

Research Skills

Unit #: APSDO-00093514
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Grade(s): K
Subject(s): Informational Digital Literacy
Course(s): GR. K - INFORMATIONAL DIGITAL LITERACY

Unit Focus

In this unit, students will be introduced to the research process. Students will apply their learning by answering simple questions through the use of shared resources. Primary instructional tools include books.

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"> ▪ 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 <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. (IDL.INQ.01) ▪ Grow: Continually seeking knowledge. (IDL.INQ.10) ▪ Grow: Engaging in sustained inquiry. (IDL.INQ.11) ▪ COLLABORATE <ul style="list-style-type: none"> ▪ Create: Using a variety of communication tools and resources. (IDL.COL.04) | <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> | | |
| | Meaning | | |
| | Understanding(s) | Essential Question(s) | |
| | <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 (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 (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>K1 How to locate and use library resources</p> <p>K2 That asking questions can help you understand a topic</p> <p>K3 How to use text features to locate information</p> | | <p><i>What discrete skills and processes should students be able to use? Students will be skilled at...</i></p> <p>S1 Using text features to locate information</p> |