


Unit V: Apply New Understanding

Understandings/Focus Questions	Content	Skills/Standards	Assessment	Differentiation
<p>What do we need to do to apply the new understanding?</p>	<ol style="list-style-type: none"> 1. Apply New Understanding - Discussion 2. Conducting Subject Specific Literature Reviews 	<p>1. Apply New Understanding - Discussion</p> <ul style="list-style-type: none"> • List at least 6 steps to avoid plagiarism • Students will learn how resources can be used ethically and responsibly? Cite Examples • Students will learn the importance of correctly citing other's research and ideas? <p>2. Conducting Subject Specific Literature</p> <ul style="list-style-type: none"> • Students will learn how to use a scaffold including word list to avoid to write their literature review <p>RI.11-CCR.1 RI.11-CCR.2</p>	<p><u>Products</u></p> <ul style="list-style-type: none"> • Log/journal • Typed Literature Review <p><u>Student Self-Assessment</u></p> <ul style="list-style-type: none"> • Teacher-made prompts for reflection • Bell Ringers • Discussion (whole-class or small group) • Self-evaluation • Peer-evaluation 	<ul style="list-style-type: none"> • Use small groups or individual learning • Peer tutoring • Organize content delivery in different ways • Use guided or teacher notes • Cue students to remain on task • Give directions in simplified language • Use flowcharts and graphic organizers • Allow movement to increase physical comfort • Provide correctives measures to ensure mastery of material

		RI.11-CCR.3 RI.11-CCR.4 RI.11-CCR.5 RI.11-CCR.6 RI.11-CCR.7 RI.11-CCR.10 W.11-CCR.2 W.11-CCR.3 W.11-CCR.4 W.11-CCR.5 W.11-CCR.6 W.11-CCR.7 W.11-CCR.8 W.11-CCR.9 W.11-CCR.10 SL.11-CCR.1 SL.11-CCR.2 SL.11-CCR.4 SL.11-CCR.6 L.11-12.1 L.11-12.2 L.11-12.4 L.11-12.6  Next Gen Engineering Technology, & Application of Science		
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November 2017

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1. What do we need to do to apply the new understanding? 2. What format will be used to write the literature review? 3. What format will be used to write the	1. Subject Specific Literature Reviews 2. Methods Section	1. Subject Specific Literature Review <ul style="list-style-type: none"> Conducting Subject Specific Literature Reviews - Scaffold (Continued) 2. Methods Section	Products <ul style="list-style-type: none"> Log/journal Literature Review Methods Section Student Self-Assessment <ul style="list-style-type: none"> Teacher-made prompts for reflection 	<ul style="list-style-type: none"> Use small groups or individual learning Peer tutoring Organize content delivery in different ways Use guided or teacher notes Cue students to

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<p>methods section?</p>		<ul style="list-style-type: none"> • (Supplemental Material - Writing Methods Section • Critiquing Methods Section • Supplemental Material - Describing Experimental Methods • Components of Methods Section - Scaffold <p>RI.11-CCR.1 RI.11-CCR.2 RI.11-CCR.3 RI.11-CCR.4 RI.11-CCR.5 RI.11-CCR.6 RI.11-CCR.7 RI.11-CCR.10 W.11-CCR.2 W.11-CCR.3 W.11-CCR.4 W.11-CCR.5 W.11-CCR.6 W.11-CCR.7 W.11-CCR.8 W.11-CCR.9 W.11-CCR.10 SL.11-CCR.1 SL.11-CCR.2 SL.11-CCR.4 SL.11-CCR.6 L.11-12.1 L.11-12.2 L.11-12.4 L.11-12.6</p> <p>Next Gen Engineering Technology, & Application of Science</p>	<ul style="list-style-type: none"> • Bell Ringers • Discussion (whole-class or small group) • Self-evaluation • Peer-evaluation 	<p>remain on task</p> <ul style="list-style-type: none"> • Give directions in simplified language • Use flowcharts and graphic organizers • Allow movement to increase physical comfort • Provide correctives measures to ensure mastery of material