions?  
Why is evaluating sources important?  
What makes a good source?  
Why do we need to document resources?

## Pre-Assessments

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CommonLit article  
Review of PSAT scores

## Instructional Plan

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## MLA Format

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**Student Learning Intentions or We are learning to ... (WALT)**

WALT two or more themes interact and build on one another to produce a complex text

**Student Success Criteria ... “I can statements”**

I can cite evidence using correct MLA format

### **Instructional Strategies and Activities**

Model teacher created MLA research paper

Guided practice

Model central Idea Race Paragraph

### **Formative Assessments**

Identify the elements of a formal MLA research paper

What needs to be cited? Direct quotations and paraphrases- student practice

Fast Five quizzes on MLA format

### **Instructional Materials and Resources**

Direct Instruction

Modeling

Mentor Texts

Guided Notes

### **Reflections and Suggested Modifications**

## **Kohlberg's stages of Moral Development**

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### **Student Learning Intentions or We are learning to ... (WALT)**

WALT make relevant connections to support analysis of inferences drawn from the text

WALT determine two or more themes or central ideas of a text

### **Student Success Criteria ... "I can statements"**

I can link the characters of Huck Finn to the stages of Moral Development

## **Instructional Strategies and Activities**

Notes on Kohlberg's stages of Moral Development.(teacher made) for synthesis paper on Moral stages of characters (used with *The Adventures of Huckleberry Finn* and *The Great Gatsby* )

## **Formative Assessments**

Fast Five Quizzes

Quote Quizzes

## **Instructional Materials and Resources**

Direct Instruction

Modeling

Mentor Texts

Guided Notes

## **Reflections and Suggested Modifications**

## **Historical Review**

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### **Student Learning Intentions or We are learning to ... (WALT)**

WALT determine two or more themes or central ideas of a text

### **Student Success Criteria ... "I can statements"**

I can explain the elements of historical review and apply them to *Huck Finn*

## **Instructional Strategies and Activities**

Historical Review of Mark Twain's *Huck Finn*

## **Formative Assessments**

Fast Five Quizzes

Quote Quizzes

## **Instructional Materials and Resources**

Direct Instruction  
Modeling  
Mentor Texts  
Guided Notes

## **Reflections and Suggested Modifications**

## **Annotated Sources**

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### **Student Learning Intentions or We are learning to ... (WALT)**

WALT arguments must have valid reasoning and relevant and sufficient evidence to support claim(s)

### **Student Success Criteria ... “I can statements”**

I can find and ethically evaluate sources for my topic

## **Instructional Strategies and Activities**

Students will find and annotate sources  
Teacher demonstrations and lecture

## **Formative Assessments**

Source Cards

## **Instructional Materials and Resources**

Noodletools

## **Reflections and Suggested Modifications**

## **Notecards**

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### **Student Learning Intentions or We are learning to ... (WALT)**

WALT identify the strengths and limitations of claim(s), counterclaim(s) and evidence in a manner that anticipates the audience's' knowledge level, concerns, values, and possible biases in argumentative writing

### **Student Success Criteria ... "I can statements"**

I can extract information from sources to build an argument

### **Instructional Strategies and Activities**

Students will create notecards from sources

Teacher demonstration and lecture

### **Formative Assessments**

Notecards

### **Instructional Materials and Resources**

Noodletools

### **Reflections and Suggested Modifications**

## **Outline**

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### **Student Learning Intentions or We are learning to ... (WALT)**

WALT arguments must have valid reasoning and relevant and sufficient evidence to support claim(s)

### **Student Success Criteria ... "I can statements"**

I can organize my ideas in an outline form

## **Instructional Strategies and Activities**

Students will create an outline for Research Essay

Teacher demonstration and lecture

## **Formative Assessments**

Outline

## **Instructional Materials and Resources**

Noodletools

## **Reflections and Suggested Modifications**

## **Guided Peer Editing**

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### **Student Learning Intentions or We are learning to ... (WALT)**

WALT develop and strengthen writing as needed by planning, revising, editing, rewriting or trying a new approach

### **Student Success Criteria ... “I can statements”**

I can use revision skills to strengthen my writing

## **Instructional Strategies and Activities**

Peer editing

Teacher conferencing

Model chronological vs element organization

Identify transitions words in essay

Compare different transitions to determine the most effective

## **Formative Assessments**

Peer Editing Reflections

Essay

## **Instructional Materials and Resources**

Modeling

## **Reflections and Suggested Modifications**

## **Modifications and/or Accommodations**

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### **Suggested Modifications (ELL, Sp. Ed, Gifted, At-risk of Failure)**

#### **English Language Learners**

Native language support: The teacher provides auditory or written content to students in their native language.

Adjusted Speech: The teacher changes speech patterns to increase student comprehension. This could include facing the students, paraphrasing, clearly indicating the most important ideas, and speaking more slowly.

Visuals: The teacher uses graphics, pictures, visuals, and manipulatives. This helps ELL students better understand and comprehend the subjects at hand.

Front-Loading Vocabulary: The teacher front loads vocabulary. This means providing students with a list of important vocabulary words they will need to know for a book, lesson, etc. prior to the lesson being taught. Including pictures to go with the vocabulary words is also very beneficial for the students.

#### **Special Education Students**

Chunking: The teacher presents information in a way that makes it easy for students to understand and remember. Chunking is based on the presumption that our working memory is easily overloaded by excessive detail. The best way to deliver information is to organize it into meaningful units. Because students with special needs get overloaded easily, chunking is an effective strategy to use with them.

Checking for Understanding: It is important to constantly check for understanding, especially for

students who have accommodations. Teachers want to make sure students understand the concepts being covered in a way that makes sense to them.

Extra time: The teacher provides students with special needs extra time to complete work or answer questions. It is important to give students enough time to process their thoughts.

Oral Reading: The teacher will read work orally to students. Class work such as tests and literature circles may need to be read aloud to the student.

Timers: The teacher will use timers as an instructional tool. The use of timers is beneficial for students who have trouble completing tasks. Timers can be helpful so the student is aware of how much time they have to complete an assignment.

### **Students with 504 Plans**

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### **Gifted & Talented Strategies**

Extensions/Enrichments: Teachers will provide gifted and talented students with extension/enrichment projects. Students will be challenged to further their understanding, to apply acquired knowledge, and/or to produce something in reference to acquired knowledge.

Modify/Change Activities: Teachers will monitor and modify activities to accommodate those students who need to be challenged further. Additional reading, problem-solving, writing, or project work is necessary for those students who are ready to move on at a rate more accelerated than their peers. In this way, G & T students are provided the same opportunity for support as special needs students.

### **Students at Risk of School Failure**

Directions or Instructions: Make sure directions and/or instructions are given in limited numbers. Give directions/instructions verbally and in simple written format. Ask students to repeat the

instructions or directions to ensure understanding occurs. Check back with the student to ensure he/she hasn't forgotten.

**Peer Support:** Peers can help build confidence in other students by assisting in peer learning. Many teachers use the 'ask 3 before me' approach. This is fine, however, a student at risk may have to have a specific student or two to ask. Set this up for the student so he/she knows who to ask for clarification before going to you.

**Alternate or Modified Assignments:** Always ask yourself, "How can I modify this assignment to ensure the students at risk are able to complete it?" Sometimes you'll simplify the task, reduce the length of the assignment or allow for a different mode of delivery. For instance, many students may hand something in, the at-risk student may jot notes and give you the information verbally. Or, it just may be that you will need to assign an alternate assignment.

**Increase One to One Time:** When other students are working, always touch base with your students at risk and find out if they're on track or needing some additional support. A few minutes here and there will go a long way to intervene as the need presents itself.

**Contracts:** It helps to have a working contract between you and your students at risk. This helps prioritize the tasks that need to be done and ensure completion happens. Each day write down what needs to be completed, as the tasks are done, provide a checkmark or happy face. The goal of using contracts is to eventually have the student come to you for completion sign-offs.

**Hands On:** As much as possible, think in concrete terms and provide hands-on tasks. This means a child doing math may require a calculator or counters. The child may need to tape record comprehension activities instead of writing them. A child may have to listen to a story being read instead of reading it him/herself.

**Tests/Assessments:** Tests can be done orally if need be. Break tests down in smaller increments by having a portion of the test in the morning, another portion after lunch and the final part the next day.

**Seating:** Seat students near a helping peer or with quick access to the teacher. Those with hearing or sight issues need to be close to the instruction which often means near the front.

## **New Jersey Student Learning Standards: Content Area**

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ELA.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.
ELA.W.AW.11–12.1.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.
ELA.W.AW.11–12.1.B	Develop claim(s) and counterclaims avoiding common logical fallacies and using sound reasoning and thoroughly, supplying the most relevant evidence for each while pointing out the strengths and limitations of both in a manner that anticipates the audience's knowledge level, concerns, values, and possible biases.
ELA.W.AW.11–12.1.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.

ELA.W.AW.11–12.1.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.
ELA.W.AW.11–12.1.E	Provide a concluding paragraph or section that supports the argument presented (e.g., articulating implications or the significance of the topic).
ELA.W.WP.11–12.4	Develop and strengthen writing as needed by planning, revising, editing, rewriting, trying a new approach; sustaining effort to complete complex writing tasks; tracking and reflecting on personal writing progress (e.g., using portfolios, journals, conferencing); or consulting a style manual (such as MLA or APA Style), focusing on addressing what is most significant for a specific purpose and audience.
ELA.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.
ELA.W.SE.11–12.6	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).
ELA.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.
ELA.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.
ELA.SL.PE.11–12.1.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.
ELA.SL.PE.11–12.1.D	Respond thoughtfully to diverse perspectives; synthesize comments, claims, and evidence made on all sides of an issue; resolve contradictions when possible; and determine what additional information or research is required to deepen the investigation or complete the task.

## **Integration of Career Readiness, Life Literacies and Key Skills**

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TECH.9.4.12.CI.1	Demonstrate the ability to reflect, analyze, and use creative skills and ideas (e.g., 1.1.12prof.CR3a).
TECH.9.4.12.CT.2	Explain the potential benefits of collaborating to enhance critical thinking and problem solving (e.g., 1.3E.12profCR3.a).

## **Integration of Computer Science and Design Thinking**

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CS.K-12.2.a	Cultivate working relationships with individuals possessing diverse perspectives, skills, and personalities.
CS.K-12.2.b	Create team norms, expectations, and equitable workloads to increase efficiency and effectiveness.

## **Interdisciplinary Connections: NJSLs for ELA, Social Studies, Science and/or Math**

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SOC.K-12.2

### Gathering and Evaluating Sources

Finding, evaluating and organizing information and evidence from multiple sources and perspectives are the core of inquiry. Effective practice requires evaluating the credibility of primary and secondary sources, assessing the reliability of information, analyzing the context of information, and corroborating evidence across sources. Discerning opinion from fact and interpreting the significance of information requires thinking critically about ourselves and the world.

## **21st Century Life and Career**

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CRP.K-12.CRP1	Act as a responsible and contributing citizen and employee.
CRP.K-12.CRP2	Apply appropriate academic and technical skills.
CRP.K-12.CRP3	Attend to personal health and financial well-being.
CRP.K-12.CRP4	Communicate clearly and effectively and with reason.
CRP.K-12.CRP5	Consider the environmental, social and economic impacts of decisions.
CRP.K-12.CRP6	Demonstrate creativity and innovation.
CRP.K-12.CRP7	Employ valid and reliable research strategies.
CRP.K-12.CRP8	Utilize critical thinking to make sense of problems and persevere in solving them.
CRP.K-12.CRP9	Model integrity, ethical leadership and effective management.
CRP.K-12.CRP10	Plan education and career paths aligned to personal goals.
CRP.K-12.CRP11	Use technology to enhance productivity.
CRP.K-12.CRP12	Work productively in teams while using cultural global competence.

## **Integration of Diversity, Equity and Inclusion, Climate Change, Informational and Media Literacy**

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See Crosswalks

## **SEL Competencies**

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SEL.PK-12.3.2	Demonstrate and awareness of the differences among individuals, groups, and others' cultural backgrounds
SEL.PK-12.4.1	Develop, implement and model effective problem-solving, and critical thinking skills
SEL.PK-12.5.2	Utilize positive communication and social skills to interact effectively with others