*English Instructional Plan –*

**Primary Strand: 8.9- research**

**Integrated Strand/s: 8.2- multimodal presentation, 8.6- nonfiction**

**Essential Understanding:**

Research:

* Understand that using multiple sources of information produces a more complete understanding of a topic
* Understand the importance of evaluating the intent of the author, which may include misinformation, bias, and unsupported assertions

Multimodal Presentations:

* Understand the elements of an effective presentation, including language and nonverbal communication appropriate to purpose and audience

Nonfiction:

* Understand that an author’s credentials and experiences contribute to his/her viewpoint
* Understand an author’s viewpoint refers to a bias or subjectivity toward the subject; a viewpoint can be positive or negative

 **Essential Knowledge, Skills, and Processes:**

Research

* Use secondary sources, which provide analysis, interpretation, or evaluation of the original information
* Evaluate the validity and credibility of information
* Use a variety of strategies to generate notes, determine the central ideas of a primary or secondary source, synthesize information, and provide an accurate summary
* Conduct short research projects to answer questions, drawing on several sources and generating new questions

Multimodal Presentations:

* Select and narrow the topic with attention to time limits and audience
* Answer questions and respond to comments with relevant evidence, observations, and ideas
* Articulate the purpose of the presentation
* Select and use information that clearly presents both sides of an issue
* Select vocabulary, tone, and style with audience and purpose in mind

Nonfiction

* Determine an author’s point of view or purpose in a text
* Analyze how the author acknowledges and responds to conflicting evidence or viewpoints
* Read several texts on a similar topic and synthesize what is read
* Use strategies for summarizing
* Analyze multiple accounts of the same event or topic, noting important similarities and differences in the point of view they represent
* Analyze two or more texts with conflicting information on the same topic and identify how the texts disagree
* Distinguish between subjective and objective writing
* Demonstrate comprehension and apply strategies to write about what is read.

 **Primary SOL:
8.9: Research**

* **a)** Formulate and revise questions about a research topic.
* **b)** Collect and synthesize information from multiple sources.
* **c)** Evaluate and analyze the validity and credibility of resources.
* **d)** Analyze information gathered from diverse sources by identifying misconceptions, main and supporting ideas, conflicting information, point of view, or bias.
* **e)** Cite primary and secondary sources using Modern Language Association (MLA) or American Psychological Association (APA) style.
* **f)** Quote, summarize, and paraphrase research findings.
* **g)** Publish findings and respond to feedback.

**Reinforced (Related Standard) SOL:**

**8.2. : Multimodal Presentations**

* c) Use effective verbal and nonverbal communication skills to deliver multimodal presentations.
* d) Cite information sources.
* e) Respond to audience questions and comments.
* f) Differentiate between Standard English and informal language.

**8.6. : Nonfiction**

* a) Skim materials to develop an overview or locate information.
* f) Analyze details for relevance and accuracy.
* g) Differentiate between fact and opinion.
* h) Identify the main idea.
* i) summarize the text, identifying supporting details.
* j) Identify cause-and-effect relationships.
* k) Evaluate, organize, and synthesize information for use in written and other formats.
* l) Analyze ideas within and between selections, providing textual evidence.
* m)Use reading strategies to monitor comprehension throughout the reading process.

**Academic Background/Language:**

* Students will learn the language of research: finding credible sources, using MLA or APA documentation, works cited, and the incorporation of ideas through quoting, paraphrasing, and summarizing.
* Students will learn the language of persuasion: identifying bias, considering their audience, and creating a proposal
* Students will learn the language of nonfiction: using relevant textual evidence to decipher fact from opinion, noticing causes and effects, identifying problems and solutions.

## **Materials**

* Students will need to have computers to use for research and for writing.
* Students will need to have a specific database for research such as ProQuest, ProCon.org, Newsela. There are many available through your school library.
* Students will need to have a place to save their papers such as Google Docs, Microsoft word.

Copies of the following resources:

* Project Citizen- Notes Slides
* Hyperdoc: Problems to Explore
* PAACO Lesson Slides
* Activists and Advocates Assignment
* Critical Friends Protocol
* Mixed Academic Level Peer Review

## **Student/Teacher Actions:**

**Identify the Problem:**

* Teacher introduces the Project Based Learning Experience using the “Overview of Project” slides: including driving question, sections of the project with guideline dates, and roles of each content area teacher.
* Students will generate a list of “need to knows.”
* Teacher will provide Hyperdoc and reading materials to broaden student thinking about possible topics as a way to provide guided student choice.
* Teacher will conduct a “chalk talk” activity to brainstorm and specify ideas about broader community concerns (Identifying Community Concerns in Google Classroom)
* Students complete the “Community Journal” assignment to identify communities they are a part of, problems those communities face and multiple causes of those problems. Teacher models how to do this by using communities they are a part of.
* Students will Narrow their Topic to ensure it is specific and feasible. Teachers confer with students during panther time to support those who struggle to generate or specify an idea.
* Students will plan and begin their background research and complete notes slides 7-10 of the Project Citizen Notes Slides.

**Analyze & Evaluate Solutions:**

* Teacher should conduct PAACO research lesson on reliable sources and how to cite them. Students with practice evaluating sources using the PAACO Google Form.
* Formative: Students will use the PAACO and citations resource guide to practice finding reliable sources, citing sources, and summarizing findings by researching examples of Famous Advocates and Activists. Students will share out examples of topics and strategies famous activists have focused on in the past.
* Teacher will deliver the “What Is A Policy” mini lesson on slides 11-17 of the Project Citizen Notes Slides.
* Students will then conduct research about current and past policies related to their topic Slides 18-20 of the Project Citizen Notes Slides.
* Teacher guides students through share out/ protocol using questions from the *Problem Identification & Analysis Form*

**Create Proposal for Action Plan:**

* Students will watch 12 year old Severn Cullis’s pesrsuasisve speech at the Rio Summit on youtube.com as a model to analyze how she targets her audience and persuades them.
* Student will determine their audience and proposal idea by completing Slides 22-26 of the Project Citizen Notes Slides.
* Students will consider how to defend their idea and persuade their audience, and plan their pitch on Slides 28-32 of the Project Citizen Notes Slides.
* Teacher will guide students through the Critical Friends protocol to help students revise and refine their ideas
* Teacher will use remediation period to conduct 5 min check in’s with a few students each day taking note of students who need more support.

**Present, Give/Get Feedback & Reflect:**

* Students present final products to an authentic audience.
* Teachers obtained space for the presentations
* Teachers invited families, administrators, and community members to the presentations
* Students were grouped so that some would present while the others observed and gave feedback on the presentations using the Share Fair Feedback Form.
* Students reflected on their projects on notes slides 33-36.

**Assessment (Diagnostic, Formative, Summative)**

* Teachers should confer with students as they complete the project framework and create final products.
* Students can be assessed on their completed notes slide deck and completed final product to present to the audience

**Writing Connections:**

* Students could summarize their research from “Identifying the Problem” to write an expository paragraph or essay or even an informational newspaper article with a specific claim and evidence to support it.
* Students could organize their research and ideas from analyzing and evaluating solutions and creating a proposal into a persuasive paragraph or essay with a specific claim and evidence to support it.

**Extensions and Connections (for all students)**

* As part of the proposal, the Civics teacher assigns letter writing to Congress assignment while the English teacher conducts a mini lesson on audience, tone, and revising grammar and mechanics.
* Project actions can be logged and counted towards community service hours
* During the research phase, the science teacher can guide students to read and use visual data or graphs and/or create graphs of data from their own surveys and experiments related to their research topic

**Strategies for Differentiation**

* Reduced number of sources or examples
* Provide sentence frames, e.g. “I think \_\_\_\_ because I know \_\_\_\_. At first I thought \_\_\_\_ but now I think \_\_\_\_ because \_\_\_\_.”
* For English Learners, provide topics that are representative of their culture and language backgrounds.