

## Curriculum Management System

### Monroe Township Schools



**Course Name: Research Development and Application**  
**Grades: 11-12**

*For adoption by all regular education programs  
as specified and for adoption or adaptation by  
all Special Education Programs in accordance  
with Board of Education Policy # 2220.*

*Board Approved: October 2011*

## TABLE OF CONTENTS

<b>Monroe Township Schools Administration and Board of Education Members</b>	Page ....3
<b>Acknowledgments</b>	Page.....4
<b>District Vision, Mission, and Goals</b>	Pages....5
<b>Introduction/Philosophy/Educational Goals</b>	Page....6
<b>Core Curriculum Content Standards</b>	Page....7
<b>Scope and Sequence</b>	Pages....8-11
<b>Goals/Essential Questions/Objectives/Instructional Tools/Activities</b>	Pages....13-46
<b>Benchmarks</b>	Page.....47

# MONROE TOWNSHIP SCHOOL DISTRICT

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## ACKNOWLEDGEMENTS

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## MONROE TOWNSHIP SCHOOLS

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### VISION, MISSION, AND GOALS

#### Vision Statement

**The Monroe Township Board of Education commits itself to all children by preparing them to reach their full potential and to function in a global society through a preeminent education.**

#### Mission Statement

**The Monroe Public Schools in collaboration with the members of the community shall ensure that all children receive an exemplary education by well trained committed staff in a safe and orderly environment.**

#### Goals

**Raise achievement for all students paying particular attention to disparities between subgroups.**

**Systematically collect, analyze, and evaluate available data to inform all decisions.**

**Improve business efficiencies where possible to reduce overall operating costs.**

**Provide support programs for students across the continuum of academic achievement with an emphasis on those who are in the middle.**

**Provide early interventions for all students who are at risk of not reaching their full potential.**

## PHILOSOPHY

The goal of the Monroe Township High School Language Arts program is to develop and to enhance students' ability to communicate effectively for varied purposes and audiences. Probably the single most important attribute of academic and career success, effective communication is based on the components of reading, writing, speaking, listening, and viewing.

A successful high school English program develops these components through an integrated approach to the language arts. This includes instruction in and practice of the support skills underlying each of these processes. For example, in the writing component, students write regularly, in a variety of modes and for a variety of audiences, using writing activities designed to appeal to students' interests and needs. Students learn strategies for prewriting and revising – in essence, skills for critical thinking such as analysis, synthesis, problem-solving and evaluation. They also share their writing with others and keep records of their writing development and samples of their writing in a portfolio. Frequent formal and informal assessment of the student's writing provides the teacher, the student and the parent with information about the student's areas of strength and the areas that need improvement.

Reading and writing about literature become increasingly more important as students develop the sophisticated skills of analysis and interpretation. By the time they complete their senior year, students will have read significant works of American, British and World literature. They also will have learned to express themselves in all of the rhetorical modes and to conduct independent research.

## EDUCATIONAL GOALS

The overarching goal of this course is to prepare students for college level research. This course focuses on how to find and evaluate information from print and non-print resources. Students will learn to evaluate these items according to their purpose, authority, relevance, accuracy, and currency. Students will develop an annotated bibliography on a topic of their choice and explore reference sources to bring their topic into focus. Students who take this course will be required to develop a research proposal and defend the proposal before an academic panel that will critique and evaluate the work. The proposal can act as a reference for future academic studies.

## NJDOE: CORE CURRICULUM CONTENT STANDARDS

### A note about Common Core State Standards for Language Arts

The Common Core State Standards for Language Arts were adopted by the state of New Jersey in 2010. The standards referenced in this curriculum guide refer to these new standards and may be found in the Curriculum folder on the district servers. A complete copy of the new Common Core State Standards for Language Arts may also be found at:

<http://www.corestandards.org/the-standards/english-language-arts-standards>

## Scope and Sequence

Quarter I	
Big Idea I: Overview and Critique	Big Idea II: Analysis
<p>Develop an understanding of Knowledge Acquisition</p> <ul style="list-style-type: none"> <li>a. Write journal entries exploring how we acquire information.</li> <li>b. Discuss the difference between researched versus intrinsic information.</li> <li>c. Discuss why people conduct research and what constitutes a good research topic.</li> <li>d. Create an ongoing list of topics that are problematic and significant. List associated research questions.</li> <li>e. Keep an ongoing current-events journal that analyzes the viability of possible problems/research topics throughout Quarter 1.</li> </ul> <p>Identify Reliable Sources</p> <ul style="list-style-type: none"> <li>a. Identify types of reliable sources.</li> <li>b. Differentiate between primary and secondary sources.</li> <li>c. Locate primary sources for a tentatively-chosen topic.</li> <li>e. Evaluate sample sources, especially Internet-based sources, for purpose, authority, relevance, accuracy, and currency.</li> <li>f. Select and complete a RAFT analyzing types of research.</li> </ul>	<p>Analyze a Text</p> <ul style="list-style-type: none"> <li>a. Identify parts of different types of texts.</li> <li>b. Complete marginal note-taking using active reading strategies.</li> <li>c. Use organizers for guided note-taking.</li> <li>d. Identify claim, data, and warrant.</li> <li>e. Analyze the best techniques for appealing to different types of audiences; include concession, refutation, attitude towards opposing side, and appeals to ethos, logos, and pathos.</li> </ul>



## Quarter I

### Big Idea III: Response

Respond to a Text

- a. Summarize the author's claim and reasons in your own words.
- b. Paraphrase key ideas using different sentence structure and vocabulary as well as an in-text citation.
- c. Avoid plagiarism through practice activities.
- d. Write a four-sentence rhetorical précis.
- e. Create an op/ed piece based on a selected article.
- f. Write a letter to the editor regarding another student's op/ed piece.
- g. Learn to properly introduce and comment on quotes, including those that were

## Quarter I

quoted from another source.

h. Complete an academic summary/strong response to an article. Focus on gaps in research

Quarter II	
Big Idea IV: Selection	Big Idea V: Composition
<p>Choose an individual topic and compile Information</p> <ul style="list-style-type: none"> <li>a. Defend chosen topic in a brief written proposal for teacher approval.</li> <li>b. Identify faculty members who agree to be a part of your panel.</li> <li>c. Identify available types of sources.</li> <li>d. Choose a variety of possible search terms.</li> <li>e. Skim and scan possible sources.</li> <li>f. Take notes using one or more of our organizers and/or active reading strategies.</li> <li>g. Create an online folder in which to compile research articles and notes.</li> <li>h. Implement the interview(s).</li> <li>i. Create an annotated bibliography for all relevant sources.</li> <li>j. Identify individual(s) to interview as primary sources.</li> <li>k. Analyze annotated bibliography for (a) gap(s) in research that you will propose to address.</li> </ul>	<p>Identify Gaps in Research and write the proposal</p> <ul style="list-style-type: none"> <li>a. Create and revise the statement of the problem section.</li> <li>b. Create and revise purpose of the study section.</li> <li>c. Use your annotated bibliography to compose a literature review that includes summary, paraphrasing, and quotations with in-text citations.</li> <li>d. Develop and compose research question section.</li> <li>e. Develop and revise hypotheses in research section to include academic hedging language.</li> <li>f. Describe your methodology so far and what methodology will be used once the research project is continued.</li> <li>g. Write and revise the task structure, management plan, staff qualifications, and budget.</li> <li>h Return to the library and continue interviews as needed to gather more information for these final sections.</li> <li>i. Self- and peer-revise your completed proposal.</li> </ul>

## Quarter II

### Big Idea VI: Presentation

Present the proposal

- a. Design and deliver an invitation to the experts in your panel as well as other invited guests.
- b. Write the abstract.
- c. Create a program for all invited guests that includes all student abstracts.
- d. Create a PowerPoint presentation and accompanying speech that lasts 10 minutes. The speech should encapsulate the proposal and demonstrate effective public-speaking techniques.
- e. Peer-review speeches.
- f. Present speeches to a formal audience in the lecture hall.

## Research Development and Application Core Content Overview

### Big Idea I: Overview and Critique

ELA.WR.10. Write routinely over extended time frames (time for research, reflection, and revision) and shorter time frames (a single sitting or a day or two) for a range of tasks, purposes, and audiences.

**W.11-12.7.** 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.11-12.10.** Write routinely over extended time frames (time for research, reflection, and revision) and shorter time frames (a single sitting or a day or two) for a range of tasks, purposes

**L.11-12.6.** Acquire and use accurately general academic and domain-specific words and phrases, sufficient for reading, writing, speaking, and listening at the college and career readiness level; demonstrate independence in gathering vocabulary knowledge when considering a word or phrase important to comprehension or expression.

ELA.WR.8. Gather relevant information from multiple print and digital sources, assess the credibility and accuracy of each source, and integrate the information while avoiding plagiarism.

**W.11-12.8.** Gather relevant information from multiple authoritative print and digital sources, using advanced searches effectively; assess the strengths and limitations of each source in terms of the task, purpose, and audience; integrate information into the text selectively to maintain the flow of ideas, avoiding plagiarism and overreliance on any one source and following a standard format for citation.

**L.11-12.6.** Acquire and use accurately general academic and domain-specific words and phrases, sufficient for reading, writing, speaking, and listening at the college and career readiness level; demonstrate independence in gathering vocabulary knowledge when considering a word or phrase important to comprehension or expression.

### Big Idea II: Analysis

ELA.WR.9. Draw evidence from literary or informational texts to support analysis, reflection, and research.

ELA.SP. 3. Evaluate a speaker's point of view, reasoning, and use of evidence and rhetoric.

ELA.R.1. Read closely to determine what the text says explicitly and to make logical inferences from it; cite specific textual evidence when writing or speaking to support conclusions drawn from the text.

ELA.R.5. Analyze the structure of texts, including how specific sentences, paragraphs, and larger portions of the text (e.g., a section, chapter, scene, or stanza) relate to each other and the whole.

## Research Development and Application Core Content Overview

ELA.R.6. Assess how point of view or purpose shapes the content and style of a text.

ELA.R.8. Delineate and evaluate the argument and specific claims in a text, including the validity of the reasoning as well as the relevance and sufficiency of the evidence.

W.11-12.9. Draw evidence from literary or informational texts to support analysis, reflection, and research.

RI.11-12.1. Cite strong and thorough textual evidence to support analysis of what the text says explicitly as well as inferences drawn from the text, including determining where the text leaves matters uncertain.

RI.11-12.5. Analyze and evaluate the effectiveness of the structure an author uses in his or her exposition or argument, including whether the structure makes points clear, convincing, and engaging.

RI.11-12.6. Determine an author's point of view or purpose in a text in which the rhetoric is particularly effective, analyzing how style and content contribute to the power, persuasiveness or beauty of the text.

L.11-12.6. Acquire and use accurately general academic and domain-specific words and phrases, sufficient for reading, writing, speaking, and listening at the college and career readiness level; demonstrate independence in gathering vocabulary knowledge when considering a word or phrase important to comprehension or expression.

ELA.WR.9. Draw evidence from literary or informational texts to support analysis, reflection, and research.

ELA.WR.6. Use technology, including the Internet, to produce and publish writing and to interact and collaborate with others.

ELA.WR.4. Produce clear and coherent writing in which the development, organization, and style are appropriate to task, purpose, and audience.

ELA.WR.1. Write arguments to support claims in an analysis of substantive topics or texts, using valid reasoning and relevant and sufficient evidence.

ELA.R.1. Read closely to determine what the text says explicitly and to make logical inferences from it; cite specific textual evidence when writing or speaking to support conclusions drawn from the text.

ELA.R.5. Analyze the structure of texts, including how specific sentences, paragraphs, and larger portions of the text (e.g., a section, chapter, scene, or stanza) relate to each other and the whole.

ELA.R.6. Assess how point of view or purpose shapes the content and style of a text.

ELA.R.8. Delineate and evaluate the argument and specific claims in a text, including the validity of the reasoning as well as the relevance and sufficiency of the evidence.

W.11-12.1. Write arguments to support claims in an analysis of substantive topics or texts, using valid reasoning and relevant and sufficient evidence.

### **Big Idea III: Response**

## Research Development and Application Core Content Overview

W.11-12.2. 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.

W.11-12.4. Produce clear and coherent writing in which the development, organization, and style are appropriate to task, purpose, and audience. (Grade-specific expectations for writing types are defined in standards 1–3 above.)

W.11-12.5. Develop and strengthen writing as needed by planning, revising, editing, rewriting, or trying a new approach, focusing on addressing what is most significant for a specific purpose and audience.

W.11-12.7. 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.11-12.9. Draw evidence from literary or informational texts to support analysis, reflection, and research.

W.11-12.10. Write routinely over extended time frames (time for research, reflection, and revision) and shorter time frames (a single sitting or a day or two) for a range of tasks, purposes

RI.11-12.1. Cite strong and thorough textual evidence to support analysis of what the text says explicitly as well as inferences drawn from the text, including determining where the text leaves matters uncertain.

RI.11-12.5. Analyze and evaluate the effectiveness of the structure an author uses in his or her exposition or argument, including whether the structure makes points clear, convincing, and engaging.

RI.11-12.6. Determine an author's point of view or purpose in a text in which the rhetoric is particularly effective, analyzing how style and content contribute to the power, persuasiveness or beauty of the text.

L.11-12.1. Demonstrate command of the conventions of standard English grammar and usage when writing or speaking.

L.11-12.2. Demonstrate command of the conventions of standard English capitalization, punctuation, and spelling when writing.

### **Big Idea IV: Selection**

ELA.WR.8. Gather relevant information from multiple print and digital sources, assess the credibility and accuracy of each source, and integrate the information while avoiding plagiarism.

ELA.R.9. Analyze how two or more texts address similar themes or topics in order to build knowledge or to compare the approaches the authors take.

ELA.R.10. Read and comprehend complex literary and informational texts independently and proficiently.

**W.11-12.7.** 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.11-12.8.** Gather relevant information from multiple authoritative print and digital sources, using advanced searches

## Research Development and Application Core Content Overview

effectively; assess the strengths and limitations of each source in terms of the task, purpose, and audience; integrate information into the text selectively to maintain the flow of ideas, avoiding plagiarism and overreliance on any one source and following a standard format for citation.

**W.11-12.9.** Draw evidence from literary or informational texts to support analysis, reflection, and research.

**W.11-12.10.** Write routinely over extended time frames (time for research, reflection, and revision) and shorter time frames (a single sitting or a day or two) for a range of tasks, purposes

**RI.11-12.1.** Cite strong and thorough textual evidence to support analysis of what the text says explicitly as well as inferences drawn from the text, including determining where the text leaves matters uncertain.

**RI.11-12.7.** Integrate and evaluate multiple sources of information presented in different media or formats (e.g., visually, quantitatively) as well as in words in order to address a question or solve a problem.

**SL.11-12.2.** Integrate multiple sources of information presented in diverse formats and media (e.g., visually, quantitatively, orally) in order to make informed decisions and solve problems, evaluating the credibility and accuracy of each source and noting any discrepancies among the data.

**L.11-12.6.** Acquire and use accurately general academic and domain-specific words and phrases, sufficient for reading, writing, speaking, and listening at the college and career readiness level; demonstrate independence in gathering vocabulary knowledge when considering a word or phrase important to comprehension or expression.

**ELA.WR.4.** Produce clear and coherent writing in which the development, organization, and style are appropriate to task, purpose, and audience.

**ELA.WR.10.** Write routinely over extended time frames (time for research, reflection, and revision) and shorter time frames (a single sitting or a day or two) for a range of tasks, purposes, and audiences.

**ELA.R.9.** Analyze how two or more texts address similar themes or topics in order to build knowledge or to compare the approaches the authors take.

**ELA.WR.5.** Develop and strengthen writing as needed by planning, revising, editing, rewriting, or trying a new approach.

**W.11-12.4.** Produce clear and coherent writing in which the development, organization, and style are appropriate to task, purpose, and audience. (Grade-specific expectations for writing types are defined in standards 1–3 above.)

**W.11-12.5.** Develop and strengthen writing as needed by planning, revising, editing, rewriting, or trying a new approach, focusing on addressing what is most significant for a specific purpose and audience.

### Big Idea V: Composition



## Research Development and Application Core Content Overview

**W.11-12.7.** 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.11-12.9.** Draw evidence from literary or informational texts to support analysis, reflection, and research.

**W.11-12.10.** Write routinely over extended time frames (time for research, reflection, and revision) and shorter time frames (a single sitting or a day or two) for a range of tasks, purposes

**RI.11-12.1.** Cite strong and thorough textual evidence to support analysis of what the text says explicitly as well as inferences drawn from the text, including determining where the text leaves matters uncertain.

**RI.11-12.7.** Integrate and evaluate multiple sources of information presented in different media or formats (e.g., visually, quantitatively) as well as in words in order to address a question or solve a problem.

**L.11-12.1.** Demonstrate command of the conventions of standard English grammar and usage when writing or speaking.

**L.11-12.2.** Demonstrate command of the conventions of standard English capitalization, punctuation, and spelling when writing.

**SL.11-12.2.** Integrate multiple sources of information presented in diverse formats and media (e.g., visually, quantitatively, orally) in order to make informed decisions and solve problems, evaluating the credibility and accuracy of each source and noting any discrepancies among the data.

**ELA.SP.4.** Present information, findings, and supporting evidence such that listeners can follow the line of reasoning and the organization, development, and style are appropriate to task, purpose, and audience.

**ELA.SP.5.** Make strategic use of digital media and visual displays of data to express information and enhance understanding of presentations.

**SL.11-12.4.** Present information, findings, and supporting evidence, conveying a clear and distinct perspective, such that listeners can follow the line of reasoning, alternative or opposing perspectives are addressed, and the organization, development, substance, and style are appropriate to purpose, audience, and a range of formal and informal tasks.

**SL.11-12.5.** Make strategic use of digital media (e.g., textual, graphical, audio, visual, and interactive elements) in presentations to enhance understanding of findings, reasoning, and evidence and to add interest.

**SL.11-12.3.** Evaluate a speaker's point of view, reasoning, and use of evidence and rhetoric, assessing the stance, premises, links among ideas, word choice, points of emphasis, and tone used.

### Big Idea VI: Presentation

## Research Development and Application Core Content Overview

L.11-12.1. Demonstrate command of the conventions of standard English grammar and usage when writing or speaking.

# BIG IDEA I: Overview and Critique

Curriculum Management System

Research Development and Application : Grades 11-12

## Overarching Goals

1. Students will identify viable research problems.

2. Students will differentiate between types of sources and identify the best sources for a given topic.
3. Students will analyze and respond to different types of text.
4. Students will write a proposal identifying a gap in research in a field of their choice and defending the need for new research.
5. Students will present their research proposal using effective, persuasive public speaking techniques.

## Essential Questions

- ❖ Why do people conduct research?
- ❖ How is a problematic, significant research topic identified?
- ❖ How can the viability of a source be determined?

## Suggested Blocks for Instruction: 5-6

KNOW		UNDERSTAND	DO
<i>Students will know that:</i>		<i>Students will understand that:</i>	<i>Students will be able to:</i>
Research is conducted to solve problems, acquire information, and communicate findings.  By conducting research, you place yourself in the ongoing conversation in a field of study.		<ul style="list-style-type: none"> <li>○ Research is a vehicle for problem-solving, information-acquisition, and communication.</li> <li>○ Personal experience forms the basis of intrinsic (known) information.</li> <li>○ Topics that are problematic and significant inspire research.</li> <li>○ Primary sources are the building blocks of all research.</li> <li>○ Peer-reviewed database articles and books are trustworthy sources while internet sources need additional evaluation.</li> </ul> <p style="text-align: center;"><b>Sample Conceptual Understandings</b></p> <p><b>The teacher will present students with the following scenarios:</b></p> <p>Your topic is the Taliban. The Taliban is problematic because</p>	<ul style="list-style-type: none"> <li>• Explain why we conduct research</li> <li>• Give examples of current and historical situations for which research is needed.</li> </ul>
What we view as intrinsic information has been acquired through personal experience.			<ul style="list-style-type: none"> <li>• List topics about which you have intrinsic knowledge and explain how it was acquired (your areas of expertise).</li> </ul>
<p>A research topic should be problematic (having more than one right answer/solution) and significant (affecting a large percentage of the population or a small percentage in a life-altering way).</p> <p>Research topics with identifiable problems lend themselves to research questions that aid in resolving the problem.</p>			<ul style="list-style-type: none"> <li>• Define problematic and significant.</li> <li>• Brainstorm a list of problematic, significant research topics and associated research questions.</li> <li>• Gather articles that demonstrate problematic, significant research topics.</li> <li>• Keep an ongoing journal containing these articles in which you comment on the viability of the topics, associated problems, and research questions.</li> </ul>

Primary sources are essential, created during the time period studied, and include interviews, diaries, government records, etc. Secondary sources are written about the person, event, etc. and rely on primary sources for information.	it has been accused of discrimination of women and human rights violations, but as a governing body it eliminated drug lords and kept the streets peaceful. One problem associated with the Taliban is that its elimination has not led to a peaceful Afghanistan. What are possible research questions associated with this problem?	<ul style="list-style-type: none"> <li>List examples of primary sources that people create to demonstrate their intrinsic (experience-based) knowledge.</li> <li>Locate an example primary source and bring it to class.</li> </ul>
Books and database articles (from journals, newspapers, and magazines) that are peer reviewed (written by and checked by experts in the field of study) are more reliable but should be evaluated for purpose, relevance, and currency.	<p>You are researching the effects of global warming. What is an example of a primary source you would use? What if you were researching life in the Western frontier during the gold rush?</p> <p>You are writing a paper about gun control. Analyze the use of <a href="http://www.nra.org">www.nra.org</a>. How would the National Rifle Association's website be useful? What are some problems associated with this source?</p>	<ul style="list-style-type: none"> <li>Explain which types of secondary sources are preferred. Explain why and cite drawbacks.</li> <li>Obtain an example database or book source and analyze for reliability.</li> </ul>
<p>Internet sources are less reliable and should be evaluated for purpose, authority, relevance, accuracy, and currency.</p> <p>Identifying the type of URL (.gov, .mil., .edu, .org, .com, etc.) and authorship aids in evaluation.</p>		<ul style="list-style-type: none"> <li>Explain what problems are associated with different types of URLs in internet sources.</li> <li>Note what should be considered before using any internet source.</li> <li>Given an article on the internet, evaluate for authorship, recency, and bias (if any).</li> </ul>

### 21<sup>st</sup> Century Skills

<b><i>Creativity and Innovation</i></b>	<b><i>Critical Thinking and Problem Solving</i></b>	<b><i>Communication and Collaboration</i></b>
<b><i>Information Literacy</i></b>	<b><i>Media Literacy</i></b>	<b><i>ICT Literacy</i></b>
<b><i>Life and Career Skills</i></b>	<b><i>Technology Based Activities</i></b>	

- ❖ [http://www.p21.org/index.php?option=com\\_content&task=view&id=57&Itemid=120](http://www.p21.org/index.php?option=com_content&task=view&id=57&Itemid=120)
- ❖ [http://www.p21.org/index.php?option=com\\_content&task=view&id=254&Itemid=120](http://www.p21.org/index.php?option=com_content&task=view&id=254&Itemid=120)

### Concept Learning Activities

- Keep an ongoing journal of articles exploring problematic, significant research questions.
- Complete a RAFT analyzing different types of research.
- Obtain 3 types of primary sources on a chosen topic.

**Performance  
Assessment**

- ❖ The students will be told that there is a class action suit pending regarding side effects in stimulant-based ADHD (Attention Deficit Hyperactivity Disorder) medications. The disorder can affect a student's success in school and according to the CDC (Center for Disease Control), "Approximately 9.5% or 5.4 million children 4-17 years of age have ever been diagnosed with ADHD, as of 2007" ("Data"). Medication is one type of treatment. As lawyers who are clerking for the judge who will hear the case, it is their job to evaluate the available research (provided in an attached packet) on the most commonly prescribed stimulant-based ADHD medications and recommend whether the drug should be considered dangerous. (Application)

Students will be asked to answer the following open-ended questions:

- Why is this topic problematic? Why is it significant? (Knowledge, Comprehension, Application)
- Which internet source is most reliable? Mention the author, date of publication, and bias of each. (Analysis, Evaluation)
- Which database article is most reliable? Defend your choice by mentioning author, date of publication, primary vs. secondary source type, and bias (if any) of each. (Analysis, Evaluation)
- Recommend whether stimulant-based ADHD medications should be considered dangerous. Explain your reasoning. (Synthesis, Evaluation)

<b>Assessment Models</b>	<ul style="list-style-type: none"> <li>• <b>NOTE:</b> The assessment models provided in this document are suggestions for the teacher. If the teacher chooses to develop his/her own model, <i>it must be of equal or better quality and at the same or higher cognitive levels (as noted in parentheses).</i></li> <li>• Depending upon the needs of the class, the assessment questions may be answered in the form of essays, assessments, mobiles, PowerPoint, oral reports, booklets, or other formats of measurement used by the teacher.</li> </ul> <p><b>Open – Ended Pre – Assessment:</b></p> <ul style="list-style-type: none"> <li>❖ Students complete a KWL prior to beginning the unit.</li> <li>❖ <u>Journal</u>: How do we acquire information? Why do people do research?</li> <li>❖ <u>Short answer questions</u>: What constitutes a good research topic? Where can you find the best, most reliable information? Where should you not go to find information? Why?</li> </ul> <p><b>Open – Ended (Formative) Assessment:</b></p> <ul style="list-style-type: none"> <li>❖ Group and individual work is assigned daily, from various sources (<i>Synthesis, Analysis, and Evaluation</i>).</li> <li>❖ Introductory and Closing Activities will be done every day to pre-assess student knowledge and assess understanding of topics (<i>Synthesis, Analysis, and Evaluation</i>).</li> </ul> <p><b>Summative Assessment:</b></p> <ul style="list-style-type: none"> <li>❖ Assessment questions should be open-ended and should follow the general format illustrated in the Essential Questions/Sample Conceptual Understanding section. (<i>Synthesis, Analysis, Evaluation</i>)</li> <li>❖ Students will be given assessments that provide a brief review of the concepts and skills in the previous lessons. Students will be given rubric scored projects (see performance assessment) to reflect understandings of concepts throughout the unit. (<i>Synthesis, Analysis, Evaluation</i>)</li> </ul>
<b>Additional Resources</b>	<p>AVID College Readiness: Working With Sources, Student Guide (Avid SG) pgs. 10, 162-5 (evaluating a website)</p> <p>The Allyn and Bacon Guide to Writing, Concise ed., 6<sup>th</sup> ed. (A&amp;B) pgs. 10-14, 334-340</p> <p>Research Strategies: Finding Your Way Through the Information Fog (RS) pgs. 1-18 (research history and types of sources); 95 (peer review)</p>

## BIG IDEA II: Analysis

Curriculum Management System

Research Development and Application : Grades 11-12

### Overarching Goals

1. Students will identify viable research problems.



2. Students will differentiate between types of sources and identify the best sources for a given topic.
3. Students will analyze and respond to different types of text.
4. Students will write a proposal identifying a gap in research in a field of their choice and defending the need for new research.
5. Students will present their research proposal using effective, persuasive public speaking techniques.

## Essential Questions

- ❖ What is the best way to take notes on unfamiliar texts?
- ❖ How are arguments structured?
- ❖ How does intended audience affect content?

## Suggested Blocks for Instruction: 4-5

KNOW		UNDERSTAND	DO
<i>Students will know that:</i>		<i>Students will understand that:</i>	<i>Students will be able to:</i>
	Unfamiliar vocabulary, rhetorical context (purpose/audience), genre, and background can make college-level reading difficult. (A&B 94-95)	<ul style="list-style-type: none"> <li>○ There are roadblocks to understanding college-level reading that can be overcome through reading strategies.</li> <li>○ Skimming and scanning help you identify useful sources and data.</li> <li>○ Active reading strategies deepen understanding.</li> <li>○ Charting a text breaks down unfamiliar genres and topics.</li> <li>○ Texts containing an argument (claim) contain data, warrants, and counter-warrants.</li> <li>○ Type of audience determines textual organization and technique.</li> </ul>	<ul style="list-style-type: none"> <li>● List roadblocks to understanding unfamiliar text.</li> <li>● Brainstorm ways to overcome these challenges.</li> </ul>
	Skim to summarize and accept/reject sources and scan for key words/phrases.		<ul style="list-style-type: none"> <li>● Read sample article and answer questions requiring you to skim or scan.</li> <li>● Skim a set of provided articles and determine which will best fit an assigned sample topic.</li> </ul>
	Active reading strategies allow you to analyze as you read. They include Questioning (?), Judgments (J), Connections (C), Inferences (I), Clarifications (CI), and Summaries (S). They are written in the margin of the text.		<ul style="list-style-type: none"> <li>● Use active reading strategies to read and analyze an assigned JSTOR article.</li> <li>● Use active reading strategies to read and analyze a self-chosen article.</li> <li>● Analyze which strategies you feel most comfortable with and which best enable you to comprehend the text.</li> </ul>

<p>Closed -form prose is thesis-driven while open-form prose is theme based. All texts are located somewhere on the continuum between the two.</p> <p>A text's structure and content can be charted by jotting down what each paragraph is doing (structure) and saying (content) in the margin or on the chart provided (<i>Avid SG</i> pg. 125). This strategy allows you to summarize and identify genre.</p>	<p style="text-align: center;"><b>Sample Conceptual Understandings</b></p> <p><b>The teacher will present students with the following scenarios:</b></p> <p>You work for the Peace Corps, which is considering offering assistance to Iraq. According to the <a href="http://peacecorps.gov">peacecorps.gov</a> website, "The safety and security of Peace Corps Volunteers is our highest priority" ("What About Safety?"). Your boss believes the area to be stable, but he needs more information to proceed. Your job is to skim and scan through the articles provided. List which articles help you and why. Explain why the ones you discarded do not. Then, recommend whether it is safe to expand into Iraq.</p> <p>Monroe Township Public Library is considering banning <i>Harry Potter</i> books. Citing the recent ban in The United Arab Emirates, several patrons have argued that <i>Harry Potter</i> not only offends some Christians but Muslims as well. As the director of the library, you make the recommendation. You select the JSTOR article "Harry Potter in the Gulf: Contemporary Islam and the Occult" by Remke Kruk. Annotate the article using at least 5 different active reading strategies (at least 10 total). Then determine whether the reasons for banning the book in the United Arab Emirates apply to Monroe Township citizens. Alternative assignment: Place students in groups and have each student annotate a different section of the article. Each student can then summarize his or her section for the group and the group can make a collaborative recommendation.</p>	<ul style="list-style-type: none"> <li>Chart several different types of articles (type not given) including but not limited to an op-ed piece, essay, article, report, etc. Students conclude by summarizing the article, giving the genre, and identifying where it falls on the continuum.</li> </ul>
<p>Individual paragraphs in argumentative texts can be broken down to identify claims, data, warrants, and counter-warrants.</p> <p><a href="http://www.vanderbilt.edu/ans/english/mwollaeger/cdw.htm">http://www.vanderbilt.edu/ans/english/mwollaeger/cdw.htm</a></p>		<ul style="list-style-type: none"> <li>Give the claim and data, complete a worksheet to identify warrants and counter-warrants.</li> <li>Identify a claim, data, warrant, and counter-warrant in an assigned text.</li> <li>Given a school topic, write your own claim, data, warrant, and counter-warrant.</li> <li>Identify these parts in a self-selected text.</li> </ul>
<p>Text organization and technique, such as the use of concession, refutation (both=consideration of counter-warrants), pathos, logos (data), and ethos are determined by the perspective audience.</p>		<ul style="list-style-type: none"> <li>Brainstorm the types of techniques that appeal to those who are in favor of your position, against it, and neutral. Also list ways to increase your credibility as a writer.</li> <li>Identify these techniques in provided op-ed pieces.</li> <li>Given a topic, create your known concession and refutation as well as an appeal to pathos, logos, and ethos.</li> </ul>

21 <sup>st</sup> Century Skills		
<i>Creativity and Innovation</i>	<i>Critical Thinking and Problem Solving</i>	<i>Communication and Collaboration</i>
<i>Information Literacy</i>	<i>Media Literacy</i>	<i>ICT Literacy</i>
<i>Life and Career Skills</i>	<i>Technology Based Activities</i>	
<ul style="list-style-type: none"> <li>❖ <a href="http://www.p21.org/index.php?option=com_content&amp;task=view&amp;id=57&amp;Itemid=120">http://www.p21.org/index.php?option=com_content&amp;task=view&amp;id=57&amp;Itemid=120</a></li> <li>❖ <a href="http://www.p21.org/index.php?option=com_content&amp;task=view&amp;id=254&amp;Itemid=120">http://www.p21.org/index.php?option=com_content&amp;task=view&amp;id=254&amp;Itemid=120</a></li> <li>❖ <a href="http://coe.jmu.edu/LearningToolbox/cornellnotes.html">http://coe.jmu.edu/LearningToolbox/cornellnotes.html</a></li> <li>❖ <a href="http://lsc.sas.cornell.edu/Sidebars/Study_Skills_Resources/cornellsystem.pdf">http://lsc.sas.cornell.edu/Sidebars/Study_Skills_Resources/cornellsystem.pdf</a></li> </ul>		
Concept Learning Activities		
<ul style="list-style-type: none"> <li>➤ Participate in a guided PowerPoint Lesson on active reading strategies.</li> <li>➤ Chart “Why Bother?” by Michael Pollen (A&amp;B pgs. 87-94)</li> <li>➤ Find an advertisement in a magazine or online. Identify the types of appeals it contains.</li> </ul>		
<b>Performance Assessment</b>	<ul style="list-style-type: none"> <li>❖ The students will be told that they will be the professors for today’s assignment. The students will each be given a sample research paper/article (such as Daly’s “A Call to Action: Regulate use of Cell Phones on the Road” <a href="http://www.dianahacker.com/pdfs/Hacker-Daly-MLA.pdf">http://www.dianahacker.com/pdfs/Hacker-Daly-MLA.pdf</a> or Taylor’s “Paintball: Promoter of Violence or Healthy Fun?” A&amp;B pgs. 234-237) and asked to “grade” it according to whether it contains all the parts of an argumentative argument. (Application)</li> </ul> <p>Students will be asked to answer the following open-ended questions:</p> <ul style="list-style-type: none"> <li>○ Underline, label, and explain an example of a claim with data and warrant in one of the body paragraphs. (Comprehension, Analysis, Application)</li> <li>○ Circle a concession with a refutation and explain how this example fits the criteria for these techniques. (Comprehension, Analysis, Application)</li> <li>○ Star an example (1 each) of ethos, logos, and pathos. Explain each here. (Comprehension, Analysis, Application)</li> <li>○ Identify which audience this paper would most appeal to. Defend your choice. (Comprehension, Analysis, Application)</li> <li>○ Circle the sections on the rubric that best reflect this paper. Write the paper’s score here and defend the grade you have assigned. (Synthesis, Evaluation)</li> </ul>	

<b>Assessment Models</b>	<ul style="list-style-type: none"> <li>• <b>NOTE:</b> The assessment models provided in this document are suggestions for the teacher. If the teacher chooses to develop his/her own model, <i>it must be of equal or better quality and at the same or higher cognitive levels (as noted in parentheses).</i></li> <li>• Depending upon the needs of the class, the assessment questions may be answered in the form of essays, assessments, mobiles, PowerPoint, oral reports, booklets, or other formats of measurement used by the teacher.</li> </ul> <p><b>Open – Ended Pre – Assessment:</b></p> <p>Students are presented with a sample JSTOR text (“Between a Rock and a Hard Place: Contested Livelihoods in Qwaqwa National Park, South Africa” by Rachel Slater) and asked the following questions: List reasons why this text is difficult for you to understand. What strategies do you use when confronted with a difficult text? Which would work to enable you to understand this text? Assuming you needed to use this article to write a paper on National Parks in South Africa, please highlight/take notes in the manner that suits you. Do you better understand the text? Why or why not?</p> <p><b>Open – Ended (Formative) Assessment:</b></p> <ul style="list-style-type: none"> <li>❖ Group and individual work is assigned daily, from various sources (<i>Synthesis, Analysis, and Evaluation</i>).</li> <li>❖ Introductory and Closing Activities will be done every day to pre-assess student knowledge and assess understanding of topics (<i>Synthesis, Analysis, and Evaluation</i>).</li> </ul> <p><b>Summative Assessment:</b></p> <ul style="list-style-type: none"> <li>❖ Assessment questions should be open-ended and should follow the general format illustrated in the Essential Questions/Sample Conceptual Understanding section. (<i>Synthesis, Analysis, Evaluation</i>)</li> <li>❖ Students will be given assessments that provide a brief review of the concepts and skills in the previous lessons. Students will be given rubric scored projects (see performance assessment) to reflect understandings of concepts throughout the unit. (<i>Synthesis, Analysis, Evaluation</i>)</li> </ul>
<b>Additional Resources</b>	<p><i>AVID College Readiness: Working With Sources, Student Guide (Avid SG)</i> pgs. 11-12, 69-72, 123-126 (charting a text), 129-131</p> <p><i>The Allyn and Bacon Guide to Writing, Concise ed., 6<sup>th</sup> ed. (A&amp;B)</i> pgs. 5-10 (closed/open form) 86-113, 128-143, 210-224 (claim, audience, etc.)</p> <p><i>Research Strategies: Finding Your Way Through the Information Fog (RS)</i> pgs. 173-181 (reading research)</p>

# **BIG IDEA III: Response**

Curriculum Management System

**Research Development and Application : Grades 11-12**

## **Overarching Goals**

1. Students will identify viable research problems.
2. Students will differentiate between types of sources and identify the best sources for a given topic.
3. Students will analyze and respond to different types of text.
4. Students will write a proposal identifying a gap in research in a field of their choice and defending the need for new research.
5. Students will present their research proposal using effective, persuasive public speaking techniques.

## Essential Questions

- ❖ How can you effectively use your research?
- ❖ How can you avoid plagiarism?
- ❖ How can you place yourself in the conversation?

## Suggested Blocks for Instruction: 10-12

KNOW		UNDERSTAND	DO
<i>Students will know that:</i>		<i>Students will understand that:</i>	<i>Students will be able to:</i>
Paraphrasing is restating key ideas using different sentence structure and vocabulary while maintaining the same meaning and tone. An in-text citation is included at the end.	Paraphrase is used more often than quotes for secondary sources.	<ul style="list-style-type: none"> <li>○ Accurately quoting or rewording and documenting are the best ways to avoid plagiarism.</li> <li>○ Paraphrasing is rewording and documenting.</li> <li>○ Summaries contain the reworded claim and details.</li> <li>○ Quotes are introduced, documented, and explained.</li> <li>○ A rhetorical précis is an advanced summary.</li> <li>○ Op-ed articles and summary/strong responses are ways to enter the academic conversation.</li> </ul>	<ul style="list-style-type: none"> <li>• Correctly paraphrase an idea in a sample article.</li> <li>• Evaluate paraphrased statements for different sentence structure and vocabulary on a worksheet or during self or peer review.</li> </ul>
Summaries should be shorter than a paraphrase, written in your own words and contain the main idea/claim and supporting details. They also maintain the meaning/tone of the original work.			<ul style="list-style-type: none"> <li>• Summarize an article.</li> <li>• Evaluate the effectiveness of sample summaries on a worksheet and during self-and peer review.</li> </ul>

<p>When quoting, introduce the quote with a phrase and comma or sentence and colon, comment on it, and include the correct in-text citation.</p> <p>Quote the <b>minimum</b> possible. In the rare situation when quoting more than three lines becomes necessary, use block quotation style.</p> <p>Use ellipses to shorten and brackets to reword but do not alter the original meaning and tone.</p> <p>Quotes usually come from primary sources.</p> <p>When using a quote quoted in another source, introduce the quote by mentioning the original source and include (qtd. in ) in the in-text citation containing the second source.</p>	<p style="text-align: center;"><b>Sample Conceptual Understandings</b></p> <p><b>The teacher will guide students in the following activities:</b></p> <p>Students participate in a Socratic Seminar. Students in the inside circle discuss a school-related problem such as cheating on exams. The students in the outside circle take notes. The class paraphrases what was said. (See <i>Avid I</i> 2009 pgs. 80-88 for detailed directions and handouts )</p> <p>Use Dr. King’s “Letter from Birmingham Jail” (<a href="http://www.stanford.edu/group/King/popular_requests/">http://www.stanford.edu/group/King/popular_requests/</a>) to practice quoting, paraphrasing and summarizing. See <i>Avid SG</i> pgs. 56-58 for examples.</p> <p>Read with and against the grain of “Why Bother?” (<i>A&amp;B</i> pgs. 87-93), using the organizer and sample questions provided. Then, compare/contrast your reactions with those in the sample summary/strong response (<i>A&amp;B</i> pgs. 110-112). (Note: this is the second time students will encounter this text, thus reinforcing that students must read in a “multi-draft” way to fully understand higher level texts. The first time, students read fairly quickly in order to chart the structure [unit 2]. This time, students are reading more slowly to analyze key ideas.)</p>	<ul style="list-style-type: none"> <li>• Select a quote from an article and practice introducing it with a phrase and comma and a sentence and colon using alternatives to “says” (<i>Avid I</i> 2009 pg. 80). Then, comment on the quote afterwards by explaining its meaning and tying it to your claim.</li> <li>• Practice quoting from a primary source, a secondary source, and a secondary source that quotes from a primary or secondary source.</li> <li>• Practice using the ellipsis and brackets.</li> <li>• Self and peer review these quotes.</li> </ul>
<p>A four sentence rhetorical précis moves beyond summary to comment on the author’s purpose and rhetorical situation (<i>Avid I</i> 2007 132-233)</p>		<ul style="list-style-type: none"> <li>• Write a four sentence rhetorical précis for a given article and a self-chosen article.</li> <li>• Evaluate a four-sentence rhetorical précis during self and peer review.</li> </ul>
<p>An opinion-editorial (op-ed) piece responds to a printed article and contains a claim, appeals to logos, pathos, and/or ethos, and a call to action.</p> <p>An op-ed article often begins with a rhetorical précis.</p>		<ul style="list-style-type: none"> <li>• Identify these components in a sample op-ed piece. If possible, analyze the corresponding article as well.</li> <li>• Write an op-ed piece; self and peer review for these components.</li> <li>• Write a letter to the editor responding to a classmate’s op-ed piece. Follow the guidelines provided for an op-ed piece. Self and peer review for required components.</li> </ul>

<p>Reading with and against the grain allows you to identify counter-warrants and gaps in research.</p> <p>A summary/strong response is an extended way to demonstrate comprehension of the text and place yourself in the academic conversation.</p>		<ul style="list-style-type: none"> <li>• Practice reading with and against the grain of an article using an organizer.</li> <li>• Analyze the components of a sample summary/strong response.</li> <li>• Write, revise, and peer revise a summary/strong response on an article of your choice.</li> </ul>
<b>21<sup>st</sup> Century Skills</b>		
<b><i>Creativity and Innovation</i></b>	<b><i>Critical Thinking and Problem Solving</i></b>	<b><i>Communication and Collaboration</i></b>
<b><i>Information Literacy</i></b>	<b><i>Media Literacy</i></b>	<b><i>ICT Literacy</i></b>
<b><i>Life and Career Skills</i></b>	<b><i>Technology Based Activities</i></b>	
<ul style="list-style-type: none"> <li>❖ <a href="http://www.p21.org/index.php?option=com_content&amp;task=view&amp;id=57&amp;Itemid=120">http://www.p21.org/index.php?option=com_content&amp;task=view&amp;id=57&amp;Itemid=120</a></li> <li>❖ <a href="http://www.p21.org/index.php?option=com_content&amp;task=view&amp;id=254&amp;Itemid=120">http://www.p21.org/index.php?option=com_content&amp;task=view&amp;id=254&amp;Itemid=120</a></li> </ul>		
<b>Concept Learning Activities</b>		
<ul style="list-style-type: none"> <li>➤ Obtain 3 op-ed pieces from newspapers or magazines and locate the claim and appeals.</li> <li>➤ Locate quotes that employ ellipses and brackets in an article.</li> <li>➤ Obtain an article containing a paraphrase and the original article that was paraphrased. Note to what extent the idea was reworded with different sentence structure and vocabulary.</li> </ul>		



Read the text of President Obama’s speech on the Middle East (primary document - URL below). First, pretend that you are a reporter selecting a few quotes for an article. You wish to remain scrupulously unbiased by remaining true to the meaning and tone of the president’s words. The quotes chosen should be explained in terms of the overall purpose/content of the speech. Practice introducing, commenting on, and documenting quotes as well as using the ellipses and brackets.

Next, pretend you are a sleazy campaign manager preparing the campaign of the person who will run against President Obama in the next election. How might you edit the quotes (using ellipses, brackets, and well-chosen introductory phrases and explanations) to change their meaning for a smear campaign? (Note: The student should *never* do this while completing actual assignments. This fictional campaign manager would open him/herself up to lawsuits and accusations of plagiarism)

(<http://www.nytimes.com/2011/05/20/world/middleeast/20prexy-text.html?pagewanted=all>) (Application)

Students will be asked to complete the following tasks/answer the following open-ended questions:

First, take the role of the reporter:

- Introduce a quote with a phrase (avoid “says”) and comma, and end with a citation and explanation that ties in the overall purpose/content of the speech.
- Take the same quote and introduce it with a sentence and colon instead.
- Take the same quote and use the ellipses in the middle or end to remove part of the quote while leaving the meaning the same. Include an altered introduction and explanation that better fit the shortened quote.
- Take the same quote and place an altered word or letter in brackets while maintaining the same meaning/tone. You could alter the tense of a verb, change a pronoun, change between a proper name and pronoun, or make other small changes. Alter the introduction and explanation as needed to fit the new quote.

(Knowledge, Comprehension, Application)

Now, take the part of the sleazy campaign manager:

- Choose a quote. Alter it using ellipses and/or brackets. Introduce it, cite it, and comment on it. Make sure that your changes alter the president’s meaning and/or tone to shed a negative light on his speech. (Knowledge, Comprehension, Application)
- Explain what you altered, whether it affected meaning and/or tone, and how damaging the change could be to President Obama’s image. (Analysis, Synthesis, Evaluation)
- Now reflect on the importance of ethical use of sources. How easy is it to accidentally plagiarize someone’s words? What are the possible repercussions? (Analysis, Synthesis, Evaluation)

Assessment Models	<ul style="list-style-type: none"> <li>• <b>NOTE:</b> The assessment models provided in this document are suggestions for the teacher. If the teacher chooses to develop his/her own model, <i>it must be of equal or better quality and at the same or higher cognitive levels (as noted in parentheses)</i>.</li> <li>• Depending upon the needs of the class, the assessment questions may be answered in the form of essays, assessments, mobiles, PowerPoint, oral reports, booklets, or other formats of measurement used by the teacher.</li> </ul> <p><b>Open – Ended Pre – Assessment:</b></p> <ul style="list-style-type: none"> <li>❖ Students are given a portion of Dr. King’s “I have a Dream” speech (<a href="http://www.americanrhetoric.com/speeches/mlkihaveadream.htm">http://www.americanrhetoric.com/speeches/mlkihaveadream.htm</a>) and are asked to write a paragraph explaining Dr. King’s message (summary) and what the speech means to them. They must include one quote and at least one place where they put Dr. King’s ideas in their own words (paraphrase).</li> <li>❖ Students are also asked to answer the following short answer questions: <ul style="list-style-type: none"> <li>-What do you know about each of the following: quoting, paraphrasing, summary, rhetorical précis, op/ed piece, letter to the editor, and a summary/strong response?</li> </ul> </li> </ul> <p><b>Open – Ended (Formative) Assessment:</b></p> <ul style="list-style-type: none"> <li>❖ Group and individual work is assigned daily (see performance assessment), from various sources (<i>Synthesis, Analysis, and Evaluation</i>).</li> <li>❖ Introductory and Closing Activities will be done every day to pre-assess student knowledge and assess understanding of topics (<i>Synthesis, Analysis, and Evaluation</i>).</li> </ul> <p><b>Summative Assessment:</b></p> <ul style="list-style-type: none"> <li>❖ Assessment questions should be open-ended and should follow the general format illustrated in the Essential Questions/Sample Conceptual Understanding section. (<i>Synthesis, Analysis, Evaluation</i>)</li> <li>❖ Students will be given assessments that provide a brief review of the concepts and skills in the previous lessons. Students will be given rubric scored projects (ex. summary/strong response) to reflect understandings of concepts throughout the unit. (<i>Synthesis, Analysis, Evaluation</i>)</li> </ul>
Additional Resources	<p><i>AVID College Readiness: Working With Sources, Student Guide (Avid SG)</i> pgs. 26-29, 39-41, 56, 58, 108-110, 118-121, 126 (paraphrase, summary, and quotation)</p> <p><i>Avid College Readiness: Working with Sources, Implementation 2007 (Avid I 2007)</i> 125-137 (rhetorical précis and op-ed), 40-41, 49-50, 116-117, 184-18 (summary/paraphrase)</p> <p><i>Avid College Readiness: Working with Sources, Implementation 2009 (Avid I 2009)</i> pgs. 80-88 (alternatives to “says” and citation circles)</p> <p><i>The Allyn and Bacon Guide to Writing, Concise ed., 6<sup>th</sup> ed. (A&amp;B)</i> pgs. 86-127 (strong response); 223-225 (ethos/pathos) 341-356 (summary, paraphrase, and plagiarism)</p> <p><i>Research Strategies: Finding Your Way Through the Information Fog (RS)</i> pgs. 190-194, 249 (plagiarism)</p> <p><a href="http://www.media-awareness.ca/english/resources/special_initiatives/toolkit_resources/tipsheets/writing_letter_editor.cfm">http://www.media-awareness.ca/english/resources/special_initiatives/toolkit_resources/tipsheets/writing_letter_editor.cfm</a></p> <p><a href="http://www.media-awareness.ca/english/resources/special_initiatives/toolkit_resources/tipsheets/writing_op_ed.cfm">http://www.media-awareness.ca/english/resources/special_initiatives/toolkit_resources/tipsheets/writing_op_ed.cfm</a></p>

## **BIG IDEA IV: Selection**

Curriculum Management System

**Research Development and Application : Grades 11-12**

### **Overarching Goals**

1. Students will identify viable research problems.

2. Students will differentiate between types of sources and identify the best sources for a given topic.
3. Students will analyze and respond to different types of text.
4. Students will write a proposal identifying a gap in research in a field of their choice and defending the need for new research.
5. Students will present their research proposal using effective, persuasive public speaking techniques.

## Essential Questions

- ❖ Why is it necessary to wallow in complexity?
- ❖ How can one search for (re)sources effectively?
- ❖ How can information be organized?

## Suggested Blocks for Instruction: 5-6

KNOW	UNDERSTAND	DO
<i>Students will know that:</i>	<i>Students will understand that:</i>	<i>Students will be able to:</i>
<p>A project proposal is a statement that “wallows in complexity” by synthesizing dialectical (oppositional) thinking. In doing so, the proposal explains how the issue is problematic and significant and proposes a tentative hypothesis/thesis (A&amp;B 25).</p> <p>A panel is a group of experts in your field that will serve as an audience that critiques your final research proposal.</p>	<ul style="list-style-type: none"> <li>○ A research project begins with a proposal and an audience (panel).</li> <li>○ When searching for information you must find the right database and limit your search.</li> <li>○ Academic search sites allow the researcher to find more scholarly sources on the Internet.</li> <li>○ Interviews with experts are excellent primary sources.</li> <li>○ A combination of note taking and research compilation methods is necessary in proper organization.</li> <li>○ An annotated bibliography is written in MLA format and contains a summary of the source’s offerings.</li> </ul>	<ul style="list-style-type: none"> <li>• Write a project proposal for your teacher’s approval.</li> <li>• Identify faculty members who could compose your panel. Obtain their agreement to attend on the presentation day(s).</li> </ul>
<p>Keywords, asterisks, “or”, quotation marks, “and,” “not,” and clustering assist the researcher in limiting database search results (RS pgs. 42-65).</p> <p>Databases have limiters such as advanced searches, subject headings within hits, and discipline-specific indexes that limit search results (RS pgs. 112-115).</p> <p>Different databases serve different disciplines/types of research projects.</p>	<p style="text-align: center;"><b>Sample Conceptual Understandings</b></p> <p><b>The teacher will present students with the following scenarios:</b></p>	<ul style="list-style-type: none"> <li>• Follow along/participate during a guided database search lesson.</li> <li>• Given sample research topics, identify which MTHS database to use.</li> <li>• Locate sources for your research proposal using appropriate databases.</li> </ul>

	<p>Google Scholar can be used to find more reliable, scholarly sources on the Internet (RS 126-128).</p> <p>Portals, sites containing verified, subject-specific links, are another way to effectively search the web (RS 142-143).</p> <p>Newspaper websites, such as <i>The New York Times</i>, are reliable and searchable as well.</p>	<p>You are analyzing racial prejudice in North during the Civil War. Which database should you use?</p> <p>You want to find out more about how the current United States administration is fighting the war on drugs. Which database should you start with? Where can you go on the Internet?</p>	<ul style="list-style-type: none"> <li>• Follow along/participate during a guided Internet search lesson.</li> <li>• Given sample research topics, identify which portal database to use.</li> <li>• Locate sources for your research proposal using Google Scholar and portals.</li> </ul>
	<p>Interviews with experts provide an excellent way to bring your topic into focus, deepen your understanding, and obtain additional primary sources.</p>	<p>You want a more in-depth source, so you look for a book. Rather than searching the library catalog, where can you go?</p> <p>You are researching Freud's defense mechanisms to better understand Oedipus's and his wife's persistent ignorance. Which portal should you use? Print out and attach an article from this portal. How do you know it is a reliable source?</p>	<ul style="list-style-type: none"> <li>• Identify where to find experts in your area of study.</li> <li>• Conduct interviews over the phone, in person, or via email.</li> <li>• Include interview notes in your research notes.</li> </ul>

<p>Notes (summaries and works cited information for annotations, quotes, and paraphrases) can be typed or handwritten and organized by text or by subject (<i>RS</i> 181-190).</p> <p>Select impressively-worded quotes by experts. Use minimally (<i>RS</i> 217-218).</p> <p>In-text citations immediately follow quotes and are placed after paraphrased or summarized information.</p> <p>In-text citations contain the author’s last name (or, if unavailable, a shortened version of the title) and the page number in parentheses. If the author’s name appears in the introduction of the quote or in the paraphrase, only the page number is needed (see links below for additional guidelines).</p> <p>Text can be photocopied (allowing for marginal notes) or saved/emailed as pdfs (<i>RS</i> 181-190).</p>	<p>You want in-depth articles written by experts/scholars; where do you look?</p>	<ul style="list-style-type: none"><li>Practice completing in-text citations for different types of works.</li><li>Compile information and take notes with in-text citations using a variety of methods.</li><li>Select the method that best suits you and continue to follow it.</li></ul>
<p>The Works Cited page must follow MLA format.</p> <p>The Works Cited page is organized alphabetically with a running header and entries organized according to type of source. Be sure to follow the 2009 7<sup>th</sup> edition guidelines (or the newest guidelines).</p> <p>Bibliographic managers such as EndNote, RefWorks, and Zotero can be helpful, but the resulting citation must be checked for accuracy (<i>RS</i> 159-160).</p>		<ul style="list-style-type: none"><li>Read and analyze a sample annotated bibliography.</li><li>Write your own annotated bibliography.</li><li>Identify the “gap” in research that your research proposal with fulfill.</li><li>Self-revise and peer-revise annotated bibliographies.</li><li>Determine who would do this research in a real world situation.</li></ul>
<b>21<sup>st</sup> Century Skills</b>		
<b><i>Creativity and Innovation</i></b>	<b><i>Critical Thinking and Problem Solving</i></b>	<b><i>Communication and Collaboration</i></b>
<b><i>Information Literacy</i></b>	<b><i>Media Literacy</i></b>	<b><i>ICT Literacy</i></b>

Life and Career Skills	Technology Based Activities	
<ul style="list-style-type: none"> <li>❖ <a href="http://www.p21.org/index.php?option=com_content&amp;task=view&amp;id=57&amp;Itemid=120">http://www.p21.org/index.php?option=com_content&amp;task=view&amp;id=57&amp;Itemid=120</a></li> <li>❖ <a href="http://www.p21.org/index.php?option=com_content&amp;task=view&amp;id=254&amp;Itemid=120">http://www.p21.org/index.php?option=com_content&amp;task=view&amp;id=254&amp;Itemid=120</a></li> </ul>		
<b>Concept Learning Activities</b>		
<ul style="list-style-type: none"> <li>➤ Scan and save pages from a book.</li> <li>➤ Experiment with notes organized by text and by topic.</li> <li>➤ Create an electronic folder on the “Z” Drive to hold research.</li> <li>➤ Self and peer review your annotated bibliography.</li> </ul>		
<b>Performance Assessment</b>	<p>You are applying for research funding from NSF (National Science Foundation). This federal agency spends 6.9 billion dollars annually to support research in the United States. The first step is to submit your annotated bibliography to prove that your topic has merit. You will complete an annotated bibliography consisting of at least 25 sources. The annotated bibliography as a whole will be evaluated according to whether it follows MLA format. Then, each source will be assessed for format, relevance, and quality of writing (terse 3-5 sentence annotation). Conclude by explaining the gap in research that the forthcoming proposal will address.</p> <p>Alternative: The student determines the scenario for the submission of the annotated bibliography and the research proposal and presentation in the following units.</p> <p>The annotated bibliography will serve as the summative assessment for this unit.</p>	

<b>Assessment Models</b>	<ul style="list-style-type: none"> <li>• <b>NOTE:</b> The assessment models provided in this document are suggestions for the teacher. If the teacher chooses to develop his/her own model, <i>it must be of equal or better quality and at the same or higher cognitive levels (as noted in parentheses).</i></li> <li>• Depending upon the needs of the class, the assessment questions may be answered in the form of essays, assessments, mobiles, PowerPoint, oral reports, booklets, or other formats of measurement used by the teacher.</li> </ul> <p><b>Open – Ended Pre – Assessment:</b></p> <ul style="list-style-type: none"> <li>❖ Students will be asked to describe successes and frustrations they experienced when researching and documenting information in the past. (Note: As juniors and seniors, the students will have written at least two research papers in the past.)</li> </ul> <p><b>Open – Ended (Formative) Assessment:</b></p> <ul style="list-style-type: none"> <li>❖ Group and individual work is assigned daily from various sources (see sample conceptual understandings; source collection and note taking will also be assessed) (<i>Synthesis, Analysis, and Evaluation</i>).</li> <li>❖ Introductory and Closing Activities will be done every day to pre-assess student knowledge and assess understanding of topics (<i>Synthesis, Analysis, and Evaluation</i>).</li> </ul> <p><b>Summative Assessment:</b></p> <ul style="list-style-type: none"> <li>❖ Assessment questions should be open-ended and should follow the general format illustrated in the Essential Questions/Sample Conceptual Understanding section. (<i>Synthesis, Analysis, Evaluation</i>)</li> <li>❖ Students will be given assessments that provide a brief review of the concepts and skills in the previous lessons. Students will be given a rubric scored project (annotated bibliography) to reflect understandings of concepts throughout the unit. (<i>Synthesis, Analysis, Evaluation</i>)</li> </ul>
<b>Additional Resources</b>	<p>AVID College Readiness: Working With Sources, Student Guide (Avid SG) pgs. 146-147 (interview)</p> <p>The Allyn and Bacon Guide to Writing, Concise ed., 6<sup>th</sup> ed. (A&amp;B) pgs. 25 (complexity); 344-348 (in-text citations); 354-370 (MLA format)</p> <p>Research Strategies: Finding Your Way Through the Information Fog (RS) pgs. 42-65, 112-115, 126-128, 142-142, 159-160, 181-190</p> <p><a href="http://monroenj.schoolwires.com/85420417161640357/blank/browse.asp?A=383&amp;BMDRN=2000&amp;BCOB=0&amp;C=55856">http://monroenj.schoolwires.com/85420417161640357/blank/browse.asp?A=383&amp;BMDRN=2000&amp;BCOB=0&amp;C=55856</a> (school databases and links)</p> <p><a href="http://owl.english.purdue.edu/owl/section/2/">http://owl.english.purdue.edu/owl/section/2/</a> (Purdue OWL guide to MLA format)</p> <p><a href="http://bcs.bedfordstmartins.com/resdoc5e/">http://bcs.bedfordstmartins.com/resdoc5e/</a> (Diana Hacker's guide)</p>



**BIG IDEA V: Compose**  
Curriculum Management System  
**Research Development and Application : Grades 11-12**

## Overarching Goals

1. Students will identify viable research problems.
2. Students will differentiate between types of sources and identify the best sources for a given topic.
3. Students will analyze and respond to different types of text.
4. Students will write a proposal identifying a gap in research in a field of their choice and defending the need for new research.
5. Students will present their research proposal using effective, persuasive public speaking techniques.

## Essential Questions

- ❖ How can you place yourself in the conversation of the field?

❖ How can you propose new research in a field of study?

### Suggested Blocks for Instruction: 10

KNOW	UNDERSTAND	DO
<i>Students will know that:</i>	<i>Students will understand that:</i>	<i>Students will be able to:</i>
<p>The research proposal is a structured document that provides an entry point to the research conversations in a given field.</p> <p>The statement of the problem/introduction raises reader interest, gives background on the problem including a summary of existing research, reaches out to a specific audience, and concludes by explaining why the research proposed needs to be conducted (the gap).</p>	<ul style="list-style-type: none"> <li>○ The conversation in a field can be entered with a research proposal.</li> <li>○ The statement of the problem, purpose of the study, and literature review formulates the background, context, and the steps toward a solution closing the gap in research.</li> <li>○ The methodology, task structure, management plan, staff qualifications, and budget sections entail procedures and implementation.</li> </ul>	<ul style="list-style-type: none"> <li>• Read and analyze sample statements of the problem.</li> <li>• Create a sample statement of the problem for a given topic.</li> <li>• Write, revise, and peer-revise a statement of the problem for a free choice project.</li> </ul>
<p>The purpose of the study section tells what may be achieved by the research, outlines the questions to be asked/hypothesis to be tested, and how the results will be analyzed.</p>	<p><b>Sample Conceptual Understandings</b></p>	<ul style="list-style-type: none"> <li>• Read and analyze sample purpose of the study sections.</li> <li>• Create a sample purpose of the study section for a given topic.</li> <li>• Write, revise, and peer-revise a purpose of the study section for a free choice topic.</li> </ul>

	<p>The literature review provides an overview for the research that has been conducted thus far as well a context for the research proposal.</p> <p>Only the most pertinent sources in the annotated bibliography are mentioned through quotations, summary, and paraphrase.</p>	<p><b>The teacher will present students with the following scenarios:</b></p> <p>You are an executive working for McGraw Hill. You are charged with selecting works for a new American Literature Textbook. The problem, your boss tells you, is that the canon (group of studied and revered) of American Literature has traditionally been predominantly white and male. Your boss asks you to come up with a system for a new canon that will allow for the inclusion of female and minority writers. There is a grant available within the company for this kind of research, and he needs you to write a proposal, obtain the grant, and start working as soon as possible. How would you go about organizing this proposal? What would go into each section? Which sections would end up with the most information? Which sections would be shortest?</p>	<ul style="list-style-type: none"> <li>• Read and analyze sample literature reviews.</li> <li>• Describe a sample literature review section for an assigned topic.</li> <li>• Write, revise, and peer-revise a literature review for a free choice project.</li> <li>• Focus on paragraph structure and use of transitions. Apply to all sections as you revise.</li> </ul>
	<p>The research question/hypothesis section includes the questions that the researcher believes the proposed research will answer as well as the proposed solutions the research will offer.</p> <p>A hypothesis is your expected thesis in a research paper and must include academic hedging language rather than absolutes.</p>	<p>During the Holocaust, Jewish cemeteries were destroyed in Eastern Europe, making genealogical searches nearly impossible. In Slovakia alone, almost 700 cemeteries were destroyed ("Slovakia"). However, many of these lost cemeteries of Eastern Europe are still unidentified. You are a history professor interested in identifying lost cemeteries and their inhabitants in Germany, your area of expertise, and writing a book about your findings. You plan to create a proposal and approach the American Holocaust Museum for a grant. How would you go about organizing this proposal? What would go into each section? Which sections would end up with the most information? Which sections would be shortest?</p> <p><a href="http://www.iaigsjewishcemeteryproject.org/slovakia/index.html">http://www.iaigsjewishcemeteryproject.org/slovakia/index.html</a></p>	<ul style="list-style-type: none"> <li>• Read and analyze sample research question/hypothesis sections.</li> <li>• Return to your journal of research topics and questions. Write possible solutions. These are example hypotheses/theses.</li> <li>• Create a sample research question/hypothesis section for an assigned topic.</li> <li>• Write, revise, and peer-revise a research question/hypothesis section for a free choice project.</li> </ul>

	<p>The methodology section explains how the research data will be collected and analyzed.</p> <p>As demonstrated by the Avid materials, the methodology section can include a reflection on the research process that led up to the proposal.</p>	<p>There was a Cuban Missile Crisis in 1962, when we came very close to nuclear war with Russia. The 13-day negotiations had the world teetering in the balance. Exactly how we handled the crisis is well known. Very little is known about what happened behind the scenes in Russia. As a graduate student in political science, you have decided to write your thesis on this topic, but first you must write a research proposal and have it approved by the committee. How would you go about organizing this proposal? What would go into each section? Which sections would end up with the most information? Which sections would be shortest?</p>	<ul style="list-style-type: none"> <li>• Read and analyze sample methodology sections.</li> <li>• Create a sample methodology section for an assigned topic.</li> <li>• Write, revise, and peer-revise the methodology section for a free choice project.</li> </ul>
	<p>The task structure, management plan, staff qualifications, and budget sections demonstrate how the research will be conducted, specifically if the research proposal is a grant proposal.</p> <p>These sections may require additional research into how previous research was conducted in terms of staffing and budget.</p>	<p>You are a scientist working for NASA. Consider these tasks: We currently have no United States space program. We are paying Russia to transport scientists to the International Space Station. The most recent space program proposal was rejected by the federal government. You have been placed in charge of proposing a new plan. How would you go about organizing this proposal? What would go into each section? Which sections would end up with the most information? Which sections would be shortest?</p> <p><a href="http://www.forbes.com/2009/07/16/apollo-moon-landing-anniversary-opinions-contributors-cost-money.html">http://www.forbes.com/2009/07/16/apollo-moon-landing-anniversary-opinions-contributors-cost-money.html</a></p>	<ul style="list-style-type: none"> <li>• Read and analyze sample task structure, management plan, staff qualifications, and budget sections</li> <li>• Create a sample task structure, management plan, staff qualifications, and budget for an assigned topic.</li> <li>• Write, revise, and peer-revise a task structure, management plan, staff qualifications, and budget section for a free choice project.</li> <li>• Design an effective title for the proposal.</li> </ul>
		<p>Increasingly, there has been less money put aside for space exploration. In fact, the Hubble Telescope which has brought us images of space phenomenon we would not otherwise have seen, will not be repaired again. You have been asked by your superior to design a research proposal that would (hopefully) prove the viability the Telescope. How would you go about organizing this proposal? What would go into each section? Which sections would end up with the most information? Which sections would be shortest?</p> <p><a href="http://spaceflightnow.com/news/n0502/08budget/">http://spaceflightnow.com/news/n0502/08budget/</a></p>	

You are a statistician hired by the owner of the Mets. The players have been complaining that they are underpaid in comparison to the Yankees and other baseball teams in MLB. The owner disagrees, but he wants to be sure he makes the right choice in order to keep the best possible players at a price that will still make a profit. He will pay you to analyze this problem, but first you have to write a proposal. How would you go about organizing this proposal? What would go into each section? Which sections would end up with the most information? Which sections would be shortest?

(Hints for the teacher: You have decided to evaluate whether their claim is true by comparing the gross salaries of the players in specific positions in your team with those of other teams in the MLB. You will find the mean salary and what proportion of the league is more or less lucrative. You will also look at the percentage of teams' earnings that are more or less lucrative as well as MLB salaries as compared to salaries of other professional athletes. )

A "new" Rembrandt painting, entitled "Tobias and his Wife" was discovered in the Rotterdam, Netherlands Museum Boijmans Van Beuningen. New York's Metropolitan Museum of Art is looking to acquire it for their collection. As the acquisitions curator, you have been asked to fly to the Netherlands and determine whether the painting is authentic. First, you must design a research proposal explaining how you will make your determinate and submit it to your superior. How would you go about organizing this proposal? What would go into each section? Which sections would end up with the most information? Which sections would be shortest?

<http://dare.uva.nl/document/209471>

<http://www.kunstpedia.com/blogs/rembrandt-discovered-in-depot-of-museum.html#axzz1TWLVXCjX>

21 <sup>st</sup> Century Skills		
<i>Creativity and Innovation</i>	<i>Critical Thinking and Problem Solving</i>	<i>Communication and Collaboration</i>
<i>Information Literacy</i>	<i>Media Literacy</i>	<i>ICT Literacy</i>
<i>Life and Career Skills</i>	<i>Technology Based Activities</i>	
❖ <a href="http://www.p21.org/index.php?option=com_content&amp;task=view&amp;id=57&amp;Itemid=120">http://www.p21.org/index.php?option=com_content&amp;task=view&amp;id=57&amp;Itemid=120</a> ❖ <a href="http://www.p21.org/index.php?option=com_content&amp;task=view&amp;id=254&amp;Itemid=120">http://www.p21.org/index.php?option=com_content&amp;task=view&amp;id=254&amp;Itemid=120</a>		
Concept Learning Activities		
<ul style="list-style-type: none"> <li>➤ The class is divided into small groups attacking different science-based research proposal topics. They plan a sample proposal, jigsaw, and share their ideas.</li> <li>➤ A group is given a sample history proposal. Each member of the group obtains a different article for a sample research literature review.</li> <li>➤ The class attacks the sample English proposal. Each student finds a text for inclusion in the new canon.</li> </ul>		
<b>Performance Assessment</b>	<ul style="list-style-type: none"> <li>○ You have been given approval to submit your research proposal to NSF (National Science Foundation). You compose and revise each section, obtaining additional research as needed. Finally, you hand it. It is evaluated against the rubric provided. A score in the “A” or “B” range is granted funding; proposals earning a lower score must be revised and resubmitted.</li> </ul>	

Assessment Models	<ul style="list-style-type: none"> <li>• <b>NOTE:</b> The assessment models provided in this document are suggestions for the teacher. If the teacher chooses to develop his/her own model, <i>it must be of equal or better quality and at the same or higher cognitive levels (as noted in parentheses)</i>.</li> <li>• Depending upon the needs of the class, the assessment questions may be answered in the form of essays, assessments, mobiles, PowerPoint, oral reports, booklets, or other formats of measurement used by the teacher.</li> </ul> <p><b>Open – Ended Pre – Assessment:</b></p> <ul style="list-style-type: none"> <li>❖ French fries are no longer a daily menu choice at Monroe Township High School, and many students are disappointed. How would you design a research experiment to (hopefully) prove that eating one serving of French fries daily would not have an adverse effect on a student’s health? Students will be asked to write their proposal on a piece of paper labeled with the following sections: statement of the problem, purpose of the study, research review (what would you put here if you had the information?), research questions and hypothesis, task structure, management plan, staff qualifications, and budget.</li> </ul> <p><b>Open – Ended (Formative) Assessment:</b></p> <ul style="list-style-type: none"> <li>❖ Group and individual work is assigned daily (see sample conceptual understandings), from various sources (<i>Synthesis, Analysis, and Evaluation</i>).</li> <li>❖ Introductory and Closing Activities will be done every day to pre-assess student knowledge and assess understanding of topics (<i>Synthesis, Analysis, and Evaluation</i>).</li> </ul> <p><b>Summative Assessment:</b></p> <ul style="list-style-type: none"> <li>❖ Assessment questions should be open-ended and should follow the general format illustrated in the Essential Questions/Sample Conceptual Understanding section. (<i>Synthesis, Analysis, Evaluation</i>)</li> <li>❖ Students will be given assessments that provide a brief review of the concepts and skills in the previous lessons. Students will be given rubric scored projects (research proposal) to reflect understandings of concepts throughout the unit. (<i>Synthesis, Analysis, Evaluation</i>)</li> </ul>
Additional Resources	<p><i>AVID College Readiness: Working With Sources, Student Guide (Avid SG)</i> pgs. 157-158 (synthesis of research); 152-3 (methodology); pg. 156 (peer review); pg. 158 (reflection)</p> <p><i>Avid College Readiness: Working with Sources, Implementation 2007 (Avid I 2007)</i> pgs. 180; 189-190 (methodology)</p> <p><i>Avid College Readiness: Working with Sources, Implementation 2009 (Avid I 2009)</i> pgs.109-111 (source integration); 210-215 (transitions); 298, 385-386 (methodology); 389 (introduction)</p> <p><i>The Allyn and Bacon Guide to Writing, Concise ed., 6<sup>th</sup> ed. (A&amp;B)</i> pgs. 41-44; 302-307 (introduction); 210-214 (transitions); 346 (attributive tags – in literature review); 301-301 (titles); 307-323 (paragraph structure and transitions); 323-328 (using graphs and charts).</p> <p><i>Research Strategies: Finding Your Way Through the Information Fog (RS)</i> pgs. 237-238 (literature review)</p> <p>Proposal writing: <a href="http://des.emory.edu/mfp/proposal.html">http://des.emory.edu/mfp/proposal.html</a> ; <a href="http://www.centenary.edu/research/proposal/elements">http://www.centenary.edu/research/proposal/elements</a></p> <p>Sample proposals for a variety of disciplines are available on the internet. Example research proposal to improve higher education for adult learners: <a href="http://www-distance.syr.edu/qualproposal.html">http://www-distance.syr.edu/qualproposal.html</a></p>

# **BIG IDEA VI: Present**

Curriculum Management System

**Research Development and Application : Grades 11-12**



## Overarching Goals

1. Students will identify viable research problems.
2. Students will differentiate between types of sources and identify the best sources for a given topic.
3. Students will analyze and respond to different types of text.
4. Students will write a proposal identifying a gap in research in a field of their choice and defending the need for new research.
5. Students will present their research proposal using effective, persuasive public speaking techniques.

## Essential Questions

- ❖ How can you effectively present information?
- ❖ What importance do visual aids have?
- ❖ How can a speaker effectively communicate to its audience?

## Suggested Blocks for Instruction: 5-6

KNOW	UNDERSTAND	DO
<i>Students will know that:</i>	<i>Students will understand that:</i>	<i>Students will be able to:</i>
<p>Conference Materials:</p> <p>Academic conferences are preceded by an invitation to the panel and other audience members.</p> <p>The actual presentations are accompanied by a program containing abstracts of the presenters.</p> <p>An abstract is 150-200 words and encapsulates your proposal by summarizing all sections in a tightly-worded paragraph.</p>	<ul style="list-style-type: none"> <li>○ Visual aids and proper public speaking techniques provide effective communication skills.</li> </ul> <p><b>Sample Conceptual Understandings</b></p> <p><b>The teacher presents students with the following assignments:</b></p> <p>Analyze two sample abstracts: one on black holes, the other about the Mississippi Civil Rights Movement.  <a href="http://www.unc.edu/depts/wcweb/handouts/abstracts.html#ex2">http://www.unc.edu/depts/wcweb/handouts/abstracts.html#ex2</a></p>	<ul style="list-style-type: none"> <li>• Design and deliver conference invitations.</li> <li>• Analyze sample abstracts for the required components.</li> <li>• Create an abstract for a sample research proposal.</li> <li>• Write, revise, and peer revise an abstract for the free choice proposal.</li> </ul>

<p>Visuals such as a research poster, PowerPoint presentation, handouts, and books allow for a deeper understanding on the part of your audience and focal points for you.</p> <p>A PowerPoint presentation should focus you and your audience by including a hook (relevant question, activity, video clip, song, etc.), slides organized by heading with minimal large key words/quotes or images, and a memorable closing (<i>Avid SG</i> pg. 159).</p>	<p>Analyze an abstract on immunization that is placed in the context of the entire research proposal.  <a href="http://www.docstoc.com/docs/12629842/SAMPLE-RESEARCH-ABSTRACT">http://www.docstoc.com/docs/12629842/SAMPLE-RESEARCH-ABSTRACT</a></p> <p>Given the research proposal “Rural Tourism Development for the Prefecture of Lassithi in Crete” by Kostas E. Sillignakis, create an abstract.  <a href="http://sillignakis.com/PDF/SAMPLE%20OF%20RESEARCH%20PROPOSAL.pdf">http://sillignakis.com/PDF/SAMPLE%20OF%20RESEARCH%20PROPOSAL.pdf</a></p>	<ul style="list-style-type: none"> <li>• Analyze sample PowerPoint presentations for the required components.</li> <li>• Create, revise, and peer revise PowerPoint presentations for free choice topics.</li> <li>• Determine whether additional visuals would enhance your presentation.</li> </ul>
<p>Public speaking techniques allow your audience to focus on the content rather than being distracted by the delivery.</p> <p>Public speaking techniques can help establish ethos and pathos.</p> <p>Public speaking techniques include the following:</p> <ul style="list-style-type: none"> <li>-Knowledge of the topic rather than memorization or reading</li> <li>-Eye contact</li> <li>-Pausing rather than using fillers</li> <li>-Hand gestures/body language/movement</li> <li>-Appropriate volume, speed, and varied Intonation</li> <li>-Appropriate dress</li> </ul>	<p>View the research proposal PowerPoint presentations (“The Relationships of Students’ Varied Schedules to Their Eating Habits” and “Motivation Strategies Affecting Undergraduate Retention”). Pretend these are the rough drafts of PowerPoint presentations of students in our class. To what extent does each meet the requirements of this project? Where does each fall short? What revisions would you recommend?</p> <p><a href="http://www.slideshare.net/mejoguapo/research-proposal-powerpoint">http://www.slideshare.net/mejoguapo/research-proposal-powerpoint</a>  <a href="http://www.slideshare.net/lmcginn131/action-research-proposal-ppt">http://www.slideshare.net/lmcginn131/action-research-proposal-ppt</a></p>	<ul style="list-style-type: none"> <li>• Take guided notes on public speaking techniques.</li> <li>• Practice speaking from knowledge by presenting and critiquing an extemporaneous speech on a topic students are familiar with (exs. What are your pet peeves? What 3 characteristics do you look for in a friend? What would you do if you won the lottery). Students pull topics from a bag immediately before presenting.</li> <li>• Practice speaking from knowledge by presenting and critiquing an extemporaneous speech on a topic with which students are familiar (exs. What are your pet peeves? What 3 characteristics do you look for in a friend? What would you do if you won the lottery?). Students pull topics from a bag immediately before presenting.</li> </ul>

- Give a partner your completed proposal. Give an extemporaneous speech about your proposal from knowledge. You're your partner to take notes on the following: What did you leave out? What could use more explanation? What could be shortened? How long did it take? Plan your PowerPoint presentation to include notes you're likely to forget, quotes you want to include, images to highlight difficult concepts/inject humor, etc.

\*\*\*Complete PowerPoint activities here\*\*\*

- Practice your formal presentation in small groups using public speaking techniques. Critique each other and repeat. If possible, follow with a whole class rehearsal in the lecture hall.

## 21<sup>st</sup> Century Skills

<b><i>Creativity and Innovation</i></b>	<b><i>Critical Thinking and Problem Solving</i></b>	<b><i>Communication and Collaboration</i></b>
<b><i>Information Literacy</i></b>	<b><i>Media Literacy</i></b>	<b><i>ICT Literacy</i></b>
<b><i>Life and Career Skills</i></b>	<b><i>Technology Based Activities</i></b>	

- ❖ [http://www.p21.org/index.php?option=com\\_content&task=view&id=57&Itemid=120](http://www.p21.org/index.php?option=com_content&task=view&id=57&Itemid=120)
- ❖ [http://www.p21.org/index.php?option=com\\_content&task=view&id=254&Itemid=120](http://www.p21.org/index.php?option=com_content&task=view&id=254&Itemid=120)

## Concept Learning Activities

- Listen to a DJ on a radio station for 30 minutes. Analyze the DJ's use of fillers, pauses, appropriate volume, speed, and varied intonation.
- Watch the news. Analyze one of the anchor's public speaking techniques. Critique them and conclude to what extent the speaker's appeals to ethos, logos, and pathos are increased or decreased.
- Give an extemporaneous speech that fails to follow every public speaking technique.
- Analyze your teacher's public speaking techniques using a checklist as he or she conducts a lesson.

## Performance Assessment

- You have been notified that you are one of the finalists in the competition for grants from NSF (National Science Foundation). You must present your proposal before the board of directors who will make the final decision. Present your PowerPoint presentation. Presentations earning an "A" or "B" on the rubric receive the grant and begin their research. Good Luck!

<b>Assessment Models</b>	<ul style="list-style-type: none"> <li>• <b>NOTE:</b> The assessment models provided in this document are suggestions for the teacher. If the teacher chooses to develop his/her own model, <i>it must be of equal or better quality and at the same or higher cognitive levels (as noted in parentheses)</i>.</li> <li>• Depending upon the needs of the class, the assessment questions may be answered in the form of essays, assessments, mobiles, PowerPoint, oral reports, booklets, or other formats of measurement used by the teacher.</li> </ul> <p><b>Open – Ended Pre – Assessment:</b></p> <ul style="list-style-type: none"> <li>❖ Open-ended question 1: Explain what teaching techniques best help you to learn the material during a lesson. Observe as your teacher gives a presentation/tells a story on a free choice topic (perhaps how she chose a college, her pet, etc.) twice. One will demonstrate effective public speaking techniques. One will not. Open-ended questions 2-3: Which version of the speech was more effective? Why? What else could be changed/added to make the more effective version even better?</li> </ul> <p><b>Open – Ended (Formative) Assessment:</b></p> <ul style="list-style-type: none"> <li>❖ Group and individual work is assigned daily (see sample conceptual understandings), from various sources (<i>Synthesis, Analysis, and Evaluation</i>).</li> <li>❖ Introductory and Closing Activities will be done every day to pre-assess student knowledge and assess understanding of topics (<i>Synthesis, Analysis, and Evaluation</i>).</li> </ul> <p><b>Summative Assessment:</b></p> <ul style="list-style-type: none"> <li>❖ Assessment questions should be open-ended and should follow the general format illustrated in the Essential Questions/Sample Conceptual Understanding section. (<i>Synthesis, Analysis, Evaluation</i>)</li> <li>❖ Students will be given assessments that provide a brief review of the concepts and skills in the previous lessons. Students will be given rubric scored projects (research proposal presentation) to reflect understandings of concepts throughout the unit. (<i>Synthesis, Analysis, Evaluation</i>)</li> </ul>
<b>Additional Resources</b>	<p>AVID College Readiness: <i>Working With Sources, Student Guide (Avid SG)</i> pg. 155 (abstract); pgs. 59-60, 111, 114, 159, 161 (presentation)</p> <p>Avid College Readiness: <i>Working with Sources, Implementation 2007 (Avid I 2007)</i> pg. 220 (abstract); pg. 226 (presentation)</p> <p>Avid College Readiness: <i>Working with Sources, Implementation 2009 (Avid I 2009)</i> pg. 390 (abstract); pgs. 277, 280 (presentation)</p> <p>The Allyn and Bacon Guide to Writing, Concise ed., 6<sup>th</sup> ed. (A&amp;B) pgs. 256-262 (PowerPoints, public speaking, and peer review)</p> <p>Abstract Writing: <a href="http://www.ece.cmu.edu/~koopman/essays/abstract.html">http://www.ece.cmu.edu/~koopman/essays/abstract.html</a> , <a href="http://www.blurtit.com/q542837.html">http://www.blurtit.com/q542837.html</a> , <a href="http://www.unc.edu/depts/wcweb/handouts/abstracts.html">http://www.unc.edu/depts/wcweb/handouts/abstracts.html</a></p>

## **Research Development and Application**

### **COURSE BENCHMARKS**

1. Research is a vehicle for problem-solving, information-acquisition, and communication that is inspired by topics that are problematic and significant.
2. Based on personal experience, primary sources are the building blocks of all research.
3. Peer-reviewed database articles and books are trustworthy sources while internet sources need additional evaluation.
4. There are roadblocks to understanding college-level reading that can be overcome through reading strategies such as skimming, scanning, charting, and marginal note taking.
5. Texts containing an argument (claim) contain data, warrants, and counter-warrants.
6. Type of audience determines textual organization and technique.
7. Accurately quoting or rewording and documenting are the best ways to avoid plagiarism.
8. Op-ed articles with a rhetorical précis, letters to the editor, and summary/strong responses are ways to enter the academic conversation.
9. A research project begins with a proposal and an audience (panel).
10. When searching for information you must find the right database and limit your search. Academic search sites allow the researcher to find more scholarly sources on the Internet. Interviews with experts are excellent primary sources.
11. A combination of note taking and research compilation methods is necessary in proper organization.
12. An annotated bibliography is written in MLA format and contains a summary of the source's offerings.
13. The conversation in a field can be entered with a research proposal. The statement of the problem, purpose of the study, and literature review formulates the background, context, and the steps toward a solution closing the gap in research. The methodology, task structure, management plan, staff qualifications, and budget sections entail procedures and implementation.
14. Visual aids and proper public speaking techniques provide effective communication skills.