

## UNIT OF STUDY

<b>Title:</b> Supporting What You Say	<b>Subject/Course:</b> English	<b>Length:</b> 4 weeks
<b>Topic:</b> Research	<b>Grade:</b> 10	<b>Designer:</b> Megan Harness
<b>UNIT GOALS AND EXPECTATIONS</b>		
<p><b>IMPORTANT CONCEPTS/UNDERSTANDINGS:</b></p> <p>Everybody needs to have appropriate knowledge of research skills; being able to find relevant information about a particular subject is an invaluable skill.</p> <p>Not all information is credible, so it is important to be able to filter the information you find.</p> <p>It is crucial to cite sources each time they are used; otherwise, it is plagiarism.</p> <p>Research can be fun and interesting!</p>	<p><b>ESSENTIAL QUESTIONS:</b></p> <p>What is research?            How does one go about researching a topic?            How do you choose a topic to research?            How do I make sure I am not plagiarizing in my paper?            What is the proper way to cite a source?            What is a "works cited?"            What are the steps to research?            How do I take my gathered information and turn it into a research paper?</p>	
<p><b>STUDENT LEARNING EXPECTATIONS:</b></p> <p><b>IR.12.10.4</b>            Use key words to search a database to find specific information</p> <p><b>IR.12.10.5</b>            Determine the credibility and reliability of sources (e.g., author credentials, author biases, copyright dates, etc.)</p> <p><b>IR.12.10.8</b>            Apply research skills to collect a variety of primary and/or secondary sources</p> <p><b>IR.12.10.9</b>            Paraphrase and/or summarize information to avoid plagiarism</p>	<p><b>IR.12.10.10</b>            Organize information and use a style manual such as MLA or APA to create:</p> <ul style="list-style-type: none"> <li>• Note cards</li> <li>• Formal outline</li> <li>• Works cited page or resource sheet</li> <li>• Thesis statement</li> <li>• Parenthetical citations within text</li> </ul> <p><b>IR.12.10.11</b>            Summarize, paraphrase, and/or quote relevant information</p> <p><b>IR.12.10.12</b>            Create research products such as:</p> <ul style="list-style-type: none"> <li>• Oral presentations</li> <li>• Reports</li> <li>• Essays</li> </ul> <p>that structure ideas in a sustained and logical fashion</p>	
<p><b>SPECIFIC DECLARATIVE KNOWLEDGE – What I know</b></p> <p>-Understand that there are many routes to obtaining information on a particular subject.</p> <p>-Learn how to avoid plagiarism in a research paper.</p> <p>-Learn which sources are valid and reliable (.org, .gov, and .net are much more reliable than .com websites)</p>	<p><b>SPECIFIC PROCEDURAL KNOWLEDGE – What I need to do</b></p> <p>Analyze multiple texts on the same topic and determine credibility, reliability of sources, and authors' various conclusions</p> <p>Contrast primary and secondary sources</p> <p>Identify and collect primary and secondary sources for research paper</p>	

<p>-Understand that the research process is extensive, yet manageable</p>	<p>Develop an outline for the research paper.</p> <p>Categorize information by aligning note cards to outline.</p> <p>Reference handouts made from the <i>MLA Handbook</i> to establish correct format for works cited and parenthetical citation within text</p> <p>Create summaries and paraphrases of selected information rather than quoting all information</p>
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**UNIT ASSESSMENTS**  
(Include tasks related to Dimensions 3 and 4 and Bloom's Taxonomy)

<p>Final Research Paper Presentation of research</p>	
<p><b>Traditional Assessments:</b> Grades on portions of the research process: Outlines Note cards with sources Introduction Body paragraphs Conclusions</p>	<p><b>Other Evidence of Learning:</b>  Spoken knowledge about topic Quality of research</p>

ACTIVITIES AND LEARNING EXPERIENCES	Resources
<p>Step-by-Step process for each step of the research paper; we will do a different portion of the research paper each day.</p> <p>Step 1: Choose a topic</p> <p>Step 2: Using both the computer and books, research the topic; make notes on note cards</p> <p>INSERT (Interactive Notating System for Effective Reading and Thinking) strategy will be used to</p> <ul style="list-style-type: none"> <li>• INSERT (Interactive Notating System for Effective Reading and Thinking) strategy will be used to annotate sources for various levels of usage. There is a symbol for each of the following meanings: <ul style="list-style-type: none"> <li>○ "I agree. This confirms what I already know."</li> <li>○ "I have a question about this."</li> <li>○ "I don't understand."</li> <li>○ "I disagree."</li> <li>○ "This is new to me."</li> <li>○ "Wow!! This is neat!"</li> <li>○ "This is important."</li> </ul> </li> </ul> <p>Step 3: Organize note cards based on the topic of each card</p> <p>Step 4: Create a thesis statement</p> <p>Step 6: Develop an outline</p> <p>Step 7: Prepare a list of works cited</p> <p>Step 8: Write the first draft</p> <p>Step 9: Document all materials</p> <p>Step 10: Insert parenthetical citations</p> <p>Step 11: Review paper for documentation of quotations (particularly extended quotations)</p>	<p>Handouts obtained from student teaching experience</p> <p>Computers in the Writing Lab and/or Library</p> <p><i>Max Teaching with Reading and Writing</i> by Mark A. Forget</p>

Step 12: Refine writing and publish final draft  <i>The Step up to Writing</i> method will be used to ensure that each paragraph is well-developed.	
<b>Career Connections</b>	
Teacher, FBI agent, Paparazzi	