Medical Research

Teacher Information

Module Overview

A. Reading: Students visit the Public Library of Science and choose two articles to read and annotate.

B. Research & Analysis: Students answer questions about the clinical trial process and research clinical trials that are occurring in their area.

C. Writing: Students write an informational essay providing an overview of the clinical trial process.

D. Healthcare Career Extension: Students research and investigate healthcare career information related to medical research.

Student Learning Objectives

Appropriate Grade Level: High School English

Students will be able to:
- Read and evaluate information provided
- Discuss ideas, events, and topics related to the assigned reading
- Conduct short and long-term research projects to answer a question or solve a problem
- Navigate the Internet to find credible, valuable information
- Produce clear and coherent writing in which the development, organization, and style are appropriate to task, purpose, and audience
- Investigate a healthcare career

Common Core State Standards

RI.1.11-12. Cite strong and thorough textual evidence to support analysis of what the text says explicitly as well as inferences drawn from the text, including determining where the text leaves matters uncertain.

RI.2.11-12. Determine two or more central ideas of a text and analyze their development over the course of the text, including how they interact and build on one another to provide a complex analysis; provide an objective summary of the text.

RI.3.11-12. Analyze a complex set of ideas or sequence of events and explain how specific individuals, ideas, or events interact and develop over the course of the text.

RI.7.11-12. Integrate and evaluate multiple sources of information presented in different media or formats (e.g., visually, quantitatively) as well as in words in order to address a question or solve a problem.

W.1.11-12. Write arguments to support claims in an analysis of substantive topics or texts, using valid reasoning and relevant and sufficient evidence.
**W.4.11-12.** Produce clear and coherent writing in which the development, organization, and style are appropriate to task, purpose, and audience.

**W.5.11-12.** Develop and strengthen writing as needed by planning, revising, editing, rewriting, or trying a new approach, focusing on addressing what is most significant for a specific purpose and audience.

**W.6.11-12.** Use technology, including the Internet, to produce, publish, and update individual or shared writing products in response to ongoing feedback, including new arguments or information.

**W.7.11-12.** Conduct short as well as more sustained research projects to answer a question (including a self-generated question) or solve a problem; narrow or broaden the inquiry when appropriate; synthesize multiple sources on the subject, demonstrating understanding of the subject under investigation.

**W.8.11-12.** Gather relevant information from multiple authoritative print and digital sources, using advanced searches effectively; assess the strengths and limitations of each source in terms of the task, purpose, and audience; integrate information into the text selectively to maintain the flow of ideas, avoiding plagiarism and overreliance on any one source and following a standard format for citation including footnotes and endnotes.

### Time Frame

<table>
<thead>
<tr>
<th>Activity</th>
<th>Estimated Time</th>
<th>Actual Time (please make note below)</th>
</tr>
</thead>
<tbody>
<tr>
<td>A. Reading</td>
<td>1 day</td>
<td></td>
</tr>
<tr>
<td>B. Research &amp; Analysis</td>
<td>1-2 days</td>
<td></td>
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<tr>
<td>C. Writing</td>
<td>3-5 days</td>
<td></td>
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<tr>
<td>D. Healthcare Career Extension</td>
<td>1-2 days</td>
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### References