

# Jay Curriculum: Unit Cover Page

**Unit title:** Library Research

**Grade Level:** 9

**Content Area(s):** Freshman Essentials

**Date Created:**

**Designed By:** Shelley Joyce

## **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:**

	ELA
D	1
E	2
H	1, 2, 4-8, 10, 11
	MCL
F	1

**Unit:** Library Research

**Brief Summary of Unit/Topic**

**Summary:**

In this unit students will learn how to gather information from a variety of information sources to prepare to write a formal research paper. In this unit, students will learn the different sources available to them in our school library and how to use each resource –including computer and electronic driven resources.

**Stage #1: Identify Desired Results**

**Essential Question/s:**

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

**Students will know:**

- How to use library resources to gather information from a variety of sources
- How to write a formal bibliography

**Students will be able to:**

- Use library resources to gather information from a variety of sources
- Write a formal research paper properly documented

**Enduring Understanding/s:**

- Students will know how to use the informational tools available to them in the school library
- Students will know how to use the computers in the school for research purposes and for word-processing
- Students will know how to properly cite and document a formal research paper
- Students will know and understand plagiarism
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## 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: <b>ELA: C- 1,2,3</b> <b>Science: B- 3,5,7</b> <b>SS His: H- 2</b>	<u>Modalities</u> <b>K</b> =Kinesthetic <b>O</b> =oral <b>V</b> =visual <b>W</b> =written	Are <u>examples</u> available to students? ? <b>Y, N, or N/A</b>	Component of Local Assessment System?  <b>Y or N</b> (See <u>aligned scoring guide</u> .)
QUIZZES, TESTS, PROMPTS				
Formal Bibliography				

\*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):**

- Students will be assigned a research topic
- Students will learn the different resources available to them in the school library and how to use each resource
- Students will gather the necessary research information for their topic from a variety of sources.
- Students will learn the proper way to cite and document information resources
- Students will learn how to write a formal bibliography

### **REFERENCES:**