

Research Skills: Grade 8

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 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 1.1.1 Follow an inquiry based process in seeking knowledge in curricular subjects, and make real world connection for this using this process in own life. - AASL 1.1.3 Develop and refine a range of questions to frame the search for new understanding. - AASL 1.1.4 Find, evaluate, and select appropriate sources to answer questions. - AASL 1.3.3 Follow ethical and legal guidelines in gathering and using information. - AASL 1.1.5 Read, view and listen for information presented in order to make inferences and gather meaning. - AASL 1.1.8 Demonstrate mastery of technology tools for accessing information and pursuing inquiry. - AASL 1.3.1 Respect copyright/intellectual property of creators. - AASL 1.3.5 Use information technology responsibly. - AASL 2.1.1 Organize knowledge so that it is useful. - AASL 2.1.4 Use technology and other information tools to analyze and organize information. - AASL 2.3.3 Use valid information and reasoned conclusions to make ethical decisions. - AASL 2.3.1 Connect understandings to the real world. - AASL 2.4.4 Develop directions for future investigations. - AASL3.1.6 Use information and technology ethically and responsibly. - AASL 3.3.7 Respect the principles of intellectual freedom.	Transfer	
	<i>Students will be able to independently use their learning to to seek new knowledge and draw conclusions from information.</i>	
	Meaning	
	ENDURING UNDERSTANDINGS <i>Students will understand that...</i> - not all sources are credible or relevant. - plagiarism is unethical and unacceptable. - questions can be answered and new meanings constructed through research. - research about the past helps us understand our present. - good research presents more than one perspective.	ESSENTIAL QUESTIONS - Why do we ask questions? - Which is more interesting: a research question or a research topic?
	Acquisition	
	<i>Students will know...</i> - that research is not only presenting someone else's work, but adding their own opinions based on the research findings. - that copying and pasting is plagiarism. - that there are different points of view in social and debate issues and by presenting more than one viewpoint you strengthen your credibility and authority as a researcher. - a variety of digital and print sources are available in the library. <u>vocabulary:</u> ethical behavior, plagiarism, research, sources, credible, relevant, authoritative, information, bibliography, Easybib.com, citation, copyright page, publisher, title page, paraphrasing, quotation, perspective, bias	<i>Students will be skilled at...</i> - evaluating information for credibility. - citing their sources in a bibliography. - paraphrasing and quoting text and giving credit to original authors. - presenting information that is free from plagiarism. - organizing their research findings. - using information ethically.
Content Area Literacy Standards		21st Century Skills
- CCSS.ELA-LITERACY.RH.6-8.1 Cite specific textual evidence to support analysis of primary and secondary sources. - CCSS.ELA-LITERACY.RH.6-8.2 Determine the central ideas or information of a primary or secondary source; provide an accurate summary of the source distinct from prior knowledge or opinions.		- make judgements and decisions - be responsible to others - manage projects

• CCSS.ELA-LITERACY.RH.6-8.7 Integrate visual information (e.g., in charts, graphs, photographs, videos, or maps) with other information in print and digital texts. • CCSS.ELA-LITERACY.RH.6-8.8 Distinguish among fact, opinion, and reasoned judgment in a text. • CCSS.ELA-LITERACY.RH.6-8.6 Identify aspects of a text that reveal an author's point of view or purpose (e.g., loaded language, inclusion or avoidance of particular facts). • CCSS.ELA-LITERACY.RH.6-8.10 By the end of grade 8, read and comprehend content area texts in the grades 6-8 text complexity band independently and proficiently.	• <i>apply technology effectively</i> • <i>access and evaluate information</i>
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Stage 2 - Evidence	
<i>Evaluative Criteria</i>	<i>Assessment Evidence</i>
	PERFORMANCE TASK(S):
	OTHER EVIDENCE:

Stage 3 – Learning Plan	
Summary of Key Learning Events and Instruction	
<i>Language Arts Integration</i>	<i>Mathematics Integration</i>
• 1.OA.1 Use	• 1.OA.1 Use
<i>Technology Integration</i>	<i>District Materials</i>
• 1.OA.1 Use	

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