

# Glen Ridge Public Schools Curriculum

<b>Course Title:</b>	Research 7 Cycle
<b>Subject:</b>	Research and Library Skills
<b>Grade Level:</b>	7
<b>Duration:</b>	1 of 5 Cycles (Approx. 7-8 weeks)
<b>Number of Credits:</b>	N/A
<b>Prerequisite:</b>	None
<b>Elective or Required:</b>	N/A



## Library Media Program Mission Statement

The Glen Ridge Public Schools library media program seeks to ensure that students and staff are effective users of ideas and information. Our program also encourages our students to develop a passion for reading and provides the skills necessary for lifelong learning in our digital society.

Through direct instruction and reinforcement in collaborative projects students will understand how library resources are organized and know how to access them, realize the value of books, computers and other library resources and will thus treat them with respect, develop an appreciation for books and a love of reading; be able to formulate queries and use library resources to find answers, know how to use the Internet and online research tools to find information, and be prepared to use technology to present information in meaningful ways.

## Research 7 Course Description

This course orients students to the print and online resources available in the GRHS Library Media Center and prepares them to use those sources effectively for academic pursuits and personal interests. Students are also introduced to the process of analyzing informational texts and preparing a research paper according to MLA Style, the standard that will be expected of them throughout the years ahead.

**Author:** MaryLynn Savio

**Date Submitted:** Summer 2015

# RESEARCH 7 CYCLE

## Unit 1: Finding and Using Print Sources

**Approximately 2.5 Weeks**

### **Essential Questions:**

- How and where can relevant print sources (fiction and non-fiction books, reference works, etc.) be found inside and outside our school library?
- According to MLA style guidelines, what content and formatting is required when documenting print sources for a Works Cited page?
- How can information found in print sources effectively be analyzed?

### **Upon completion of this unit students will be able to:**

- Use their knowledge of the Dewey Decimal System to find the general area of the library where non-fiction books on particular subjects can be found
- Use Alexandria to search for and find books with a particular author, title or subject in our school library
- Find and use books in the reference section that will assist them with certain types of research
- Use BCCLS to search for and find books by a particular author, title or subject in the public library
- Document the required information for books, magazines, and reference articles in MLA style for a Works Cited page
- Analyze information found on the same topic in different print sources, comparing and contrasting the different author's points of view

### **Common Core English Language Art Standards:**

- Reading – 7.1: Cite several pieces of textual evidence to support analysis of what the text says explicitly as well as inferences drawn from the text.
- Reading – 7.6: Determine an author's point of view or purpose in a text and analyze how the author distinguishes his or her position from that of others.
- Reading – 7.9: Analyze how two or more authors writing about the same topic shape their presentations of key information by emphasizing different evidence or advancing different interpretations of facts.
- Writing – 7.8: Gather relevant information from multiple print and digital sources, using search terms effectively; assess the credibility and accuracy of each source; and quote or paraphrase the data and conclusions of others while avoiding plagiarism and following a standard format for citation.

### **Interdisciplinary Standards (njccs.org):**

- Standard 9.1 21st-Century Life & Career Skills: All students will demonstrate the creative, critical thinking, collaboration, and problem-solving skills needed to function successfully as both global citizens and workers in diverse ethnic and organizational cultures.
- Standard 8.1 – Computer and Information Literacy: All students will use computer applications to gather and organize information and to solve problems.

### **Activities**

- Explore the different sections of the library and participate in games requiring basic knowledge of the Dewey Decimal System
- Practice using the Alexandria Researcher library database to find books available in our school library
- Practice using the BCCLs web page to find books available through the public library
- Compete in teams to find requested information in encyclopedias and other specified reference books
- Develop a mnemonic to help memorize the name of each major Dewey Decimal range (000s - 900s)
- Use their MLA Guides to document bibliographic information for given print sources
- Be held accountable for personal responsibilities including meeting deadlines, making effective use of class time, keeping materials organized, saving files, etc.
- Compare and contrast information found on the Titanic in different print sources (book, magazine, and encyclopedia)

### **Enrichment Activities:**

- Supplemental activity if time permits – Race to Find and Document Print Sources
- Use acquired skills to find print materials of personal interest
- Use acquired skills to find and use print materials related to other class assignments
- Compare and contrast information found on a topic of the student's choice in different print sources (book, magazine, and encyclopedia)

### **Methods of Assessments/Evaluation:**

- Completion of corresponding workbook pages and review questions
- Participation in in-class activities and discussions
- Completion of Quiz 1
- Completion of paragraph comparing/contrasting given print Titanic sources

**Print Resources:**

- Research 7: Unit 1 Workbook (teacher developed)
- Timmer, Joseph F. *A Guide to MLA Documentation Style*. 8<sup>th</sup> ed. Boston: McDougal Littel, 2009.

**Online Resources:**

- Alexandria <[alexhost.companioncorp.com](http://alexhost.companioncorp.com)>
- BCCLS <[www.bccls.org](http://www.bccls.org)>
- GRHS Library Website.  
<[www.glenridge.org/21902081612825550/site/default.asp](http://www.glenridge.org/21902081612825550/site/default.asp)>
- GRHS Research 7 & 8  
<[www.glenridge.org/219020224143529997/site/default.asp](http://www.glenridge.org/219020224143529997/site/default.asp)>
- Google drive

# RESEARCH 7 CYCLE

## Unit 2: Finding and Using Online Sources

**Approximately 3 Weeks**

### **Essential Questions:**

- How and where can credible online sources be found on the web at large and via subscription databases?
- According to MLA style guidelines, what content and formatting is required when documenting online sources for a Works Cited page?
- How can information found in online sources effectively be analyzed?

### **Upon completion of this unit students will be able to:**

- Understand the terminology related to online research as well as how search engines generally operate
- Know what Boolean Operators (AND, OR, NOT) are and understand how they can be used to broaden or narrow a search in an effort to find the desired information online
- Understand the way that Boolean Operators and other search strategies work in the popular search engine, Google
- Realize the importance of evaluating the credibility of online sources and be aware of the factors that should be taken into consideration when doing so
- Name several databases to which our school subscribes as well as know how to access and use them for research purposes
- Know how to access and use a variety of online research tools
- Document the required information for web sites, database articles, and online encyclopedia articles in MLA style for a Works Cited page
- Analyze information found on the same topic in different online sources, comparing and contrasting the different author's points of view

### **Activities:**

- Review and match relevant terms and definitions to clarify common misconceptions
- Analyze, discuss and practice identifying key words and using search strategies (Boolean operators, phrase searches, etc.)
- Practice formulating search queries utilizing trial and error to refine key words and strategies as needed to get the desired results
- Analyze and discuss Google results returned considering best site selections for the student's needs
- Access and look at the Goggle Advanced Search screen to see how it relates to search strategies already discussed
- Dissect and discuss a URL to understand what clues can be found in it regarding source, purpose and credibility

- Visit specified websites and evaluate their credibility based on a given set of criteria
- Practice using EBSCOhost, Facts on File, WorldBook Online and other subscription databases to find requested information
- Visit and examine digital resources (ebooks and digital audiobooks) linked to our school library website and consider their potential usefulness
- Use their MLA Guides to document bibliographic information for given online sources
- Be held accountable for personal responsibilities including meeting deadlines, making effective use of class time, keeping materials organized, saving files, etc.
- Compare and contrast information found on the Titanic in different online sources (websites and database articles)

### **Common Core English Language Art Standards:**

- Reading – 7.1: Cite several pieces of textual evidence to support analysis of what the text says explicitly as well as inferences drawn from the text.
- Reading – 7.6: Determine an author's point of view or purpose in a text and analyze how the author distinguishes his or her position from that of others.
- Reading – 7.9: Analyze how two or more authors writing about the same topic shape their presentations of key information by emphasizing different evidence or advancing different interpretations of facts.
- Writing – 7.8: Gather relevant information from multiple print and digital sources, using search terms effectively; assess the credibility and accuracy of each source; and quote or paraphrase the data and conclusions of others while avoiding plagiarism and following a standard format for citation.

### **Interdisciplinary Standards (njccs.org):**

- Standard 9.1 21st-Century Life & Career Skills: All students will demonstrate the creative, critical thinking, collaboration, and problem-solving skills needed to function successfully as both global citizens and workers in diverse ethnic and organizational cultures.
- Standard 8.1 – Computer and Information Literacy: All students will use computer applications to gather and organize information and to solve problems.
- Standard 8.2 – Technology Education: All students will develop an understanding of the nature and impact of technology, engineering, technological design, and the designed world as they relate to the individual, society, and the environment.

### **Enrichment Activities:**

- Use acquired skills to find online materials of personal interest
- Find and use online materials related to other class assignments
- Supplemental activity – Race to Find and Document Online Sources
- Supplemental videos and corresponding worksheets, if time permits

- Compare and contrast information found on a topic of the student's choice in different online sources (website and database article)

### **Methods of Assessments/Evaluation:**

- Completion of corresponding workbook pages and review questions
- Participation in in-class activities and discussions
- Completion of Quiz 2
- Completion of paragraph comparing/contrasting given online Titanic sources

### **Print Resources:**

- Research 7: Unit 2 Workbook (teacher developed)
- Timmer, Joseph F. *A Guide to MLA Documentation Style*. 8<sup>th</sup> ed. Boston: McDougal Littell, 2009.

### **Online Resources:**

- Ebscohost databases <[search.ebscohost.com](http://search.ebscohost.com)>
- Facts on File databases <[www.fofweb.com](http://www.fofweb.com)>
- Gale Virtual Reference Library and Opposing Viewpoints Resource Center <[infotrac.galegroup.com](http://infotrac.galegroup.com)>
- GRHS Library Website.  
<[www.glenridge.org/21902081612825550/site/default.asp](http://www.glenridge.org/21902081612825550/site/default.asp)>
- GRHS Research 7 & 8  
<[www.glenridge.org/219020224143529997/site/default.asp](http://www.glenridge.org/219020224143529997/site/default.asp)>
- Rosen Teen Health & Wellness <[www.teenhealthandwellness.com](http://www.teenhealthandwellness.com)>
- World Book Online < [www.worldbookonline.com](http://www.worldbookonline.com)>
- *Google Basic Search Education Lesson Plans* (including slide presentations and embedded video links)  
<[sites.google.com/site/gwebsearcheducation/lessonplans](http://sites.google.com/site/gwebsearcheducation/lessonplans)>
- Google drive

### **Audio Visual Resources:**

- *Evaluating Sources*. Schlessinger Media. 2004. Research Skills for Students Series.
- *Effective Internet Search: Basic Tools and Advanced Strategies*. Cambridge. 2011. Information Research and Information Literacy Series.
- *Internet Research Techniques*. Discovery Education. 2010. Internet Series.

# RESEARCH 7 CYCLE

## Unit 3: Preparing a Research Paper

**Approximately 2.5 Weeks**

### **Essential Questions:**

- According to MLA style guidelines, what format must be followed when preparing a Works Cited page listing relevant sources?
- According to MLA style guidelines, how are sources properly credited within a research paper using parenthetical references?
- According to MLA style guidelines, what font, spacing, and headers are required when preparing a research paper?
- How do I identify and choose the facts, details, examples and quotations for a research paper that will most effectively support my argument?

### **Upon completion of this unit students will be able to:**

- Be able to prepare a properly formatted Works Cited page according to MLA Style guidelines
- Know how to use the MLA Guide and related websites as reference tools when preparing assignments according to MLA Style guidelines
- Be able to take notes from sources recording necessary information in an effort to support a thesis
- Know the difference between summarizing, paraphrasing, and directly quoting sources
- Be able to draft a research paper that focuses on a thesis, supports stated claims, and follows MLA Style guidelines
- Realize the purpose of parenthetical references and know how and where to place them in a research paper
- Be aware of the importance of checking written work and making revisions

### **Common Core English Language Art Standards:**

- Reading – 7.1: Cite several pieces of textual evidence to support analysis of what the text says explicitly as well as inferences drawn from the text.
- Writing - 7.7: Conduct short research projects to answer a question, drawing on several sources and generating additional related, focused questions for further research and investigation.
- Writing – 7.8: Gather relevant information from multiple print and digital sources, using search terms effectively; assess the credibility and accuracy of each source; and quote or paraphrase the data and conclusions of others while avoiding plagiarism and following a standard format for citation.
- Writing – 7.9: Draw evidence from literary or informational texts to support analysis, reflection, and research.



### **Interdisciplinary Standards (njccs.org):**

- Standard 9.1 21st-Century Life & Career Skills: All students will demonstrate the creative, critical thinking, collaboration, and problem-solving skills needed to function successfully as both global citizens and workers in diverse ethnic and organizational cultures.
- Standard 8.1 – Computer and Information Literacy: All students will use computer applications to gather and organize information and to solve problems.
- Standard 8.2 – Technology Education: All students will develop an understanding of the nature and impact of technology, engineering, technological design, and the designed world as they relate to the individual, society, and the environment

### **Activities:**

- Prepare a properly formatted Works Cited page listing given sources
- Finding relevant textual evidence and paraphrase given sources (books, magazine article, websites, etc.) to support the assigned argument
- Analyze and discuss a Sample Research Paper for format, structure, elements of MLA style, citations, and use of textual evidence
- Demonstrate their understanding of MLA formatting guidelines using notes to compose a 1-2 page research paper on an assigned thesis which follows the given outline and uses parenthetical references to cite sources
- Work in pairs to review their drafts using against a list of criteria, provide meaningful feedback to their partner, and make revisions as necessary to their research papers
- Be held accountable for personal responsibilities including meeting deadlines, making effective use of class time, keeping materials organized, saving files, etc.

### **Enrichment Activities:**

- Use acquired skills to find and properly document sources for other class assignments
- Use acquired skills to complete other class assignments according to MLA Style guidelines
- Supplemental video on the Titanic, if time permits

### **Methods of Assessments/Evaluation:**

- Completion of the typed Works Cited page
- Completion of the Note Taking Packet
- Completion of the 1-2 page Research Paper

### Print Resources:

- Aldridge, Rebecca. *The Sinking of the Titanic*. NY: Infobase Publishing, 2008. Print. Great Historic Disasters.
- Ballard, Dr. Robert. D. *The Discovery of the Titanic*. NY: Warner Comm., 1989. Print.
- Blanke, David. *The 1910s*. Westport, CT: Greenwood Press, 2002. Print. American Popular Culture Through History.
- Brewster, Hugh and Laurie Coulter. *882 ½ Amazing Answers to Your Questions about the Titanic*. Toronto: Madison Press, 1998. Print.
- Dawson, Dawn P. ed. *Great Events 1900-2001*. Hackensack: Salem Press, 1992. Print.
- Garzke, William. "Titanic." *World Book Encyclopedia*. 2005. Print.
- Interlandi, Jeneen. "The Titanic's Last Secret." *Newsweek*. 13 October 2008: 75. Print.
- Savio, MaryLynn. *Research 7: Unit 3 Workbook*
- Timmer, Joseph F. *A Guide to MLA Documentation Style*. 8<sup>th</sup> ed. Boston: McDougal Littel, 2009.

### Online Resources:

- Broad, William J. "Hard-pressed Titanic builder skimmed on rivets, book says." *Gale NJ Elite 500 Newspapers*. NewYork Times. 15 April 2008. Web. 14 October 2009. <find.galegroup.com>.
- Cummins, Victoria. "Sinking of the Titanic." *Facts on File American History Online*. Disasters, Accidents, and Crises in American History. 2008. Web. 20 October <www.fofweb.com>.
- *GRHS Library Website*. <www.glenridge.org/21902081612825550/site/default.asp>
- *GRHS Research 7 & 8*. <www.glenridge.org/219020224143529997/site/default.asp>
- Loudon-Brown, Paul. *Titanic: Sinking the Myths*. BBC. 4 January 2002. Web. 22 January 2009. <www.bbc.co.uk/history/society>.
- *RMS Titanic, Inc.* RMS Titanic, Inc. 2009. Web. 22 January 2009. <www.rmstitanic.net>.
- "Sinking of the Titanic." *Discovering Collection*. Thomson Gale. 2003. Web. 8 February 2009. <www.galenet.com>.
- *The Titanic*. History on the Net. 16 December 2007. Web. 22 January 2009. <www.historyonthenet.com/Titanic>.
- Google drive

### Audio Visual Resources:

- *Titanic: How it Really Sank*. National Geographic. 2009.