

# East Penn School District

## Secondary Curriculum

### A Planned Course Statement For The Library Media Center Research Paper

Course # \_\_\_\_\_ Grade(s) 9-12

Department: Library

Length of Period (mins.) 40 Total Clock Hours: \_\_\_\_\_

Periods per Cycle 54 Length of Course (yrs.) 1

Type of Offering: \_\_\_\_\_ required  elective

Credit: 0

Adopted: 6/8/09

Developed by:  
Susan Case  
Kelly Bower

## Description of Course

### Course Title: Research Paper

**Description:** A formal research paper is assigned through the English department for all levels, grades 9-12. The paper involves the use of both primary and secondary sources which are provided through the library collection. Primary and secondary resource lists are developed in collaboration with classroom teachers. Reserve carts are provided from the library collection. Instruction is provided on the use of secondary print and non-print resources, proper MLA bibliographic citation, evaluation of sources, and research methodology.

#### Goals:

- Students will evaluate the effectiveness and efficiency of their choices and uses of information and technology for problem solving and communication.
- Students will achieve information literacy by developing cognitive strategies for accessing, evaluating, creating, and communication ideas and information.
- Students will enjoy and respond to literature as a life-long pursuit.
- Students will be responsible users of information who recognize the importance of using all resources and technology in a legal and ethical way.
- Students will demonstrate individual inquiry.

#### Requirements:

- Source cards in proper MLA style as defined by the teacher rubric.
- Note cards which quote from or paraphrase secondary sources as defined by the teacher rubric
- Development of a central idea and thesis which forms the basis of the research paper.

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### Key to Levels of Achievement (Listed with each learning objective)

Awareness (A):	Students are introduced to concepts, forms, and patterns.
Learning (L):	Students are involved in a sequence of steps and practice activities which involved further development and allow evaluation of process.
Understanding (U):	Students demonstrate ability to apply acquired concepts and skills to individual assignments and projects on an independent level.
Reinforcement (R):	Students maintain and broaden understanding of concepts and skills to accomplish tasks at a greater level of sophistication.

Unit	Num	Objective	Level	Content	Evaluation	Standard
Research papers	1	Students will understand proper library etiquette and comport themselves both independently and collaboratively.	R	<ul style="list-style-type: none"> <li>Posted school and library rules, library orientation</li> </ul>	<ul style="list-style-type: none"> <li>Teacher observation</li> </ul>	1.6.11 E 1.8.11 C
	2	Students will distinguish between and independently use different types of nonfiction books.	*L--U	<ul style="list-style-type: none"> <li>Teacher presentation</li> <li>Use of reserve carts</li> <li>Category lists, book talks</li> <li>Scavenger hunt during orientation</li> <li>Reference, biography, general nonfiction, e-books.</li> </ul>	<ul style="list-style-type: none"> <li>Teacher Observation</li> <li>Collaboration with classroom teacher</li> </ul>	1.8.11 B
	3	Students will recognize the difference between types of secondary critical sources when preparing documentation for research papers.	A--U	<ul style="list-style-type: none"> <li>Teacher presentation</li> <li>Critical sources guides and documentation guides</li> <li>Reserve carts</li> <li>Online presentation of databases</li> </ul>	<ul style="list-style-type: none"> <li>Teacher observation</li> <li>Collaboration with classroom teacher</li> </ul>	1.8.11 B 1.8.11 C
	4	Students will demonstrate an understanding of the process that is needed to develop a successful research paper.	A--U	<ul style="list-style-type: none"> <li>Collaborative teacher scheduling</li> <li>Guided instruction for students</li> </ul>	<ul style="list-style-type: none"> <li>Teacher observation</li> <li>Conferencing with classroom teachers</li> </ul>	1.8.11C
	5	Students will discriminate between and select authoritative sources over non-authoritative sources.	L--U	<ul style="list-style-type: none"> <li>Teacher presentation of evaluation criteria for online sources</li> </ul>	<ul style="list-style-type: none"> <li>Teacher observation</li> </ul>	1.8.11 B 3.7.10 C 3.7.12 C
	6	Student will discriminate between and select the most useful secondary sources.	L--U	<ul style="list-style-type: none"> <li>Teacher presentation and modeling</li> <li>Online presentations</li> </ul>	<ul style="list-style-type: none"> <li>Teacher observation</li> </ul>	1.8.11 B
	7	Students will create and utilize a source list developed from a variety of online resources.	U--R	<ul style="list-style-type: none"> <li>Teacher presentation</li> <li>One on one instruction as needed</li> <li>Demonstration of the creation of a digital title list. (Destiny, websites, and subscription databases)</li> </ul>	<ul style="list-style-type: none"> <li>Teacher observation</li> <li>Student created list</li> </ul>	1.8.11 B 3.7.10 D 3.7.12 D
	8	Students will display knowledge of the different subscription databases to make the most appropriate selections for their research.	A--U	<ul style="list-style-type: none"> <li>Teacher instruction of specific online databases</li> </ul>	<ul style="list-style-type: none"> <li>Teacher observation</li> </ul>	1.8.11 B 3.7.10 A 3.7.12 A 3.7.10 C 3.7.12 C 3.7.10 D 3.7.12 D
	9	Students will recognize proper MLA format when creating	L--R	<ul style="list-style-type: none"> <li>Limited teacher presentation, using databases and Destiny</li> </ul>	<ul style="list-style-type: none"> <li>Teacher observation</li> </ul>	1.8.11B 1.8.11 C

Unit	Num	Objective	Level	Content	Evaluation	Standard
		citation from online or print sources.		<ul style="list-style-type: none"> <li>One on one instruction</li> </ul>	<ul style="list-style-type: none"> <li>Collaboration with classroom teacher</li> </ul>	
	10	Students will obtain and use information in accordance with accepted ethical standards.	U--R	<ul style="list-style-type: none"> <li>Limited teacher presentation</li> </ul>	<ul style="list-style-type: none"> <li>Teacher observation</li> <li>Collaboration with classroom teacher</li> </ul>	1.811 C
	11	Students will use library resources, supplies, equipment, etc. in a mature and responsible manner.	R	<ul style="list-style-type: none"> <li>Limited teacher presentation and modeling</li> </ul>	<ul style="list-style-type: none"> <li>Teacher observation and collaboration with classroom teacher</li> </ul>	1.8.11 C 3.7.10 A 3.7.12 A
	12	Students will recognize and respond to different computer configurations.	U--R	<ul style="list-style-type: none"> <li>Teacher online presentation</li> </ul>	<ul style="list-style-type: none"> <li>Teacher observation</li> </ul>	1.811 B 3.7.10 B 3.7.12 B
	13	Students will demonstrate the ability to merge information with standard software packages to create and refine classroom projects.	U--R	<ul style="list-style-type: none"> <li>Limited online teacher presentation</li> </ul>	<ul style="list-style-type: none"> <li>Teacher observation</li> </ul>	1.2.11 A 3.7.10 B 3.7.12 B 3.7.10 D 3.7.12 D
	14	Students will construct a search using appropriate terms and Boolean operations in a variety of online sources.	U--R	<ul style="list-style-type: none"> <li>Online teacher presentation of databases and web resources</li> </ul>	<ul style="list-style-type: none"> <li>Teacher observation</li> </ul>	1.2.11 A 3.7.10 D 3.7.12 D
	15	Students will be able to select the appropriate amount of information within a research source to fulfill assigned project requirements.	U--R	<ul style="list-style-type: none"> <li>Limited teacher presentation of print and online sources</li> </ul>	<ul style="list-style-type: none"> <li>Teacher observation</li> </ul>	1.811 C

\*Indicates concepts begin in Grade 9 and continue through Grade 12.