

Unit 09: Independent Research Project Copied from: Journalism 2, Copied on: 11/15/23

Content Area: **TEMPLATE**

Course(s):

Time Period: **Full Year**

Length: **4 weeks**

Status: **Published**

General Overview, Course Description or Course Philosophy

OBJECTIVES, ESSENTIAL QUESTIONS, ENDURING UNDERSTANDINGS

Students will understand that:

- independent research helps people to find perceived gaps in knowledge and fill them or dive deeper into personal passions.
- effective research is a combination of reliable primary and secondary resources.
- time management is crucial to completing a large, independent project

CONTENT AREA STANDARDS

RI.9-10.2. Determine a central idea of a text and analyze how it is developed and refined by specific details; provide an objective summary of the text.

RI.9-10.7. Analyze various perspectives as presented in different mediums (e.g., a person's life story in both print and multimedia), determining which details are emphasized in each account.

SL.9-10.1. Initiate and participate effectively in a range of collaborative discussions (one-on-one, in groups, and teacher-led) with peers on grades 9–10 topics, texts, and issues, building on others' ideas and expressing their own clearly and persuasively.

SL.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.

SL.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.

SL.9-10.6. Adapt speech to a variety of contexts and tasks, demonstrating command of formal English.

W.9-10.2. 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.

A. Introduce a topic; organize complex ideas, concepts, and information to make important connections and distinctions; include formatting (e.g., headings), graphics (e.g., figures, tables), and multimedia when useful to aiding comprehension.

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.

W.9-10.6. Use technology, including the Internet, to produce, share, and update individual or shared writing products, taking advantage of technology's capacity to link to other information and to display information flexibly and dynamically.

W.9-10.7. 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.

W.9-10.8. 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).

LA.RI.9-10.2	Determine a central idea of a text and analyze how it is developed and refined by specific details; provide an objective summary of the text.
LA.RI.9-10.7	Analyze various perspectives as presented in different mediums (e.g., a person's life story in both print and multimedia), determining which details are emphasized in each account.
LA.W.9-10.2.A	Introduce a topic; organize complex ideas, concepts, and information to make important connections and distinctions; include formatting (e.g., headings), graphics (e.g., figures, tables), and multimedia when useful to aiding comprehension.
LA.W.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.
LA.W.9-10.6	Use technology, including the Internet, to produce, share, and update individual or shared writing products, taking advantage of technology's capacity to link to other information and to display information flexibly and dynamically.
LA.W.9-10.7	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.

LA.W.9-10.8	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).
LA.SL.9-10.1	Initiate and participate effectively in a range of collaborative discussions (one-on-one, in groups, and teacher-led) with peers on grades 9–10 topics, texts, and issues, building on others' ideas and expressing their own clearly and persuasively.
LA.SL.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.
LA.SL.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.
LA.SL.9-10.6	Adapt speech to a variety of contexts and tasks, demonstrating command of formal English.

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

9.4.12.CI.1: Demonstrate the ability to reflect, analyze, and use creative skills and ideas (e.g., 1.1.12prof.CR3a).

9.4.12.IML.2: Evaluate digital sources for timeliness, accuracy, perspective, credibility of the source, and relevance of information, in media, data, or other resources (e.g., NJSLSA.W8, Social Studies Practice: Gathering and Evaluating Sources).

9.4.12.IML.7: Develop an argument to support a claim regarding a current workplace or societal/ethical issue such as climate change (e.g., NJSLSA.W1, 7.1.AL.PRSNT.4).

9.4.12.IML.8: Evaluate media sources for point of view, bias, and motivations (e.g., NJSLSA.R6, 7.1.AL.IPRET.6).

9.4.12.IML.9: Analyze the decisions creators make to reveal explicit and implicit messages within information and media (e.g., 1.5.12acc.C2a, 7.1.IL.IPRET.4).

9.4.12.TL.3: Analyze the effectiveness of the process and quality of collaborative environments.

9.4.12.TL.4: Collaborate in online learning communities or social networks or virtual worlds to analyze and propose a resolution to a real-world problem (e.g., 7.1.AL.IPERS.6).

ASSOCIATION OF COLLEGE & RESEARCH LIBRARIES INFORMATION LITERACY COMPETENCY STANDARDS FOR JOURNALISM STUDENTS AND PROFESSIONALS

- 1.1.a Develops a story idea or research question
- 1.1.b Identifies who the audience for the story is
- 1.1.d Initiates research by reading and exploring background information in order to identify appropriate sources
- 1.1.e Focuses the story idea or research question based on information found

- 1.2.f Plans to conduct original research
- 2.1.a. Considers broader, narrower, and related terms and language used by those in the discipline
- 2.1.b Develops a research strategy using Boolean operators, truncators, proximity operators, etc.
- 2.1.c Expands research using database controlled vocabularies specific to the discipline
- 2.2.a Examines and compares information from various sources in order to evaluate reliability, validity, accuracy, authority, timeliness, and bias
- 3.5.a Participates in critical discussions, either in person or online
- 4.1.c Integrates new and prior information, including quotations and paraphrases, in a manner that supports the purposes of the story or research question
- 4.2.a Maintains a journal or log of activities related to the information seeking, evaluating, and communicating process

STUDENT LEARNING TARGETS

Declarative Knowledge

Students will know:

- how to choose a topic through observation, and narrowing or broadening ideas accordingly
- how to use media effectively to create a presentation
- effective interviewing skills
- effective research skills
- how to determine reliable sources

Procedural Knowledge

Students will be able to:

- choose a topic, determine their audience, create a research plan and set goals based on the project they plan to do.
- conduct a more sustained research project on their chosen topic
- gather relevant information from multiple authoritative print and digital sources for their chosen topic
- use technology to create a publishable product that meets the goals and objectives they outlined in their proposal.
- write and share informational resource based off a component of their product.
- write a project reflective paper with effective organization and sentence structure.
- analyzes purpose, audience, and media channel when planning for a media communication
- develop and produce an informational or creative media communication
- evaluate and revise a media communication.
- develop and apply an effective research process to gather, analyze and evaluate information for their

writing.

EVIDENCE OF LEARNING

Alternate Assessments

- Teacher/Student Conferences
- Individual Project Based on Interest
- Student Interviews
- Presentations

Formative Assessments

- [Research Project Proposal Form and Examples](#)
- [Research Project Progress Exit Slip](#)

Summative Assessments

- Research project
- Presentation of research project

RESOURCES (Instructional, Supplemental, Intervention Materials)

The Record, The Star-Ledger, The New York Times, Colt Chronicle, NJ.com, various award-winning NJ scholastic newspapers (print and online, Journalism: 5W and H by James Glen Stovall, Radical Write by Bobby Hawthorne, laptops, NoRedInk.com, [Unit 9 Google Drive Folder](#), The Elements of Journalism: What Newspeople Should Know and the Public Should Expect, Kovach and Rosenstiel, Three Rivers Press, New York (2007)

INTERDISCIPLINARY CONNECTIONS

Technology/Multimedia

- Researching based writing
- Google

- Media Literacy
- Educational tech applications

English Language Arts

- information writing
- conventions of standard English

ACCOMMODATIONS & MODIFICATIONS FOR SUBGROUPS

Gifted and Talented:

- Allow students to pursue independent projects based on their individual interests
- Provide enrichment activities that include more advanced material
- Conduct research and provide a presentation of appropriate topics.
- Provide assessments at a higher level of thinking

Students with Disabilities:

- Pair visual prompts with verbal presentations
- Ask students to restate information, directions, and assignments.
- Repetition and practice
- Model skills/techniques to be mastered.
- Extended time to complete classwork
- Provide a copy of class notes
- Preferential seating to be mutually determined by the student and teacher

Students at Risk of Failure:

- Pair visual prompts with verbal presentations
- Ask students to restate information, directions, and assignments.
- Repetition and practice
- Model to be mastered.
- Extended time to complete classwork
- Provide a copy of class notes
- Preferential seating to be mutually determined by the student and teacher

