

Jay Curriculum: Unit Cover Page

Unit title: Iditarod Research Unit

Grade Level: 7

Content Area(s): ELA

Date Created:

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Year 1 Map & Template Development

- Map/Matrix Completed
- Material & Resources Listed
- Draft Design Template Completed
- Initial Draft Template Document

Year 2 Piloting

- Develop:
- Performance Tasks
- Other Assessments
- Scoring Rubrics
- Piloted

Year 3 Review & Complete Assessment

- Performance Tasks Development
- Other Assessments Completed
- Scoring Rubrics Completed
- Reviewed/Revised Templates

Year 4

- Full Implementation
- Benchmarks Established

Standard(s)/Performance Indicators:

E 3
F 2
G 6, 10
H 1, 2, 3, 6, 7, 10

Unit: Iditarod Research Unit - 7

Brief Summary of Unit/Topic

Summary:

The Iditarod Unit is an interdisciplinary unit our team does with its students each year. As part of the language arts module for the unit, students will research and report on varied aspects of the Iditarod dog sled race. Students will present information they have gained as they've done research in an oral group presentation.

Stage #1: Identify Desired Results

Essential Question/s:

General understanding/s (What is worth being familiar with?)

Information is gained by asking questions and doing research to get those questions answered.

Students will know:

- Questions lead to research topics
- There are varied resources available for research
- Researchers need to give credit for information gained in research
- Information gained may be presented in oral and written products

Students will be able to:

- Develop questions for research
- Select research sources
- Write a bibliography
- Share information in an oral presentation and through visual displays

Enduring Understanding/s:

- A bibliography must be written to show sources used in research
- Information gained in research may be presented orally and in visual display projects

Stage #2: Evidence

What evidence will students have to provide in order to demonstrate that they have developed the skills, knowledge and understanding to successfully complete this unit?

Performance Tasks/Products/other assessments Performance tasks should have a <u>scoring guide</u> .	<i>Performance Indicators</i> for this task.* Example: ELA: C- 1,2,3 Science: B- 3,5,7 SS His: H- 2	<u>Modalities</u> K =Kinesthetic O =oral V =visual W =written	Are <u>examples</u> available to students? ? Y, N, or N/A	Component of Local Assessment System? Y or N (See aligned scoring guide .)
"The Race is On!" Research/Presentation: Students will be asked to design a presentation to convince prospective tourists (Classmates) that they want to hire their travel agency to plan their trip to the Iditarod. As the group prepares the presentation, each student must research one aspect of the topic using the internet, magazines, books, and teacher prepared materials. Note cards and a bibliography page will need to be completed by each member of the group. Research information will be pooled together as the group works on the presentation.	H1, H2, H3, H6, H7, H10			
Each group will prepare and oral presentation to "sell" their travel agency's plan for an Iditarod vacation to the class. The presentation needs to include a visual segment (posters, brochures, booklet, maps...) as well as an oral piece from each student in the group to share the information gained about the race, its participants, and the area where it is held	F2, G6, G10			
STUDENT SELF ASSESSMENT				
Students will vote on the travel agency they would hire for their Iditarod vacation based on criteria developed as a class	E3			
Student will evaluate their presentation based on criteria developed as a class.	E3			

*Abbreviate: English Language Arts= ELA, Career Preparation=CP, Modern and Classical Languages=MCL, Social Studies=SS, Visual and Performing Arts=VPA

Stage #3: Plan learning experiences & instruction

What teaching & learning experiences may equip students to develop & demonstrate the targeted understanding(s)? (activities/plans):

Class activities will include the following:

- Research Piece:
 - Students will view a video of the Iditarod or someone associated with the Iditarod to introduce the unit to the class.
 - The teacher will give students their performance task at the very beginning of this unit. Directions for the task will be handed to students so that all work done will focus on the task at hand...research and reporting. A rubric for the research and presentation piece will be given along with the performance task.
 - Teacher and students will develop a class list/chart to compile what they already know about the research topic, the Iditarod. Questions for research may be developed as students discuss what they already know, what they need to know, and what they would like to know about the topic. Students will focus their research on the questions they select to have answered.
 - Students will be placed into working groups. If necessary, class activities will be provided to help students work as a group. (Roles of each member, tasks, equality, cooperation...)
 - Discussion will be held regarding resources available to the class as they do their research. The teacher will display varied sources they may want to use. (A class "resource area" may be organized to house materials for students to use when in the room.)
 - Teacher will provide class activities to practice the use of varied resource materials.
 - Mini lessons will be presented on use of card catalog, index, table of contents when looking for information.
 - Varied mini lessons will be presented on ways to gather information.
 - Students will be instructed to keep track of progress through an individual reflection log to be completed periodically throughout the project.
 - Students will construct note cards of information gathered in their research.
 - Teacher will discuss correct ways to cite sources used in research.
 - Discussion of plagiarism will be held.
 - Students will be shown how to write a bibliography, will practice writing sample bibliographies, and will do a final bibliography once research is complete.
- Presentation of Information:
 - Students and teacher will review the performance task prior to their actual group work on the task.
 - Teacher will present models/examples of ways groups may present their information.
 - Students will work in groups selected earlier to plan their presentation, construct visual pieces for the presentation, and practice their class production.
 - Teacher and students will develop criteria for presentations sometime during the construction phase of the group projects. This criteria will be used to design a ballot to vote on which travel agency will be selected for the "Iditarod vacation trip".
 - Teacher and students will also develop a self evaluation form to be used by all class members.
 - Students will present their group productions to the class.
 - Class will fill out self-evaluations and vote on their top travel agency.
 - Teacher may choose to videotape the presentations. If this is done, a viewing may be held in a future class. Also, videos or presentations could be used as models for future research projects.

REFERENCES:

Unit plans and materials are teacher developed. The following resources were used to help construct the unit. Some resource materials may be used with students as needed throughout the unit. Write Source 2000 (Great Source Education Group), Reason and Write (Good Apple, Inc.), Easy Steps to Writing Fantastic Research Reports (Scholastic Professional Books).