

Unit #2: Research Skills

Content Area: **History**
Course(s):
Time Period:
Length: **3 weeks**
Status: **Published**

State Mandated Topics Addressed in this Unit

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N/A	N/A

Research Skills

Learning Objectives

- 1. Write informative/explanatory texts to examine and convey complex ideas, concepts, and information clearly and accurately through the effective selection, organization, and analysis of content.
- 2. Introduce a topic; organize complex ideas, concepts, and information so that each new element builds on that which precedes it to create a unified whole; include formatting (e.g., headings), graphics (e.g., figures, tables), and multimedia when useful to aiding comprehension.
- 3. Develop the topic thoroughly by selecting the most significant and relevant facts, extended definitions, concrete details, quotations, or other information and examples appropriate to the audience's knowledge of the topic.
- 4. Use appropriate and varied transitions and syntax to link the major sections of the text, create cohesion, and clarify the relationships among complex ideas and concepts.
- 5. Use precise language, domain-specific vocabulary, and techniques such as metaphor, simile, and analogy to manage the complexity of the topic.
- 6. 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.
- 7. Provide a concluding paragraph or section that supports the argument presented (e.g., articulating implications or the significance of the topic).

Essential Skills

- 1. Develop a thesis through research.
- 2. Identify flaws in a thesis through research.
- 3. Identify and evaluate appropriate sources to use to support a thesis.
- 4. Engage in the writing process to write a research paper about a topic central to contemporary issues.

- 5. Publish and defend a thesis in an academic research paper.

Standards

LA.W.11-12.2	Write informative/explanatory texts to examine and convey complex ideas, concepts, and information clearly and accurately through the effective selection, organization, and analysis of content.
LA.W.11-12.2.A	Introduce a topic; organize complex ideas, concepts, and information so that each new element builds on that which precedes it to create a unified whole; include formatting (e.g., headings), graphics (e.g., figures, tables), and multimedia when useful to aiding comprehension.
LA.W.11-12.2.B	Develop the topic thoroughly by selecting the most significant and relevant facts, extended definitions, concrete details, quotations, or other information and examples appropriate to the audience's knowledge of the topic.
LA.W.11-12.2.C	Use appropriate and varied transitions and syntax to link the major sections of the text, create cohesion, and clarify the relationships among complex ideas and concepts.
LA.W.11-12.2.D	Use precise language, domain-specific vocabulary, and techniques such as metaphor, simile, and analogy to manage the complexity of the topic.
LA.W.11-12.2.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.
LA.W.11-12.2.F	Provide a concluding paragraph or section that supports the argument presented (e.g., articulating implications or the significance of the topic).

Instructional Tasks/Activities

****Note - This unit is meant as an overview due to the nature of the elective and multiple grade levels within the class.****

- 1. Select and research a topic based in one of the next six units of study: Media and the Impact of Technology, The Global Economy, Human Rights, World Health Epidemics, Environmental Issues, or Foreign Policy and National Security.
- 2. Create note cards for all sources and then create a working bibliography.
- 3. Outline a research paper.
- 4. Write a rough draft to be critiqued by multiple parties, including the teacher, peers and others.
- 5. Revise and edit a research paper.
- 6. Publish a final draft of the paper.
- 7. Present the paper to the class and be prepared to defend the thesis to questions posed by the teacher and class.

Assessment Procedure

- Classroom Total Participation Technique

- Classwork
- DBQ
- Essay
- Exit Ticket/Entrance Ticket/Do Now
- Journal / Student Reflection
- Kahoot
- Notes quizzes
- Peer Review
- Performance
- Problem Correction
- Project
- Quiz
- Rubric
- Teacher Collected Data
- Teacher created test
- Teacher observation
- Test
- Vocabulary quiz on key terms
- Worksheet

Recommended Technology Activities

- Gimkit
- GoGuardian
- Google Classroom
- Google Docs
- Google Slides
- Google Slides
- Google Slides for presentation.
- Kahoot
- MagicSchool AI
- Other technology such as Turnitin.com and multimedia resources will be utilized throughout the unit as appropriate.
- Quiziz
- Readings from online textbook.
- Screencastify
- Teacher generated notes either typed or shown.
- Use of ChromeBooks for research and online textbook.

Accommodations & Modifications & Differentiation

Accommodations and Modifications should be used to meet individual needs. Their IEP and 504 plans should be used in addition to the following suggestions.

Special Education

Modifications and accommodations to this unit will be based on individual IEP needs and through the collaboration of the classroom teacher and the special education teacher under the direction of the Supervisor of Special Education.

Gifted and Talented

- Compare & Contrast
- Conferencing
- Debates
- Jigsaw
- Peer Partner Learning
- Problem Solving
- Structured Controversy
- Think, Pair, Share
- Tutorial Groups

Instruction/Materials

- alter format of materials (type/highlight, etc.)
- color code materials
- eliminate answers
- extended time
- extended time
- large print
- modified quiz
- modified test
- Modify Assignments as Needed
- Modify/Repeat/Model directions
- necessary assignments only
- Other (specify in plans)

- other- named in lesson
- provide assistance and cues for transitions
- provide daily assignment list
- read class materials orally
- reduce work load
- shorten assignments
- study guide/outline
- utilize multi-sensory modes to reinforce instruction

Environment

- alter physical room environment
- assign peer tutors/work buddies/note takers
- assign preferential seating
- individualized instruction/small group
- modify student schedule (Describe)
- other- please specify in plans
- provide desktop list/formula

Honors Modifications

Resources

- Google Docs
- Google Slides
- McGraw Hill "United States History" textbook
- Primary source documents from DBQ online
- Primary source documents from from McGraw Hill "United States History" textbook
- The Internet