**TEACHER INSTRUCTIONAL UNIT**

**On**

**RESEARCH PROJECTS**

Component III: Pre-Post Assessments

Component IV: Student Engagement

Component V: 21st Century Classrooms

Component VI: Unit Lesson Plans

with evaluations and reflections

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**Component III: Pre-Post Assessments**

Lesson 2 includes a pre-test assessment and the completion of the research project is considered to be the post-test assessment.

**Component IV: Student Engagement**

Included are four quick student engagement assignments. The students answer four questions on a scale of 1 to 10 as to their learning and/or interest. These engagement assignments should only take 5 minutes. They come with lessons 5, 7, 10, and 12; however, teachers may use them more often, less often, and with whichever lessons desired.

**Component V: 21st Century Classrooms**

All of the lessons are available on the District portal for Debra Starks. At the moment, all the English teachers have been welcomed as members with “read only” rights. This allows all members to access all of the lessons for this instructional unit.

Because all of the lessons are online in the District portal, teachers have an option of going paperless. E-mail is always available as a means for communication throughout.

21st Century skills are included with each lesson.

**Component VI: 12 Unit Lesson Plans**

1. Introducing the Research Project
	* Prerequisite learning
		+ Students should have already mastered the art of writing in complete sentences with complete thoughts and with paragraphs.
	* Knowing what research is
	* Choosing a topic
	* Understanding the purpose of the assignment
	* Timeline
	* Attachments
		+ Rubric for Self-Assessment for research writing
		+ Example of calendar for organizing a timeline
2. Pre-Testing -- Mini Sample of Research Process
	* Pre-assessment process
	* Attachments
		+ Form for Note Taking
		+ Form for Self-evaluation
3. Locating a Non-Fiction Print Source
	* Resources needed: Library
	* Print sources vs non-print sources
	* Primary source vs secondary source
	* Decide on MLA, APA, or other style for Works Cited page
	* Attachments
		+ 4 pages with MLA bibliographic examples
		+ 3 pages with APA referenced examples
4. Locating a Non-Print Source
	* Prerequisite learning
		+ Print source vs non-print source (lesson 3)
		+ Primary source vs secondary source (lesson 3)
		+ Know how to open a Word document, copy, paste, save, and print
	* Searching using Google and similar search engines
	* Searching using EBSCO, an online database for magazines and much more
	* Searching using the HS Catalog for reliable online sources
5. Locating Other Types of Non-Print Sources and Saving Information
	* Prerequisite learning
		+ Print source vs non-print source (lesson 3)
		+ Primary source vs secondary source (lesson 3)
		+ Be familiar with MLA, APA, or other professional style for Works Cited (lesson 3)
	* Non-print sources
	* Student Engagement #1 of 4
	* Attachments
		+ Form for Student Engagement
6. Creating a Works Cited Page Using the Citation Machine from the Internet
	* Prerequisite learning
		+ Be familiar with MLA, APA, or other professional style for Works Cited (lesson 3)
	* Use of CitationMachine.net for citing sources for a Works Cited page
	* Attachments
		+ Example of MLA Works Cited page
		+ Example of APA Reference page
7. Selecting and Reading From a Variety of Print Sources with Skimming and Scanning
	* Prerequisite learning
		+ Be familiar with using the library computer catalog
		+ Be familiar with call numbers on books in library
	* Skimming and scanning
	* Non-print references and books
	* Student Engagement #2 of 4
	* Attachments
		+ Form for Student Engagement
		+ Exercises for Skimming/Scanning
8. Avoiding Plagiarism and Citing Sources
	* Prerequisite learning
		+ Examples of “common knowledge”
	* Materials needed
		+ Students need to bring in at least one print source
		+ Composition book for note book or note cards
		+ A classroom set (one card per student) of cards with the word “odd” or “even” on them; or a deck of cards because both odd and even numbers are included
	* Giving credit to authors/writers
	* Avoiding plagiarizing
	* Example of footnotes
9. Taking Notes
	* Materials needed
		+ Composition book, note book, or note cards
	* Organizing notes
		+ Composition book or notebook method
		+ Note card method
	* Taking notes
	* Attachments
		+ Form for Note Taking
10. Planning and Writing a Thesis Statement / Creating an Outline / Writing a Rough Draft Using Parenthetical References (4 or more 45-minutes periods or as needed)
	* Prerequisite learning
		+ Be familiar with MLA, APA, or other professional style for Works Cited (lesson 3)
		+ Knowledge of parenthetical citations and footnotes and giving credit (lessons 3 & 9)
	* Sample of questions to ask students for evaluating data
	* Organize notes
	* Thesis statement
	* Creating an outline
	* Writing the rough draft
	* Writing the conclusion
	* Student Engagement #3 of 4
	* Attachments
		+ Form for Student Engagement
11. Revising, Editing, Proofreading, Rewriting (4 or more 45-minute periods)
	* Students need a copy of rough draft
	* Reading the rough draft aloud
	* Suggestions for making the final draft better
	* Using editing and proofreading marks
	* Rewriting the draft
	* Attachments
		+ Form with proofreaders’ marks
12. Creating a Title Page and a Table of Contents; Finishing the Works Cited Page; and Organizing the Project (2 or more 45 minute periods)
	* Prerequisites
		+ Students should already have a finished paper to complete these final steps
	* Creating a Title Page
	* Use of headers
	* Creating a Table of Contents
	* Works Cited page
	* Organizing the final draft
	* Organizing a multi-genre project
	* Student Engagement #3 of 4
	* Attachments
		+ Form for Student Engagement
		+ APA Sample Title Page