

# Instructional Learning Series

## High School—Research Playlist

The Digital Library Instructional Learning Series links Smarter Balanced Digital Library resources with content from Interim Assessment Blocks. The Digital Library resources on this list are intended to supplement a teacher’s core curriculum and may not address every standard assessed by the High School—Research Interim Assessment Block. For each resource on this list, a brief description is provided along with the Common Core State Standards (CCSS) of focus and estimated instructional time. Many of the formative assessment practices featured in these resources can be used across grades and content areas.

### Learning Goals


Students understand how to:






- cite strong and thorough textual evidence from primary and secondary sources.
- integrate and evaluate multiple sources of information presented in different media types to address a question or solve a problem.
- draw evidence from informational texts to support analysis, reflection, and research.
- gather relevant information from multiple authoritative print and digital sources and assess the strengths and limitations of each source in terms of the specific task, purpose, and audience.
- integrate information into a text selectively to maintain the flow of ideas, avoiding plagiarism and overreliance on any one source.

### Success Criteria

Students can:

- analyze multiple sources of information/evidence to support a presentation on a topic.
- paraphrase information based on an analysis of multiple sources and integrate that information in a way that avoids plagiarism.
- use reasoning, evaluation, and evidence to assess the credibility and accuracy of multiple sources.
- use reasoning to evaluate and select relevant evidence to support arguments, ideas, analyses, hypotheses, or conjectures.

Title	Resource Overview
<p><a href="#">Paraphrasing and Summarizing Research Pieces</a> </p> <p>CCSS of focus: W.9-10.8, W.9-10.9</p> <p>Estimated Instructional Time: 60 min.</p>	<p>This resource includes presentation slides and an activity designed to promote the discussion and evaluation of a student’s understanding of the differences between summarizing and plagiarizing a primary source document. The materials encourage students to investigate the ways writers use sources to develop support for their claims.</p>

<p><a href="#">Primary Sources and the Historical Record of Slavery in the United States</a> </p> <p>CCSS of focus: RI.9-10.1, RI.9-10.7, RH.9-10.1, RH.9-10.2, RH.9-10.3, RH.9-10.7, W.9-10.8, W.9-10.9</p> <p>Estimated Instructional Time: 120 min.</p>	<p>This resource includes lesson planning resources developed by the Library of Congress. It includes links to primary source documents selected to help students understand the way history is recorded. The materials provide a guide for reading and analyzing sources, and comparing and contrasting the ways these sources depict historical events. The plan also includes exercises for students to practice these skills through an examination of historical documents about slavery in the United States.</p>
<p><a href="#">Assimilation Through Education</a> </p> <p>CCSS of focus: RI.9-10.1, RI.9-10.7, RH.9-10.1, RH.9-10.7, W.9-10.8</p> <p>Estimated Instructional Time: 60–180 min.</p>	<p>This resource includes materials designed by the Library of Congress and contains a teacher’s guide and primary source materials that present the contrasting viewpoints on the education and assimilation of American Indian people. The texts provide critical background information on the topic and include a primary source analysis tool featuring targeted questions to promote student-directed analysis of select primary sources.</p>
<p><a href="#">Writing a Resolution</a> </p> <p>CCSS of focus: RI.9-10.1, W.9-10.9</p> <p>Estimated Instructional Time: 45–135 min.</p>	<p>This resource includes a lesson plan and evaluation rubric for teachers to use as they direct students through primary and secondary sources, gather evidence from nonfiction texts, and ultimately use source evidence to compose a resolution. The lesson plan promotes the development of inductive reasoning skills and provides teachers the option of delivering material as an isolated assignment or as a formative tool within a larger research unit.</p>
<p><a href="#">Making Evidenced Based Claims Unit: Women’s Rights</a> </p> <p>CCSS of focus: RI.8.1, W.8.9</p> <p>Estimated Instructional Time: 180 min. per text</p>	<p>This resource includes extensive lesson planning tools focused on close reading, textual analysis, inference making, and writing to support evidence-based claims. The unit provides a comprehensive approach to developing literary proficiencies using three grade-level texts on the subject of women’s rights.</p>
<p><a href="#">Humanity in Crisis: History Repeating Itself</a> </p> <p>CCSS of focus: W.7.2, W.7.4, W.7.8, W.7.9</p> <p>Estimated Instructional Time: 360 min. (six 60-minute lessons)</p>	<p>This resource includes lesson plans that allow teachers to direct students through the research process to produce a document that shows their understanding around the topic of genocide. Students explore topics and events related to the issue and its occurrence through history, then analyze similarities that events share through the different contexts from which they emerge.</p>

