

Research: Grade 4

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 1.1.4. 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 1.2.1. 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 2.1.2. Organize knowledge so that it is useful. - AASL 2.4.1. Determine how to act on information (accept, reject, modify). - AASL 3.1.4. Use technology and other information tools to organize and display knowledge and understanding in ways that others can view, use, and assess	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?
	Acquisition	
	Students will know... - the difference between a primary and secondary resource. - that posing questions will allow them to gain new knowledge. - that technology and other information tools can be used to organize knowledge and information so it can be shared with others. <u>vocabulary:</u> charts, graphs, diagrams, time lines, animations, or interactive elements, citations, bibliography, primary source, secondary source, bias, misconceptions, conflicting information, diverse, analysis, synthesis, evaluate, organization	Students will be skilled at... - organizing information for a presentation. - using reference materials and databases. - using a template to create source citations. - evaluating a variety of sources by identifying bias, misconceptions and conflicting information in order to select appropriate sources for their purpose. - 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

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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.4.R.I.1 Key Ideas and Details: Refer to details and examples in a text when explaining what the text says explicitly and when drawing inferences from the text. - CC.4.R.I.6 Craft and Structure: Compare and contrast a firsthand and secondhand account of the same event or topic; describe the differences in focus and the information provided - CC.4.R.I.7 Integration of Knowledge and Ideas: Interpret information presented visually, orally, or quantitatively (e.g., in charts, graphs, diagrams, time lines, animations, or interactive elements on Web pages) and explain how the information contributes to an understanding of the text in which it appears. - CC.4.R.I.9 Integration of Knowledge and Ideas: Integrate information from two texts on the same topic in order to write or speak about the subject knowledgeably. - CC.4.SL.3 Comprehension and Collaboration: Identify the reasons and evidence a speaker provides to support particular points. - CC.4.W.1.b Text Types and Purposes: Provide reasons that are supported by facts and details. - CC.4.W.7 Research to Build and Present Knowledge: Conduct short research projects that build knowledge through investigation of different aspects of a topic. - CC.4.W.8 Research to Build and Present Knowledge: Recall relevant information from experiences or gather relevant information from print and digital sources; take notes and categorize information, and provide a list of sources. - CC.4.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	