

Unit 3: Research (Week 15-26)

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

Unit 3: Research

This unit focuses on conducting research (specifically drawing evidence from texts, supporting analysis, reflection, and researching relevant information from print and digital sources). Students will build upon writing skills to create a piece that utilizes multiple sources to present a position. This unit teaches purposeful research to utilize resources to synthesize a new product. Students will use the skills they developed writing argument essays using the texts we read in class to help them transition to more independent research and thesis development in this unit. They will also build on the theme of improving society from unit 2, but this time they will research a problem in society they're interested in and put together an outreach campaign to raise awareness and help solve the issue.

Essential Questions

How does one determine the validity and reliability of a source?
How does one gather and use research to develop a research paper?
How has academic research evolved with the advancement of technology?
What are the essential elements of an argumentative research paper?
What are the essential elements of an engaging and informative presentation?

Pre-Assessments

Have students set goals based on their final grade for their argument essay. There is a connection between writing an argument and writing a thesis for a larger research paper. Students can reflect on where they succeeded and fell short during unit 3 to help them prepare for the larger project of their comprehensive research paper.

Instructional Plan

Novels:

The following novels could be taught as a class novel to run parallel to the theme of improving society/societal issues. These don't need to be referenced in research papers but could help to provide context.

Also consider having students do independent novel study or literature circles so they are still reading narrative texts during this unit.

They could use the library to find a novel that relates to the topic they have chosen as well.

Of Mice and Men Steinbeck (worker's rights, migrant workers, income disparity)

I Am Malala Malala Yousafzai (women's rights, education equality)

I Know Why the Caged Bird Sings (children's rights, education equality, teen pregnancy, women's rights)

Technology:

Flipgrid

YouTube

Padlet

MLA Citation Generator

<https://www.scribbr.com/mla-citation-generator/>

Reach out to librarian for additional databases and research support

Databases and Research Support :

JStor

Sora <https://soraapp.com/welcome/login/360075>

Project Gutenberg

<https://www.gutenberg.org/>

Issues and Controversies

<https://icof.infobaselearning.com/index.aspx>

Opposing Viewpoints

https://go.gale.com/ps/start.do?p=OVIC&u=collingshm_ca

Activate Prior Knowledge

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

WALT different mediums can present different perspectives on a given topic (e.g., a person's life story)

Student Success Criteria ... "I can statements"

I can analyze a story through a variety of mediums

Instructional Strategies and Activities

Class/group discussions

Graphic organizers/sketch notes/non linguistic representations/concept mapping

Multiple readings of text for different purposes/directed reading activities

1:1 Writing conferences with teacher

1:1 Writing conferences with peer (guided)

Higher order thinking/questioning strategies

Formative Assessments

Entry & Exit Slips

Quizlet

Self-Assessment

RACE assignments

Student conferences/check ins

Observation

Writing Conferences

Instructional Materials and Resources

Commonlit

Graphic Organizers

Library Databases

Reflections and Suggested Modifications

Frontload Vocabulary

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

WALT different details can be emphasized in different mediums about a given topic

Student Success Criteria ... “I can statements”

I can extract important details from the text.

Instructional Strategies and Activities

Class/group discussions

Graphic organizers/sketch notes/non linguistic representations/concept mapping

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Freewriting/Response Notebooks

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

WALT analyze various perspectives as presented in different mediums.

Student Success Criteria ... “I can statements”

I can analyze various perspectives from text and nontext mediums

Instructional Strategies and Activities

Class/group discussions

Graphic organizers/sketch notes/non linguistic representations/concept mapping

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Think-Pair-Share

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

WALT determine which details from different mediums (print and multimedia) are emphasized in each account

Student Success Criteria ... “I can statements”

I can extract important details from the text

Instructional Strategies and Activities

Class/group discussions

Graphic organizers/sketch notes/non linguistic representations/concept mapping

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Socratic Seminar

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

WALT the research process is used to answer a question or solve a problem

Student Success Criteria ... “I can statements”

I can participate thoughtfully and respectfully in a socratic seminar

I can share my ideas

I can listen to the ideas of others

Instructional Strategies and Activities

Class/group discussions

Graphic organizers/sketch notes/non linguistic representations/concept mapping

Multiple readings of text for different purposes/directed reading activities

1:1 Writing conferences with teacher

1:1 Writing conferences with peer (guided)

Higher order thinking/questioning strategies

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Reflections and Suggested Modifications

Annotation

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

WALT research process applies to our own questions and/or problems

WALT narrow or broaden the inquiry when appropriate

Student Success Criteria ... “I can statements”

I can use inquiry to develop a research question

Instructional Strategies and Activities

Class/group discussions

Graphic organizers/sketch notes/non linguistic representations/concept mapping

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Summarizing and Notetaking

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

WALT synthesize multiple sources on the subject to demonstrate understanding of the subject

WALT integrate multiple sources of information presented in diverse media or formats (visually, quantitatively, qualitatively, orally)

Student Success Criteria ... “I can statements”

I can evaluate sources

I can make connections across sources

Instructional Strategies and Activities

Class/group discussions

Graphic organizers/sketch notes/non linguistic representations/concept mapping

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Reflections and Suggested Modifications

Modifications and/or Accommodations

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

ELA.L.SS.9–10.1	Demonstrate command of the system and structure of the English language when writing or speaking.
ELA.L.VL.9–10.3.D	Consult general and specialized reference materials (e.g., dictionaries, glossaries, thesauruses), both print and digital, to find the pronunciation of a word or determine or clarify its precise meaning, its part of speech, or its etymology.
ELA.L.VI.9–10.4.B	Analyze nuances in the meaning of words with similar denotations.
ELA.RL.CR.9–10.1	Cite a range of thorough textual evidence and make relevant connections to strongly support analysis of multiple aspects of what a literary text says explicitly and inferentially, as well as including determining where the text leaves matters uncertain.
ELA.RI.CR.9–10.1	Cite a range and thorough textual evidence and make clear and relevant connections, to strongly support an analysis of multiple aspects of what an informational text says explicitly and inferentially, as well as interpretations of the text.
ELA.RL.CI.9–10.2	Determine one or more themes of a literary text and analyze how it is developed and refined over the course of the text, including how it emerges and is shaped by specific details; provide an objective summary of the text.

ELA.RI.CI.9–10.2	Determine one or more central ideas of an informational text and analyze how it is developed and refined over the course of a text, including how it emerges and is shaped by specific details; provide an objective summary of the text.
ELA.RL.TS.9–10.4	Analyze how an author’s choices concerning the structure of a text, order of the events within it (e.g., parallel plots), and manipulation of time (e.g., pacing, flashbacks) create specific effects (e.g., mystery, tension, or surprise).
ELA.RL.PP.9–10.5	Determine an author’s lens in a text (including cultural experience reflected in a work of literature from outside the United States, drawing on a wide reading of world literature) and analyze how an author uses rhetorical devices to advance a point of view.
ELA.W.IW.9–10.2.B	Develop the topic with well-chosen, relevant, and sufficient facts, extended definitions, concrete details, quotations, or other information and examples appropriate to the audience’s knowledge of the topic.
ELA.W.IW.9–10.2.C	Use appropriate and varied transitions to link the major sections of the text, create cohesion, and clarify the relationships among complex ideas and concepts.
ELA.W.IW.9–10.2.D	Use precise language and domain-specific vocabulary to manage the complexity of the topic.
ELA.W.IW.9–10.2.E	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.IW.9–10.2.F	Provide a concluding paragraph or section that supports the information or explanation presented (e.g., articulating implications or the significance of the topic).
ELA.W.WP.9–10.4	Develop and strengthen writing as needed by planning, revising, editing, rewriting, trying a new approach; sustaining effort to complete complex writing tasks; seeking out feedback and reflecting on personal writing progress; 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.9–10.5	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.9–10.6	Gather relevant information from multiple authoritative print and digital sources, using advanced searches effectively; assess the usefulness of each source in answering the research question; integrate information into the text selectively to maintain the flow of ideas, avoiding plagiarism and following a standard format for citation (MLA or APA Style Manuals).
ELA.W.RW.9–10.7	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, and audiences.
ELA.SL.PE.9–10.1.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.9–10.1.B	Collaborate with peers to set rules for discussions (e.g., informal consensus, taking votes on key issues, presentation of alternate views); develop clear goals and assessment criteria (e.g., student developed rubric) and assign individual roles as needed.
ELA.SL.PE.9–10.1.C	Propel conversations by posing and responding to questions that relate the current discussion to broader themes or larger ideas; actively incorporate others into the discussion; and clarify, verify, or challenge ideas and conclusions.
ELA.SL.PE.9–10.1.D	Respond thoughtfully to various perspectives, summarize points of agreement and disagreement, and justify own views. Make new connections in light of the evidence and reasoning presented.
ELA.SL.PI.9–10.4	Present information, findings, and supporting evidence clearly, concisely, and logically.

The content, organization, development, and style are appropriate to task, purpose, and audience.

ELA.SL.AS.9–10.6

Adapt speech to a variety of contexts and tasks, demonstrating command of formal English.

Integration of Career Readiness, Life Literacies and Key Skills

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).
TECH.9.4.12.DC.7	Evaluate the influence of digital communities on the nature, content and responsibilities of careers, and other aspects of society (e.g., 6.1.12.CivicsPD.16.a).
TECH.9.4.12.TL.1	Assess digital tools based on features such as accessibility options, capacities, and utility for accomplishing a specified task (e.g., W.11-12.6.).

Integration of Computer Science and Design Thinking

CS.9-12.8.2.12.ITH.3	Analyze the impact that globalization, social media, and access to open source technologies has had on innovation and on a society's economy, politics, and culture.
CS.K-12.2.a	Cultivate working relationships with individuals possessing diverse perspectives, skills, and personalities.

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

SOC.6.1.12.HistoryCA.2.a	Research multiple perspectives to explain the struggle to create an American identity.
SCI.9-12.5.1.12.D.1	Engage in multiple forms of discussion in order to process, make sense of, and learn from others' ideas, observations, and experiences.

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

See Crosswalks

21st Century Life and Career

CAEP.9.2.12.C.3	Identify transferable career skills and design alternate career plans.
CAEP.9.2.12.C.9	Analyze the correlation between personal and financial behavior and employability.
TECH.8.1.12.A.1	Create a personal digital portfolio which reflects personal and academic interests, achievements, and career aspirations by using a variety of digital tools and resources.
TECH.8.1.12.A.2	Produce and edit a multi-page digital document for a commercial or professional audience

and present it to peers and/or professionals in that related area for review.

TECH.8.1.12.D.4

Research and understand the positive and negative impact of one's digital footprint.

TECH.8.1.12.D.5

Analyze the capabilities and limitations of current and emerging technology resources and assess their potential to address personal, social, lifelong learning, and career needs.

SEL Competencies

SEL.PK-12.2.2

Recognize the skills needed to establish and achieve personal and educational goals

SEL.PK-12.2.3

Identify and apply ways to persevere or overcome barriers through alternative methods to achieve one's goals

SEL.PK-12.3.3

Demonstrate an understanding of the need for mutual respect when viewpoints differ

SEL.PK-12.3.4

Demonstrate an awareness of the expectations for social interactions in a variety of settings