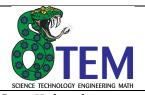
Python Coding - Research Paper



Language Arts Unit Plan

Length: 6 Weeks

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

Lagrning

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

Differentiated

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	Targets	Resources	instructional Procedures	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:	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

		alaga	WOODWAGA		
		class documents	resources.		
		• Access My Library	Library Day (last day of class): Students will go to the Chattanooga State Community College library to begin research.		
		(AML) app			
		for accessing scholarly	Python Coding: Students will learn about research. Primary and secondary source identification will be reviewed.		
		databases	identification will be reviewed.		
			Summarizing Strategy		
			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.		
			into the age by proposing a copie for research and a nover to read in small groups.		
			Homework No. 1 Co.		
			Research proposal if not finished in class. Novel Proposal if not finished in class.		
			Novel 1 Topoda n not minored in class.		
2	Research to Build	Purdue OWL for	Essential Questions Where the library recognition is a complex topic?	Remediation	Formative:
	and Present Knowledge	MLA citations	Where do I begin research on a complex topic? How can I keep track of research?	Peer Tutoring Office Hours	Teacher will check research journals
	(CCSS.W.9-10.2)	iPad Apps:	now can ricep track or research.	omee mours	and confer with
		 GoodNotes 	<u>Set</u>	<u>Enrichment</u>	students
	Conventions (CCSS.L.9-10.1-3)	for	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	Students will find compelling images	Cramman quiggas
	(CC33.L.9-10.1-3)	composing and notating	chosen topic.	and respond to	Grammar quizzes on Edmodo
	Craft and	texts		them in their	
	Structure	• Edmodo for	<u>Teaching Strategies</u>	journals.	
	(CCSS.R.9-10.4-	turning in	Mini Lessons:	Looming Ctyles	
	6)	assignments • Google Docs	Grammar topics on Edmodo MLA Citations	<u>Learning Styles</u> Collaborative	
	Integration of	for	Reinforce source reliability	(social)	
	Knowledge and	composing		Auditory	
	Ideas (CCSS.R.9-10.7-	texts	Students will discuss in table groups how they learn about current events and news. Since	Visual Physical	
	9)	• Google Drive for	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.	FilySical	
	- ,	organizing	ableast of current events such as doogle meres and various social media cools.		
	PBL LT1:	and sharing	Students will begin reading at least one article per day about their topics. While groups		
	Research to Build and Present	class	may use the same articles, they should strive for more diversity in their topics. Students		
	Knowledge	documents • Access My	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		
	(CCSS.W.9-10.8)	<u>Library</u>	novel.		
		(AML) app			
		for accessing	Teacher will explain and model a proper MLA citation. Students will also include a properly formatted MLA citation for each entry.		
		scholarly databases	property formatted MLA citation for each entry.		
		dutububes	Python Coding: Students will apply MLA citation procedures to PBL history story.		
			Summarizing Strategy		
			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		

			then applying their knowledge in responses to their scholarly articles.		
			then applying their knowledge in responses to their scholarly dititles.		
			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	iPad Apps:	Essential Questions	Remediation	Formative:
)	and Present	 GoodNotes 	How do Big Questions guide research?	Peer Tutoring	Big Questions
	Knowledge	for	How do I come up with my own Big Questions?	Office Hours	
	(CCSS.W.9-10.2)	composing			Teacher will check
		and notating	<u>Set</u>	Enrichment	research journals
	Key Ideas and	texts	Teacher will discuss how to formulate Big Questions.	Students will	and confer with
	Details	 Edmodo for 		learn how to add	students
	(CCSS.RI.9-10.1-	turning in	<u>Teaching Strategies</u>	visuals to their	
	3)	assignments	Mini Lessons:	writing in order to	Grammar quizzes
		Google Docs	Grammar on Edmodo	enhance rhetoric.	on Edmodo
	Craft and	for	MLA Format and In-Text Citations		
	Structure	composing	Writing Big Questions	<u>Learning Styles</u>	Teacher will
	(CCSS.R.9-10.4-	texts		Collaborative	observe Literature
	6)	 Google Drive 	Students will work independently on Research Journals, Big Question assignment, and	(social)	Circles.
		for	grammar mini lessons. Students may also use class time for reading their group novels	Auditory	
	Integration of	organizing		Visual	
	Knowledge and	and sharing	Literature Circle (block day): Groups will conduct Literature Circles to discuss their novel.	Physical	
	Ideas	class	During this time, they will also share their individual Big Questions, refine them, and		
	(CCSS.R.9-10.7-	documents	develop a group Big Question.		
	9)	 Access My 			
	DDI I TT 1	<u>Library</u>	Python Coding: Students will continue to apply MLA citation procedures to PBL history		
	PBL LT1:	(AML) app	story.		
	Research to Build and Present	for accessing			
	Knowledge	scholarly	Summarizing Strategy		
		databases	Students will demonstrate understanding of learning targets by compiling and discussing		
	(CCSS.W.9-10.8)		their big questions in Literature circles.		
			Hamayyaylı		
			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.		
4	Research to Build	iPad Apps:	Essential Questions	Remediation	Summative:
4	and Present	• GoodNotes	What is prewriting?	Peer Tutoring	Research Journals:
	Knowledge	for	How can I organize my research to make the writing process easier?	Office Hours	MLA Citations and
	(CCSS.W.9-10.2)	composing	110. Can't organize my research to make the firsting process easier.		Grammar
	(2230 2012)	and notating	<u>Set</u>	Enrichment	
	Key Ideas and	texts	Teacher will begin the week by modeling how to turn a Big Question into a thesis	Students will	Formative:
	Details	Edmodo for	statement. Teacher will then take a volunteer's Big Question and walk the class through	choose from	Peer and student
	(CCSS.RI.9-10.1-	turning in	the thesis writing process.	mindmapping,	feedback on
	3)	assignments	· 0r ·····	freewriting, or	Outlines
		Google Docs	Teaching Strategies	some other	
		- Google Docs	- sassaning or assented	Some other	

	T 1	C	MUST		
	Text Types and	for .	Mini Lessons:	prewriting	
	Purposes	composing	Thesis Statements	technique of their	
	(CCSS.W.9-10.2)	texts	Focusing paragraphs	choosing.	
		Google Drive	Incorporating quotes		
	Craft and	for		<u>Learning Styles</u>	
	Structure	organizing	Students will develop their thesis statements, topic sentences, and begin incorporating	Collaborative	
	(CCSS.R.9-10.4-	and sharing	evidence into an outline for their research papers.	(social)	
	6)	class		Auditory	
		documents	Students will have one class day to read their group novels silently in class.	Visual	
	Integration of	 Access My 		Physical	
	Knowledge and	Library	Library Day (block day): Students will go to the Chattanooga State Community College		
	Ideas	(AML) app	library to continue research and conduct their final Literature Circle.		
	(CCSS.R.9-10.7-	for accessing	instance to contain a contain and contains and in the contains and the con		
	9)	scholarly	Python Coding: Students will work on combining information from multiple sources		
	- 7	databases	while maintaining coherence and flow of ideas.		
	PBL LT1:	autubases	while maintaining concrence and now of fueds.		
	Research to Build		Summarizing Strategy		
	and Present		Students will demonstrate understanding of the learning targets by working through the		
	Knowledge				
	(CCSS.W.9-10.8)		prewriting process.		
	(6633.77.7 10.0)		II		
			Homework		
			Outline/prewriting due last day of class in week four.		
	Research to Build	Self Revision	Essential Questions	Remediation	
5	and Present				
		Checklist	How do I organize research?	Peer Tutoring	
	Knowledge	Door Foodly 1-	What is the writing process?	Office Hours	
	(CCSS.W.9-10.2)	Peer Feedback	How do I improve my writing?	Enviolement	
	Comment	sheet	Contraction	Enrichment	
	Conventions	'D. J.A	Set	Students will use	
	(CCSS.L.9-10.1-3)	iPad Apps:	Students will sped the week completely devoted to the writing process. Students will	the reverse	
	DD1 1 m4	• GoodNotes	work with their topic groups as well as other students.	outlining process	
	PBL LT1:	for		to for their self	
	Research to Build	composing	Teaching Strategies	revision.	
	and Present	and notating	Writing workshop all week: Students will draft, revise, and edit.		
	Knowledge	texts		<u>Learning Styles</u>	
	(CCSS.W.9-10.8)	 Edmodo for 	Students will have time in class to write first draft of essay.	Collaborative	
		turning in		(social)	
		assignments	Students will complete the Self Revision Checklist, then revise their paper accordingly.	Auditory	
		 Google Docs 		Visual	
		for	Each student will work with another student outside of his or her group to complete a	Physical	
		composing	peer editing activity, then work on his or her final draft.		
		texts			
		Google Drive	Python Coding: Students and teacher will confer to review history story for clarity, flow,		
		for	and proper MLA citation.		
		organizing			
		and sharing	Summarizing Strategy		
		class	Students will demonstrate the writing process from prewriting through revision and		
		documents	editing.		
		Access My			
1		<u>Library</u>	<u>Homework</u>		
1					

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		(AML) app	Final draft of Research paper due first day of week 6		
		for accessing			
		scholarly			
		databases			
6	Research to Build	Independent	Essential Questions	<u>Remediation</u>	Summative:
	and Present	Correction Sheet	How can I improve the quality of my writing?	Peer Tutoring	Group
	Knowledge	for essay	How can I combine my research with others' to present our findings?	Office Hours	Presentation
	(CCSS.W.9-10.2)	corrections			
			<u>Set</u>	Enrichment	Essay Corrections
	Conventions	iPad Apps:	This is a quality week. Students will improve the work they've submitted if needed.	Students with	
	(CCSS.L.9-10.1-3)	 GoodNotes 		Advanced will	
		for	<u>Teaching Strategies</u>	have the	
	Key Ideas and	composing	Students will submit their final drafts of their essay. Then complete an Independent	opportunity to	
	Details	and notating	Correction Sheet.	present to other	
	(CCSS.RI.9-10.1-	texts		teachers or	
	3)	Edmodo for	Group presentation preparation. Gallery walk on last day of class this week (block day).	relevant	
		turning in	During the gallery walk, students will visit other projects as well as present their own to	community	
	Text Types and	assignments	their peers and teacher.	organizations.	
	Purposes	Google Docs			
	(CCSS.W.9-10.2)	for	Summarizing Strategy	Learning Styles	
		composing	Students will finalize their presentations and research papers, improving quality.	Collaborative	
	Craft and	texts		(social)	
	Structure	Google Drive	Homework	Auditory	
	(CCSS.R.9-10.4-	for	Revisions and Independent Correction Worksheets due Friday.	Visual	
	6)	organizing		Physical	
	,	and sharing			
	Integration of	class			
	Knowledge and	documents			
	Ideas	Access My			
	(CCSS.R.9-10.7-	Library			
	9)	(AML) app			
		for accessing			
		scholarly			
	J	databases			1