

Research Skills

Unit #: APSDO-00093511
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Grade(s): 1
Subject(s): Informational Digital Literacy
Course(s): GR. 1 - INFORMATIONAL DIGITAL LITERACY

Unit Focus

In this unit, students will be introduced to the research process. Students will apply their learning by successfully locating information using text features. Primary instructional tools include books and World Book Online.

Stage 1: Desired Results

Established Goals	Transfer		
<p>Standards</p> <ul style="list-style-type: none"> • ISTE Standards (2016) <ul style="list-style-type: none"> ◦ <i>ISTE Standards for Students</i> <ul style="list-style-type: none"> ▪ Knowledge Constructor - Students critically curate a variety of resources using digital tools to construct knowledge, produce creative artifacts and make meaningful learning experiences for themselves and others. (3) ▪ Students plan and employ effective research strategies to locate information and other resources for their intellectual or creative pursuits. (3.a) • AASL Standards Framework for Learning <ul style="list-style-type: none"> ◦ <i>Shared Foundations and Key Commitments: All Grades</i> <ul style="list-style-type: none"> ▪ INQUIRE <ul style="list-style-type: none"> ▪ Think: Formulating questions about a personal interest or a curricular topic. (IDL.INQ.01) ▪ Create: Using evidence to investigate questions. (IDL.INQ.03) ▪ Grow: Continually seeking knowledge. (IDL.INQ.10) ▪ Grow: Engaging in sustained inquiry. (IDL.INQ.11) 	<p><i>What kinds of long-term, independent accomplishments are desired? Students will be able to independently use their learning to...</i></p> <p>T1 (T100) Pursue a passion, aspiration, and/or interest through exploration and/or creation.</p> <p>T2 (T101) Locate and vet resource(s) based on a set of criteria to research a topic or question.</p> <p>T3 (T102) Construct meaning, challenge assumptions, and make informed assertions by analyzing, using, and citing relevant information and ideas from resources.</p>		
	Meaning		
	Understanding(s)	Essential Question(s)	
	<p><i>What specifically do you want students to understand? What inferences should they make? Students will understand that...</i></p> <p>U1 (U200) Clear and focused questions help researchers find desired information and develop the topic/thesis statement.</p> <p>U2 (U300) Researchers construct meaning by examining sources that develop, challenge, and/or refine their thinking.</p>		<p><i>What thought-provoking questions will foster inquiry, meaning making, and transfer? Students will keep considering...</i></p> <p>Q1 (Q200) How do I find what I am looking for? (K-4) How do I use appropriate search strategies to locate content and refine my searches/topic? (5-12)</p> <p>Q2 (Q301) How do I use information from my sources? (K-3) How do I use evidence from my sources to support a compelling claim/assertion? (4-12)</p>
	Acquisition		
	Knowledge	Skill(s)	

	<p><i>What facts and basic concepts should students know and be able to recall? Students will know...</i></p> <p>K1 How to locate and use library resources</p> <p>K2 That asking questions can help you understand a topic</p> <p>K3 That information is used to answer questions</p>	<p><i>What discrete skills and processes should students be able to use? Students will be skilled at...</i></p> <p>S1 Using information from both nonfiction texts and databases to answer questions</p> <p>S2 Asking questions about a topic</p> <p>S3 Sharing information that supports an idea or answers their question</p>
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