

Research: Grade 9-10

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. <u>Content Standards:</u> - AASL 1.1.1 Follow an inquiry-based process in seeking knowledge in curricular subjects and make the real world connection for using this process in own life. - 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 1.1.5 Evaluate information found in selected sources on the basis of accuracy, validity, and appropriateness to needs, importance, and social and cultural context. - AASL 1.1.8 Demonstrate mastery of technology tools to access information and pursue inquiry. - AASL 1.2.1 Display initiative and engagement by posing questions and investigating the answers beyond the collection of superficial facts. - AASL 1.3.3 Follow ethical and legal guidelines in gathering and using information. - AASL 1.4.1 Monitor own information seeking processes for effectiveness and progress, and adapt as necessary. - AASL 1.4.2 Use interaction with and feedback from teachers and peers to guide own inquiry process. - AASL 2.1.3 Use strategies to draw conclusions from information and apply knowledge to curricular areas, real world situations, and further investigations. - AASL 2.4.1 Determine how to act on information (accept, reject, modify). - AASL 2.4.3 Recognize new knowledge and understanding.	Transfer	
	<i>Students will be able to independently use their learning to determine a pathway for gathering information and selecting resources, when presented with a problem.</i>	
	Meaning	
	ENDURING UNDERSTANDINGS <i>Students will understand that...</i> - inquiry provides a framework for learning. - knowledge gained through research provides the ability to develop one's own opinions and knowledge. - ethical behavior in the use of information is essential.	ESSENTIAL QUESTIONS - What is research? - Does inquiry always lead to new knowledge and insight?
	Acquisition	
	<i>Students will know...</i> - all research should follow a defined process. - varied resources can lead to better understanding of a subject. - there are different formats in which reference material is presented. - knowledge gained through research provides the ability to develop one's own opinions and knowledge. <u>vocabulary:</u> thesis statement	<i>Students will be skilled at...</i> - developing a thesis statement. - comparing primary and secondary sources and point of view information. - using an inquiry model to solve all kinds of problems, whether personal or academic. - ethically locating and evaluating resources and sources. - ethically finding, generating, recording, and organizing data/information. - ethically interpreting recorded. - data/information to generate new knowledge. - ethically sharing findings/conclusions. - evaluating the product and process.
Content Area Literacy Standards		21st Century Skills
- CCSS.ELA-Literacy.RH.9-10.1 Cite specific textual evidence to support analysis of primary and secondary sources, attending to such features as the date and origin of the information. - CCSS.ELA-Literacy.RH.9-10.2 Determine the central ideas or information of a primary or secondary source; provide an accurate summary of how key events or ideas develop over the course of the text. - CCSS.ELA-Literacy.RH.9-10.3 Analyze in detail a series of events described in a text; determine whether earlier events caused later ones or simply preceded them. - CCSS.ELA-Literacy.RH.9-10.6 Compare the point of view of two or more authors for how they treat the same or similar topics, including which		- access and evaluate information - use and manage information - manage goals and time - manage projects - reason effectively

details they include and emphasize in their respective accounts. • CCSS.ELA-Literacy.RH.9-10.9 Compare and contrast treatments of the same topic in several primary and secondary sources. • CCSS.ELA-Literacy.RST.9-10.9 Compare and contrast findings presented in a text to those from other sources (including their own content area), noting when the findings support or contradict previous explanations or accounts. • CCSS.ELA-Literacy.WHST.9-10.2.b Develop the topic with well-chosen, relevant, and sufficient facts, extended definitions, concrete details, quotations, or other information and examples appropriate to the audience's knowledge of the topic. • CCSS.ELA-Literacy.WHST.9-10.7 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. • CCSS.ELA-Literacy.WHST.9-10.8 Gather relevant information from multiple authoritative print and digital sources, using advanced searches effectively; assess the usefulness of each source in answering the research.	
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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>Science Integration</i>	<i>College, Career, and Civic Life Integration</i>	<i>Technology Integration</i>
<i>District Materials</i>	<i>Distance Learning/Field Trips</i>	<i>Technology Resources</i>