Research Skills

AVON PUBLIC SCHOOLS

Unit #: APSDO-00093502 **Team:** Angela Antonelli (Author), Rebecca Kerrigan, Lauren Bogoian		**Grade(s):** 2 **Subject(s):** Informational Digital Literacy **Course(s):** GR. 2 - INFORMATIONAL DIGITAL LITERACY

Unit Focus

In this unit, students will engage in the research process. Students will apply their learning by successfully locating information on a topic using features of resources. Primary instructional tools include books and World Book Online.

Stage 1: Desired Results

Established Goals

Standards

- ISTE Standards (2016)
  - *ISTE Standards for Students*
    - Knowledge Constructor - Students critically curate a variety of resources using digital tools to construct knowledge, produce creative artifacts and make meaningful learning experiences for themselves and others. *(3)*
      - Students curate information from digital resources using a variety of tools and methods to create collections of artifacts that demonstrate meaningful connections or conclusions. *(3.c)*
- AASL Standards Framework for Learning
  - *Shared Foundations and Key Commitments: All Grades*
    - INQUIRE
      - Think: Formulating questions about a personal interest or a curricular topic. *(IDL.INQ.01)*
      - Create: Using evidence to investigate questions. *(IDL.INQ.03)*
      - Create: Generating products that illustrate learning. *(IDL.INQ.05)*
      - Grow: Continually seeking knowledge. *(IDL.INQ.10)*
      - Grow: Engaging in sustained inquiry. *(IDL.INQ.11)*
    - COLLABORATE
      - Create: Using a variety of communication tools and resources. *(IDL.COL.04)*
    - CURATE
      - Think: Identifying possible sources of information. *(IDL.CUR.02)*
    - EXPLORE
      - Think: Reading widely and deeply in multiple formats and write and create for a variety of purposes. *(IDL.EXP.01)*
    - ENGAGE

Transfer

What kinds of long-term, independent accomplishments are desired? Students will be able to independently use their learning to...

T1 (T100) Pursue a passion, aspiration, and/or interest through exploration and/or creation.

T2 (T101) Locate and vet resource(s) based on a set of criteria to research a topic or question.

T3 (T102) Construct meaning, challenge assumptions, and make informed assertions by analyzing, using, and citing relevant information and ideas from resources.

Meaning

Understanding(s)

What specifically do you want students to understand? What inferences should they make? Students will understand that...

U1 (U200) Clear and focused questions help researchers find desired information and develop the topic/thesis statement.

U2 (U201) Skilled researchers work to find quality information through their effective search/inquiry methods and evaluation of reliability and accuracy of information.

U3 (U300) Researchers construct meaning by examining sources that develop, challenge, and/or refine their thinking.

Essential Question(s)

What thought-provoking questions will foster inquiry, meaning making, and transfer? Students will keep considering...

Q1 (Q200) How do I find what I am looking for? (K-4) How do I use appropriate search strategies to locate content and refine my searches/topic? (5-12)

Q2 (Q301) How do I use information from my sources? (K-3) How do I use evidence from my sources to support a compelling claim/assertion? (4-12)

Acquisition

Knowledge	Skill(s)

	What facts and basic concepts should students know and be able to recall? Students will know...	What discrete skills and processes should students be able to use? Students will be skilled at...
• Think: Responsibly applying information, technology, and media to learning. *(IDL.ENG.01)* • Create: Ethically using and reproducing others' work. *(IDL.ENG.04)*	K1 How to locate and use library resources K2 That developing questions on a topic helps to focus research K3 How to use text features to help identify whether a source is fact, fiction, or opinion K4 How to use effective keywords (or icons, if applicable) to generate more accurate search results within a database K5 That evidence is required to construct explanations about a topic	S1 Accessing, navigating, and using content within a database S2 Using text features to help identify whether a source is fact, fiction, or opinion S3 Using effective keywords (or icons, if applicable) to generate more accurate search results within a database S4 Using evidence to construct explanations about a topic