

Research: Grade 5

Stage 1 Desired Results		
ESTABLISHED GOALS: <u>Competencies:</u> - Students will demonstrate the ability to access information in order to inquire, think critically and gain knowledge. - Students will demonstrate the ability to draw conclusions and make informed decisions in order to apply knowledge to new situations and create new knowledge. - Students will demonstrate the ability to share knowledge and participate ethically and productively in order to become contributing members of our democratic society. <u>Content Standards:</u> - AASL 1.1.3. Develop and refine a range of questions to frame search for new understanding. - AASL 1.1.4. Find, evaluate, and select appropriate sources to answer questions. - AASL 1.1.7. Make sense of information gathered from diverse sources by identifying misconceptions, main and supporting ideas, conflicting information, and point of view or bias. - AASL 1.1.9. Collaborate with others to broaden and deepen understanding. - AASL 1.2.1. Display initiative and engagement by posing questions and investigating the answers beyond the collection of superficial facts. - AASL 1.2.3. Demonstrate creativity by using multiple resources and formats. - AASL 1.3.1. Respect copyright/intellectual property rights of creators and producers. - AASL 1.3.3. Follow ethical and legal guidelines in gathering and using information - AASL 2.1.1. Continue an inquiry-based research process by applying critical thinking skills (analysis, synthesis, evaluation, organization) to information and knowledge in order to construct new understandings, draw conclusions, and create new knowledge. - AASL 2.4.1. Determine how to act on information (accept, reject, modify). - AASL 2.1.5. Collaborate with others to exchange ideas, develop new understandings, make decisions, and solve problems.	Transfer	
	Students will be able to independently use their learning to ask questions and find the answers using appropriate resources.	
	Meaning	
	ENDURING UNDERSTANDINGS Students will understand that... - researchers gather and critique information from different sources for specific purposes. - new information may result in a new idea or a change of stance. - information, in any format, is owned by its creator and ethical behavior must be observed.	ESSENTIAL QUESTIONS - Who owns information? - What makes resources trustworthy?
	Acquisition	
	Students will know... - that developing a range of questions will guide their search for new understanding. - that note taking templates help identify and extract important ideas and key details. - that resources should be evaluated for authenticity. - that resources should be cited in a bibliography because information is owned by its author. <u>vocabulary:</u> bibliography, notes, bias, conflicting information, diverse, misconception	Students will be skilled at... - using a note taking strategy to organize facts and details. - citing multiple sources using simple bibliographies. - differentiating between note taking and plagiarism. - developing a range of questions in order to search for new understanding - evaluating a variety of sources by identifying bias, misconceptions and conflicting information in order to select appropriate sources for their purpose. - collaborating with other in order to broaden understanding, following an inquiry-based research process, applying critical thinking skills (analysis, synthesis, evaluation, organization) in order to construct new knowledge. - determining the best way to use information (accept, reject, modify) to increase knowledge.
Content Area Literacy Standards		21st Century Skills
not applicable		- think creatively - collaborate with others - access and evaluate information

Stage 2 - Evidence	
<i>Evaluative Criteria</i>	<i>Assessment Evidence</i>
	PERFORMANCE TASK(S):
	OTHER EVIDENCE:

Stage 3 – Learning Plan	
<i>Summary of Key Learning Events and Instruction</i>	
<i>Language Arts Integration</i>	<i>Mathematics Integration</i>
• CC.5.R.I.3 Key Ideas and Details: Explain the relationships or interactions between two or more individuals, events, ideas, or concepts in a historical, scientific, or technical text based on specific information in the text. • CC.5.R.I.6 Craft and Structure: Analyze multiple accounts of the same event or topic, noting important similarities and differences in the point of view they represent. • CC.5.R.I.7 Integration of Knowledge and Ideas: Draw on information from multiple print or digital sources, demonstrating the ability to locate an answer to a question quickly or to solve a problem efficiently. • CC.5.R.I.9 Integration of Knowledge and Ideas: Integrate information from several texts on the same topic in order to write or speak about the subject knowledgeably. • CC.5.SL.1 Comprehension and Collaboration: Engage effectively in a range of collaborative discussions (one-on-one, in groups, and teacher-led) with diverse partners on grade 5 topics and texts, building on others' ideas and expressing their own clearly. • CC.5.SL.1.c Comprehension and Collaboration: Pose and respond to specific questions by making comments that contribute to the discussion and elaborate on the remarks of others. • CC.5.SL.1.d Comprehension and Collaboration: Review the key ideas expressed and draw conclusions in light of information and knowledge gained from the discussions. • CC.5.W.7 Research to Build and Present Knowledge: Conduct short research projects that use several sources to build knowledge through investigation of different aspects of a topic. • CC.5.W.8 Research to Build and Present Knowledge: Recall relevant information from experiences or gather relevant information from print and digital sources; summarize or paraphrase information in notes and finished work, and provide a list of sources. • CC.5.W.9 Research to Build and Present Knowledge: Draw evidence from literary or informational texts to support analysis, reflection, and research.	• 1.OA.1 Use

<i>Technology Integration</i>	<i>District Materials</i>
• 1.OA.1 Use	