**Lesson One**: Key Words

**Month**: October

**Duration:** 1 period with follow up in LA class

**NJSLS**:NJSLSA.W6, NJSLSA.W7, NJSLSA.W8

**Objective:** Students will be able to use keywords in a search engine to find credible sources and information online.

**Materials:** Smart TV**,** Chromebook, pencil, worksheet

**Method** **and** **Activity:**

* Define **Keyword** (Words that describe the research topic)
* Play *Taboo* as a whole class to get students thinking about key words.
* In pairs have students try to answer the following questions using only one keyword. Repeat with 2, 3, and 4 keywords until the answers are found
  + What foods are toxic to dogs?
  + What jobs do dogs do for people?
* Discuss results as a whole class.
  + What worked?
  + What didn’t?
  + What did you learn?

**Assessment:** Students complete a Google Webquest to practice using keywords.

**Follow-up:** *Brain Pop: Internet Search*

**Lesson Two**: Reliable Sources

**Month**: November

**Duration:** 1 period with follow up in LA class

**NJSLS:** NJSLSA.W6, NJSLSA.W7, NJSLSA.W8

**Objective:** Students will be able to identify and evaluate reliable sources when searching the internet.

**Materials:** Smart TV, articles

**Method and Activities:**

* Define **credible source** (The information is true and from experts we can trust.)
* Credible Sources meet the following criteria:
  + To be a **credible source**, a website should:
    - -Be published by a **reliable organization** or **qualified author**. Often you can look for URLs that end in .org, .edu, or .gov
    - -Have the **author name** and **publication date** listed on the website.
    - -**Not** have **grammatical errors** or **outdated information** on the site.
    - -Have information that can be **verified** by comparing it to other sources.
  + Look at 3 different articles and determine whether or not they are reliable.
  + Whole class vote and discussion as to whether or not each source is reliable.

**Assessment:** Teacher notes accuracy of responses during vote of whether a source is reliable or not.

**Follow-up:**  IXL T.1

*Flocabulary: Source Evaluation*

**Lesson Three**: Primary vs. Secondary Sources

**Month**: December

**Duration:** 1 period with follow up in LA class

**NJSLS**: NJSLSA.W6, NJSLSA.W7, NJSLSA.W8

**Objective:** Students will be able to identify primary and secondary sources by looking at different examples.

**Materials:**

**Method and Activities:**

* Define Primary and Secondary sources
  + A **primary source** is an original source created by a person who witnessed firsthand the
  + events discussed in the book/article
  + **Examples**: autobiography/memoir, journal, interview, speech, manuscript, original research reports
  + A **secondary source** is created by someone who did not directly experience or participate in the events described. They analyze events or research and give a secondhand account of a primary source.
  + **Examples**: textbooks, edited works, biography, books/articles reviewing events or research, commentaries, literary criticism, argumentative writing
* Determine if examples are primary or secondary.
* Students put responses on an exit ticket to turn in.

**Assessment:** Teacher evaluates exit tickets for accuracy and understanding.

**Follow-up:**

* Brainpop: Primary and Secondary Sources
* Flocabulary: Primary and Secondary Sources

**Lesson Four**: Outlining a Research Paper

**Month**: January

**Duration:** 1 period with follow up in LA class

**NJSLS**: NJSLSA.W6, NJSLSA.W7, NJSLSA.W8

**Objective:** Students will be able to outline a research paper.

**Materials:**

**Method and Activities:** Smart TV, chromebook

* **Intro: Video:** [**How to Write an Outline**](https://www.youtube.com/watch?v=CSnpATHIhmk)
* **Steps for Writing an Outline**
  + Start with your thesis.
  + Using Roman numerals list your three main points.

Using capital letters list supporting ideas

* + or arguments under each main point.
  + End with your thesis.

**Assessment:** Fist to 5 How well do you understand how to create an outline for your essay?

**Follow-up Activities:**

* Brainpop: 5-Paragraph Essay
* Flocabulary: The 5-Paragraph Essay

**Lesson Five**: Academic Integrity - Quoting and Paraphrasing

**Month**: February

**Duration:** 1 period with follow up in LA class

**NJSLS**: NJSLSA.W6, NJSLSA.W7, NJSLSA.W8

**Objective:** Students will be able to correctly quote and paraphrase from a text.

**Materials:** Smart TV, Text from ELA

**Methods and Activities:**

* When you **quote the text,** you may borrow a whole sentence, or an important word/phrase. Put the words that are copied straight from the text in **quotation marks**. Do not use more than 1-2 sentences in a quote.
* To incorporate a quote in your writing, you can use sentence starters like:
  + **This quote highlights…**
  + **This information illustrates…**
  + **An example on page 14 is…**
  + **Early in the text, later in the text…**
* Sometimes, you may want to **paraphrase**, or put the author’s ideas in your own words instead of copying word-for word. You must **rearrange** the sentence and **change** **all or most of the words**. There might be certain words like dates/names that cannot be changed. Your sentence should have the same meaning as the original text but with different words. You still need to include a **citation**.
* **Example:**
* **Original quote**:(Use example from current ELA text)
* **Paraphrasing**: (Use example from current ELA text)

**Assessment:** Students write one quote and one paraphrase from current ELA texton an exit ticket and turn in. Teacher checks exit ticket for accuracy.

**Follow-up Activities:**

* IXL T.5
* Brainpop: Paraphrasing
* Brainpop: Plagiarism
* Flocabulary: Plagiarism

**Lesson Six**: In Text Citations

**Month**: March

**Duration:** 1 period with follow up in LA class

**NJSLS**: NJSLSA.W6, NJSLSA.W7, NJSLSA.W8

**Objective:** Students will use in-text citations to correctly cite sources.

**Materials:** Smart TV, Text from ELA

**Methods and Activities:**

* **Citations** identify the original source of an idea or direct quote for the reader. Usually, you will use the **author’s last name** (or publisher name if a single author isn’t named) and **page number** in parentheses at the end of your quote.
* **Example:** Use text from ELA
* Students practice quoting and citing from Text from ELA.

**Assessment:** Teacher circulates and checks students’ accuracy as they practice citing from ELA text.

**Follow-up Activity:** IXL T.4

**Lesson Seven**: Works Cited - MLA

**Month**: April

**Duration:** 1 period with follow up in LA class

**NJSLS**: NJSLSA.W6, NJSLSA.W7, NJSLSA.W8

**Objective:** Students will be able to create a works cited page in MLA format for a given set of sources.

**Materials:** Smart TV, Chromebook

**Methods & Activities:**

* **Review information with students:**

A **Works Cited Page** is the final page of a research paper where all of the sources used are listed. **\*Book**: Last Name, First Name. *Title of Book*. City of Publication, Publisher, Publication Date, pages.

**\*Newspaper/Magazine Article**: Author(s). "Title of Article." *Title of Periodical*, Day Month Year, pages.

**\*Video:** “Title of video.” YouTube, uploaded by Screen Name, day Month year, www.youtube.com/xxxxx.

**Assessment:** Fist to 5 How well do you understand how to create a works cited page for your essay?

**Follow-up Activities:**

* IXL T.3
* Flocabulary: Works Cited

**Lesson Eight**: Works Cited - Google Citations

**Month**: April

**Duration:** 1 period with follow up in LA class

**NJSLS**: NJSLSA.W6, NJSLSA.W7, NJSLSA.W8

**Objective:** Students will use Google Citations to make a Works Cited Page.

**Materials:**

* Chromebook
* Smart TV
* List of sources

**Methods and Activities:**

Using the Smart TV

* demonstrate to students how to use Google Citations to create a Works Cited page.
* Give students a list of sources and have students practice using Google Citations to make a Works Cited page.

**Assessment:** Teacher checks students’ Works Cited page for accuracy.