

AP Research Lesson Plans POPLIN Week of November 11-15

	Monday 11/11	Tuesday 11/12	Wednesday 11/13	Thursday 11/15	Friday 11/15
Standard(s)	EK 1.5D1: Scholars have ethical and moral responsibilities when they conduct research. EK 1.5C1: Scholars carefully plan methods of inquiry, analysis, and other feasible research activities, taking into account deadlines, priorities, risks, setbacks, and the availability of others.	EK 1.5C1: Scholars carefully plan methods of inquiry, analysis, and other feasible research activities, taking into account deadlines, priorities, risks, setbacks, and the availability of others.	EK 1.5C1: Scholars carefully plan methods of inquiry, analysis, and other feasible research activities, taking into account deadlines, priorities, risks, setbacks, and the availability of others.	EK 1.5D1: Scholars have ethical and moral responsibilities when they conduct research.	EK 1.5C1: Scholars carefully plan methods of inquiry, analysis, and other feasible research activities, taking into account deadlines, priorities, risks, setbacks, and the availability of others.
Learning Objective	LO 1.5C: Demonstrating perseverance through setting goals, managing time, and working independently on a long-term project.	LO 1.5C: Demonstrating perseverance through setting goals, managing time, and working independently on a long-term project.	LO 1.5C: Demonstrating perseverance through setting goals, managing time, and working independently on a long-term project.	LO 1.5C: Demonstrating perseverance through setting goals, managing time, and working independently on a long-term project.	LO 1.5C: Demonstrating perseverance through setting goals, managing time, and working independently on a long-term project.
Lesson Opener (Engagement) (Relevance)	DO NOW Check your email. Check teacher webpages on school website. Fill out another Expert Adviser Request 😊 Gather all of your electronic annotated bibliographies and paper rubrics, etc., to prepare for today's lesson Open Schoology.	DO NOW Check your email. Check teacher webpages on school website. Gather your poster, your elevator speech, your Inquiry Practice #2 to prepare for today's lesson. Open Schoology.	DO NOW Check your email. Check teacher webpages on school website. Gather your poster, your elevator speech, your Inquiry Practice #2 to prepare for today's lesson. Open Schoology. Submit your Summative Annotated Bibliography if you have not yet done so.	DO NOW Check your email. Check teacher webpages on school website.	DO NOW Check your email. Check teacher webpages on school website. Then clear your desk and put everything away EXCEPT an outline of the academic paper, either in your syllabus OR in your College Board materials.
Agenda for Instruction Identify: TD- Teacher Directed GP- Guided Practice IP- Independent Practice CFU- Checking for Understanding	TOPIC: Collecting and Editing Annotated Bibliography Entries into a Summative Assignment Teacher will review the order and purpose of a summative annotated bibliography then review with students the expectations and rubric. Scholars will organize existing, graded work and peer review for details, then submit in Schoology no later than 8 am Wednesday .	TOPIC: Writing Your Inquiry Method Design (How Will You Conduct Your Research) Teacher will model and lead a discussion of how to effectively explain research procedures. Teacher will share an example from an Inquiry Proposal. Scholars will create a brief, clear description of METHODS (procedures used for conducting their study, including data collection and analysis), in sufficient detail to	TOPIC: Writing and Submitting Your Inquiry Proposal Form (College Board required) DUE Thursday, Nov 14 (tomorrow) Continue working on your data collection tools	Scholars will Peer Review their Inquiry Proposals then submit in Schoology. TOPIC: IRB Request Forms Scholars will complete and Peer Review IRB Requests. DUE DATE: Tuesday, Nov. 19	Field Trip 9:30-11:30 Shortened Class Schedule TOPIC: Puzzle Papers Scholars will work with their table partner to reconstruct a paper that has been cut apart in order to examine the parts and construction of the paper. At the end of this segment of class, the teacher will show the correct order for the paper and Scholars will determine how each paper follows and reflects adjustments from the required elements reviewed in the syllabus.

	<p>Scholars will receive paper handouts of the forms they will be completing electronically this week with the information they have been planning: Inquiry Proposal and the IRB Request.</p> <p>Scholars will contribute to planning the work time for the week with the due dates in mind, and each Scholar will create a work schedule.</p> <p>Independent Work Time</p>	<p>permit understanding of how the data will be analyzed and the processes and assumptions underlying specific techniques. (CB)</p> <p>Continue working on your data collection tools, such as surveys, etc. (last week's lesson)</p>			<p>Scholars will examine the AP Research Academic Paper Syllabus when teacher projects the rubric on the screen: https://apcentral.collegeboard.org/pdf/ap19-sq-research-academic-paper.pdf Scholars may also access the rubric in Schoolology.</p> <p>If time permits, Scholars will use the rubric to assess the paper that they put together.</p> <p>Then teacher will show rubric for both papers to check understanding of the rubric and quality work.</p>
Closure	SCHOLARS SHARE: Check off completed items and prepare tomorrow's to-do list.	SCHOLARS SHARE: Check off completed items and prepare tomorrow's to-do list.	SCHOLARS SHARE: Check off completed items and prepare tomorrow's to-do list.	SCHOLARS SHARE: Check off completed items and prepare tomorrow's to-do list.	Reflect and Random Share
Assessments HW, Tests, Projects	Summative AnnBib collection of 35+ entries already completed due no later than Wednesday, Nov. 13.		Summative Annotated Bib DUE	Inquiry Proposal DUE	

TO DO: Create checklist for all assignments in this series of formal paperwork.

AP Research Lesson Plans POPLIN Week of Nov. 4-8

	Monday 11/4	Tuesday 11/5	Wednesday 11/6	Thursday 11/7	Friday 11/8
Standard(s)	<p>EK 1.5D1: Scholars have ethical and moral responsibilities when they conduct research.</p> <p>EK 1.5C1: Scholars carefully plan methods of inquiry, analysis, and other feasible research activities, taking into account deadlines, priorities, risks, setbacks, and the availability of others.</p>	<p>EK 2.2D1: Scholars analyze and evaluate others' studies and artistic works in terms of internal coherence and alignment of the purposes, goals, and methods of inquiry.</p>	<p>EK 1.5C2: Scholars learn that setbacks are inevitable; they need to focus on the essential goals of the inquiry or project and be prepared to try alternate approaches or look to other disciplines in order to achieve them.</p>	<p>EK 1.5B5: Based on the research question or project goal, methods of data or information collection may be qualitative (e.g., open-ended survey questions, interviews, observational notes, interpretation of texts); may be quantitative (e.g., precise measurements, modeling, using structured and validated</p>	<p>EK 1.5B5: Based on the research question or project goal, methods of data or information collection may be qualitative (e.g., open-ended survey questions, interviews, observational notes, interpretation of texts); may be quantitative (e.g., precise measurements, modeling, using structured and validated</p>

				data collection instruments and procedures); or could include a combination of both qualitative and quantitative (mixed).	data collection instruments and procedures); or could include a combination of both qualitative and quantitative (mixed).
Learning Objective	<p>Learning Objective 1.5D: Employing ethical research practices.</p> <p>LO 1.5C: Demonstrating perseverance through setting goals, managing time, and working independently on a long-term project.</p>	<p>LO 2.2D: Evaluating and critiquing others' inquiries, studies, artistic works, and/or perspectives.</p>	<p>LO 1.5C: Demonstrating perseverance through setting goals, managing time, and working independently on a long-term project.</p>	<p>LO 1.5B: Designing, planning, and implementing a scholarly inquiry.</p>	<p>LO 1.5B: Designing, planning, and implementing a scholarly inquiry.</p>
Lesson Opener	<p>DO NOW: Check your email. Check teacher webpages on school website.</p> <p>IN YOUR PREP: If you were asked to be a PATICIPANT in a research study, what would be the most important aspect of research ethics to you?</p>	<p>DO NOW: Check your email. Check teacher webpages on school website.</p> <p>IN YOUR PREP: What do you think it means when someone says they can't see the forest for the trees?</p> 	<p>DO NOW: Check your email. Check teacher webpages on school website.</p> <p>IN YOUR PREP: What do you see now about the forest that you didn't see yesterday?</p>	<p>DO NOW: Check your email. Check teacher webpages on school website.</p> <p>IN YOUR PREP: Prepare for your presentation by going over your notes or PowerPoint.</p>	<p>DO NOW: Check your email. Check teacher webpages on school website.</p> <p>IN YOUR PREP: What do you hope you learn today, based on your knowledge of the topics you will be hearing about? Be specific, using the PowerPoint from yesterday to guide your inquiry.</p>
Agenda for Instruction	<p>Scholars will review last week's ethics and IRB lessons by completing a review quiz activity with their table partner.</p> <p>WORK SESSION: Scholars will work on their next task, wherever they are in the research process, specifically any missing assignments or further research now that they have solidified their questions and methods.</p> <p>SELECT SCHOLARS: Continue reading and researching, collecting sources in your OneNote Notebook</p>	<p>TOPIC: Envisioning the Academic Research Project</p> <p>Scholars will review their course syllabus (Teacher Website) for the required elements of their academic research paper/project and list them (copy and paste) in their OneNote Notebooks.</p> <p>Teacher will show a video of a mid-scoring AP Research Presentation while Scholars identify all parts of the research paper/project as outlined on the course rubric in their OneNote Notebook. Research Presentation on Giftedness: https://drive.google.com/file/d/</p>	<p>WORK SESSION AGENDA:</p> <ol style="list-style-type: none"> 1. FINISH any outstanding assignments. 2. Continue informally and formally researching your topic, definitions, methods, examples, how-tos, etc. •KEEP RECORDS of what you find, questions you have, etc. Maybe even check some news and other places to see if your topic is in the news... 3. Email any concerns to me if I don't get a chance to conference with you. <p>•When I call you for your conference, bring your laptop and a recording</p>	<p>TOPIC: Research Tools and Techniques</p> <p>Scholars will work in small groups to find and report out to the class information about population/samples, data collection, and data analysis.</p>	<p>Research Tools and Techniques</p> <p>Scholars will share a 6-8 minute presentations with the class.</p> <p>Scholars will give each group informal feedback on what they found most informative or helpful on a small piece of paper.</p> <p>Scholars will apply what they learn through the activity by creating their own next step, such as survey questions or explaining a data collection procedure. They will practice this in their PREP.</p>

	<ul style="list-style-type: none"> Teachers will also continue conferencing with Scholars. 	0B1266zwbCeuTV3FUN0dnUGp5eDQ/view?usp=sharing	device so you have record of our conference.		
Closure	Share with a nearby classmate (not your table partner) what you accomplished today AND specifically how you will accomplish your next steps.	Random Call: How did today's lesson help you see the "forest"?	Partner Share	Check In: How much more time and what resources does your small group need in order to be ready to present?	PREP: Jot a list of everything you know about your research method . Be specific, such as correlational study or case study. THEN, write questions about what you still need to know. DON'T REFERENCE YOUR NOTES – just work from your knowledge base as it is right now.
Assessments HW, Tests, Projects	Any outstanding assignments are due FRIDAY, NOV. 8, unless a student is on an independent contract with his or her instructor.				ALL OUTSTANDING WORK DUE.

AP Research Lesson Plans POPLIN Week of Oct. 28-Nov. 1, 2019

	Monday	Tuesday	Wednesday	Thursday	Friday
Standard(s)	EK 5.1E2: Scholars present, perform, and/or produce their work in multiple ways. This may take discipline-specific forms (e.g., portfolios, exhibits, performances, showcases, premieres, posters), but may also cross disciplinary boundaries. EK 5.1D2: Scholars should articulate their choices and	EK 5.4B1: Peer review is an effective way for scholars to strengthen their critical eye as well as strengthen their own work.	EK 1.5D1: Scholars have ethical and moral responsibilities when they conduct research.	EK 1.5D1: Scholars have ethical and moral responsibilities when they conduct research.	EK 1.5D1: Scholars have ethical and moral responsibilities when they conduct research.

	content in a language that is not discipline-specific to communicate effectively to nonexperts or people outside the discipline.				
Learning Objective	<p>Poster: Learning Objective 5.4A: Engaging in peer review to provide constructive responses to one another's work, appropriate to the stage of a project's development.</p> <p>Learning Objective 5.4B: Engaging in peer review to receive and consider responses to their work.</p> <p>Elevator Speech: LO 5.1F: Defending inquiry choices and [final] product with clarity, consistency, and conviction.</p>	<p>Poster: Learning Objective 5.4A: Engaging in peer review to provide constructive responses to one another's work, appropriate to the stage of a project's development.</p> <p>Learning Objective 5.4B: Engaging in peer review to receive and consider responses to their work.</p> <p>Learning Objective 5.3A: Reflecting on and revising their own writing, thinking, and creative processes.</p> <p>LESSON 6 REVISITED: LO 5.1A[R]: Planning and producing a cohesive academic paper, considering audience, context, and purpose.</p>	<p>Learning Objective 1.5D: Employing ethical research practices.</p> <p>Revising research methods to meet ethical guidelines.</p>	<p>Learning Objective 1.5D: Employing ethical research practices.</p> <p>Revising research methods to meet ethical guidelines.</p>	<p>Learning Objective 1.5D: Employing ethical research practices.</p> <p>Revising research methods to meet ethical guidelines.</p>
Lesson Opener (Engagement) (Relevance)	<p>Do Now: Email, Print, practice</p> <p>Who's in the elevator with you?</p>	<p>Do Now: Check email Check webpages Check grades PREP: Which piece of feedback on your poster (green, yellow, orange) was most unexpected for you?</p>	<p>Do Now: Check email Check webpages Check grades PREP: What makes an action <i>ethical</i>?</p>	<p>Do Now: Check email Check webpages Check grades PREP: What are some ethical considerations that you did not anticipate about your study? Why do you think they were unexpected to you?</p>	<p>Do Now: Check email Check webpages Check grades</p> <p>Task List to be completed.</p>
Agenda for Instruction Identify: TD- Teacher Directed GP-Guided Practice IP- Independent Practice CFU- Checking for Understanding	<p>LEAD TEACHER: Cheri Watkins</p> <p>Scholars will print out posters and practice elevator speeches.</p> <p>Scholars will gather in groups of 4 across the two classrooms to hear the elevator speeches of all group members.</p> <p>Scholars will post their posters around the solarium and downstairs spaces.</p> <p>GALLERY WALK: Scholars will read ALL of as many</p>	<p>NOTE: Scholars will be divided by chosen research method – quantitative approaches will meet with Ms. Watkins, and qualitative with Dr. Poplin.</p> <p>Scholars will consider, discuss, and apply feedback from yesterday's lesson, then upload their poster in Schoology for a formative assessment grade.</p> <p><i>Scholars will move into the appropriate classroom for the lesson.</i></p> <p>LESSON 6 REVISITED (QUALITATIVE component)</p>	<p>LESSON 12 Engaging in Ethical and Safe Research Practice</p> <p>MAKE POWERPOIT AVAILABLE TO SCHOLARS VIA SCHOOLGY.</p> <p>Teacher will lead discussion on ethics, research, and what determines "danger" to participants and to researchers.</p> <p>Scholars will watch a video and review the material on ethical and safe practices.</p>	<p>Scholars will complete Ethics training at https://researchethics.od.nih.gov/CourseIndex.aspx This is embedded in the Ethic PowerPoint in Schoology.</p> <p>Scholars will make adjustments to their research so far in order to clearly meet ethical standards.</p> <p>Scholars will fill out a practice IRB application that clearly uses ethics considerations.</p>	<p>Scholars will receive a Task List today with the following items:</p> <p>Check off each task when you have completed it.</p> <p>Do Now</p> <ul style="list-style-type: none"> • Check email • Check webpages <p>Class Work Session Update the following assignments to reflect the same, refined information. For example, your research question should be the same on all of these updated assignments:</p> <ul style="list-style-type: none"> • Expert Adviser Request • Poster #1

	<p>posters as possible in the time allocated (15-20 minutes).</p> <p>Scholars will give peer feedback in order to improve their work by placing a Sticky on the portion of the poster they are evaluating: GREEN outstanding YELLOW needs some improvement ORANGE/RED immediate attention to significant problems.</p> <p>The goal is for each poster to have multiple feedback Stickies.</p> <p>Scholars will return to their original classroom to study and consider the feedback.</p>	<p>Teacher will lead review of Lesson 6 (Hypothesis, Assumptions, and Definitions).</p> <p>Scholars will determine why qualitative researchers are not concerned with hypotheses but are concerned with assumptions and definitions.</p> <p>Teacher will model and guide “bracketing experiences” or “situation to self” as related to research by completing a shared reading from a qualitative textbook and sharing an example.</p> <p>Scholars will create their own statements of assumption, their own experience of the phenomenon under investigation, and their own anticipated process of setting aside, or “bracketing/epoche” these experiences. They will do this by working in groups of 3 to complete a series of questions designed to help them uncover assumptions.</p> <p>Scholars will share at least one assumption, experience, or expectation out loud with the class. Scholars will list these in their PREP AND submit a copy of their list of assumptions, experiences, or other expectations to the teacher via email. (CFU – 10 points)</p>	<p>Scholars will work with a small group to evaluate other AP Research student’s Inquiry Proposals for elements of safe ethical practices.</p>		<ul style="list-style-type: none"> • Inquiry Practice #2 <p>As time permits, continue working through the Ethics/IRB lesson. Review to learn the information.</p> <p>LAST 10 minutes of CLASS:</p> <ul style="list-style-type: none"> • Email the four tasks as outlined on Slide 26 to DR. POPLIN.
<p>Closure</p>	<p>How does the process of giving and receiving feedback inform your work? (Random Call)</p>	<p>RANDOM CALL</p> <p>What are the ramifications of not articulating or acknowledging definitions, assumptions, and hypotheses in your research?</p> <p>When should you acknowledge an assumption, hypothesis, or definition in your research (prior to, in the middle, or after</p>	<p>Random Call Reflect</p>	<p>Random Call Reflect</p>	<p>Submit Checklist and plan for next steps (Random Call)</p>

		collecting data and making a conclusion)? In what ways does acknowledging assumptions, hypotheses, and definitions get reflected in the academic paper for the AP Research course?			
Assessments HW, Tests, Projects	POSTERS and ELEVATOR SPEECHES are due TODAY.	BEGINNING OF CLASS TODAY: Scholars will upload final product of poster after applying peer feedback.			

AP Research Lesson Plans POPLIN Week of Oct. 22-25, 2019

		Tuesday	Wednesday	Thursday	Friday
Standard(s)		EK 1.1E2: A research question/project goal often requires multiple revisions to ensure it is appropriate in terms of scope and feasibility (time, resources).	EK 1.1D3: Scholarly inquiry should be situated within a broader understanding of the scholarly community and of importance and relevance to that community.	EK 5.1C3: Effective communication requires choosing appropriate media (e.g., essay, poster, oral presentation, documentary, research report/thesis) according to context, purpose, and audience.	EK 5.1C3: Effective communication requires choosing appropriate media (e.g., essay, poster, oral presentation, documentary, research report/thesis) according to context, purpose, and audience.
Learning Objective		LO 1.1E Scholars will develop and revise a focused research question/project goal.	Scholars will reflect on challenges with synthesizing research knowledge from the broader community into contemporary understandings.	LO 5.1C: Communicating information through appropriate media using effective techniques of design.	LO 5.1C: Communicating information through appropriate media using effective techniques of design.
Lesson Opener (Engagement) (Relevance)		Do Now in Your PREP: Reflect on the standard for today's lesson: EK 1.1E2: A research question/project goal often requires multiple revisions to ensure it is appropriate in terms of scope and feasibility (time, resources). Why might this be considered "essential knowledge"?	Do Now in Your PREP: What are some ways that you think people misuse, misunderstand, or inaccurately apply "research" in contemporary culture?	Do Now in Your PREP: Who do you think wants to hear about your research study at this point in time? Create a thorough list of possibilities Be specific.	Do Now in Your PREP: Look to see if there are free online courses (e.g., Coursera) that relate to your topic OR your research method.. If there are, look at the descriptions of these courses and determine whether they would be beneficial. Write a description of your efforts in this area and include what courses you found and why you determined they would or would not be useful to you. NOTE: Search for MOOCs.
Agenda for Instruction		WORK SESSION	EARLY RELEASE	.Lesson 7	Lesson 7 WORK SESSION

<p>Identify: TD- Teacher Directed GP-Guided Practice IP- Independent Practice CFU- Checking for Understanding</p>		<p>Scholars will continue working on their Inquiry Practice #2, utilizing textbooks, online sources, and other resources.</p> <p>Teacher will continue individual conferences with Scholars regarding their research inquiry practice.</p>	<p>Scholars will UPLOAD Inquiry Practice #2 in Schoology.</p> <p>Podcast Day</p> <p>Scholars will listen to Freakonomics Podcast "This Idea Must Die" and respond to one of the featured ideas in an informal reflection in their PREP.</p> <p>http://freakonomics.com/podcast/this-idea-must-die-a-new-freakonomics-radio-podcast/</p> <p>CFU – over-the-shoulder while students listen and respond.</p>	<p>Teacher will lead lesson on preparing an elevator speech and a poster presentation using College Board materials.</p> <p>Scholars will begin preparing their individual poster presentations.</p>	<p>Scholars will finalize their poster presentations and practice with a partner.</p> <p><i>NOTE: Scholars will complete a survey with Ms. Messick during class time.</i></p>
<p>Closure</p>		<p>Specifically, what are your next steps, assuming your proposal is approved?</p>	<p>Scholars will Random Call share their responses.</p>	<p>Reflect in your PREP and out loud: How will presenting and adding to your poster presentation throughout the year strengthen your skills in developing effective research/inquiry processes and presentation skills?</p>	<p>Random Call: What was the hardest part of creating your poster presentation?</p>
<p>Assessments HW, Tests, Projects</p>		<p>Inquiry Practice is due tomorrow.</p>	<p>Inquiry Practice #2 is due TODAY!</p>	<p>Informal POSTER PRESENTATIONS will be delivered MONDAY, Oct. 28.</p>	