Python Coding – Research Paper   Length: 6 Weeks
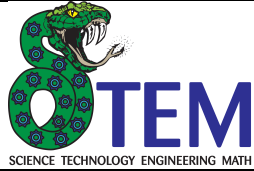
	Language Arts Unit Plan	
Teacher: Greg Kubisak	Grade: 10	Course: English

Unit Title: Python Coding – Research Paper

LEARNING TARGETS

LT1: Key Ideas and Details:
- I can analyze the development of the theme throughout a text, including how it is shaped by specific details/events.
- I can determine the central idea in a text, and analyze how its development and how it emerges and is shaped through details.

LT2 : Craft and Structure
- I can analyze how an author's choices about text structure, event order, and time manipulation, create effects such as a mystery, tension, or surprise.
- I can analyze how an author's ideas or claims are developed or refined by specific parts of the text.

LT3 : Integration of Knowledge and Ideas
- I can analyze how an author draws on or transforms source material from a specific work (allusion).

LT4: Range of Reading and Text Complexity
- I can read and comprehend informational text appropriate for the 9-10 grade span.
- I can read and comprehend literature at the nine-ten grade span; reading literature appropriate to my grade level and skill.

LT5: Text Types and Purpose
- Write informative/explanatory texts to examine and convey complex ideas.

LT7: Research to Build and Present Knowledge
- I Can conduct short as well as more sustained research projects
- I can gather relevant information from multiple . . . sources . . . avoiding plagiarism
- I can draw evidence from . . . texts to support analysis, reflection, and research

LT11: Conventions
- I can demonstrate command of the conventions of standard English grammar and usage.

UNIT OVERVIEW	Overall summary of the unit, activities, tasks, and/or content.

One of students' biggest complaints about school is that they can never study what is important to them. In this unit, students have a choice! They have the opportunity to work with peers to identify a topic of interest, develop a big question in small groups, then focus on researching their own niche within the topic. Groups will choose a novel to read and workshop as a group in order to have a common launching point for their research.

Students will apply knowledge of research techniques to assist with developing their historical stories for the Python PBL unit. In their stories, students will integrate primary sources into their stories about WWII characters. Students will attribute their research following the MLA citation format.

MOTIVATORS	Hooks for the unit and supplemental activities. (PBL scenarios, video clips, websites, literature)

At the beginning of the unit, students will be asked about the things they wished they could learn in school: if they could design a unit of research, what would they study. After individual thought, students will brainstorm in table groups. Table groups will share their topics with the class while a volunteer writes them on the board. Students will then be allowed to break into interest groups for further discussion of the topics and how they could be turned into a research project.

Week	Learning Targets	Materials & Resources	Instructional Procedures	Differentiated Instruction	Assessment
1	Research to Build and Present Knowledge (CCSS.W.9-10.2)

PBL LT1: Research to Build and Present Knowledge (CCSS.W.9-10.8) | Common Sense Media provides book reviews including age-appropriateness and controversial topics

iPad Apps:
• GoodNotes for composing and notating texts
• Edmodo for turning in assignments
• Google Docs for composing texts
• Google Drive for organizing and sharing | Essential Questions
How do I conduct scholarly research?
What is important to me?
What do I wish was taught in school but is not?

Set
After a discussion of literary themes, we will brainstorm in small groups, then as a class, ideas for the theme of the unit.

Teaching Strategies
Students will do a quick individual brainstorm about what is important to them. We will then share and discuss ideas as a class.

Based on class discussion, students will form groups based on shared interests. Small groups will discuss and submit a topic proposal.

Upon topic approval by teacher, students will begin researching novels that relate to the topic, then submit a proposal to the teacher including novel title, author, relevance to the topic, and a link, if available, to the book's Common Sense Media page.

Upon book approval, which may require parental acknowledgement, groups must submit a plan of work for their unit. This must include dates for obtaining their novels and when they will be finished.

Mini lessons:
• Scholarly Research and source reliability
• How to use AML app and Chattanooga State Community College library | Remediation
Peer Tutoring
Office Hours

Enrichment
Students will choose challenging and interesting topics for research.

Learning Styles
Collaborative (social)
Auditory
Visual
Physical | Formative:
Topic Proposal
Novel Proposal |

		class documents • Access My Library (AML) app for accessing scholarly databases	resources. Library Day (last day of class): Students will go to the Chattanooga State Community College library to begin research. Python Coding: Students will learn about research. Primary and secondary source identification will be reviewed. <u>Summarizing Strategy</u> Students will demonstrate initial understanding of research to build and present knowledge by proposing a topic for research and a novel to read in small groups. <u>Homework</u> Research proposal if not finished in class. Novel Proposal if not finished in class.		
2	Research to Build and Present Knowledge (CCSS.W.9-10.2) Conventions (CCSS.L.9-10.1-3) Craft and Structure (CCSS.R.9-10.4-6) Integration of Knowledge and Ideas (CCSS.R.9-10.7-9) PBL LT1: Research to Build and Present Knowledge (CCSS.W.9-10.8)	Purdue OWL for MLA citations iPad Apps: • GoodNotes for composing and notating texts • Edmodo for turning in assignments • Google Docs for composing texts • Google Drive for organizing and sharing class documents • Access My Library (AML) app for accessing scholarly databases	<u>Essential Questions</u> Where do I begin research on a complex topic? How can I keep track of research? <u>Set</u> Teacher will introduce research journals to students. Students will read at least one article on their topic each day and write a brief response noting the relevance to their chosen topic. <u>Teaching Strategies</u> Mini Lessons: • Grammar topics on Edmodo • MLA Citations • Reinforce source reliability Students will discuss in table groups how they learn about current events and news. Since may of the group topics will be evolving in real-time, we will discuss strategies for staying abreast of current events such as Google Alerts and various social media tools. Students will begin reading at least one article per day about their topics. While groups may use the same articles, they should strive for more diversity in their topics. Students will keep a research journal in which they will write brief responses to the articles they read noting relevance to the topic and making connections to other sources and their novel. Teacher will explain and model a proper MLA citation. Students will also include a properly formatted MLA citation for each entry. Python Coding: Students will apply MLA citation procedures to PBL history story. <u>Summarizing Strategy</u> Students will demonstrate initial understanding of research to build and present knowledge by examining five scholarly articles and completing MLA citations for them. Students will demonstrate understanding of Conventions by completing grammar quizzes	<u>Remediation</u> Peer Tutoring Office Hours <u>Enrichment</u> Students will find compelling images and respond to them in their journals. <u>Learning Styles</u> Collaborative (social) Auditory Visual Physical	Formative: Teacher will check research journals and confer with students Grammar quizzes on Edmodo

			then applying their knowledge in responses to their scholarly articles. Homework Daily article responses if not finished in class. Grammar topics and quizzes on Edmodo if not finished in class. Groups will submit Literature Circle plans Must have novels by Monday		
3	Research to Build and Present Knowledge (CCSS.W.9-10.2) Key Ideas and Details (CCSS.RI.9-10.1-3) Craft and Structure (CCSS.R.9-10.4-6) Integration of Knowledge and Ideas (CCSS.R.9-10.7-9) PBL LT1: Research to Build and Present Knowledge (CCSS.W.9-10.8)	iPad Apps: • GoodNotes for composing and notating texts • Edmodo for turning in assignments • Google Docs for composing texts • Google Drive for organizing and sharing class documents • Access My Library (AML) app for accessing scholarly databases	Essential Questions How do Big Questions guide research? How do I come up with my own Big Questions? Set Teacher will discuss how to formulate Big Questions. Teaching Strategies Mini Lessons: • Grammar on Edmodo • MLA Format and In-Text Citations • Writing Big Questions Students will work independently on Research Journals, Big Question assignment, and grammar mini lessons. Students may also use class time for reading their group novels Literature Circle (block day): Groups will conduct Literature Circles to discuss their novel. During this time, they will also share their individual Big Questions, refine them, and develop a group Big Question. Python Coding: Students will continue to apply MLA citation procedures to PBL history story. Summarizing Strategy Students will demonstrate understanding of learning targets by compiling and discussing their big questions in Literature circles. Homework Students must show teacher their novels. Research Journals with correct MLA Citations due beginning of week four. Big Questions – students will compile a list of Big Questions to frame their research papers.	Remediation Peer Tutoring Office Hours Enrichment Students will learn how to add visuals to their writing in order to enhance rhetoric. Learning Styles Collaborative (social) Auditory Visual Physical	Formative: Big Questions Teacher will check research journals and confer with students Grammar quizzes on Edmodo Teacher will observe Literature Circles.
4	Research to Build and Present Knowledge (CCSS.W.9-10.2) Key Ideas and Details (CCSS.RI.9-10.1-3)	iPad Apps: • GoodNotes for composing and notating texts • Edmodo for turning in assignments • Google Docs	Essential Questions What is prewriting? How can I organize my research to make the writing process easier? Set Teacher will begin the week by modeling how to turn a Big Question into a thesis statement. Teacher will then take a volunteer's Big Question and walk the class through the thesis writing process. Teaching Strategies	Remediation Peer Tutoring Office Hours Enrichment Students will choose from mindmapping, freewriting, or some other	Summative: Research Journals: MLA Citations and Grammar Formative: Peer and student feedback on Outlines

			Mini Lessons: • Thesis Statements • Focusing paragraphs • Incorporating quotes	prewriting technique of their choosing.	
	Text Types and Purposes (CCSS.W.9-10.2) Craft and Structure (CCSS.R.9-10.4-6) Integration of Knowledge and Ideas (CCSS.R.9-10.7-9) PBL LT1: Research to Build and Present Knowledge (CCSS.W.9-10.8)	for composing texts • Google Drive for organizing and sharing class documents • Access My Library (AML) app for accessing scholarly databases	Students will develop their thesis statements, topic sentences, and begin incorporating evidence into an outline for their research papers. Students will have one class day to read their group novels silently in class. Library Day (block day): Students will go to the Chattanooga State Community College library to continue research and conduct their final Literature Circle. Python Coding: Students will work on combining information from multiple sources while maintaining coherence and flow of ideas. <u>Summarizing Strategy</u> Students will demonstrate understanding of the learning targets by working through the prewriting process. <u>Homework</u> Outline/prewriting due last day of class in week four.	<u>Learning Styles</u> Collaborative (social) Auditory Visual Physical	
5	Research to Build and Present Knowledge (CCSS.W.9-10.2) Conventions (CCSS.L.9-10.1-3) PBL LT1: Research to Build and Present Knowledge (CCSS.W.9-10.8)	Self Revision Checklist Peer Feedback sheet iPad Apps: • GoodNotes for composing and notating texts • Edmodo for turning in assignments • Google Docs for composing texts • Google Drive for organizing and sharing class documents • <u>Access My Library</u>	<u>Essential Questions</u> How do I organize research? What is the writing process? How do I improve my writing? <u>Set</u> Students will sped the week completely devoted to the writing process. Students will work with their topic groups as well as other students. <u>Teaching Strategies</u> Writing workshop all week: Students will draft, revise, and edit. Students will have time in class to write first draft of essay. Students will complete the Self Revision Checklist, then revise their paper accordingly. Each student will work with another student outside of his or her group to complete a peer editing activity, then work on his or her final draft. Python Coding: Students and teacher will confer to review history story for clarity, flow, and proper MLA citation. <u>Summarizing Strategy</u> Students will demonstrate the writing process from prewriting through revision and editing. <u>Homework</u>	<u>Remediation</u> Peer Tutoring Office Hours <u>Enrichment</u> Students will use the reverse outlining process to for their self revision. <u>Learning Styles</u> Collaborative (social) Auditory Visual Physical	

		(AML) app for accessing scholarly databases	Final draft of Research paper due first day of week 6		
6	Research to Build and Present Knowledge (CCSS.W.9-10.2) Conventions (CCSS.L.9-10.1-3) Key Ideas and Details (CCSS.RI.9-10.1-3) Text Types and Purposes (CCSS.W.9-10.2) Craft and Structure (CCSS.R.9-10.4-6) Integration of Knowledge and Ideas (CCSS.R.9-10.7-9)	Independent Correction Sheet for essay corrections iPad Apps: • GoodNotes for composing and notating texts • Edmodo for turning in assignments • Google Docs for composing texts • Google Drive for organizing and sharing class documents • Access My Library (AML) app for accessing scholarly databases	Essential Questions How can I improve the quality of my writing? How can I combine my research with others' to present our findings? Set This is a quality week. Students will improve the work they've submitted if needed. Teaching Strategies Students will submit their final drafts of their essay. Then complete an Independent Correction Sheet. Group presentation preparation. Gallery walk on last day of class this week (block day). During the gallery walk, students will visit other projects as well as present their own to their peers and teacher. Summarizing Strategy Students will finalize their presentations and research papers, improving quality. Homework Revisions and Independent Correction Worksheets due Friday.	Remediation Peer Tutoring Office Hours Enrichment Students with Advanced will have the opportunity to present to other teachers or relevant community organizations. Learning Styles Collaborative (social) Auditory Visual Physical	Summative: Group Presentation Essay Corrections