

Foundational Research Skills

Unit #: APSDO-00091041
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Grade(s): 5
Subject(s): Informational Digital Literacy
Course(s): GR. 5 - INFORMATIONAL DIGITAL LITERACY

Unit Focus

In this unit, students will continue to use the Destiny Library Catalog and internet to locate, access, evaluate, and give attribution to print, digital, and other resources for research purposes. Students will apply their research skills to make sense of current global issues that impact how people live, move, and interact. The primary instructional resources are district online databases and careful navigation of internet sources.

Stage 1: Desired Results

Established Goals

Standards

- ISTE Standards (2016)
 - *ISTE Standards for Students*
 - 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. *(2)*
 - Students engage in positive, safe, legal and ethical behavior when using technology, including social interactions online or when using networked devices. *(2.b)*
 - 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 plan and employ effective research strategies to locate information and other resources for their intellectual or creative pursuits. *(3.a)*
 - Students evaluate the accuracy, perspective, credibility and relevance of information, media, data or other resources. *(3.b)*
 - 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*
 - CURATE
 - Think: Identifying possible sources of information. *(IDL.CUR.02)*

Transfer

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

- T1 (T101) Locate and vet resource(s) based on a set of criteria to research a topic or question.
- T2 (T102) Construct meaning, challenge assumptions, and make informed assertions by analyzing, using, and citing relevant information and ideas from resources.

Meaning

Understanding(s)

Essential Question(s)

<ul style="list-style-type: none"> ▪ 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> ▪ Create: Organizing information by priority, topic, or other systematic scheme. <i>(IDL.CUR.07)</i> ▪ ENGAGE <ul style="list-style-type: none"> ▪ Think: Evaluating information for accuracy, validity, social and cultural context, and appropriateness for need. <i>(IDL.ENG.03)</i> ▪ Create: Acknowledging authorship and demonstrating respect for the intellectual property of others. <i>(IDL.ENG.05)</i> 	<p><i>What specifically do you want students to understand? What inferences should they make? Students will understand that...</i></p> <p>U1 (U100) Deep learning requires an integration of quality resources with innovative spaces to stimulate creativity, intellectual curiosity, and lifelong learning.</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 (U200) Clear and focused questions help researchers find desired information and develop the topic/thesis statement.</p> <p>U4 (U300) Researchers construct meaning by examining sources that develop, challenge, and/or refine their thinking.</p> <p>U5 (U301) Ethical and skillful researchers give proper attribution to their sources to add credibility to their assertions/claims.</p> <p>U6 (U701) As one's knowledge base increases, the quality of thinking, meaning-making, and communication can improve.</p>	<p><i>What thought-provoking questions will foster inquiry, meaning making, and transfer? Students will keep considering...</i></p> <p>Q1 (Q100) What do I wonder about? How can I explore the library? (K-3) How can I seek out and use sources to deepen learning about my interests? (4-12)</p> <p>Q2 (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>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 (Q204) How do I creatively approach obstacles in the research process? (3-12)</p> <p>Q5 (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>Q6 (Q302) When I want to use someone else's work, images, or ideas, how do I give proper credit? (3-12)</p> <p>Q7 (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>
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><i>What discrete skills and processes should students be able to use? Students will be skilled at...</i></p> <p>S1 Generating research questions on a topic</p> <p>S2 Locating reliable sources</p> <p>S3 Using the OPAC system and databases to locate sources</p> <p>S4 Using key word searches to broaden or refine searches</p> <p>S5 Analyzing and using evidence from sources to construct meaning</p> <p>S6 Using citations in MLA format for attribution to develop works cited pages</p> <p>S7 Sharing information that supports an idea/claim or addresses their inquiry</p>