

Planned Course:	Course Number:	Department: Library	
Unit: Research	Grade Level: 11-12		
Estimated Time: 5 class periods	Level/Track:	Date Approved: 9/14/2015	
PA Academic Standards	Core Concepts (in question format)	Activities/Strategies/Study Skills (identify some activities as remedial or enrichment activities)	Assessments (include types and topics)
	<ul style="list-style-type: none"> Skills/Knowledge 		

<p>Effective research requires the use of varied resources to gain or expand knowledge.</p> <p>CC.1.4.V (9-12)</p>	<ul style="list-style-type: none"> Why does effective research require the use of varied resources to gain or expand knowledge? <ul style="list-style-type: none"> Students will: Conduct short as well as more sustained research projects. Narrow and refine a research topic to help determine valid resources for researching. Include both primary and secondary sources. How does a reader find resources to gain and expand knowledge? <ul style="list-style-type: none"> Students will: Focus on a particular aspect of the question or problem, identifying relevant key words and subject headings and/or using search limiters. 	<p>The librarian/students will discuss the idea of a main topic, using broad examples such as "Pollution."</p> <p>The librarian/students will define the idea of a subtopic. Example: water pollution as a result of industrial waste.</p> <p>The librarian/students will review features of databases. These can include but are not limited to SIRS, eLibrary, and Galenet.</p>	<p>Students will outline main topic idea. Students will list ideas for subtopics.</p> <p>Students will construct a graphic organizer of keywords, subject headings for searching.</p> <p>Teacher and librarian observation.</p> <p>Using a teacher provided rubric students will self-assess their knowledge of database features.</p> <p>Students will brainstorm a list of keywords and subjects. Students will list and prioritize search terms based on relevancy.</p>
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<p>CC.3.6.G (9-12)</p>	<ul style="list-style-type: none"> • Critically select and utilize the most appropriate databases for information retrieval. <p>▶ How does the reader find</p>	<p>Students will explain the following criteria using examples of articles from the databases:</p> <ul style="list-style-type: none"> • Overview or in-depth information. • Fact or opinion • Primary or secondary sources • Statistics, graphs, charts, video • Interviews, observations • Table of contents, indices, keywords, cross-references and appendices <p>The librarian/students will</p>	<p>Students will select an article of their choice from the databases. Students will evaluate the article based on the designated criteria.</p>
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CC.3.6.G (9-12)	<p>print resources to gain and expand knowledge?</p> <ul style="list-style-type: none"> Students will: Access print sources using features of the online catalog and within the source itself. 	<p>review features of the online catalog.</p> <p>Students will differentiate between natural-language searching and keyword/controlled vocabulary.</p> <p>The librarian/students will demonstrate how to evaluate which search strategy is more comprehensive; natural language or controlled vocabulary, using examples such as “rap.” Students will search by subject and keyword. Which yields more results? Which search is more accurate?</p>	<p>Students will explore online catalog features through a scavenger hunt.</p> <p>Using their prioritized list of subjects and keywords students will search the catalog for print resources. Students can print, save or share their list for future retrieval of sources.</p>
CC.3.6.G (9-12)			
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Critical thinkers actively and skillfully interpret, analyze, evaluate and synthesize information.	<p>▶ What information seeking strategies are necessary to retrieve resources?</p> <ul style="list-style-type: none"> Students will: Examine database structure and search tool commands in databases and internet search engines. 	<p>The librarian/students will demonstrate examples of the following types of searches: Boolean operations Truncation Phrase searching Keyword/subject</p>	<p>Students will design and implement a Boolean search for their topic.</p>
CC1.4.I	<ul style="list-style-type: none"> Act as critical 	<p>The librarian/students will provide examples between</p>	

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<p>CC.3.6.G (9-12)</p>	<p>thinkers and evaluate sources for usefulness, accuracy, reliability, validity, scholarship and timeliness.</p> <ul style="list-style-type: none"> Differentiate between factual, authoritative information and unsubstantiated or biased information. 	<p>factual, authoritative information and unsubstantiated or biased information, basing examples on subject area or assignment of the class.</p> <p>The librarian/students will demonstrate the use of tables of contents, indexes, key words, cross-references and appendices to evaluate a source.</p>	<p>Using a short-answer prompt, students will draw a conclusion about the usefulness and relevancy of the source.</p> <p>Students will explain how the source supports the main idea of the topic.</p> <p>Students will rate each source in order of use.</p>
<p>CC.1.4.S CC.1.4.W (9-12)</p>	<ul style="list-style-type: none"> ▶ What information seeking strategies are necessary to retrieve online sources? ▶ How does the reader know a source is relevant and can be trusted? <ul style="list-style-type: none"> Students will: Compare several points of view about the same issue, evaluating 	<p>The librarian/students will model and provide a source that is authoritative from the library databases and a general Internet search.</p> <p>The librarian/students will provide examples of different points of view from Galenet, Opposing Viewpoints in Context or SIRS.</p>	<p>Students will verify information by checking facts in an alternate source. Students will provide at least two pertinent facts from reliable sources.</p>

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<p>Effective speakers prepare and communicate messages to address the audience and purpose.</p> <p>CC.1.2.G (9-12)</p> <p>Effective research requires the use of varied resources to gain or expand knowledge.</p>	<ul style="list-style-type: none"> strengths and weaknesses of arguments. Identify any discrepancies among data presented in different formats, whether within a single source or among multiple sources. <p>► How do readers know what to believe in what they read, hear, and view?</p> <ul style="list-style-type: none"> Students will: Use a variety of sources and points of view to avoid excessive bias. Act as information seekers and will acknowledge controversy by 	<p>The librarian/students will identify alternate or opposing claims within a source from Opposing Viewpoints in Context or SIRS, or eLibrary.</p> <p>The librarian/students will discuss the implications of bias information.</p> <p>The librarian/classroom</p>	<p>Using a self-assessment rubric, students will examine personal knowledge and relate it to the topic.</p> <p>Students will list and establish specific discrepancies among information gathered. Using a short answer format, students will clearly explain any discrepancies using statistics and facts.</p> <p>Using a self-assessment rubric, students will examine personal knowledge and relate it to the topic.</p> <p>Students will select and utilize unbiased sources that present more than one point of view. Students will provide a minimum of five facts per</p>
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<p>CC.1.4.V (9-12)</p>	<p>incorporating opposing or differing viewpoints when presenting an argument.</p> <ul style="list-style-type: none"> • Act as information seekers and integrate information from various mediums to understand a topic or issue. • Develop a thesis statement based on evidence from their research. <p>▶ How does a reader organize and synthesize information from various</p>	<p>teacher/students will distinguish between the types of note taking: summary, paraphrase, and quotation.</p> <p>The librarian/classroom teacher/students will provide examples of thesis statements and how they relate to evidence from the research.</p> <p>The librarian/teacher/students will demonstrate organizational skills to allow the students to organize their information from multiple sources. Example: alpha-numeric system on note cards or electronically with subheadings and citation.</p> <p>The librarian/teacher/students</p>	<p>source.</p> <p>Students will select information from texts that support analysis, reflection, and research. Students will provide a minimum of two facts for supporting evidence. Students will differentiate facts as summary, paraphrase, or quotation.</p> <p>Students will write a thesis statement following classroom teacher guidelines.</p> <p>Students will prioritize resources that support the thesis statement.</p> <p>Students will select and utilize unbiased sources that present more than one point of view.</p> <p>Students will collect information from print, databases, and search engines.</p>
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<p>CC.1.2.11-12G</p>	<p>sources?</p> <ul style="list-style-type: none"> • The Student will: • Synthesize information found in multiple sources, utilizing experiments, simulations, video, multimedia sources and/or informational texts. • Within the text, give precise, formal credit for others' ideas, images or information using standard bibliographic citation format. <p>▶ How do speakers and writers employ language and utilize resources to effectively communicate a</p>	<p>will discuss, using examples of MLA internal documentation.</p> <p>The librarian/teacher/students will review an MLA "Works Cited" page. MLA documentation packets will be supplied as well as online examples. Citations found within the databases will also be reviewed.</p> <p>The librarian/teacher/students will review MLA citation generators such as "Easy Bib" and "Noodle Tools."</p>	<p>(Information can be printed or saved electronically.)</p> <p>Students will generate notes on note cards or online system. Students will organize the notes by type: quote, paraphrase, or summary.</p> <p>Students will cite specific textual evidence in primary and secondary sources through internal documentation.</p> <p>Students will prepare a list of works cited using standard MLA format.</p>
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	<p>message?</p> <p>▶ How do readers best present their findings?</p> <ul style="list-style-type: none"> • The students will: • Incorporate credible appropriate charts, graphs, and other audio-visual media into presentations. • Examine and attempt a variety of presentation formats. 	<p>The librarian/teacher will provide technical as well as instructional assistance with the chosen format.</p>	<p>Students will support their findings through various formats such as a paper, project, debate, discussion, podcast, PowerPoint, Prezi, or other electronic product.</p>
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