

Lesson Plan Background		
Teacher:	Date:	
Course: AP Research	Unit Title: Drafting the Academic Paper	
Objective		
<p>Skills/Content: <i>By the end of today's lesson, what will students know and be able to do?</i></p> <p>SWBAT:</p> <p>Revise and edit Lit Review using checklist (DAY 1)</p>	<p>Assessment: <i>How will students demonstrate mastery of the objective?</i></p> <p>By...</p> <ul style="list-style-type: none"> • Review checklist • Complete unfinished deliverables on checklist • Submit checklist 	<p>Criteria for Success: <i>What are the features of an ideal product?</i></p> <p>Lit Review Components:</p> <ul style="list-style-type: none"> • Context • Paper Roadmap • Past Studies • Gap • In-text citations
Pre-Work	Pre-Work	
	<p><i>What set up or materials are needed for this lesson?</i></p> <ul style="list-style-type: none"> • Copies of the Student Handout • Computers (1 per student) 	
Do Now/Do Now Review (10 Minutes)	Start to Class	
	<p>Do Now (5 Minutes)</p> <p>Directions: Read the Literature Review Checklist and annotate with questions. Annotate at least 2 clarifying questions. (If you have a question or something is unclear, chances are someone else in the room has the same clarifying question. In this collaborative space, questions make us and our work stronger!)</p>	

<u>Component</u>	<u>Completion</u> <i>Put a check or the date by which component will be completed</i>	
Google doc is titled <i>LastName_FirstName_AcademicPaper</i>		
Research question is typed at the top of the google doc		
All sub-headings are separate from the rest of the text, left-justified and bolded		
Context: <i>approx. 500 words</i> <ul style="list-style-type: none"> Background information on topic 		
Paper Roadmap: <i>approx. 300 words</i> <ul style="list-style-type: none"> Research question, method, initial hypothesis 		
Past studies: <i>approx. 500 words</i> <ul style="list-style-type: none"> Differing perspectives from previous studies put in conversation with one another 		
Gap: <i>approx. 200 words</i> <ul style="list-style-type: none"> Information that will be added to field 		
Citations: <ul style="list-style-type: none"> All sources cited in Literature Review are completed in Bibliography section at end of paper All paraphrased information from other sources includes accurate in-text citation 		
Conventions: <ul style="list-style-type: none"> Few errors in grammar and spelling that do not impede with communication 		
Academic Monitoring		
Lap	Level of Student Mastery	Common Student Trends & Students to Show Call
1). Annotations		
2). Question 1		
3). Question 2		

	<table border="1" style="width: 100%; height: 30px;"> <tr> <td style="width: 33%;"></td> <td style="width: 33%;"></td> <td style="width: 33%;"></td> </tr> </table> <p>Exemplar Student Questions:</p> <ul style="list-style-type: none"> • How are the different components of the Literature Review in conversation with one another and does the order in which these components appear matter for the paper? • Where (and how) could you include larger implications and significance of the topic in the literature review? <p style="text-align: center;">Do Now Review (5 Minutes)</p> <table border="1" style="width: 100%; background-color: #cccccc;"> <tr> <td style="text-align: center;">Highest Leverage Student Questions to Respond to during Share Out</td> </tr> <tr> <td style="height: 200px;"></td> </tr> </table> <ul style="list-style-type: none"> • TW Have students Turn & Talk to share questions and TW monitor questions. Teacher will select 3 highest leverage questions and respond during whole class review. Other questions should be collected and addressed individually on student papers during teacher data collection. 				Highest Leverage Student Questions to Respond to during Share Out	
Highest Leverage Student Questions to Respond to during Share Out						
<p>Structured Work Time (45 Minutes)</p>	<p style="text-align: center;">Structured Work Time (45 Minutes)</p> <p><i>Today our goal is to finish and finalize our Literature Review to prepare for Peer Review! Your task is twofold: 1) Complete Lit Review checklist and note any unfinished components 2) Revise Lit Review based on missing components from checklist. Your completed checklist should be turned in at the end of the period.</i></p> <ul style="list-style-type: none"> • Students complete checklist and make revisions • Teacher circulates to ensure on-task tech and accurate completion of checklist 					

- Teacher conducts WIP meetings to meet with students and plan for successful completion of Lit Review

Part 1: Checklist: Due end-of-class Monday **Be sure to complete both sides*

Part 2: Rubric Analysis: Circle where your paper will score on the first three rows of the IA below and provide rationale for score

Row	Low (2 points)	Medium (4 points)	High (6 points)	Rationale for score
1. Perspectives	Situates a topic of inquiry within a single perspective derived from scholarly works OR through a variety of perspectives derived from mostly non-scholarly works	Situates a topic of inquiry within relevant scholarly works of varying perspectives, although connections to some works may be unclear	Explicitly connects a topic of inquiry to relevant scholarly works of varying perspectives	
2. Context	Provides minimal background information, outlines minimal context behind the research question/project goal and initial student assumptions and/or hypothesis	Provides basic background information, outlines some context behind the research question/project goal and initial student assumptions and/or hypothesis	Provides detailed background information, accurately contextualizes the research question/project goal and initial student assumptions and/or hypothesis	
3. Gap	Does not clearly articulate how inquiry addresses gap in current field of knowledge	Articulates gap in current field of knowledge, but it is not clear how the inquiry addresses this gap	Clearly articulates gap in the current field of knowledge and how it is addressed by inquiry	

WIP Meeting Agenda:

- Lit Review Check
 - Word count
 - Quality of work: High, medium or low
 - Alignment to IA Rubric
- Questions

AP Research

	<ul style="list-style-type: none">○ Students come prepared with 1 question (classwork grade)• Action Step: students leave meeting with clear action step aligned to Lit Review drafting
Exit Ticket (Omitted)	<i>Exit Ticket omitted to preserve independent work time.</i>
Homework	Homework <ul style="list-style-type: none">• Complete any unfinished deliverables on Lit Review checklist
Reference	Teachers are encouraged to read Teach Like a Champion: 49 Techniques that Put Students on the Path to College by Doug Lemov, an Uncommon Schools publication, to better understand the methods of teaching employed in this lesson.