

TED^x Balfour^{AP30}

x = independently organized TED event

ELA AP30: Inquiry Project **Research & Multi-Media Presentation**

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ELA AP30: Inquiry Project: Research & Multi-Media Presentation Unit Plan

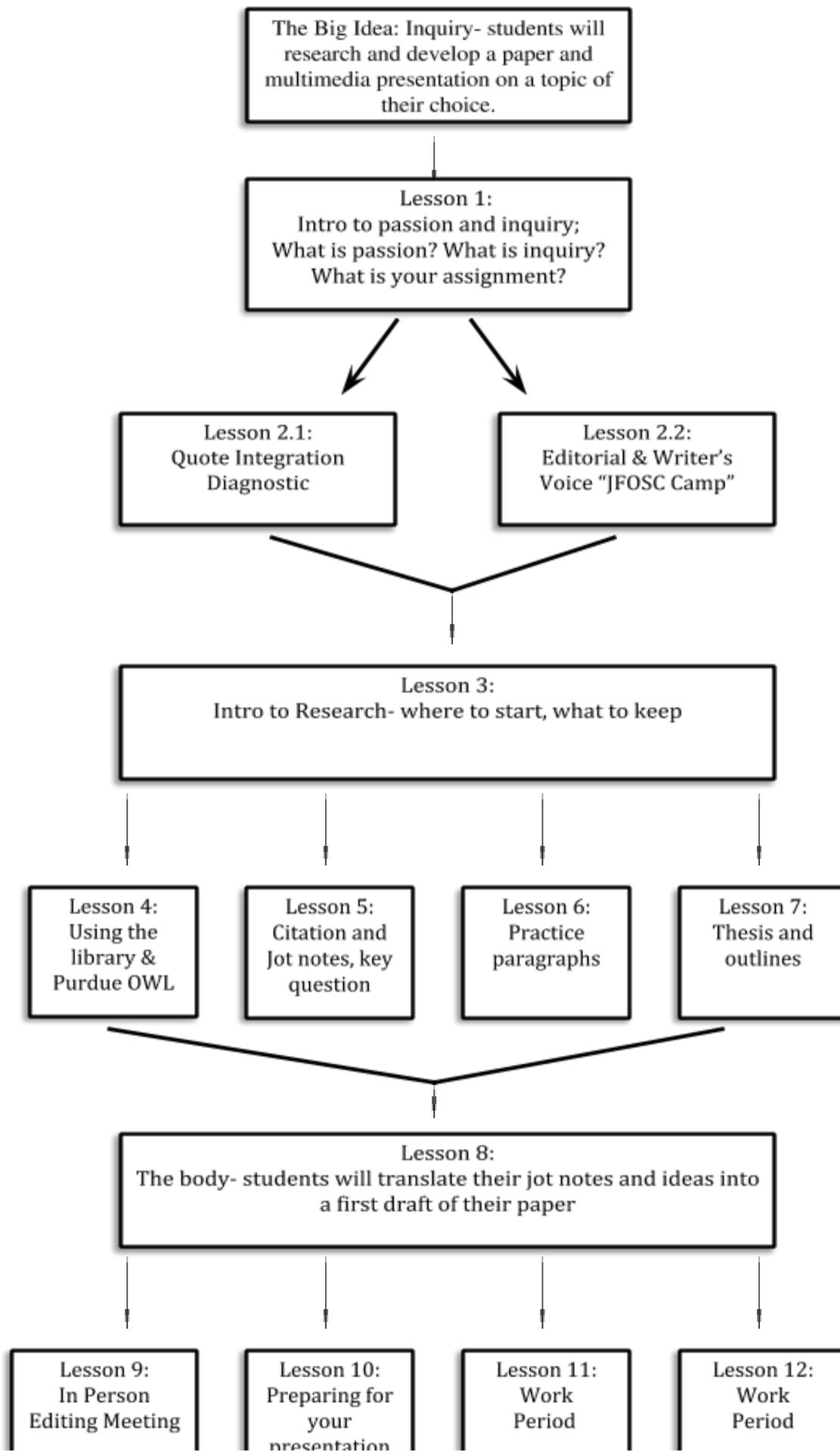
Unit Rationale:

As AP English Language Art Students reach the 30 level of the course it is of critical importance that they possess many of the skills and understand what is necessary to complete the elements of the assignments in this unit. As many of these students will continue on to post-secondary education in some capacity they need to become self-motivated, life-long learners and the key to achieving this lies at the heart of inquiry. Through this unit students will be asked to engage in their own inquiry project. “The emphasis on inquiry in units invites students to “find out” answers to class questions about the theme or topic, and to use the inquiry process to guide the activities in the unit” (Sask Curriculum p.9). I believe that true inquiry comes from within the individual student and that students will see more value when in their work when they choose their topic over an assigned topic from the teacher. By opening up the inquiry project to the students it empowers them to have agency over their learning. This empowerment and agency will encourage students to channel their passion and direct it toward their research, their products (the written paper and multi-media presentation) and ultimately their own learning.

The products of this unit will not only cover the outcomes from the Saskatchewan Curriculum but it will also begin to introduce students to the skills and experiences they will need to continue at a post-secondary level and through their life. The first part of the unit will focus on choosing topics and clarity of thesis, the next section will continue to develop research skills, the writing of the paper will prepare them for the level of writing proficiency expected at Canadian University 100 level, the multi-media presentation will prepare them to present their research and knowledge in a large or small group setting. I truly believe that all of these are life-skills that are valuable not only in an academic setting but are skills that students will continue to use and develop through life.

ELA AP30: Inquiry Project: Research & Multi-Media Presentation Unit Plan

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ELA AP30: Inquiry Project:
(Research Essay & Multi-Media Presentation)

Questions for deeper understanding:

What are you passionate about? What are some of the controversial issues surrounding your topic? Where do you stand on the topic? How can you teach others about your topic and/or convince them of the importance of your view?

Outcomes:

CC A30. 1

Develop independently an inquiry project relating to a particular topic or issue with reference to purpose and audience and employing a variety of research tools and resources:

- Consider own and others' expertise to explore breadth and depth of knowledge and focus inquiry or research based on parameters of task
- Formulate inquiry or research questions, and refine them through reflection and discussion of topic, purpose, and context
- Consider whether thesis claim is personally relevant, interesting, and meaningful; relevant and meaningful to the audience; aligned with purpose and goals; logical; and can be supported
- Develop and select from a repertoire of inquiry strategies, and adjust plan according to needs (audience, purpose, context)
- Evaluate and select ideas and information from prior knowledge of inquiry or research topic appropriate for audience, purpose, and perspective or focus

CC A30.4

Prepare and write an inquiry/research paper (approximately 1,500 words in length, 5-6 pages typed, double-spaced):

- Focus on an important topic that interests self and emphasizes a specific part about the topic
- Size up the topic and include important details, facts, ideas, quotations, statistics, and other data
- Use primary and secondary sources that have been judged for their accuracy, completeness, currency, and biases
- Cite sources and avoid plagiarism
- Introduce the topic, get the reader's attention, and present the thesis statement
- Explain why the topic is important
- Arrange ideas so the reader can follow
- Include sources and a works-cited page and title page

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- Conclude in a logical and interesting way, leaving the reader with something to think about.
- Use a variety of digital and informational resources (e.g., human, libraries, databases, networks, video) to gather, evaluate, and synthesize information and perspectives to create and communicate knowledge to achieve purpose and suit audience
- Evaluate factors that affect the credibility, authenticity, accuracy, and bias of information sources
- Evaluate information for completeness, accuracy, currency, historical context, relevance, balance of perspectives, and bias
- Organize and reorganize information and ideas to clarify thinking and to achieve desired effect
- Incorporate, strategically, source material in a variety of ways including directly quoting, paraphrasing, summarizing, and using ellipses and brackets, and document sources accurately

CC A30.2

Prepare and present visual and multimedia presentations:

- Exhibit logical structures appropriate to audience, purpose, and context
- Develop a central focus and craft strong messages
- Organize ideas in logical and appropriate sequences
- Include smooth transitions
- Use a variety of forms and technologies such as sound, photographs, and models
- Understand how ideas are communicated through elements of design such as colour, shape, line, and texture
- Provide logical and convincing conclusions.
- Apply accurately and effectively the language cues and conventions to construct and communicate meaning when representing.
- Develop a presentation that is appropriate to the subject, audience, and purpose, including informing, persuading, and entertaining
- Focus on main points of presentation and include only details that strongly support main points
- Use question, fact, anecdote, or visual aids to get audience's attention
- Sequence visuals in best possible order and support them with sound, maps, charts, objects, or other visual and auditory aids
- Conclude by restating main points in a memorable way
- Use posture, gestures, and facial expressions to send the same message as visuals and words.
- Communicate thoughts, ideas, and feelings using two or more media.

AR A 30.1

Assess own work for precision, clarity, and artistry

AR A 30.2

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Reflect on personal growth and successes in language learning and consider the role and importance of language learning when developing personal goals and plans as a self-directed, curious, self-appraising, and open-minded learner

Desired Learning Results:

Knowledge:

In this unit students will know:

- how to select a topic for research and identify a thesis
- how to use the University of Regina Library
- how to prepare an effective multi-media presentation
- the steps and value of the drafting process for writing
- how to properly cite others in a research paper (MLA standards)

Understanding:

In this unit students will understand:

- their personal connection to at least one topic of inquiry
- how they can use their voice and language to incite change or spark debate
- the significance of inquiry in becoming a life-long learner
- how to view, read, listen and respond to a variety of texts (written, oral, visual) through inquiry based investigation
- develop their own voice through writing and exploring other text types
- how to assess and reflect on their own language skills and those of others
- how the foundational elements of variety of media can used to share and express an idea
- how to set goals for future improvement

Skills:

In this unit students will be able to:

- identify and clarify a thesis for an inquiry based project
- independently research a topic that has opportunity to debate, dissect or discuss
- read and respond to traditional and non-traditional text types and identify key elements that support or challenge their views on a topic
- engage in the creative process including draft writing and peer and self assessment
- present their findings to others in an engaging and entertaining way using a variety of media.
- Create a MLA in text citation as well as works cited page.

“I can...” statements:

- I can develop independently an inquiry project relating to a particular topic or issue I can research independently and engage with important social issues
- I can use the University of Regina Library
- I can use language and writing to draw attention to important issues and incite change
- I can understand and perform the stages of the writing process

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- I can describe
- I can write with a clear voice
- I can provide useful critique and celebrate the work of myself and others

Evidence of Learning:

Summative Assessment (Assessment of Learning):

Inquiry Overview: The final products of this unit will be a 5-6-page research paper and a multi-media presentation based on the content of the paper. The research for the paper will be based on a thesis and inquiry chosen by the student. The paper and the multi-media presentation will be assessed for both content and form based on outcomes and indicators from the Government of Saskatchewan English Language Arts 30 curriculum document.

Assessment Overview: Students will submit a final draft of their research paper. Students will be assessed on a rubric created from the outcome and its indicators from the ELA 30 curriculum. The final multi-media presentation will be assessed using a 1-10 assessment scale based on the outcome and its indicators from the ELA 30 curriculum.

Formative Assessment (Assessment for learning)

Assessment Overview: Formative assessment will take place throughout the unit as we address each element of the Inquiry project. We will use formative assessment throughout the research and writing process. In addition we will use formative assessment in the creation process for the multi-media assignment. This assessment will be used to scaffold student learning in order to successfully complete the inquiry based research-writing project and the multi-media presentation.

These formative assessments will take place using multiple assessment tools including:

- topic/thesis selection graphic organizer
- elements of a TED talk handout
- Elements of the Research Essay Graphic Organizer
- exit slips
- teacher-student conversations
- peer-peer conversations
- mini-lesson handouts
- end of unit self-evaluation
- end of unit teacher evaluation

Assessment Descriptions:

- Topic/thesis selection graphic organizer:
- Elements of a TED talk handout:
- Elements of the Research Essay Graphic Organizer:

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- Exit slips: students will often be asked to complete an exit slip after participating in discussions. These slips will be a brief summary of what was discussed in small group settings (think/pair/share) or larger group settings (jigsaws). This will allow for informal assessment of thoughts and concepts that aren't shared in whole group settings.
- Teacher-student conversations: throughout the research, writing and drafting process each student will have brief informal conversations with the teacher to ensure that they are on the correct path to successfully complete the writing and research in order to complete the inquiry project for the summative assessment of learning.
- Peer-peer conversations: part of the drafting process involves peer editing. These conversations give students a chance to share their ideas and work while having informal conversations. Students will benefit from sharing knowledge and a peer based critique. Peer-peer conversations also allow for students to internalize the learning by teaching each other and discussing concepts in different language and informal settings.
- Mini-lesson handouts: every time a concept is introduced that will be used in the final piece of writing students will complete a handout that will include visuals and a space for them to write their own description of the concept in order to go back and reference it later.
- End of unit self evaluation: after students have completed the research and writing process they will be asked to fill out an evaluation that allows them to assess their strengths and opportunities about their work. This will also allow the teacher to identify any concerns the student may have about their final product.
- End of unit teacher evaluation: students will complete a survey about the unit to be used in reflective practice to better understand what was successful and what could be done differently in this unit for future teachings.

Possible Extensions:

Adaptive dimensions:

Through out the unit lessons will be presented with visuals and orally. Presentations, handouts and assignments will be posted to Google classroom after every class for students who need to return to any of the information and review the lesson. Students who struggle with public speaking may be able to pre-record their presentation if arrangements are made with me prior to the due date. Other adaptations can be made as necessary.

Plans to differentiate instruction:

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All lessons will include multiple ways of engaging students with the material. Students will be able to work through ways of knowing and representing in order to scaffold learning and present understanding. Multiple instructional strategies will be used to engage students. Every lesson will include learning goals for the day as well as a daily agenda. Lessons will end with a review and address the learning by referencing the units “I can...” statements in order to ensure students are confident and understand the “why” of each lesson.

Plan for use of technology:

Through out the unit students will be using computers to view and respond to multiple text types. Students will also use computers to complete inquiry research on their chosen topic and thesis for the final paper and presentation. Through out the days that the research is being done students will receive mini-lessons on any technological skills they can develop in order to be more effective researchers.

Materials and Resources:

<p>Teacher Materials & Resources</p> <p>Resources:</p> <p>Books:</p> <p>Davies, Anne- Making Classroom Assessment Work</p> <p>Gallagher, Kelly- Teaching Adolescent Writers</p> <p>Gallagher, Kelly- Readicide</p> <p>Gayle, Gregory- Differentiated Instructional Strategies: one size does not fit all</p> <p>Romano, Tom- Clearing the Way: working with teenage writers</p> <p>Smagorinsky, Peter- Teaching English by Design</p> <p>Web:</p> <p>www.readwritethink.org</p> <p>www.teachersandwriters.org</p> <p>www.newsela.com</p> <p>Materials:</p> <p>Web:</p> <p>Projector</p> <p>Computer</p> <p>Internet access for Prezis</p> <p>Camera to film presentations</p>
<p>Student Materials & Resources</p> <p>Resources:</p> <p>Youtube.com</p> <p>Video Editing Software</p> <p>Audio Recording Software</p> <p>Computer or device access for videos and research</p> <p>Materials:</p> <p>Lesson Handouts:</p>

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Outcomes:	Lesson Activities:	Assessment:
<p>CR B 30.1: View, listen to, read, comprehend, and respond to a variety of grade-appropriate international, including indigenous, texts that address identity, social responsibility, and social action</p>	<p>Lesson 1: Intro to the assignment</p>	<p>Formative: Exit slip and observational assessment during small and large group discussions</p>
	<p>Lesson 2: Talk the TED Talk Talk</p>	
	<p>Lesson 3: Intro to Research</p>	
	<p>Lesson 4: The University Library & The OWL at Purdue</p>	

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Class: AP 30Period 2

Subject: English Language Arts AP30

Topic: Intro to Inquiry/Research

Date: September 6th, 2018

Lesson #1- Introduction to the Inquiry/Research Project

Content: In this unit students will conduct independent research in order to complete an inquiry project on a topic of their choice in order to complete a 5-6 page (1500 word) research paper and a multimedia presentation styled as a TED Talk. The first step to successfully completing this task is to understand what an inquiry project is and then chose a topic that they are passionate about. In order to start the creative thought process we will discuss ideas of inquiry and passion while viewing examples of TED talks.

Outcomes and Indicators:

CR B 30.1:

View, listen to, read, comprehend, and respond to a variety of grade-appropriate international, including indigenous, texts that address identity, social responsibility, and social action

Assessment:

Students will hand in an exit slip
Informal observation and assessment of whole group discussion.

Pre-requisite Learning:

Lesson Preparation:

Equipment/ Materials:

- Projector and speaker
- What is inquiry exit slip
- Videos: [Angela Lee Duckworth](https://bit.ly/2pCM1oG) (https://bit.ly/2pCM1oG)

[Black Yo-yo](https://bit.ly/1mVH9pk) (https://bit.ly/1mVH9pk)

Advanced Preparation:

- Pre-load the TED Talks

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- Print exit slips

Presentation:

Set: (20 minutes)

The class will start by watching/listening to two TED talks that speak to the concepts of passion and grit. As the students are watching the will be asked to note some similarities and differences between the talks.

Development: (20-30 minutes).

Think Pair Share:

What is passion?

Why are our passions important?

The assignment section:

How is inquiry defined? How is it different than research? How can we present our research in a way that is engaging and entertaining?

Introduce key elements of the assignment hand out invitation to speak, assignment and rubrics

Closure: (5-10 minutes)

Exit slips:

What is your passion?

What do you want to know?

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Name:	
What is your passion?	
What do you want to know?	

Name:	
What is your passion?	
What do you want to know?	

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Lesson #2- Why TED Talks Matter

Content: As the second part of the project students will be asked to create a multi-media presentation. In this lesson we will look at sample TED talks and discuss similarities and differences between the presentations. Students need to understand not just the aesthetics of a visual presentation but also how to transmit the information they have researched in an entertaining and engaging way that encourage others learning.

Outcomes and Indicators:

CR B 30.1:

View, listen to, read, comprehend, and respond to a variety of grade-appropriate international, including indigenous, texts that address identity, social responsibility, and social action

Assessment:

“How to Talk the TED Talk Talk” Handout
Informal observation and assessment of whole group discussion.

Pre-requisite Learning:

Lesson Preparation:

Equipment/ Materials:

- Projector and speaker
- “How to Talk the TED Talk Talk” Handout
- Multi-media presentation rubric

Advanced Preparation:

- Pre-load the TED Talks
- Print exit slips

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<p>Presentation: Set: (20 minutes) The class will be divided into pairs or small groups. Each group will start by watching/listening to select clips of some the “most popular TED talks of all time”. Each clip will focus on a segment in which the speaker is presenting research information in a way that is entertaining and informative. As the students are watching the will be asked to note some similarities and differences between the talks.</p> <p>Development: (20-30 minutes) Large group discussion about similarities and differences between the TED talks. What was successful what was not? How would the TED Talks you watched work on our rubric? What do we need to do differently for our assignment?</p> <p>Closure: (5-10 minutes) “How to talk the TED talk talk” Panic stricken questions?</p>	
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Class: AP30 Period 2

Date: Sept. 27th, 2018

Topic: Introduction to Inquiry & Research

Subject: ELA AP30

Lesson #3- Intro to Inquiry & Research

Content: In this lesson we will start to focus on the thesis for student's inquiry and research. Once students have narrowed their topic it is time to start researching. In this lesson we will begin to look at the skills necessary in order to complete the research portion of this project.

Outcomes and Indicators:

CR A 30.4 Read, demonstrate comprehension of, and apply knowledge from grade appropriate informational (including editorials, reviews, and articles) and literary (including fiction, script, poetry, and non-fiction) texts from First Nations, Métis, Saskatchewan, and Canadian authors as a basis for understanding self and the multiplicity of voices and perspectives that make up Canadian culture.

Assessment:

Informal observation and assessment of whole group discussion.

Pre-requisite Learning:

Lesson Preparation:

Equipment/ Materials:

- Projector and speaker

Advanced Preparation:

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<p>Presentation:</p> <p>Set: (15 minutes) Research Powtoon Video What is Research?</p> <p>Development: (20-30 minutes)</p> <p>How do you find reputable sources? e.g., authority, point of view or bias, currency, content, accuracy</p> <p>Closure: (10-15 minutes) Review Kahoot!</p>	
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Class: AP30 Period 2

Date: Sept. 27th, 2018

Topic: University Library & Purdue OWL

Subject: ELA AP30

Lesson #4- Intro to the University of Regina and The OWL at Purdue

Content: In this lesson we will look at two very valuable post-secondary tools. The first will be the University of Regina Archer Library and the Online Writing Lab at Purdue. Knowledge of both of these resources is essential for success in this assignment and future research and writing in a post-secondary setting.

Outcomes and Indicators:

CR A 30.4 Read, demonstrate comprehension of, and apply knowledge from grade appropriate informational (including editorials, reviews, and articles) and literary (including fiction, script, poetry, and non-fiction) texts from First Nations, Métis, Saskatchewan, and Canadian authors as a basis for understanding self and the multiplicity of voices and perspectives that make up Canadian culture.

Assessment:

Informal observation and assessment of whole group discussion.

Pre-requisite Learning:

Lesson Preparation:

Equipment/ Materials:

- Projector and speaker

Advanced Preparation:

- Plagiarism flow chart challenge game
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Presentation:

Set: (20 minutes)

Introduction to the library- who, what, when, where and how

Being prepared for the day we go

The importance of in text citation

Development: (20-30 minutes)

What do you want to know about citation?

The OWL @ Purdue Amazing Race.

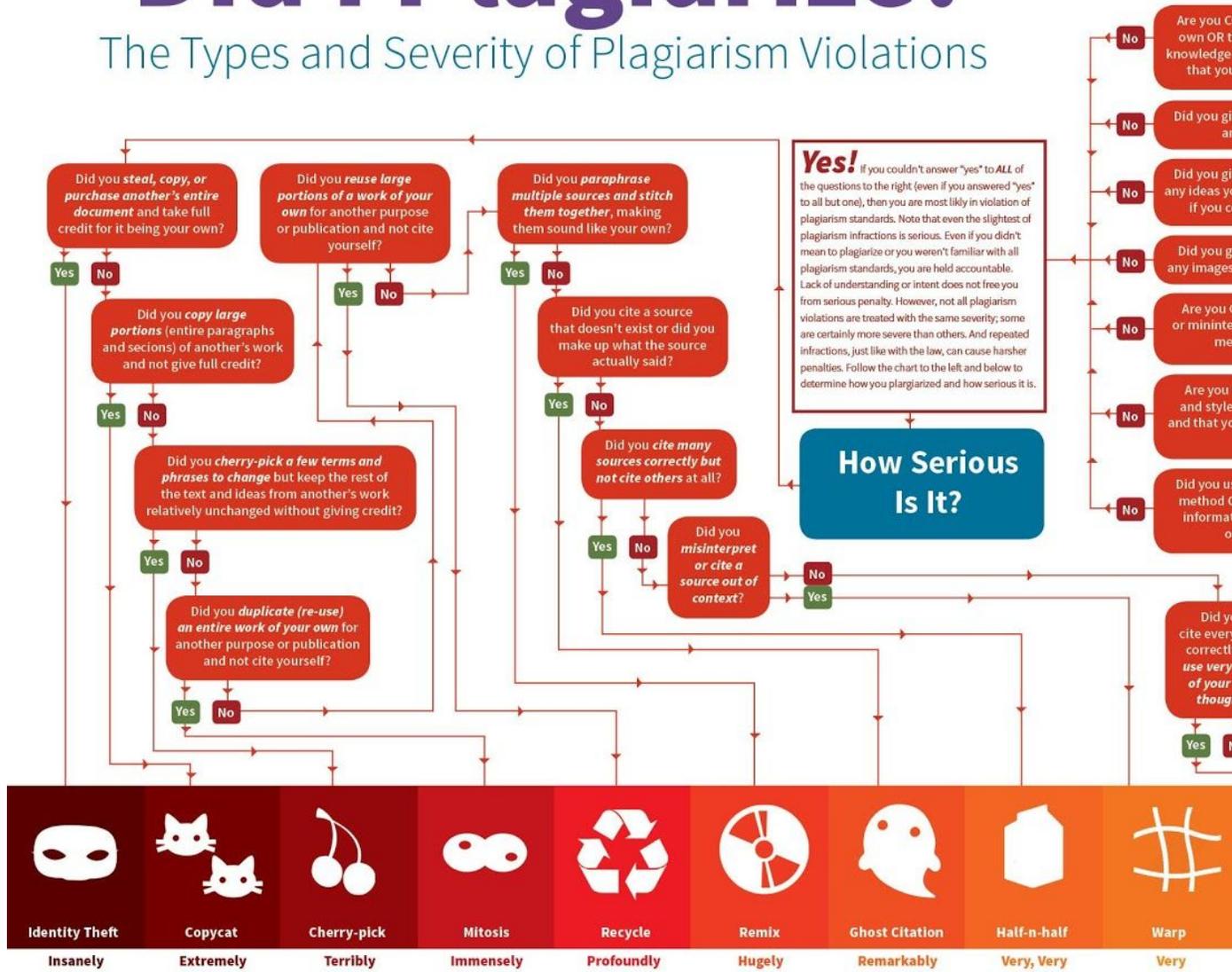
Closure: (10-15 minutes)

The plagiarism flow chart

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Did I Plagiarize?

The Types and Severity of Plagiarism Violations



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