

## UNIT OF STUDY – 9

<b>Title:</b> I Want to Know	<b>Subject/Course:</b> English	<b>Length:</b> 4 weeks
<b>Topic:</b> Research Paper	<b>Grade:</b> 10, 12	<b>Designer:</b> J. Powers
<b>UNIT GOALS AND EXPECTATIONS</b>		
<p><b>IMPORTANT CONCEPTS/UNDERSTANDINGS:</b></p> <ul style="list-style-type: none"> <li>-Research is important; in all aspects of life, you will need to do research on products, companies, etc.</li> <li>-Being a good researcher can save you money.</li> <li>-Learning the techniques of research will help in college and in your career.</li> </ul>	<p><b>ESSENTIAL QUESTIONS:</b></p> <ul style="list-style-type: none"> <li>-What is research?</li> <li>-How do I choose a topic?</li> <li>-How do I know where to get my information?</li> <li>-How do I know if my sources are reliable?</li> <li>-How can I incorporate sources by summary and/or paraphrase without plagiarizing?</li> <li>-How do I use a system of documentation like MLA?</li> <li>-Why is documenting my work important?</li> </ul>	
<p><b>STUDENT LEARNING EXPECTATIONS:</b></p> <p>R.9.12.7 - Summarize, paraphrase, and critique complex structures in informational and literary texts, including relationships among concepts, details, and visual components.</p> <p>IR.12.12.1 - Formulate original, open-ended questions to explore, narrow, and select a topic</p> <p>IR.12.12.2 - Establish a focus for research, and design a research plan to defend a position or prove/disprove a hypothesis</p> <p>IR.12.12.3 - Access and evaluate multiple sources, using a variety of research tools</p> <p>IR.12.12.4 - Evaluate the credibility of authors and reliability of sources with further emphasis on sources' strengths and limitations</p> <p>IR.12.12.5 - Evaluate methods to verify the accuracy and usefulness of information</p>	<p>IR.12.12.6 - Synthesize information from multiple primary and secondary sources (informational, technical, and/or literary)</p> <p>IR.12.12.7 - Demonstrate awareness of plagiarism laws while editing written work and avoid plagiarism</p> <p>IR.12.12.8 - Organize information and use a style manual such as MLA or APA to create:</p> <ul style="list-style-type: none"> <li>• Note cards or other note taking forms</li> <li>• Formal outline</li> <li>• Works cited page or resource sheet</li> <li>• Thesis statement</li> <li>• Parenthetical citations within text</li> <li>• Title page or style heading</li> </ul> <p>IR.12.12.9 - Summarize, paraphrase, and/or quote relevant information</p> <p>IR.12.12.10 - Create an extended formal research paper synthesizing multiple primary and secondary sources and providing clear and effective conclusions</p>	
<p><b>SPECIFIC DECLARATIVE KNOWLEDGE – What I know</b></p> <ul style="list-style-type: none"> <li>-how to write a research paper</li> <li>-how to find sources</li> <li>-how to tell what sources are reliable</li> <li>-how to properly document sources</li> <li>-how to avoid plagiarism</li> </ul>	<p><b>SPECIFIC PROCEDURAL KNOWLEDGE – What I will do</b></p> <ul style="list-style-type: none"> <li>-narrow a topic</li> <li>-conduct research</li> <li>-properly document sources</li> <li>-write a research paper</li> </ul>	
<b>UNIT ASSESSMENTS</b>		
<b>(Include tasks related to Dimensions 3 and 4 and Bloom's Taxonomy)</b>		
<p>-research paper</p>		
<p><b>Traditional Assessments:</b></p> <ul style="list-style-type: none"> <li>-quizzes</li> </ul>	<p><b>Other Evidence of Learning:</b></p> <ul style="list-style-type: none"> <li>-for each step of the process, students will have documents to turn in so that I can make sure they're progressing correctly, e.g. outline, thesis statement, etc.</li> </ul>	

<b>ACTIVITIES AND LEARNING EXPERIENCES</b>	<b>Resources</b>
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<p>Accessing prior knowledge – most days I will have for a bellringer different topics for students to write about that they might be interested in researching. Some days I will have a review of terms they should already know from last year to see how in-depth in need to review.</p> <p>Discuss what research is. What things have they researched? Cell phones, speakers, video games, boyfriends, cars, jobs?</p> <p>Model choosing and narrowing a topic. Show them other examples. Have them do the same.</p> <p>Look at “Analyzing a Web Source” from Holt website. Practice analyzing web sources on Smartboard.</p> <p>Model using MLA style of research for parenthetical citations and Works Cited Page. Have them keep up with citations as they conduct research.</p> <p>Model conducting research. Show them other examples. Have them research in the lab, in our library and at the UALR or Clinton Library.</p> <p>Model synthesizing researched information by summarizing and paraphrasing. Have them summarize and paraphrase their research.</p> <p>Model how not to plagiarize. Have them double check their summaries and paraphrases to make sure they didn’t plagiarize.</p> <p>Model developing a thesis. Show them other examples. Have them develop a thesis.</p> <p>Model creating a formal outline. Show them other examples. Have them create one.</p> <p>Model composing a research paper. Show them other examples. Have them write their paper.</p> <p>Model revising and editing their paper. Have them revise and edit their papers.</p>	<p>-ReadWriteThink.org</p> <p>-Holt <i>Elements of Language</i></p> <p>Holt <i>Elements of Language: Communication</i></p> <p><i>Elements of Literature</i> website</p> <p><i>Writers, Inc.</i></p> <p><i>Reader’s Handbook</i></p> <p>Computer lab</p> <p><i>Patterns for College Writing</i></p> <p>UALR or Clinton Library</p>
<b>Career Connections</b>	
Financial advisor, librarian, academic	