Glen Ridge Public Schools
Curriculum

Course Title: Research 8 Cycle
Subject: Research and Library Skills
Grade Level: 8
Duration: 1 of 6 Cycles (Approx. 30 days)
Number of Credits: N/A
Prerequisite: None
Elective or Required: Required

Library Media Program Mission Statement
The Glen Ridge Public Schools Library Media Program seeks to ensure that students and staff are effective users of ideas and information. Our program encourages students to develop a passion for reading and provides a foundation for lifelong learning in our digital society.

Through direct instruction and reinforcement in collaborative projects, students will understand how library resources are organized, as well as how to access and utilize them. They will realize the value of literature as well as how to analyze and utilize informational texts.

Furthermore, students will formulate effective queries and use library resources to find the answers that they seek. They will use technology to enhance learning and make appropriate use of available library resources. They will also know how to use the Internet responsibly and will present information in meaningful ways.

Research 8 Course Description
This class reinforces students’ understanding of the research process and their ability to prepare a research paper according to the standards that will be expected of them in the years ahead. Students choose a topic, develop an argument (thesis), use available resources to thoroughly research the topic, organize the information they find, take relevant notes to support their argument, draft and revise a 2 – 4 page paper according to MLA guidelines.

These are skills that students will use again and again throughout their education. Their experience in this class can affect their ability to succeed in future classes and provides practice in self-management in planning for and executing long-term projects. Personal responsibility for managing time, meeting deadlines, and organizing materials is stressed as is the need to paraphrase and give credit to sources to avoid plagiarism.

Author: MaryLynn Savio
Date Submitted: Summer 2016
Approximately 8 days

Essential Questions:

- How can I develop a well stated argument (thesis statement) that can be supported through research and textual evidence?
- How and where can credible print and online sources that support an argument (thesis) most effectively and efficiently be found?
- What should be included in an introduction paragraph for a research paper?
- According to MLA style guidelines, what format must be followed when preparing a Works Cited page listing sources used in the research paper?

Upon completion of this unit students will:

- Choose a topic and develop a relevant argument (thesis statement) that will be the focus of the research they will do and the paper that they will write for this course
- Locate books and other print sources related to their argument (thesis) in the non-fiction and reference sections of the library utilizing their knowledge of the Dewey Decimal System and Alexandria Library Catalog
- Locate credible web sites and/or other online sources relevant to their argument (thesis) utilizing search strategies, search engines, databases and other online search tools
- Produce a funnel style introduction paragraph for the research paper
- Document required information for all source types according to MLA style

Common Core English Language Art Standards:

- W.8.1: Write arguments to support claims with clear reasons and relevant evidence
- W.8.7: Conduct short research projects to answer a question (including a self-generated question), drawing on several sources and generating additional related, focused questions that allow for multiple avenues of exploration.
- W.8.8: Gather relevant information from multiple print and digital sources, using search terms effectively; assess the credibility and accuracy of each source; and quote or paraphrase the data and conclusions of others while avoiding plagiarism and following a standard format for citation.
Interdisciplinary Standards (njccs.org):

- 9.1 - 21st-Century Life & Career Skills: All students will demonstrate the creative, critical thinking, collaboration, and problem-solving skills needed to function successfully as both global citizens and workers in diverse ethnic and organizational cultures.
- 8.1 – Computer and Information Literacy: All students will use computer applications to gather and organize information and to solve problems.

Activities

- Work in teams to develop an argument and properly phrased thesis statement on an assigned topic. Present for discussion and analysis.
- Brainstorm research topics, practice formulating thesis statements and develop a thesis statement to be the focus of their own research project.
- Work in teams for a review exercise in which teams compete to find and document various library sources in the form of a scavenger hunt.
- Use their knowledge of the Dewey Decimal System, Alexandria, the non-fiction and reference sections of the library to locate books and other print sources related to their chosen thesis statements.
- Apply search strategies while utilizing search engines, databases and other online search tools to locate credible web sites and other online sources relevant to their chosen thesis statements.
- Evaluate sources of information for relevance and credibility identifying several useful sources related to their chosen thesis statements.
- Record the required bibliographic information for sources to used in the introduction paragraph.
- Draft an introduction paragraph for their research paper following the funnel style presented in class and including the required elements.
- Prepare a typed Works Cited page listing their sources; this page follows MLA style guidelines and each entry includes the required information.

Enrichment Activities:

- Use acquired skills to find library materials of personal interest or related to other class assignments.
- Use the acquired skills to produce an introduction and/or a Works Cited page for other class assignments.
- View supplemental videos and relevant worksheets, if time permits.

Methods of Assessments/Evaluation:

- Check for the completion of corresponding workbook pages.
- Observe the participation in in-class activities and discussions.
- Grade Quiz 1.
- Grade drafts of Introduction and corresponding Works Cited page.
- Be held accountable for personal responsibilities including meeting deadlines, making effective use of class time, keeping materials organized, etc.
Print Resources:

- Research 8: Stage 1 Workbook (teacher developed)
- Various non-fiction and library books in the Glen Ridge High School Library

Online Resources:

- BCCLs. <www.bccls.org>
- Ebscohost databases <search.ebscohost.com>
- Facts on File databases <www.fofweb.com>
- Gale Virtual Reference Library and Opposing Viewpoints Resource Center <infotrac.galegroup.com>
- GRHS Library Website. <www.glenridge.org/21902081612825550/site/default.asp>
- GRHS Research 7 & 8 <www.glenridge.org/219020224143529997/site/default.asp>
- Rosen Teen Health & Wellness <www.teenhealthandwellness.com>
- World Book Online <www.worldbookonline.com>
- Various websites related to their chosen thesis
- Easybib.com
- Google Classroom

Audio Visual Resources:

RESEARCH 8 CYCLE

Stage 2: Organizing Ideas, Supporting Claims & Developing Body Paragraphs

Approximately 12 days

Essential Questions:

● What methods can effectively be used to organize ideas before writing?
● How and why should direct quotations be included in a research paper?
● Why should I paraphrase from sources in my body paragraphs and how can this be done effectively?
● How do I identify and choose the facts, details, examples to quote and/or paraphrase that will most effectively support my argument?
● What steps should be taken during the note taking phase to keep track or sources and effectively avoid plagiarism?

Upon completion of this unit students will:

● Have devised a plan for what they will include in their research paper and how it will be organized
● Know the difference between paraphrasing, and quoting from sources
● Find and document a relevant direct quotation for each body paragraph
● Take notes from sources putting the author’s ideas into their own words in an effort to support their claim
● Record sources for notes and properly credit sources to avoid plagiarism

Common Core English Language Art Standards:

● W.8.1: Write arguments to support claims with clear reasons and relevant evidence
● W.8.2: Write informative/explanatory texts to examine a topic and convey ideas, concepts, and information through the selection, organization, and analysis of relevant content.
● W.8.4: Produce clear and coherent writing in which the development, organization, and style are appropriate to task, purpose, and audience.
● W.8.6: Use technology, including the Internet, to produce and publish writing and present the relationships between information and ideas efficiently as well as to interact and collaborate with others.
● W.8.7: Conduct short research projects to answer a question (including a self-generated question), drawing on several sources and generating additional related, focused questions that allow for multiple avenues of exploration.
● W.8.8: Gather relevant information from multiple print and digital sources, using search terms effectively; assess the credibility and accuracy of each source; and quote or paraphrase the data and conclusions of others while avoiding plagiarism and following a standard format for citation.
W.8.9: Draw evidence from literary or informational texts to support analysis, reflection, and research.

Interdisciplinary Standards (njccs.org):

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Activities:

- Work in assigned teams to identify two major points that best support the team’s argument (thesis) from previous exercise; present in diagram form to the class for discussion and analysis.
- Individually, decide upon two major points that support the overall argument to include in his/her own research papers and prepare a simple diagram of the paper’s basic structure.
- Develop these points into claim statements that will serve as the opening sentences for the two body paragraphs.
- Individually, skim sources and take notes. Find and record facts, details, examples, and quotations that support the basic claim that is the focus of each of two body paragraphs and support the overall argument (thesis).
- Practice paraphrasing and summarizing authors’ ideas putting them into their own words to avoid plagiarism.
- Practice incorporating direct quotations into written work and find at least one relevant direct quotation to include in each body paragraph.
- Record the necessary source information for all notes and include proper citations in the draft of the research paper.
- Type two body paragraphs that support the claims and overall argument (thesis).
- Properly cite sources for all evidence according to MLA style guidelines.
- Update the Works Cited page to reflect sources used in body paragraphs.

Enrichment Activities:

- Use acquired skills to organize ideas for other class assignments.
- Use acquired skills to effectively paraphrase, quote and/or take notes for other class assignments.
- View supplemental videos and relevant worksheets, if time permits.

Methods of Assessments/Evaluation:

- View team and individual paper structure diagrams.
- Check corresponding workbook pages and review questions.
- Grade Practice Paraphrasing and Practice Quoting exercises.
● Observe participation in in-class activities and discussions
● Monitor completion of Note Taking Worksheets
● Grade draft of two typed body paragraphs
● Be held accountable for personal responsibilities including meeting deadlines, making effective use of class time, keeping materials organized, etc.

Print Resources:

● Research 8: Stage 1 Workbook (teacher developed)
● Various non-fiction and library books in the Glen Ridge High School Library

Online Resources:

● BCCLs. <www.bccls.org>
● Ebscohost databases <search.ebscohost.com>
● Facts on File databases <www.fofweb.com>
● Gale Virtual Reference Library and Opposing Viewpoints Resource Center <infotrac.galegroup.com>
● GRHS Research 7 & 8 <http://www.glenridge.org/219020224143529997/site/default.asp>
● Rosen Teen Health & Wellness <www.teenhealthandwellness.com>
● World Book Online <www.worldbookonline.com>
● Various websites related to their chosen thesis
● Google drive

Audio Visual Resources:

● *Research, Drafting, & Citing*. Cerebellum Corporation. English Composition Series. 2009. (DVD)
Approximately 10 days

Essential Questions:

- What should be included in an conclusion paragraph of a research paper?
- How are sources properly credited within a research paper according to MLA style guidelines?
- What font, spacing, and headers are required in a research paper according to MLA style guidelines?
- How can I produce an original paper (or other product) effectively using ideas and information found in other sources, yet avoid plagiarizing?
- What steps can be taken after an initial draft has been written to check and improve the final product?

Upon completion of this unit students will be able to:

- Develop a complete draft of a research paper that includes an introduction, two body paragraphs and a conclusion and supports a chosen thesis
- Prepare a research paper that meets MLA Style formatting guidelines
- Properly paraphrase, quote and cite sources to effectively avoid plagiarism
- Provide meaningful feedback to a partner and self-check their own writing
- Utilize written and verbal feedback in order to improve the final product

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- W.8.1: Write arguments to support claims with clear reasons and relevant evidence
- W.8.2: Write informative/explanatory texts to examine a topic and convey ideas, concepts, and information through the selection, organization, and analysis of relevant content.
- W.8.4: Produce clear and coherent writing in which the development, organization, and style are appropriate to task, purpose, and audience.
- W.8.5: With some guidance and support from peers and adults, develop and strengthen writing as needed by planning, revising, editing, rewriting, or trying a new approach, focusing on how well purpose and audience have been addressed.
- W.8.6: Use technology, including the Internet, to produce and publish writing and present the relationships between information and ideas efficiently as well as to interact and collaborate with others.
- W.8.7: Conduct short research projects to answer a question (including a self-generated question), drawing on several sources and generating additional related, focused questions that allow for multiple avenues of
exploration.

- W.8.9: Draw evidence from literary or informational texts to support analysis, reflection, and research.

**Interdisciplinary Standards (njccs.org):**

- 9.1 21st-Century Life & Career Skills: All students will demonstrate the creative, critical thinking, collaboration, and problem-solving skills needed to function successfully as both global citizens and workers in diverse ethnic and organizational cultures.
- 8.1 – Computer and Information Literacy: All students will use computer applications to gather and organize information and to solve problems.
- 8.2 – Technology Education: All students will develop an understanding of the nature and impact of technology, engineering, technological design, and the designed world as they relate to the individual, society, and the environment.

**Activities**

- Draft and type a conclusion that works with the previously drafted introduction and body paragraphs to support the argument (thesis)
- Update the Works Cited page to reflect sources used in the entire paper
- Proofread to self-check writing using given checklist to consider revisions and improve the research paper
- Work in pairs to verify sources, review drafts and consider revisions
- Submit the complete draft to turnitin.com, view results, determine if any matching text is potential plagiarism and make revisions as necessary
- Meet individually with the teacher to verify the proper documentation of sources used and to discuss ways to improve their final research paper
- Make revisions to the draft based on the written and verbal feedback

**Enrichment Activities:**

- Use acquired skills to self-check writing done for other class assignments
- Use acquired skills to provide meaningful feedback to peers for other writing assignments
- View supplemental video on avoiding plagiarism if time permits
- Complete “How to Recognize Plagiarism” practice online

**Methods of Assessments/Evaluation:**

- Observe participation in in-class activities and discussions
- Monitor completion of feedback checklist and the revision process
- Grade Quiz 2
- Grade complete draft of research paper and final revised research paper
- Be held accountable for personal responsibilities including meeting deadlines, making effective use of class time, keeping materials organized, etc.
Print Resources:

- Research 8: Stage 3 Workbook (teacher developed)
- Various non-fiction and library books in the Glen Ridge High School Library

Online Resources:

- Alexandria. <alexhost.companioncorp.com>
- BCCLs. <www.bccls.org>
- Ebscohost databases <search.ebscohost.com>
- Facts on File databases <www.fofweb.com>
- Gale Virtual Reference Library and Opposing Viewpoints Resource Center <infotrac.galegroup.com>
- GRHS Library Website. <www.glenridge.org/21902081612825550/site/default.asp>
- GRHS Research 7 & 8 <www.glenridge.org/219020224143529997/site/default.asp>
- iParadigm. Turnitin.com <www.turnitin.com>
- Rosen Teen Health & Wellness <www.teenhealthandwellness.com>
- World Book Online <www.worldbookonline.com>
- Various websites related to their chosen thesis
- Easybib.com
- Google drive

Audio-Visual Resources: