

# 03\_Selecting a Study Approach Unit III Copied from: Science, Technology and Society, Copied on: 06/22/22

Content Area: **Science**  
Course(s):  
Time Period: **Full Year**  
Length: **10-12 weeks**  
Status: **Published**

## **General Overview, Course Description or Course Philosophy**

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This course assesses the student's ability to recognize and understand the entire health research process. Students are expected to know how to conceptualize a research project and see it through to completion, including identifying a focused research question, choosing appropriate study designs, collecting data that will answer the question, basic understanding of data analysis, disseminating findings, and following research ethical principles and considerations.

## **OBJECTIVES, ESSENTIAL QUESTIONS, ENDURING UNDERSTANDINGS**

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## **CONTENT AREA STANDARDS**

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VHEL.9-12.9.4.12.H.7	Locate, organize, and reference written information from various sources to communicate with others.
VHEL.9-12.9.4.12.H.8	Evaluate and use information resources to accomplish specific occupational tasks.
VHEL.9-12.9.4.12.H.9	Use correct grammar, punctuation, and terminology to write and edit documents.
VHEL.9-12.9.4.12.H.10	Develop and deliver formal and informal presentations using appropriate media to engage and inform audiences.
	Developing and Using Models

## **RELATED STANDARDS (Technology, 21st Century Life & Careers, ELA Companion Standards are Required)**

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## **STUDENT LEARNING TARGETS**

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## **Declarative Knowledge**

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Students will understand that:

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## **Procedural Knowledge**

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Students will be able to:

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## **EVIDENCE OF LEARNING**

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### **Formative Assessments**

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Required Activities:

- 1) Checkpoint questions
- 2) Comprehension of key terms
- 3) Completion of Study Guide
- 4) Chapter Quiz-test Questions

### **Summative Assessments**

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- Benchmarks – departmental benchmark given at the end of MP1, MP2, or MP3 & MP4 b(Semester Based Course)
- Alternative Assessments
  - Lab inquiries and investigations

- Lab Practicals
- Exploratory activities based on phenomenon
- Gallery walks of student work
- Creative Extension Projects
- Build a model of a proposed solution
- Let students design their own flashcards to test each other
- Keynote presentations made by students on a topic
- Portfolio

### **RESOURCES (Instructional, Supplemental, Intervention Materials)**

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Nearpod.com

Edpuzzle.com

Library resource center

### **INTERDISCIPLINARY CONNECTIONS**

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Informational writing

Ethics

Data collection/Analysis

### **ACCOMMODATIONS & MODIFICATIONS FOR SUBGROUPS**

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See link to Accommodations & Modifications document in course folder.

