**UNIT OF STUDY**

<table>
<thead>
<tr>
<th>Title: Supporting What You Say</th>
<th>Subject/Course: English</th>
<th>Length: 4 weeks</th>
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<tbody>
<tr>
<td>Topic: Research</td>
<td>Grade: 10</td>
<td>Designer: Megan Harness</td>
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**UNIT GOALS AND EXPECTATIONS**

**IMPORTANT CONCEPTS/UNDERSTANDINGS:**

Everybody needs to have appropriate knowledge of research skills; being able to find relevant information about a particular subject is an invaluable skill.

Not all information is credible, so it is important to be able to filter the information you find.

It is crucial to cite sources each time they are used; otherwise, it is plagiarism.

Research can be fun and interesting!

**ESSENTIAL QUESTIONS:**

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?

**STUDENT LEARNING EXPECTATIONS:**

| IR.12.10.4 | Use key words to search a database to find specific information |
| IR.12.10.5 | Determine the credibility and reliability of sources (e.g., author credentials, author biases, copyright dates, etc.) |
| IR.12.10.8 | Apply research skills to collect a variety of primary and/or secondary sources |
| IR.12.10.9 | Paraphrase and/or summarize information to avoid plagiarism |
| IR.12.10.10 | Organize information and use a style manual such as MLA or APA to create: Note cards, Formal outline, Works cited page or resource sheet, Thesis statement, Parenthetical citations within text |
| IR.12.10.11 | Summarize, paraphrase, and/or quote relevant information |
| IR.12.10.12 | Create research products such as: Oral presentations, Reports, Essays that structure ideas in a sustained and logical fashion |

**SPECIFIC DECLARATIVE KNOWLEDGE – What I know**

- Understand that there are many routes to obtaining information on a particular subject.
- Learn how to avoid plagiarism in a research paper.
- Learn which sources are valid and reliable (.org, .gov, and .net are much more reliable than .com websites)

**SPECIFIC PROCEDURAL KNOWLEDGE – What I need to do**

- Analyze multiple texts on the same topic and determine credibility, reliability of sources, and authors’ various conclusions
- Contrast primary and secondary sources
- Identify and collect primary and secondary sources for research paper
- Understand that the research process is extensive, yet manageable

- Develop an outline for the research paper.
- Categorize information by aligning note cards to outline.
- Reference handouts made from the *MLA Handbook* to establish correct format for works cited and parenthetical citation within text.
- Create summaries and paraphrases of selected information rather than quoting all information.

### UNIT ASSESSMENTS

*Include tasks related to Dimensions 3 and 4 and Bloom’s Taxonomy*

<table>
<thead>
<tr>
<th>Final Research Paper</th>
<th>Other Evidence of Learning:</th>
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<tbody>
<tr>
<td>Presentation of research</td>
<td>Spoken knowledge about topic</td>
</tr>
<tr>
<td></td>
<td>Quality of research</td>
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### Traditional Assessments:

Grades on portions of the research process:
- Outlines
- Note cards with sources
- Introduction
- Body paragraphs
- Conclusions

### Other Evidence of Learning:

- Spoken knowledge about topic
- Quality of research

### ACTIVITIES AND LEARNING EXPERIENCES

- Step-by-Step process for each step of the research paper; we will do a different portion of the research paper each day.
  
  **Step 1: Choose a topic**
  
  **Step 2: Using both the computer and books, research the topic; make notes on note cards**
  
  **INSERT (Interactive Notating System for Effective Reading and Thinking) strategy will be used to**
  
  - **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:
    - “I agree. This confirms what I already know.”
    - “I have a question about this.”
    - “I don’t understand.”
    - “I disagree.”
    - “This is new to me.”
    - “Wow!! This is neat!”
    - “This is important.”
  
  **Step 3: Organize note cards based on the topic of each card**
  
  **Step 4: Create a thesis statement**
  
  **Step 6: Develop an outline**
  
  **Step 7: Prepare a list of works cited**
  
  **Step 8: Write the first draft**
  
  **Step 9: Document all materials**
  
  **Step 10: Insert parenthetical citations**
  
  **Step 11: Review paper for documentation of quotations (particularly extended quotations)**

### Resources

- Handouts obtained from student teaching experience
- Computers in the Writing Lab and/or Library
- *Max Teaching with Reading and Writing* by Mark A. Forget
**Step 12:** Refine writing and publish final draft

*The Step up to Writing* method will be used to ensure that each paragraph is well-developed.

<table>
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<th>Career Connections</th>
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<tr>
<td>Teacher, FBI agent, Paparazzi</td>
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