

Teacher(s)	Nicole Delaney	Subject group and discipline	Language and Literature-		
Unit title	Journey through Social Justice	MYP year	3rd	Unit (hrs)	duration 45

Inquiry: Establishing the purpose of the unit

Key concept	Related concept(s)	Global context
Perspective	Style, Audience, Point of View	Fairness and Development

Statement of inquiry

The purpose of research is to communicate information and ideas through a directed purpose while connecting texts and synthesizing new ideas.

Inquiry questions

Factual—

1. How do I create a research paper?
2. How do I know my information is reliable (accurate, unbiased, current, and appropriate)?
3. Interpreting and analyzing research results will answer a variety of questions. • How does explaining my process help me to strengthen my research skills?
4. How do I know when I have enough information to answer my question thoroughly?

Conceptual—

1. Why do we research a variety of ideas?
2. How does research affect your understanding of the topic or question being investigated?

Debatable—

1. Why research topics about about social justice?
2. How is research an essential part of literacy and and communication?

Objectives- Criterion	Summative assessment	
Objective C: Producing text i. produce texts that demonstrate insight, imagination and sensitivity while exploring and reflecting critically on new perspectives and ideas arising from personal engagement with the creative process ii. make stylistic choices in terms of linguistic, literary and visual devices, demonstrating awareness of impact on an audience iii. select relevant details and examples to develop ideas.	Outline of summative assessment task(s) including assessment criteria: <u>Inquiry Based Research Paper:</u> <ul style="list-style-type: none"> · 2-3 pages in length · 3-8 sources- half of which must be PRIMARY sources. · Regular margins, 12 pt., black, font in Arial or Times New Roman · Double spaced · Works cited page at the end in MLA format · Works cited does NOT count in page count. <u>The Visual:</u> <ul style="list-style-type: none"> · 5-10 Visual representations of the topic (pictures) with full explanations. · 1-2 Videos either embedded or linked- No longer than 3-5 minutes (if doing hard copy-printout link and glue on board) · One poem about the topic- explained · 1-2 Primary source accounts about the topic/era- explained · An understandable and linear layout of the information · If you use any sources for your visual, that are not used on the research paper, add them to the works cited page of the research paper 	Relationship between summative assessment task(s) and statement of inquiry: <p>The purpose of research is to communicate information and ideas through a directed purpose while connecting texts and synthesizing new ideas.</p> <p>The summative assessment for this project is a three-fold assessment where the students will produce an inquiry based research paper, a technologically based visual and present it all in a speech to the class.</p>

	Options: Create a digital presentation	
Approaches to learning (ATL)		
Communication Skills: Exchanging thoughts, messages and information effectively through interaction <ol style="list-style-type: none"> 1. Give and receive meaningful feedback 2. Use appropriate forms of writing for different purposes and audiences 3. Reading, writing and using language to gather and communicate information 4. Read critically and for comprehension 5. Read a variety of sources for information and for pleasure 6. Write for different purposes Social: Working Effectively with others <ol style="list-style-type: none"> 1. Take responsibility for one's own actions 2. Manage and resolve conflict and work collaboratively in teams 3. Listen actively to other perspectives and ideas Self Management: Managing Time and Tasks effectively <ol style="list-style-type: none"> 1. Select and use technology effectively and productively 2. Plan strategies and take action to achieve academic goals Research: Analyzing and Evaluating issues and ideas <ol style="list-style-type: none"> 1. Gather and organize relevant information to formulate an argument 2. Interpret data 3. Draw reasonable conclusions and generalizations 4. Develop contrary or opposing arguments 5. Use brainstorming and mind mapping to generate new ideas and inquiries 		
Action: Teaching and learning through inquiry		
Content: Standards	Learning process	
W.8.1 Write arguments to support claims with clear reasons and relevant evidence. (Includes a–e) W.8.2 Write informative/explanatory texts to examine a topic and convey ideas, concepts, and	Learning experiences and teaching strategies Week 1: <ol style="list-style-type: none"> 1. Go through notes on the Big six research Model and what Guided Inquiry is. 2. Pair up and brain storm several possible topics on social justice. 	

<p>information through the selection, organization, and analysis of relevant content.</p> <p>RI.8.1 Cite the textual evidence that most strongly supports an analysis of what the text says explicitly as well as inferences drawn from the text.</p> <p>RI.8.2 Determine a central idea of a text and analyze its development over the course of the text, including its relationship to supporting ideas; provide an objective summary of the text.</p> <p>RI. 8.3 Analyze how a text makes connections among and distinctions between individuals, ideas, or events (e.g., through comparisons, analogies, or categories).</p> <p>RI.8.5 Analyze in detail the structure of a specific paragraph in a text, including the role of particular sentences in developing and refining a key concept.</p> <p>RL.8.9 Analyze how a modern work of fiction draws on themes, patterns of events, or character types from myths, traditional stories, or religious works such as the Bible, including describing how the material is rendered new.</p> <p><u>Writing: Conventions</u></p> <p>L.8.1 Demonstrate command of the conventions of standard English grammar and usage when writing or speaking. (+ 4 pts from rubric)</p> <p>L.8.2 Demonstrate command of the conventions of standard English capitalization, punctuation, and spelling when writing.</p> <p>L.8.3 Use knowledge of language and its conventions when writing, speaking, reading, or listening.</p> <p>SL.8.01d Comprehension and Collaboration: Engage effectively in a range of collaborative discussions</p>	<p>Week 2:</p> <ol style="list-style-type: none"> Notes on Creating a research paper and wading through internet research. Exploration of TEL and google scholar for research training Start working on narrowing topic and crafting inquiry question. <p>Weeks 3-5:</p> <ol style="list-style-type: none"> Research and work time in pairs Instructions on how to construct a works cited page <p>Week 6:</p> <ol style="list-style-type: none"> Using technology to present research, writing, and visual. <p>Formative assessment:</p> <ul style="list-style-type: none"> Discussion and Notes over the research methods, TEL, Social justice and BIG 6 Turn in of NARowed topics, Notes, and approval of Inquiry Question Weekly Progress checks for research notes and works cited list <p>Differentiation:</p> <ol style="list-style-type: none"> Instead of 3-7 page paper- students needing differentiation would only be required to do 2-5 pages. Instead of 3-8 sources- 3-5 sources Extended time if necessary No limitations on presentation time Present to a smaller group if necessary
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(one-on-one, in groups, and teacher-led) with diverse partners on grade 8 topics, texts, and issues, building on others' ideas and expressing their own clearly. Acknowledge new information expressed by others, and, when warranted, qualify or justify their own views in light of the evidence presented.

SL.8.06 Presentation of Knowledge and Ideas: Adapt speech to a variety of contexts and tasks, demonstrating command of formal English when indicated or appropriate. (See grade 8 Language standards 1 and 3 on page 52 for specific expectations.)

Resources

Chromebooks

On-line programs:

Wikispaces,

Prezi,

Youtube,

Google Docs

Google classroom

Google slides

Blogger

Paper

Reflection: Considering the planning, process and impact of the inquiry

Prior to teaching the unit	During teaching	After teaching the unit
<p>Students have been consistently exposed to varying levels of articles and informational text compared to literature. In this unit, they will be asked to take their evidence citing one step further and pair it with a study of social justice and research. Students will be focusing on the relevancy of the citing and the skill of responding to the evidence. The skill will lie in the development of the thesis and the ability to support the thesis with evidence. Prior to this unit, the students have supported short answers and used their informational text articles to respond to answers, but have not necessarily developed a thesis and used the article to support the thesis.</p>	<p>The focus of research for the three blocks of 8th graders in this section is to ensure that future success in research can be achieved. The main steps of research will be emphasized through the Big 6 research model. Providing students with a sound foundation on a smaller scale will be vital to their success. During first step: students will narrow down research topics using brainstorming techniques and guided inquiry. After the foundation information has been conveyed, much of the rest of the unit is facilitating the guided inquiry process, the research process, and ensuring students are on track, on task and being productive with their in-class work time.</p> <p>**This unit is still in process, I'm not prepared to finish my after teaching due to the fact that we have not completed our actual writing and I have not had the opportunity to read actual research papers.**</p>	

8th Grade Language and Literature Rubric

Student Name:

Semester: Fall/Spring

Criterion C:	0	1-2	3-4	5-6	7-8
Criterion C: Producing Text	The student does not reach a standard described by any of the descriptors below.	The student produces texts that demonstrate limited personal engagement with the creative process; demonstrates a limited degree of thought, imagination or sensitivity and minimal exploration and consideration of new perspectives and ideas	The student produces texts that demonstrate adequate personal engagement with the creative process; demonstrates some degree of thought, imagination and sensitivity and some exploration and consideration of new perspectives and ideas	The student produces texts that demonstrate considerable personal engagement and understanding of selected inquiry topic, with the creative process; demonstrates considerable thought, imagination and sensitivity and substantial exploration and consideration of new perspectives and ideas	The student produces texts that demonstrate a high degree of personal engagement and understanding of the selected inquiry topic, the creative process; demonstrates a high degree of thought imagination and sensitivity to the topic, and perceptive exploration and consideration of new perspectives and ideas
		The student makes minimal stylistic choices in terms of linguistic, literary and visual devices, demonstrating limited awareness of content and impact on an audience	The student makes some stylistic choices in terms of linguistic, literary and visual devices, demonstrating adequate awareness of content and impact on an audience	The student makes thoughtful stylistic choices in terms of linguistic, literary and visual devices, demonstrating good of content and impact on an audience	The student makes perceptive stylistic choices in terms of linguistic, literary and visual devices, demonstrating clear awareness of content and impact on an audience
		The student selects few relevant details and examples to develop ideas.	The student selects some relevant details and examples to develop ideas.	The student selects sufficient relevant details and examples to develop idea and a perspective.	The student selects extensive relevant details and examples to develop ideas and a distinctive perspective with precision
		Final Criterion C Score: _____			

