

Teacher: Mr. Kosin

Date: October 11 – 29, 2010

School: Academy of Scholastic Achievement

Subject: Research Writing

Grade(s): 12

Overview of Class:

Students will learn and incorporate the components necessary to produce and present a professional research paper on a given topic. The first quarter will be devoted to mini research projects. Each project will touch on the components of a large scale research project. The course will culminate with the students writing a ten page research paper. The topics for each project are intended to be issues that students face in their lives. According to a survey taken of ASA students, Sexually Transmitted Diseases are a topic of concern to a number of the students. The mid-term evaluation of the students will be a three week unit devoted to research, prior knowledge, prevention and professional advice on the topic of Sexually Transmitted Diseases.

Prevention Strategies Utilized (and How):

I plan to have students read articles, listen to experts, debate and write about the risks associated with careless sexual behavior. Through these activities students will become more aware of the correlation between behavior, prevention and containment in respect to Sexually Transmitted Diseases. Through these activities students will be exposed to information and participate in activities that challenge the concepts of personal responsibility and accountability. Evidence based Strategies used are:

Engaging students in community prevention efforts: Students will work with an actual community organization to help address the problem.

Correcting misperceptions of norms: Through research students will understand the facts about STDs. One main area of concentration will be on the idea of “who gets an STD” students hear the statistics, but in conversation are hesitant to believe that they or someone they know are likely to get an STD

Increasing perception of personal risk: Through newly acquired knowledge students will be more informed and able to make fact based decisions. Fact based decision making is one accomplishment, acknowledging how these facts effect your everyday life is just as or even more important. Students will be able to take this new knowledge and apply it to interactions they have with other in their lives and the community.

Developing or enhancing life skills: The outcome of this project will give students the ability to affect their life and the lives of others. The research of STD, and understanding the scope of the issue will provide students with concrete tools to make

choices and decisions for themselves and those around them. The presentations provide a back drop to enhance communication skills as well.

English Goals: 1) Read with understanding and fluency; 2) Write to communicate for a variety of purposes; 3) Listen and speak effectively in a variety of situations; and 4) Use language arts to acquire, assess and communicate.				
Week 1 - Day 1				
Objective: Though listening to a story about a teenager who contracts a STD and how her life has changed because of her actions, group discussion, and independent research via the internet students will discuss what they know about STD's				
Time	Activities	Illinois and SEL Standards	Resources	Assessments
6 minutes	Do Now – Brainstorm your prior knowledge and experiences with STDs	1.C.5c Critically evaluate information from multiple sources		
10 minutes	Group discussion about brainstorm list. Discuss assumptions versus realities based off of discussion and research			
5 minutes	Based on group discussion build a list of questions you as a class want answered about STDs.			Depth and relevance of list
15 minutes	Search and log websites where you found answers to your questions or other resources you can use to find the answers.	5.A.5a Develop a research plan using multiple forms of data	Computer with internet	Check student's logs and confirm validity of websites based on the criteria that has been established
9 minutes	Share information and resources you found with classmates		ASA Speaking Guides	
10 minutes	Exit Slip – has the research you conducted affirmed what you know or created more questions			

Week 1 - Day 2

Objective: Students will increase their knowledge of STDs through analyzing total cases, geographic concentration of cases ,costs, containment, rate of spread and treatment.				
Time	Activities	Illinois and SEL Standards	Resources	Assessments
5 minutes	Bell ringer – Make a list of all the STDs you are aware of			
10 minutes	Discuss lists and add or subtract based on duplication		Bell Ringer	
20 minutes	In pairs students will each take two STDs and do preliminary research on it, including demographics, effects, cost, and containment and spreading rates	5.A.5a Develop a research plan using multiple forms of data	Computer with internet	Check sources and information students find
15 minutes	Each team will take turns presenting their findings and answering questions	5.C.3c Take notes, conduct interviews, organize and report information in oral, visual and electronic formats	ASA Speaking Guides	Oral Presentation Rubric Please attach a copy of the rubric
5 minutes	Exit slip – reflect on what you have learned and begin to think about any specific impact of STDs you would like to research			

Week 1 - Day 3				
Objective: Students will learn to define research parameters and synthesize information				
Time	Activities	Illinois and SEL Standards	Resources	Assessments
5 minutes	Bell ringer – choose a segment of research (total cases, geographic concentration of cases ,costs, containment, rate of spread and treatment) you are interested in pursuing and state why			

10 minutes	Discuss the parameters / segments and create research teams	5. A.4a Demonstrate knowledge of strategies needed to prepare a credible research report (e.g., notes, planning sheets).	Research Paper Outline	
25 minutes	Research teams (established yesterday) will outline the segment they have chosen and present the outline to the teacher. Once approved they will begin the research	5. B.5a Evaluate the usefulness of information, synthesize information to support a thesis, and present information in a logical manner in oral and written forms.	Computer with Internet Outline with criteria points	Outline and segment
10 minutes	Each team will present one piece of research they have found on their segment and present it to the class	5. C.3c Take notes, conduct interviews, organize and report information in oral, visual and electronic formats.	ASA speaking guidelines	Oral Presentation Rubric
5 minutes	Exit slip – reflect on what you have learned and how it impacts a community			

Week 1 - Day 4				
Objective: Students will develop a greater understanding individual and family impact of STDs				
Time	Activities	Illinois and SEL Standards	Resources	Assessments
5 minutes	Bell ringer – quietly reflect on the individual impact STDs can have on teenagers			
15 minutes	Search the internet for individual accounts of living or dying from an STD.	5.B.5b Credit primary and secondary sources in a form appropriate for presentation or publication for a particular audience	Computer with internet	Summarize stories

10 minutes	Share the stories found with the class		ASA speaking guidelines	Oral Presentation Rubric
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Week 2 - Day 1

Objective: Students will learn to synthesize research into writing and find personal? relevance and community connections in their research				
Time	Activities	Illinois and SEL Standards	Resources	Assessments
5 minutes	Bell ringer – Grammar worksheet	SG 3.A.1	Department developed grammar worksheet.	
15 minute	In small groups established to create a paper discuss what each group has found relative to the STD research chosen	5. B.5a Evaluate the usefulness of information, synthesize information to support a thesis, and present information in a logical manner in oral and written forms.		Check students individual summary of the research
10 minutes	Discuss various segments of society that STD's affect.	5.B.5b Credit primary and secondary sources in a form appropriate for presentation or publication for a particular audience		
23 minutes	Choose a segment (total cases, geographic concentration of cases costs, containment, rate of spread and treatment) and begin individual research on the topic	5. B.5a Evaluate the usefulness of information, synthesize information to support a thesis, and present information in a logical manner in oral and written forms.	Computer with internet	Check sources and summarized information
5 minutes	Exit slip – why did you choose your segment, what do you hope to find			

Week 2 - Day 2

Objective: Students will learn to synthesize research into writing and find peer relevance and community connections in their research				
Time	Activities	Illinois and SEL Standards	Resources	Assessments
5 minutes	Bell ringer – Grammar worksheet	SG 3.A.1	Department developed grammar worksheet.	
10 minutes	Continue individual research on STDs segments (total cases, geographic concentration of cases costs, containment, rate of spread and treatment)	5.B.5a Evaluate the usefulness of information, synthesize information to support a thesis, and present information in a logical manner in oral and written forms	Computer with internet	
20 minutes	Research community organizations that deal with STD's from an internet search. Share findings about strategies for prevention and how your segment is influenced by a prevention strategy	5.B.5a	Computer with internet, Service providers list (in ASA handbook)	Student's list of organizations
18 minutes	Group discussion of findings about community organizations and what they do	4.B.4d Use verbal and nonverbal strategies to maintain communication and to resolve individual and group conflict		
5 minutes	Exit slip – How will the a community organization benefit from your research			

Week 2 - Day 3

Objective: Students will learn to understand and create connections and relevance to their research				
Time	Activities	Illinois and SEL Standards	Resources	Assessments

5 minutes	Bell ringer – Grammar worksheet	SG 3.A.1	Department developed grammar worksheet.	
25 minutes	Watch excerpts from the movie “and the band played on” Quick write connects from the movie to your research, personal experiences and the movie	5. B.5a Evaluate the usefulness of information, synthesize information to support a thesis, and present information in a logical manner in oral and written forms.	Movie “The Band Played On”	Notes from movie
15 minutes	Discuss connections to the movie and your research			Group discussion
10 minutes	Get names and phone numbers and emails of community organizations that you want to contact	5.A.3a Identify appropriate resources to solve problems or answer questions through research	Computer with internet, Service providers list (ASA handbook)	List of organizations

Week 2 - Day 4				
Objective: Students will develop greater understanding in executing components of research in a paper				
Time	Activities	Illinois and SEL Standards	Resources	Assessments
5 minutes	Bell ringer – Grammar worksheet	SG 3.A.1	Department developed grammar worksheet.	
10 minutes	Discuss the components of a research paper and start to place your research into an outline.	5.A.3a Identify appropriate resources to solve problems or answer questions through research	Research Paper Outline	Outline
28 minutes	Continue placing research into outline form and work on introduction	5. B.5b Credit primary and secondary sources in a form appropriate for presentation or publication for a particular audience.	Computer with internet	Outline

10 minutes	Continue to seek out community organizations	5.A.3a	Computer with internet, Service providers list (ASA handbook), phone	List of organizations
5 minutes	Exit slip – list four sources you are going to use			

Week 2 - Day 5

Objective: Students will create a connection between the community and their research				
Time	Activities	Illinois and SEL Standards	Resources	Assessments
25 minutes	Email community organizations explaining your research and how you think it could be beneficial to them. Take cues from what you learn and incorporate the notion that professional intervention and assistance is always better than self diagnosis and treatment	5.C.5a Using contemporary technology, create a research presentation or prepare a documentary related to academic, technical or occupational topics and present the findings in oral or multimedia formats	Computer with internet	Professionalism and clarity of emailed messages
5 minutes Total of 30 min? ** Friday classes are 30 minutes	Exit slip – list the organizations you contacted			

Week 3 -Day 1

Objective: Students will learn to assess feedback and implement community influences				
Time	Activities	Illinois and SEL Standards	Resources	Assessments
5 minutes	Bell ringer – Grammar worksheet	SG 3.A.1	Department developed grammar worksheet.	Correct bell ringer

18 minutes	Read and assess feedback from emails sent last week (teacher will follow up with organizations)	5.B.5a Evaluate the usefulness of information, synthesize information to support a thesis, and present information in a logical manner in oral and written forms	Computer with internet	
25 minutes	Discuss your findings based off feedback from emails with the class.	5.B.5a		
10 minute	Quick write – what organization will be best served by your research			Rationale for choosing an organization

Week 3 - Day 2

Objective: Students will learn to synthesize research into writing and find personal? relevance and community connections in their research				
Time	Activities	Illinois and SEL Standards	Resources	Assessments
5 minutes	Bell ringer – Grammar worksheet	SG 3.A.1	Department developed grammar worksheet.	
53 minutes	Work on researching the individual segment chosen on the topic of STD's	5. B.5a Evaluate the usefulness of information, synthesize information to support a thesis, and present information in a logical manner in oral and written forms.	Computer with internet	Preliminary research and source credibility

Week 3 - Day 3

Objective: Students will learn to synthesize research into writing and find personal? relevance and community connections in their research				
Time	Activities	Illinois and SEL Standards	Resources	Assessments

5 minutes	Bell ringer – Grammar worksheet	SG 3.A.1	Department developed grammar worksheet.	
35 minutes	Work on researching the individual segment chosen on the topic of STD's	5.A.5b Research, design and present a project to an academic, business or school community audience on a topic selected from among contemporary issues	Computer with internet	Preliminary research and source credibility
18 minutes	Individually meet with students to discuss direction and progress	4. B.4d Use verbal and nonverbal strategies to maintain communication and to resolve individual and group conflict.		Preliminary research and source credibility

Week 3 - Day 4				
Objective: Students will learn to synthesize research into writing and find personal? relevance and community connections in their research				
Time	Activities	Illinois and SEL Standards	Resources	Assessments
5 minutes	Bell ringer – Grammar worksheet	SG 3.A.1	Department developed grammar worksheet.	
35 minutes	Work on researching the individual segment chosen on the topic of STD's	5.A.5b Research, design and present a project to an academic, business or school community audience on a topic selected from among contemporary issues	Computer with internet	Preliminary research and source credibility
18 minutes	Individually meet with students to discuss direction and progress			Preliminary research and source credibility

Week 3 - Day 5				
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Objective: Students will learn to synthesize research into writing and find personal? relevance and community connections in their research				
Time	Activities	Illinois and SEL Standards	Resources	Assessments
30 minutes	Work on researching the individual segment chosen on the topic of STD's	5. A.5a Develop a research plan using multiple forms of data.	Computer with internet	Preliminary research and source credibility

Week 4 – Day 11				
Objective: Students will be able to take the research done on STD's and implement them into their paper				
Time	Activities	Illinois and SEL Standards	Resources	Assessments
56 minutes	Finish typing paper	3. B.4a Produce documents that exhibit a range of writing techniques appropriate to purpose and audience, with clarity of focus, logic of organization, appropriate elaboration and support and overall coherence.	Computer with internet	Research paper

Week 4 – Day 2				
Objective: Students will make predictions based off their paper as to how they apply to ASA students				
Time	Activities	Illinois and SEL Standards	Resources	Assessments
5 minutes	Bell ringer – Grammar worksheet	SG 3.A.1	Department developed grammar worksheet.	
20 minutes	Discuss why and how the components (total cases, geographic concentration of cases costs, containment, rate of spread and treatment) can be introduced into the ASA community	5.A.5b Research, design and present a project to an academic, business or school community audience on a topic selected from among contemporary issues	Student written paper on STD's	Discussion
15 minutes	Discuss formatting of oral presentations	4. A.5b Use techniques for analysis, synthesis, and	ASA Speaking Guides	

		evaluation of oral messages.		
15 minutes	Work on outline	3. B.2a Generate and organize ideas using a variety of planning strategies (e.g., mapping, outlining, drafting).		Clarity and depth of outline

Week 4 – Day 3				
Objective: Students will transfer research and their paper into an oral presentation				
Time	Activities	Illinois and SEL Standards	Resources	Assessments
5 minutes	Bell ringer – Grammar worksheet	SG 3.A.1	Department developed grammar worksheet.	
30 minutes	Students give first run of oral presentations	4.B.5a Deliver planned and impromptu oral presentations, as individuals and members of a group, conveying results of research, projects or literature studies to a variety of audiences (e.g., peers, community, business/industry, local organizations) using appropriate visual aids and available technology	ASA Speaking Guides	Oral Speaking Rubric
15 minutes	Discuss the presentations we saw	4. A.5b Use techniques for analysis, synthesis, and evaluation of oral messages.		
15 minutes	Work on the “hook” to gain interest	3.B.4c Evaluate written work for its effectiveness and make recommendations for its improvement		Research Paper Rubric

Adaptations to Address Cultural Diversity Needs: The students will be spending time researching. This project will allow them to look at many different angles, covering a wide spectrum of needs.

Adaptations for Special Need Students: Written, oral and visual cues will tap different learning styles.

Service Learning Plan: Students will spend time working with a community organization.

Attach-homework, articles, 40 assets and survey, sample paper, sample outline and essays.