

Research: Grade 11-12

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? - Is there one inquiry process that is better than another?
	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> - writing a thesis statement. - utilizing various primary and secondary sources and point of view information to draw conclusions. - 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.11-12.1 Cite specific textual evidence to support analysis of primary and secondary sources, connecting insights gained from specific details to an understanding of the text as a whole. - CCSS.ELA-Literacy.RH.11-12.2 Determine the central ideas or information of a primary or secondary source; provide an accurate summary that makes clear the relationships among the key details and ideas. - CCSS.ELA-Literacy.RH.11-12.3 Evaluate various explanations for actions or events and determine which explanation best accords with textual evidence, acknowledging where the text leaves matters uncertain. - CCSS.ELA-Literacy.RH.11-12.5 Analyze in detail how a complex primary source is structured, including how key sentences, paragraphs, and		- access and evaluate information - use and manage information - analyze media - be self-directed learners - produce results

larger portions of the text contribute to the whole. • CCSS.ELA-Literacy.RH.11-12.6 Evaluate authors' differing points of view on the same historical event or issue by assessing the authors' claims, reasoning, and evidence. • CCSS.ELA-Literacy.RH.11-12.8 Evaluate an author's premises, claims, and evidence by corroborating or challenging them with other information. • CCSS.ELA-Literacy.RH.11-12.9 Integrate information from diverse sources, both primary and secondary, into a coherent understanding of an idea or event, noting discrepancies among sources. • CCSS.ELA-Literacy.RST.11-12.1 Cite specific textual evidence to support analysis of science and technical texts, attending to important distinctions the author makes and to any gaps or inconsistencies in the account. • CCSS.ELA-Literacy.RST.11-12.2 Determine the central ideas or conclusions of a text; summarize complex concepts, processes, or information presented in a text by paraphrasing them in simpler but still accurate terms. • CCSS.ELA-Literacy.RST.11-12.5 Analyze how the text structures information or ideas into categories or hierarchies, demonstrating understanding of the information or ideas. • CCSS.ELA-Literacy.RST.11-12.7 Integrate and evaluate multiple sources of information presented in diverse formats and media (e.g., quantitative data, video, multimedia) in order to address a question or solve a problem. • CCSS.ELA-Literacy.RST.11-12.9 Synthesize information from a range of sources (e.g., texts, experiments, simulations) into a coherent understanding of a process, phenomenon, or concept, resolving conflicting information when possible. • CCSS.ELA-Literacy.WHST.11-12.2.b Develop the topic thoroughly by selecting the most significant and relevant facts, extended definitions, concrete details, quotations, or other information and examples appropriate to the audience's knowledge of the topic. • CCSS.ELA-Literacy.WHST.11-12.7 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.11-12.8 Gather relevant information from multiple authoritative print and digital sources, using advanced searches effectively; assess the strengths and limitations of each source in terms of the specific task, purpose, and audience; integrate information into the text selectively to maintain the flow of ideas, avoiding plagiarism and overreliance on any one source and following a standard format for citation. • CCSS.ELA-Literacy.WHST.11-12.9 Draw evidence from informational texts to support analysis, reflection, and 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
<i>Summary of Key Learning Events and Instruction</i>

<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>