

Research Skills

Unit #: APSDO-00093440
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Grade(s): 4
Subject(s): Informational Digital Literacy
Course(s): GR. 4 - INFORMATIONAL DIGITAL LITERACY

Unit Focus

In this unit, students will continue to engage in the research process. Students will apply their learning by successfully locating information on a topic using features of resources. Students will also begin paraphrasing and will cite sources. Primary instructional tools include books, World Book Online (student version), and eBooks.

Stage 1: Desired Results

Established Goals	Transfer	
<p>Standards</p> <ul style="list-style-type: none"> • ISTE Standards (2016) <ul style="list-style-type: none"> ◦ <i>ISTE Standards for Students</i> <ul style="list-style-type: none"> ▪ Digital Citizen - Students recognize the rights, responsibilities and opportunities of living, learning and working in an interconnected digital world, and they act and model in ways that are safe, legal and ethical. <i>(2)</i> <ul style="list-style-type: none"> ▪ Students demonstrate an understanding of and respect for the rights and obligations of using and sharing intellectual property. <i>(2.c)</i> ▪ 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. <i>(3)</i> <ul style="list-style-type: none"> ▪ Students plan and employ effective research strategies to locate information and other resources for their intellectual or creative pursuits. <i>(3.a)</i> ▪ Students evaluate the accuracy, perspective, credibility and relevance of information, media, data or other resources. <i>(3.b)</i> ▪ Students curate information from digital resources using a variety of tools and methods to create collections of artifacts that demonstrate meaningful connections or conclusions. <i>(3.c)</i> • AASL Standards Framework for Learning <ul style="list-style-type: none"> ◦ <i>Shared Foundations and Key Commitments: All Grades</i> <ul style="list-style-type: none"> ▪ INQUIRE <ul style="list-style-type: none"> ▪ Think: Formulating questions about a personal interest or a curricular topic. <i>(IDL.INQ.01)</i> ▪ Create: Generating products that illustrate learning. <i>(IDL.INQ.05)</i> 	<p><i>What kinds of long-term, independent accomplishments are desired? Students will be able to independently use their learning to...</i></p> <p>T1 (T100) Pursue a passion, aspiration, and/or interest through exploration and/or creation.</p> <p>T2 (T101) Locate and vet resource(s) based on a set of criteria to research a topic or question.</p> <p>T3 (T102) Construct meaning, challenge assumptions, and make informed assertions by analyzing, using, and citing relevant information and ideas from resources.</p> <p>T4 (T103) Collaborate with others toward common goal(s) where everyone has a voice in both design and ownership of the work.</p>	
	Meaning	
	Understanding(s)	Essential Question(s)

<ul style="list-style-type: none"> ▪ Grow: Continually seeking knowledge. <i>(IDL.INQ.10)</i> ▪ INCLUDE <ul style="list-style-type: none"> ▪ Think: Adopting a discerning stance toward points of view and opinions expressed in information resources and learning products. <i>(IDL.INC.02)</i> ▪ CURATE <ul style="list-style-type: none"> ▪ Think: Identifying possible sources of information. <i>(IDL.CUR.02)</i> ▪ Think: Making critical choices about information sources to use. <i>(IDL.CUR.03)</i> ▪ Create: Seeking a variety of sources. <i>(IDL.CUR.04)</i> ▪ Create: Systematically questioning and assessing the validity and accuracy of information. <i>(IDL.CUR.06)</i> ▪ ENGAGE <ul style="list-style-type: none"> ▪ Think: Responsibly applying information, technology, and media to learning. <i>(IDL.ENG.01)</i> ▪ Create: Ethically using and reproducing others' work. <i>(IDL.ENG.04)</i> ▪ Create: Acknowledging authorship and demonstrating respect for the intellectual property of others. <i>(IDL.ENG.05)</i> ▪ Grow: Reflecting on the process of ethical generation of knowledge. <i>(IDL.ENG.10)</i> 	<p><i>What specifically do you want students to understand? What inferences should they make? Students will understand that...</i></p> <p>U1 (U200) Clear and focused questions help researchers find desired information and develop the topic/thesis statement.</p> <p>U2 (U201) Skilled researchers work to find quality information through their effective search/inquiry methods and evaluation of reliability and accuracy of information.</p> <p>U3 (U301) Ethical and skillful researchers give proper attribution to their sources to add credibility to their assertions/claims.</p> <p>U4 (U300) Researchers construct meaning by examining sources that develop, challenge, and/or refine their thinking.</p>	<p><i>What thought-provoking questions will foster inquiry, meaning making, and transfer? Students will keep considering...</i></p> <p>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)</p> <p>Q2 (Q202) What do I do when I get stuck?</p> <p>Q3 (Q201) How do I know what can be trusted? (K-2) How do I know the information is reliable? (3-12)</p> <p>Q4 (Q300) How does new information connect with or challenge what I already know/believe to be true) (2-12) How does that impact my thinking on the topic? (5-12)</p> <p>Q5 (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)</p> <p>Q6 (Q302) When I want to use someone else's work, images, or ideas, how do I give proper credit? (3-12)</p>
Acquisition		
Knowledge		Skill(s)
<p><i>What facts and basic concepts should students know and be able to recall? Students will know...</i></p> <p>K1 How to locate and use library resources</p> <p>K2 That good research is driven by good questions</p> <p>K3 How to use text features to help identify whether a source is fact, fiction, or opinion</p> <p>K4 How to use effective keywords to generate more accurate search results within a database</p> <p>K5 How to analyze information to determine relevance</p> <p>K6 That evidence is required to construct explanations or support opinions</p> <p>K7 That it is important to paraphrase information properly and provide a list of sources</p>		<p><i>What discrete skills and processes should students be able to use? Students will be skilled at...</i></p> <p>S1 Accessing, navigating, and using content within a database</p> <p>S2 Using text features to help identify whether a source is fact, fiction, or opinion</p> <p>S3 Using effective keywords to generate more accurate search results within a database</p> <p>S4 Analyzing information to help determine relevance</p> <p>S5 Using evidence to construct explanations or support opinions</p> <p>S6 Providing a list of sources</p>