

Designer Name(s): CGPercy  
 Subject Area: ELA  
 Unit Title/Focus: Research: Career Project Paper  
 Estimated Amount of Instructional Time: 10 days

Date: 4/25/2014  
 Grade Level(s):11

Stage 1 – (Desired Results)

*State Content and Skill Standards:*  
CCSS.ELA-LITERACY.W.11-12.8

Gather relevant information from multiple authoritative print and digital sources, using advanced searches effectively; assess the strengths and limitations of each source in terms of the task, purpose, and audience; integrate information into the text selectively to maintain the flow of ideas, avoiding plagiarism and overreliance on any one source and following a standard format for citation.

Students will understand that:

- Analytical questioning creates a purpose for research.
- Information can be acquired from various sources.
- What are the benefits of using multiple media to locate information?
- The research process requires the use of a variety of resources to ensure validity.
- Interpreting and analyzing research results will answer a variety of questions.

Students will understand that:

- Why do I research?
- What do I do when my immediate resources are not adequate?
- How do I know which resources fit my needs?
- How do I know my information is reliable (accurate, unbiased, current, and appropriate)?
- How does explaining my process help me to strengthen my research skills?
- How do I know when I have enough information to answer my question thoroughly?

**Big Idea(s)**

**Researching useful and accurate information requires creative thinking and authentic questioning.**

*What Students will know: (what knowledge will they acquire)*

- The process and craft of forming authentic questions.
- How to re-form and re-word questions as search results return less than useful information.
- How to identify credible sources of information.

*What Students will be able to do: (what will they eventually be able to do as a result of their skills learned/knowledge)*

- Craft search queries that return pertinent and specific information for their research topic.
- Identify and use alternative ideas from search results.
- Evaluate source credentials.

<b>Stage 2 - Assessment Evidence (acceptable assessment evidence that students understand)</b>	
<p><b>Performance Tasks:</b> (what authentic performance task (s) will students demonstrate understanding; by what criteria will it be judged?)</p> <p>Written research paper following MLA format guidelines. Presentation of final collection of information on specific aspects of a sample career.</p>	<p><b>Other Evidence:</b> (quizzes, tasks, academic prompts, homework, observations)</p> <p>Completion of an Evidence Document that collects adequate research data and the source of that data. Crafting search questions to return specified results. Collecting topic pertinent information.</p>

**Stage 3 - Learning Plan (sequence of teaching and learning activities that will produce desired understandings, engagement and development) Use WHERETO elements to help you:**

<p><b>Learning Activities:</b></p> <p>Where: Consider and evaluate possible career choices that might possibly provide them with direction for their future employment Hook: Students choose career choices that interest them Equip: Model career choice outcomes and changes Rethink/Revise: Consider possible career alternatives that require the same training as the focus career Evaluate: Using checklists have students self-evaluate and peer-evaluate substantial elements of the report Tailor career choices to include individual student interests and skills Organize using electronic templates to collect data and sources</p>
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W=help the students know WHERE the unit is going and WHAT is expected/Help teacher to know where the students are coming from (prior knowledge, interests)

H=HOOK all students and hold their interest

E=EQUIP students, help them EXPERIENCE the key ideas and EXPLORE the issue

R=Provide opportunities to RETHINK and REVISE their understanding/work

E (2)=Allow students to EVALUATE their work

T=Be TAILORED (personalized) to different needs, interests, and abilities of learners

O=Be ORGANIZED to maximize initial and sustained engagement as well as effective learning

<b>Assessment Tasks that Provide Evidence for Claims including DOK</b>	<input type="checkbox"/> <b>Claim #1/DOK 4</b>
	<input type="checkbox"/> <b>Claim #2/DOK 4</b>
	<input type="checkbox"/> <b>Claim #3/DOK 4</b>
	<input type="checkbox"/> <b>Claim #4/DOK 4</b>
<b>Achievement Level Descriptors</b>	<b>ALD #1:    ALD #2:    ALD #3:    <u>ALD #4:</u>    (circle one):</b>
<b>Materials/Resources</b>	<a href="https://www.wallingford.k12.ct.us/uploaded/Curriculum/SOCIAL_STUDIES_K-12/SS_K-12_EUs_&amp;_EOs.pdf">https://www.wallingford.k12.ct.us/uploaded/Curriculum/SOCIAL_STUDIES_K-12/SS_K-12_EUs_&amp;_EOs.pdf</a>