

Unit 3: Research (Weeks 18-26)

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

Unit 3: Research

This unit is designed to give students the tools to conduct research, distinguish between reliable and unreliable sources, and combine information from various sources into a cohesive research paper. Students will learn to identify effective presentations and will learn to present their own research effectively.

Essential Questions

How do we use the internet to find accurate, factual information?

What makes a source credible?

How do we use information from various credible sources to make an argument of our own?

What makes a strong research paper?

What makes an effective presentation?

Pre-Assessments

Students will respond to a prompt where they will determine if a story is real and from a reliable source.

Instructional Plan

Topic Approval

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

WALT to identify the ways that different mediums contribute to an understanding of a certain perspective.

WALT identify logical fallacies.

Student Success Criteria ... “I can statements”

I can use library databases to research a topic

I can use a search strategy to research topics

Instructional Strategies and Activities

Library database mini lesson

Search Strategy Assignment

Formative Assessments

Topic Approval Form

Instructional Materials and Resources

S.I.F.T. Method

Teacher model paper

Writing conference

Class discussion

Presentation of research concepts

Studying best practices

Learning by practice

Reflections and Suggested Modifications

Notecards and Citations

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

WALT identify the argument being made in a text or piece of multimedia and evaluate how effective it is.

Student Success Criteria ... “I can statements”

I can evaluate arguments in both text and non-text mediums

Instructional Strategies and Activities

Notecard and Citations through Noodletools

Formative Assessments

Notecards

Source Gathering Doc

Instructional Materials and Resources

S.I.F.T. Method

Teacher model paper

Writing conference

Class discussion

Presentation of research concepts

Studying best practices

Learning by practice

Reflections and Suggested Modifications

S.I.F.T. website

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

WALT to reflect on arguments and themes in historical texts.

Student Success Criteria ... “I can statements”

I can determine central ideas in nonfiction texts

Instructional Strategies and Activities

S.I.F.T. Method

Formative Assessments

Works Cited Page

Instructional Materials and Resources

S.I.F.T. Method

Teacher model paper

Writing conference

Class discussion

Presentation of research concepts

Studying best practices

Learning by practice

Reflections and Suggested Modifications

Research Process

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

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

WALT conduct short and sustained research projects to answer a question or solve a problem.

Student Success Criteria ... “I can statements”

I can undergo the recursive research process

I can research ethically from a place of curiosity

Instructional Strategies and Activities

Presentation of research concepts

Formative Assessments

Thesis mapping assignment

Instructional Materials and Resources

S.I.F.T. Method

Teacher model paper

Writing conference

Class discussion

Studying best practices

Learning by practice

Reflections and Suggested Modifications

Digital Literacy

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

WALT follow MLA format.

WALT use multiple credible sources to gather information.

WALT evaluate the usefulness of each source to the research question.

Student Success Criteria ... “I can statements”

I can effectively use MLA in-text citations

I can find credible sources that relate to my topic

Instructional Strategies and Activities

Digital Literacy Mini Lesson

Formative Assessments

Rough Draft

Instructional Materials and Resources

S.I.F.T. Method

Teacher model paper

Writing conference

Class discussion

Studying best practices

Learning by practice

Reflections and Suggested Modifications

Online Writing Lab

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

WALT pull information from various sources that contributes to a cohesive research paper.

WALT to gather evidence from texts,

WALT organize ideas effectively and present them in a cohesive, logical manner that aligns with our research inquiry..

WALT enhance presentations with digital media.

Student Success Criteria ... “I can statements”

I can use annotation skills to gather evidence from texts

I can organize my ideas into an outline

I can use supporting details to back up my main claims

Instructional Strategies and Activities

Continuous online writing

Formative Assessments

Internet source evaluation

Instructional Materials and Resources

S.I.F.T. Method

Teacher model paper

Writing conference

Class discussion

Studying best practices

Learning by practice

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.SS.9–10.1.A	Use parallel structure.
ELA.L.SS.9–10.1.B	Use various types of phrases (noun, verb, adjectival, adverbial, participial, prepositional, absolute) and clauses (independent, dependent; noun, relative, adverbial) to convey

specific meanings and add variety and interest to writing or presentations.

ELA.L.SS.9–10.1.E	Recognize spelling conventions.
ELA.L.VL.9–10.3.C	Analyze the cumulative impact of specific word choices on meaning and tone (e.g., how the language of a court opinion differs from that of a newspaper).
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.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.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.IT.9–10.3	Analyze how an author unfolds and develops ideas throughout a text, including how complex characters (e.g., those with multiple or conflicting motivations) develop, interact with other characters, and advance the plot or develop the theme.
ELA.RI.TS.9–10.4	Analyze in detail the author’s choices concerning the structure of ideas or claims of a text, and how they are developed and refined by particular sentences, paragraphs, or larger portions of a text (e.g., a section or chapter).
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.RI.PP.9–10.5	Determine an author’s purpose in a text (including cultural experience and knowledge reflected in text originating outside the United States) and analyze how an author uses rhetorical devices to advance that purpose.
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.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.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.UM.9–10.5	Make strategic use of digital media (e.g., textual, graphical, audio, visual, and interactive

elements) in presentations to enhance findings, reasoning, and evidence and to add interest.

Integration of Career Readiness, Life Literacies and Key Skills

CAEP.9.2.12.C.2	Modify Personalized Student Learning Plans to support declared career goals.
CAEP.9.2.12.C.3	Identify transferable career skills and design alternate career plans.
CAEP.9.2.12.C.7	Examine the professional, legal, and ethical responsibilities for both employers and employees in the global workplace.
CAEP.9.2.12.C.8	Assess the impact of litigation and court decisions on employment laws and practices.
CAEP.9.2.12.C.9	Analyze the correlation between personal and financial behavior and employability.
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.CI.3	Investigate new challenges and opportunities for personal growth, advancement, and transition (e.g., 2.1.12.PGD.1).
TECH.9.4.12.CT.1	Identify problem-solving strategies used in the development of an innovative product or practice (e.g., 1.1.12acc.C1b, 2.2.12.PF.3).

Integration of Computer Science and Design Thinking

CS.K-12.1.a	Include the unique perspectives of others and reflect on one's own perspectives when designing and developing computational products.
CS.K-12.1.b	Address the needs of diverse end users during the design process to produce artifacts with broad accessibility and usability.
CS.K-12.1.c	Employ self- and peer-advocacy to address bias in interactions, product design, and development methods.

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

SOC.K-12.2	<p>Gathering and Evaluating Sources</p> <p>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.</p>
SOC.K-12.3	<p>Seeking Diverse Perspectives</p> <p>Making sense of research findings requires thinking about what information is included, whether the information answers the question, and what may be missing, often resulting in the need to complete additional research. Developing an understanding of our own and others' perspectives builds understanding about the complexity of each person and the diversity in the world. Exploring diverse perspectives assists students in empathizing with other individuals and groups of people; quantitative and qualitative information provides insights into specific people, places, and events, as well as national, regional, and global trends.</p>

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.D.CS1	Advocate and practice safe, legal, and responsible use of information and technology.
TECH.8.1.12.D.CS2	Demonstrate personal responsibility for lifelong learning.
TECH.8.1.12.F.CS3	Collect and analyze data to identify solutions and/or make informed decisions.

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

See Crosswalks

SEL Competencies

SEL.PK-12.3.3	Demonstrate an understanding of the need for mutual respect when viewpoints differ
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