Course Title – English IV
Implement start year – 2016-2017
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Unit #: 5 Research Literacy Unit
Transfer Goal – Students will be able to locate credible materials and create multiple research-based projects.

Stage 1 – Desired Results

Established Goals

2009 NJCCC Standard(s), Strand(s)/CPI #
(http://www.nj.gov/education/cccs/2009/final.htm)
Common Core Curriculum Standards for Math and English
(http://www.corestandards.org/)

RL.11-12.1
Cite strong and thorough textual evidence to support analysis of what the text says explicitly as well as inferences drawn from the text, including determining where the text leaves matters uncertain.

RL.11-12.7
Analyze multiple interpretations of a story, drama, or poem (e.g., recorded or live production of a play or recorded novel or poetry), evaluating how each version interprets the source text. (Include at least one play by Shakespeare and one play by an American dramatist.)

RI.11-12.3
Analyze a complex set of ideas or sequence of events and explain how specific individuals, ideas, or events interact and develop over the course of the text.

RI.11-12.6
Determine an author's point of view or purpose in a text in which the rhetoric is particularly effective, analyzing how style and content contribute to the power, persuasiveness or beauty of the text.

RI.11-12.7
Integrate and evaluate multiple sources of information presented in different media or formats (e.g., visually, quantitatively) as well as in words in order to address a question or solve a problem.

W.11-12.1
Write arguments to support claims in an analysis of substantive topics or

21st Century Themes
(www.21stcenturyskills.org)

_x_ Global Awareness
___ Financial, Economic, Business and Entrepreneurial Literacy
_x_ Civic Literacy
___ Health Literacy
___ Environmental Literacy

21st Century Skills

Learning and Innovation Skills:
_x_ Creativity and Innovation
_x_ Critical Thinking and Problem Solving
_x_ Communication and Collaboration

Information, Media and Technology Skills:
_x_ Information Literacy
_x_ Media Literacy
___ ICT (Information, Communications and Technology) Literacy

Life and Career Skills:
_x_ Flexibility and Adaptability
_x_ Initiative and Self-Direction
_x_ Social and Cross-Cultural Skills
_x_ Productivity and Accountability
_x_ Leadership and Responsibility

texts, using valid reasoning and relevant and sufficient evidence.

W.11-12.2
Write informative/explanatory texts to examine and convey complex ideas, concepts, and information clearly and accurately through the effective selection, organization, and analysis of content.

W.11-12.4
Produce clear and coherent writing in which the development, organization, and style are appropriate to task, purpose, and audience. (Grade-specific expectations for writing types are defined in standards 1-3 above.)

W.11-12.5
Develop and strengthen writing as needed by planning, revising, editing, rewriting, or trying a new approach, focusing on addressing what is most significant for a specific purpose and audience. (Editing for conventions should demonstrate command of Language standards 1-3 up to and including grades 11-12 here.)

W.11-12.6
Use technology, including the Internet, to produce, publish, and update individual or shared writing products in response to ongoing feedback, including new arguments or information.

W.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.

W.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 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.

L.11-12.1
Demonstrate command of the conventions of standard English grammar and usage when writing or speaking.

Enduring Understandings:	**Essential Questions:**
Students will understand that . . .	
	EU 1
EU 1: Research involves consulting credible sources.	● Where do students locate credible sources to conduct research?
	● What criteria make a source credible?
EU 2: Conducting research prepares students for a world in which sources of all mediums must be evaluated and assessed. EU1 and 2 can be merged. They are both about researching, sources, and credibility.	**EU 2**
	● How will research paper skills be used in future contexts?
	● What are the real-world applications of research skills?
EU 3: Critical reading/researching gives students the skills necessary to identify, understand, question, challenge, and defend the themes revealed in literature.	**EU 3**
	● Why is it important to read for more than a surface-level understanding of a work?
	● How do students recognize a helpful source?
EU 4: Developing an original thesis through analysis and synthesis of sources reveals higher level thinking and creativity.	**EU 4**
	● What is the purpose for accessing and annotating various sources?
	● How does a thesis narrow/organize/guide a project?
	EU 5
	● Why must students be aware of the consequences of citing incorrectly or not citing at all?
EU 5: Citing textual evidence and having a proper Works Cited page teaches students the importance of defending arguments with credible source while avoiding plagiarism	● What are the other collegiate formats students may encounter in the future and where can they find these formats described online?
	● What is proper MLA format?
	● How do students annotate a source?

EU 6: Proper use of vocabulary and mastery of the conventions of standard English allow for clarity and conciseness in one's writing and speaking.	*EU 6* ● Why study grammar and mechanics? ● How does peer editing and teacher conferencing enhance student writing and speaking?

Knowledge:
Students will know . . .

EU 1
● strategies to locate a credible source
● strategies to find multiple sources that give a comprehensive understanding of topic

EU 2
● how to evaluate print, multimedia, and digital sources

EU 3
● how to skim a potential source for pertinent information
● strategies to annotate information within a source for future reference
● how to interpret and dissect individual sources
● how to make connections between two or more sources

EU 4
● definition of a successful thesis
● how to synthesize sources to narrow a topic into a thesis

EU 5
● MLA format
● Strategies for proper placement of quotes within project to strengthen argument

EU 6

Skills:
Students will be able to . . .

EU 1
● locate a credible source
● select additional sources that add a comprehensive understanding of topic

EU 2
● utilize and evaluate reliable sources to assess credibility

EU 3
● skim for key words within a text;
● actively read and annotate for organization of related points within a topic
● create an annotated bibliography

EU 4
● discuss an argument/idea that will become the thesis of project

EU 5
● Format in-text citations and Works Cited Page using MLA guidelines
● Develop logical progression of ideas

EU 6

● Conventions of standard English grammar ● Effective word choice improves style and quality of the paper	● Use correct grammar and mechanics ● Use appropriate vocabulary according to topic of project

Stage 2 – Assessment Evidence

Other Recommended Evidence: *Tests, Quizzes, Prompts, Self-assessment, Observations, Dialogues, etc.*

- Quizzes on MLA format and terminology
- Quizzes on standard English grammar, usage, and mechanics
- Annotated Bibliography on credible research articles that pertain to topic
- Actively reading the articles by highlighting appropriate words, phrases, sentences that relate to research topic
- Tutorials of the Media Center's databases
- Teacher conferences regarding thesis and research topics
- Use of outlines to help structure research project.
- Rough drafts created and submitted for teacher and peer review.
- Culminating reflections upon the research experience.

Stage 3 – Learning Plan

Suggested Learning Activities to Include Differentiated Instruction and Interdisciplinary Connections: *Consider the WHERETO elements. Each learning activity listed must be accompanied by a learning goal of A= Acquiring basic knowledge and skills, M= Making meaning and/or a T= Transfer.*

- read a brief overview of the topic using preliminary works accessed via the Media Center's databases, e-books, credible websites, and printed sources (A)
- evaluate selected texts and sources for credibility (A, T)
- employ various reading comprehension strategies (active reading, dialectical journals, note-taking journals, highlighting, questioning the text, marginal notes) (A,M)
- interpret a speaker's message and purpose (M, T)
- read and annotate possible sources to be used in the creation of the research project (A,M)
- identify quotes/ideas in a text or source which support a claim that is relative to the research paper assignment (M)
- conduct research whereby students can identify supporting and opposing viewpoints on the given research paper topic (M)
- evaluate selected texts and sources for use within the project (M, T)
- identify, define, and explain rhetorical devices within various forms of texts (A,M)
- through writing, interpret the big ideas related to the research paper assignment [suggested strategies: the Frayer model, gallery walk, carousel, Socratic seminar, collaborative learning groups, mini group presentations, graphic organizers, think/pair/share, Google docs or blogs]. (M,T)
- draft a Works Cited page of tentative sources to be used in the paper; use MLA formatting (A, T)
- compose a complete sentence (or two) that clearly states the thesis: topic, assertion. (M, T)
- evaluate thesis
- draft a preliminary outline/abstract, illustrating the tentative organization of the body paragraphs (M)
- use textual evidence via paraphrases and direct quotes (T)
- adhere to the MLA formatting guidelines when using in-text citations (A, T)
- use vocabulary words in writing to enhance style and sophistication (A,T)
- peer edit rough drafts using a rubric similar to that of the teacher; read for meaning and grammatical correctness (T)
- use vocabulary words in writing and speaking to enhance style (A,T)
- edit and revise to improve diction, syntax, mechanics
- exhibit proper use of subject-verb agreement, pronoun-antecedent agreement, parallel structure, commas, and semi-colons (A, T)
- interpret the big ideas related to the research paper assignment (M,T)
- conference with the teacher to discuss the thesis and organization or to ask specific questions regarding citations, writing, etc. (M, T)

The Last Lecture" https://www.youtube.com/watch?v=j7zzQpvoYcQ

Tedtalks.com

- Baz Luhrmann https://www.youtube.com/watch?v=sTJ7AzBIJoI
- Oprah Winfrey Spelman College Speech https://www.youtube.com/watch?v=Bpx8uNzRdew
- Ellen DeGeneres Commencement Speech https://www.youtube.com/watch?v=0e8ToRVOtRo
- http://gradspeeches.com/