Unit 1
Topic: Introduction to Research

Stage 1 – Desired Results

PA Common Core Standards:

CC.1.2.9–10.J
Acquire and use accurately general academic and domain-specific words and phrases, sufficient for reading, writing, speaking, and listening at the college- and career-readiness level; demonstrate independence in gathering vocabulary knowledge when considering a word or phrase important to comprehension or expression.

CC.1.4.9–10.U
Use technology, including the Internet, to produce, publish, and update individual or shared writing products, taking advantage of technology's capacity to link to other information and to display information flexibly and dynamically.

CC.1.4.9–10.B
Write with a sharp, distinct focus identifying topic, task, and audience.

Transfer

Students will be able to independently use their learning to:
- Select and refine a topic for any research project
- Establish a plan for conducting research
- Write a formal research paper using a prescribed format
- Use appropriate "research terms" to discuss their projects and learning
- Use a Google account to send email, create and share documents, create presentations, etc.

Meaning

Students will understand that:	**Essential Questions**:
- Organization of information and paperwork is essential for effective research - Technology has influenced how we research information and present our findings - Good researchers and writers utilize a process to produce a final product	- What is the best way to begin a research project? - What is the best way to store and organize my research? - What should I research?

Acquisition

Students will know:	**Students will be skilled at:**
- How to use all components of Google Drive (Docs, Gmail, Slides) - The definitions for research terms (i.e. cite, plagiarism, source, MLA, etc.)	- Typing, saving, and formatting using Google Docs - Sending and receiving email and attachments using Gmail - Correctly using research terms - Identifying the steps of the writing process

Stage 2 – Assessment Evidence

Unit-Based Project/Assessment:	**Other Evidence:**
Mini Research Project Students will complete a guided research project using a self-selected topic. With the	- Teacher-developed objective quiz - Email messages and attachments - Academic prompts

teacher's help, students will practice the steps of the research and writing process • Objective Unit Test – Teacher created assessment	• Research journal entries • Teacher and peer conference notes

Stage 3 – Learning Plan

Pre-Assessment
Anticipation Guide for research (KWL Chart, Pre-test, Free Write or Journal Entry, etc.)
Large group discussion of results

Learning Events

1. Self-assess prior knowledge:
   Make a list of the steps you use to complete a research project (or complete KWL chart, or free write in your research journal).
2. Introduce the Essential Questions and discuss the culminating unit performance tasks; introduce Big 6 Skills
3. Note: Key vocabulary terms are introduced to provide a common frame of reference (https://quizlet.com/108139077/research-terms-flash-cards/)
4. Demonstration and practice using Google Drive (establish individual student accounts)
   Students will compose and send email with attachment (list of possible research topics of interests) to instructor

Progress Monitoring

- Teacher observation
- Gmail communication
- Note-taking
- Proficiency on objective quizzes
- Admit slips, exit tickets
- "Please Do Now" responses
- Peer/Self-evaluation checklists

Differentiation/Inquiry

- Peer monitoring
- Printed PowerPoint pages
- Self-chosen topics

Resources:

- https://globaldigitalcitizen.org/15-lesson-plans-for-making-students-better-online-researchers
- http://big6.com/
- http://www.crlsresearchguide.org/Big_Six_Steps.asp
- https://quizlet.com/108139077/research-terms-flash-cards/

Pacing Guide
Two Weeks

Unit 2
Topic: Information Seeking
Stage 1 – Desired Results

PA Common Core Standards:

CC.1.2.9–10.L
Read and comprehend literary nonfiction and informational text on grade level, reading independently and proficiently.
CC.1.4.9–10.U
Use technology, including the Internet, to produce, publish, and update individual or shared writing products, taking advantage of technology's capacity to link to other information and to display information flexibly and dynamically.
CC.1.4.9–10.V
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.
CC.1.4.9–10.W
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.

Transfer

Students will be able to independently use their learning to:
- Use the resources a library has to offer: online card catalog, databases, copier and printers, print sources, etc.
- Determine/evaluate sources for reliability before using them
- Identify and record important information from sources; summarize a source

Meaning	
Students will understand that: • Technology has influenced HOW we research information and present our findings • Not all sources on the internet are valid or reliable • Good researchers and writers utilize a process to produce a final product. • A strong thesis statement (or "claim") is the foundation of a research paper	**Essential Questions**: • How do I find the information I need? • How do I determine which sources to use? • Does my topic need refining? • How can I use the library to complete my research?
Acquisition	
Students will know: • How to locate sources using the card catalog, databases • How to conduct effective keyword searches • How to print/copy sources	**Students will be skilled at:** • Writing strong thesis statements (or "claims")

• The relation of a source URL's suffix to reliability (i.e., ".com", ".org", ".edu", etc.) • The function of a thesis statement (or "claim")	• Locating sources of information using Destiny (online card catalog), Power Library (online database), etc. • Evaluating sources for usability, readability and reliability

Stage 2 – Assessment Evidence	
Unit-Based Project/Assessment: • Mini Research Project Students will complete a guided research project using a self-selected topic. With the teacher's help, students will practice the steps of the research and writing process • Objective Unit Test – Teacher created assessment	**Other Evidence:** • Teacher-developed objective quiz • Academic prompts • Research journal entries • Teacher and peer conference notes • Completed parts of the mini-research project

Stage 3 – Learning Plan	
Learning Events 1. Watch video on topic selection (https://www.youtube.com/watch?v=-Swkn8Z8Z8Y) and brainstorm a list of possible research topics. Using the criteria discussed in class, refine it. 2. Library visit (Gallery walk, Scavenger Hunt, etc.) 3. Watch videos and take notes about the validity and usefulness of sources https://www.youtube.com/watch?v=wvA4eJR86Hw https://www.youtube.com/watch?v=RgRY5TJ4AqU&list=PLJE-23NYAbJQdgGIFboH2bTnXNU-1CliB&index=4 4. Students will practice assessing sources for usability, readability, and reliability using teacher provided links and the criteria provided in class/videos. 5. Students will assess sources they find independently for their self-chosen topic.	**Progress Monitoring** • Teacher observation • Working bibliography • Note pages • Proficiency on objective quizzes
Differentiation/Inquiry • Peer monitoring • Citation templates in MLA format • Note page templates, printed • Self-chosen topics	
Resources: • https://globaldigitalcitizen.org/15-lesson-plans-for-making-students-better-online-researchers • http://big6.com/ • http://www.crlsresearchguide.org/Big_Six_Steps.asp • https://quizlet.com/108139077/research-terms-flash-cards/ • Sample I-Search paper	**Pacing Guide** Two Weeks

Unit 3
Topic: Citing Sources: Ethical Use of Information

Stage 1 – Desired Results

PA Common Core Standards:

CC.1.2.9–10.L
Read and comprehend literary nonfiction and informational text on grade level, reading independently and proficiently.

CC.1.4.9–10.W
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.

CC.1.5.9–10.C
Integrate multiple sources of information presented in diverse media or formats (e.g., visually, quantitatively, orally) evaluating the credibility and accuracy of each source.

Transfer

Students will be able to independently use their learning to:

- Write a formal research paper
- Use appropriate "research terms" to discuss their projects and learning
- Use information ethically - cite information from sources in MLA format (works cited and in-text citations)
- Present information found during research in a formal essay

Meaning

Students will understand that:	**Essential Questions**:
- Organization of information and paperwork is essential for effective research - It is unethical to "steal" information from a source, or use it without acknowledgement - To be adequately paraphrased information from a source must look completely different from the original text	- How do I present my information ethically?

Acquisition

Students will know:	**Students will be skilled at:**
- The definitions for research terms (i.e. cite, plagiarism, source, MLA, etc.) - Proper methods for citing sources on a "works cited" page and in-text - How to properly paraphrase information from sources	- Correctly using research terms - Taking notes and labeling note pages for organization purposes - Creating a "works cited" page for a research project - Paraphrasing information from sources - Using in-text citations to document sources

Stage 2 – Assessment Evidence

Unit-Based Project/Assessment:	**Other Evidence:**

• Mini Research Project Students will complete a guided research project using a self-selected topic. With the teacher's help, students will practice the steps of the research and writing process • Objective Unit Test – Teacher created assessment	• Teacher-developed objective quiz • Academic prompts • Research journal entries • "Paraphrasing Practice Worksheets • Completed parts of the mini-research project (note pages, citations on works cited pages)

Stage 3 – Learning Plan

Learning Events
  1. While in the Library, learn and practice how to:
     a. Take and organize notes
     b. Cite sources using "works cited" page and in-text citations
  2. In the classroom, complete a "works cited" page for mini-research project on the self-chosen topic
	Progress Monitoring
	• Teacher coaching, observation
	• Peer mentoring
	• Guided practice sessions

Differentiation/Inquiry
• Peer monitoring • Printed PowerPoint pages • Self-chosen topics • Note page templates • MLA citation tempates

Resources: • https://globaldigitalcitizen.org/15-lesson-plans-for-making-students-better-online-researchers • http://big6.com/ • http://www.crlsresearchguide.org/Big_Six_Steps.asp • https://quizlet.com/108139077/research-terms-flash-cards/ • Sample I-Search paper	**Pacing Guide** One week

Unit 4
Topic: Research Paper Composition
Stage 1 – Desired Results

PA Common Core Standards:

CC.1.4.9–10.A
Write informative/explanatory texts to examine and convey complex ideas, concepts, and information clearly and accurately.

CC.1.4.9–10.B
Write with a sharp, distinct focus identifying topic, task, and audience.

CC.1.4.9–10.C
Develop and analyze the topic with relevant, well-chosen, and sufficient facts, extended definitions, concrete details, quotations, or other information and examples appropriate to the audience's knowledge of the topic; include graphics and multimedia when useful to aiding comprehension.

CC.1.4.9–10.D
Organize ideas, concepts, and information to make important connections and distinctions; use appropriate and varied transitions to link the major sections of the text; include formatting when useful to aiding comprehension; provide a concluding statement or section.

CC.1.4.9–10.E
Write with an awareness of the stylistic aspects of composition. Use precise language and domain-specific vocabulary to manage the complexity of the topic. Establish and maintain a formal style and objective tone while attending to the norms of the discipline in which they are writing.

CC.1.4.9–10.F
Demonstrate a grade-appropriate command of the conventions of standard English grammar, usage, capitalization, punctuation, and spelling.

CC.1.4.9–10.H
Write with a sharp, distinct focus identifying topic, task, and audience. Introduce the precise claim.

Transfer

Students will be able to independently use their learning to:

- Write a formal research paper
- Use appropriate "research terms" to discuss their projects and learning
- Save, organize, and share information using Google Drive accounts
- Identify and record important information from sources; summarize a source
- Compose and revise a formal research paper
- Paraphrase information from sources
- Organize information logically in essay format
- Use information ethically - cite information from sources in MLA format (works cited and in-text citations)
- Present information found during research in a formal essay

Meaning	
Students will understand that:	**Essential Questions**:
• Organization of information and paperwork is essential for effective research	• What does a research product look like?

• Good researchers and writers utilize a process to produce a final result • A strong thesis statement (or "claim") is the foundation of a research paper • A research paper requires formal language and should follow a format for academic writing • Narrative writing (informal) is very different from academic writing (formal)	• How can I improve my research product?

Acquisition

Students will know:	**Students will be skilled at:**
• How to use all components of Google Drive (docs, Gmail,slides) • Proper methods for citing sources on a "works cited" page and in-text • The function of a thesis statement (or "claim") • Proper methods for writing narrative and academic pieces • How to appropriately format a final draft of a research paper	• Typing and saving using Google Docs • Sending and receiving email and attachments using Gmail • Identifying the steps of the writing process • Writing strong thesis statements (or "claims") • Citing sources • Using formal language in a research paper (avoiding first person POV, using precise terms) • Writing a formal research paper

Stage 2 – Assessment Evidence

Unit-Based Project/Assessment:	**Other Evidence:**
• All completed parts of the mini research project	• Academic prompts • Research journal entries • Teacher and peer conference notes • Completed parts of the mini-research project • Self and peer evaluation checklists

Stage 3 – Learning Plan

Pre-Assessment

In groups, analyze the sample completed essay. Using a rubric, assign a grade. Defend your opinion.

Learning Events	**Progress Monitoring**

1. Use the writing process to organize and draft information from research into essay format
   a. Draft of Introductory paragraph, including strong hook and thesis statement/claim
   b. Outline or graphic organizer of body paragraphs/details
   c. Draft of conclusion paragraph, restating thesis/claim and answering the question "So what?" or "Why does this matter?"
2. Conduct self and peer evaluation conference using teacher-made checklist of required elements or "look for's"
	• Teacher observation
	• Gmail communications
	• Note taking
	• Proficiency on objective quizzes
	• Admit slips, exit tickets
	• "Please Do Now" responses
	• Peer/self-evaluation checklists

3. Revise and edit as needed	
Differentiation/Inquiry • Peer monitoring • Printed PowerPoint pages • Self-chosen topics	
Resources: • Sample essays for review	**Pacing Guide** Three Weeks

DRAFT

Unit 5 Topic: Reflection and Review
Stage 1 – Desired Results

PA Common Core Standards:

CC.1.4.9–10.M

Write narratives to develop real or imagined experiences or events.

CC.1.4.9–10.N

Engage and orient the reader by setting out a problem, situation, or observation, establishing one or multiple points of view, and introducing a narrator and/or characters.

CC.1.4.9–10.O

Use narrative techniques such as dialogue, description, reflection, multiple plotlines, and pacing to develop experiences, events, and/or characters; use precise words and phrases, telling details, and sensory language to convey a vivid picture of the experiences, events, settings, and/or characters.

CC.1.4.9–10.P

Create a smooth progression of experiences or events using a variety of techniques to sequence events so that they build on one another to create a coherent whole; provide a conclusion that follows from and reflects on what is experienced, observed, or resolved over the course of the narrative.

CC.1.4.9–10.T

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.

CC.1.5.9–10.D

Present information, findings, and supporting evidence clearly, concisely, and logically such that listeners can follow the line of reasoning; ensure that the presentation is appropriate to purpose, audience, and task.

CC.1.5.9–10.E

Adapt speech to a variety of contexts and tasks.

CC.1.5.9–10.F

Make strategic use of digital media in presentations to add interest and enhance understanding of findings, reasoning, and evidence.

CC.1.5.9–10.G

Demonstrate command of the conventions of standard English when speaking based on Grades 9–10 level and content.

Transfer

Students will be able to independently use their learning to:

- Write a formal research paper
- Save, organize, and share information using Google Drive accounts
- Use informational ethically – cite information from sources in MLA format (works cited and in-text citations)
- Present information found during research in a formal essay
- Share information in a formal oral presentation
- Demonstrate awareness of task and audience to effectively communicate information
- Reflect upon research and writing processes to improve final product

Meaning	
Students will understand that: • A research paper requires formal language and should follow a format for academic writing • Narrative writing (informal) is very different from academic writing (formal) • Reflection is a necessary tool for growth as a researcher and writer	**Essential Questions**: • What are my research strengths and weaknesses? • How can I build upon my experiences to become a better, wiser researcher
Acquisition	
Students will know: • How to use all components of Google Drive (docs, Gmail,slides) • How to present research academically, both written and orally • Proper methods for writing narrative and academic pieces • The importance of reflection in the research project	**Students will be skilled at:** • Typing and saving using Google Docs • Sending and receiving email and attachments using Gmail • Presenting research • Writing formal and informal pieces • Self-reflection
Stage 2 – Assessment Evidence	
Unit-Based Project/Assessment: • In small groups, students will create Anchor charts to illustrate and outline some aspect of a research process or product. Anchor charts will then be displayed and used for reference. • Mini-Research project: students will complete a guided research project using a self-selected topic. With the teacher's help, students will practice the steps of the research and writing process. • Objective Unit Test: Teacher created assessment	**Other Evidence:** • Teacher-developed objective quizzes, tests • Academic prompts • Research Journal entries • Teacher and Peer conference notes • Completed parts of the mini-research project. • Self and Peer evaluation checklists
Stage 3 – Learning Plan	
Pre-Assessment What does research reflection look like? (journal entry and discussion)	
1. Self-assess prior knowledge: journal entry and discussion. 2. Introduce the Essential Questions and discuss the culminating unit performance tasks. 3. Using Google Slides, create a presentation to share your information. Follow all guidelines (i.e., font choices, consistent background slides, appropriate dress and body language, pace and volume, etc) for effective and visual presentation.	**Progress Monitoring** • Teacher observation • Gmail communications • Admit slips, exit tickets • "Please Do Now" responses • Peer/Self-evaluation checklists

4. In small groups, create Anchor Charts to clarify one aspect of the research process (i.e., note pages, in-text citations, "works cited") for display and reference in the classroom. 5. Concluding journal entry - REFLECTION: What have you learned? What do you still find confusing about the research process? What are your research strengths and weaknesses? What areas do you need to improve upon? What will you CHANGE for the culminating project? Etc.	
Differentiation/Inquiry • Peer monitoring • Printed PowerPoint pages • Self-chosen topics	
Resources: • Google slides	**Pacing Guide** One Week

Unit 6
Topic: Independent Research Plan
Stage 1 – Desired Results

PA Common Core Standards:

CC.1.2.9–10.J
Acquire and use accurately general academic and domain-specific words and phrases, sufficient for reading, writing, speaking, and listening at the college- and career-readiness level; demonstrate independence in gathering vocabulary knowledge when considering a word or phrase important to comprehension or expression.

CC.1.4.9–10.U
Use technology, including the Internet, to produce, publish, and update individual or shared writing products, taking advantage of technology's capacity to link to other information and to display information flexibly and dynamically.

CC.1.4.9–10.B
Write with a sharp, distinct focus identifying topic, task, and audience.

Transfer

Students will be able to independently use their learning to:
- Select and refine a topic for research
- Establish a plan for conducting research
- Write a formal research paper using a prescribed format
- Use appropriate "research terms" to discuss their projects and learning
- Use a Google Drive account to send email, create and share documents, create presentations, etc.

Meaning

Students will understand that:	**Essential Questions**:
- Organization of information and paperwork is essential for effective research - Good researchers and writers utilize a process to produce a final product - Some topics are too broad to be researched effectively	- What do I want to research? - What is my research plan?

Acquisition

Students will know:	**Students will be skilled at:**
- How to use all components of Google Drive (docs, Gmail,slides) - The steps of the research process	- Typing, saving, and formatting using Google Docs - Sending and receiving email and attachments using Gmail - Correctly using research terms - Selecting a topic that will fulfill the research task - How to create a research plan which accounts for topic, task, etc.

Stage 2 – Assessment Evidence	
Unit-Based Project/Assessment: • I-Search project: students will complete an independent research project using a self-selected topic. Students will independently practice the steps of the research and writing processes.	**Other Evidence:** • Email messages and attachments • Academic prompts • Research Journal entries • Teacher and Peer conference notes
Stage 3 – Learning Plan	

Pre-Assessment Establish a research plan for the I-Search project.	
1. Review and annotate sample I-Search paper. Pay attention to your thoughts and write down things you are noticing, based on your knowledge of the research process and academic writing. 2. Group discussion of student annotations and findings: What makes an I-Search Research paper unique? How is Narrative writing different from Academic writing? 3. Introduce the Essential Questions and discuss the culminating unit performance tasks. 6. Brainstorm a list of possible topics. 7. In Research Journal, develop a research plan and compose a project proposal (Clearly state topic, why it was chosen, what is already known, what new information is desired) (RE: Step 1: See attached – I-Search paper from link revised to reflect changes in MLA Format. Here is the link to the original I-Search document (must copy and paste link into web browser): ph.rcps.info/common/pages/DisplayFile.aspx?itemId=9798588)	**Progress Monitoring** • Teacher observation • Gmail communications • Notes Pages • Proficiency on objective quizzes • Admit slips, exit tickets • "Please Do Now" responses • Peer/Self Evaluation checklists
Differentiation/Inquiry • Peer monitoring • Teacher Coaching • Self-chosen topics • I-Search templates (brainstorming worksheet, proposal, etc.)	
Resources: • Sample I-Search paper	**Pacing Guide** One Week

Unit 7
Topic: Independent Research Process
Stage 1 – Desired Results

PA Common Core Standards:

CC.1.2.9–10.L
Read and comprehend literary nonfiction and informational text on grade level, reading independently and proficiently.
CC.1.4.9–10.U
Use technology, including the Internet, to produce, publish, and update individual or shared writing products, taking advantage of technology's capacity to link to other information and to display information flexibly and dynamically.
CC.1.4.9–10.V
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.
CC.1.4.9–10.W
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.

Transfer

Students will be able to independently use their learning to:

- Write a formal research paper
- Use appropriate "research terms" to discuss their projects and learning
- Save, organize, and share information using Google Drive accounts
- Compose and revise a formal research paper
- Paraphrase information from sources
- Organize information logically in essay format
- Use information ethically – cite information from sources in MLA format (works cited and in-text citations)
- Present information found during research in a formal essay
- Share information in a formal oral presentation

Meaning

Students will understand that:	**Essential Questions**:
- Organization of information and paperwork is essential for effective research - Technology has influenced HOW we research information and present our findings - Now all sources on the internet are valid or reliable - Good researchers and writers utilize a process to produce a final product	- What information do I need to find? - Which are the best sources to use? - Does my topic need refining?

• A strong thesis statement (or "claim") is the foundation of a research paper • Not all information from a source will be used	• How can I use the library to complete my research project?

Acquisition	
Students will know: • How to use all components of Google Drive (docs, Gmail, slides) • The function of a thesis statement (or "claim") • The components of MLA format • What resources are available in the library • How to take effective notes	**Students will be skilled at:** • Typing and saving using Google Docs • Sending and receiving email and attachments using Gmail • Writing strong thesis statements (or "claims") • Locating a variety of sources in the library • Identifying important/essential information from a source

Stage 2 – Assessment Evidence	
Unit-Based Project/Assessment: • I-Search project: students will complete an independent research project (I-Search Paper) using a self-selected topic. Students will practice the steps of the research and writing processes, demonstrating mastery of research skills. (*At this point in the marking period, check research project benchmark – completed note pages and draft of works cited page) • Oral presentation of research findings, demonstrating effective presentations skills (volume, pace, body language, dress, etc) and a visual aid OR teacher created final exam (teacher discretion)	**Other Evidence:** • Research Journal entries • Teacher and Peer conference notes • Completed note pages • Completed Works Cited page • Self & Peer evaluation checklists

Stage 3 – Learning Plan	
Pre-Assessment Establish a research plan for a new topic	
1. Conduct preliminary research to hone and refine topic. 2. Based on preliminary research, determine if selected topic is appropriate for the research task. Repeat as needed. *Record this portion of the research story in Research Journal. 3. Locate valid, useful and reliable sources in the library and online. Print or copy resources for later examination. *Record this portion of the research story in Research Journal. 4. Read, annotate, highlight sources and paraphrase onto note pages. * Record this portion of the research story in Research Journal.	**Progress Monitoring** • Teacher observation • Gmail communications • Note pages • Drafts • Admit slips/Exit tickets • Research Journal entries • Peer/Self evaluation checklists

5. Create "Works Cited" page.	
Differentiation/Inquiry • Peer monitoring • Self-chosen topics	
Resources: • Sample I-Search paper • Pre-made note page templates • MLA Format templates for Works Cited	**Pacing Guide** Three Weeks

DRAFT

Unit 8
Topic: Synthesis and Composition
Stage 1 – Desired Results

PA Common Core Standards:

CC.1.4.9–10.A
Write informative/explanatory texts to examine and convey complex ideas, concepts, and information clearly and accurately.
CC.1.4.9–10.B
Write with a sharp, distinct focus identifying topic, task, and audience.
CC.1.4.9–10.C
Develop and analyze the topic with relevant, well-chosen, and sufficient facts, extended definitions, concrete details, quotations, or other information and examples appropriate to the audience's knowledge of the topic; include graphics and multimedia when useful to aiding comprehension.
CC.1.4.9–10.D
Organize ideas, concepts, and information to make important connections and distinctions; use appropriate and varied transitions to link the major sections of the text; include formatting when useful to aiding comprehension; provide a concluding statement or section.
⬚ Establish and maintain a formal style and objective tone while attending to the norms of the discipline in which they are writing.
CC.1.4.9–10.F
Demonstrate a grade-appropriate command of the conventions of standard English grammar, usage, capitalization, punctuation, and spelling.
CC.1.4.9–10.H
Write with a sharp, distinct focus identifying topic, task, and audience.
Introduce the precise claim.

Transfer

Students will be able to independently use their learning to:

- Write a formal research paper
- Use appropriate "research terms" to discuss their projects and learning
- Save, organize, and share information using Google Drive accounts
- Compose and revise a formal research paper
- Paraphrase information from sources
- Organize information logically in essay format
- Use information ethically – cite information from sources in MLA format (works cited and in-text citations)
- Present information found during research in a formal essay

Meaning

Students will understand that:	**Essential Questions**:
- Organization of information and paperwork is essential for effective research	- What does academic writing look like?

- A strong thesis statement (or "claim") is the foundation of a research paper - It is unethical to "steal" information from a source, or use it without acknowledgement - To be adequately paraphrased, information from a source must look COMPLETELY different from the original text - A research paper requires formal language and should follow a format for academic writing - Narrative writing (informal) is very different from academic writing (formal)	- Am I presenting my information ethically? - Does my research product align with the task? - What is needed to improve my research project?

Acquisition

Students will know:	**Students will be skilled at:**
- How to use all components of Google Drive (docs, Gmail, slides) - The function of a thesis statement (or "claim") - That, in order to avoid plagiarism, paraphrased material must look completely different from the original - Proper methods for citing sources on a "works cited" page and in-text - The components of MLA format	- Typing and saving using Google Docs - Correctly using research terms - Identifying the steps of the writing process - Writing strong thesis statements (or "claims") - Paraphrasing information from sources - Citing sources on a "works cited" page and in-text - Using formal language in a research paper (avoiding first person POV, using precise terms)

Stage 2 – Assessment Evidence

Unit-Based Project/Assessment:	**Other Evidence:**
- Research project: students will complete an independent research project (I-Search Paper) using a self-selected topic. Students will practice the steps of the research and writing processes, demonstrating mastery of research skills. (*At the completion of this unit, a draft of the Research Results section of the paper should be finalized) - Oral presentation of research findings, demonstrating effective presentations skills (volume, pace, body language, dress, etc) and a visual aid OR teacher created final exam (teacher discretion)	- Research Journal entries - Teacher and Peer conference notes - Completed parts of the research project - Self & Peer evaluation checklists - Completed graphic organizers

Stage 3 – Learning Plan

Pre-Assessment

1. Use the writing process to organize and draft information from research into I-Search format.	**Progress Monitoring** - Teacher observation - Note pages - Drafts

a. Using the I-Search template, draft the first section of the I-Search paper: topic selection, prior knowledge and research question. b. Using an Outline or graphic organizer, organize information for the Research Results section of the I-Search paper. 2. Conduct Self & Peer Evaluation conference using teacher made checklist of required elements or "look fors" 3. Revise "Research Results" as needed based on recommendations.	• Research Journal entries • Peer/Self evaluation checklists

Differentiation/Inquiry
- Peer monitoring
- Printed PowerPoint pages
- Self-chosen topics

Resources:	
• Sample I-Search paper • Pre-made note page templates • MLA Format templates for Works Cited	**Pacing Guide** Two Weeks

Unit 8
Topic: Synthesis and Composition
Stage 1 – Desired Results

PA Common Core Standards:

CC.1.4.9–10.A
Write informative/explanatory texts to examine and convey complex ideas, concepts, and information clearly and accurately.
CC.1.4.9–10.B
Write with a sharp, distinct focus identifying topic, task, and audience.
CC.1.4.9–10.C
Develop and analyze the topic with relevant, well-chosen, and sufficient facts, extended definitions, concrete details, quotations, or other information and examples appropriate to the audience's knowledge of the topic; include graphics and multimedia when useful to aiding comprehension.
CC.1.4.9–10.D
Organize ideas, concepts, and information to make important connections and distinctions; use appropriate and varied transitions to link the major sections of the text; include formatting when useful to aiding comprehension; provide a concluding statement or section.
 Establish and maintain a formal style and objective tone while attending to the norms of the discipline in which they are writing.
CC.1.4.9–10.F
Demonstrate a grade-appropriate command of the conventions of standard English grammar, usage, capitalization, punctuation, and spelling.
CC.1.4.9–10.H
Write with a sharp, distinct focus identifying topic, task, and audience.
Introduce the precise claim.

Transfer

Students will be able to independently use their learning to:

- Write a formal research paper
- Use appropriate "research terms" to discuss their projects and learning
- Save, organize, and share information using Google Drive accounts
- Compose and revise a formal research paper
- Paraphrase information from sources
- Organize information logically in essay format
- Use information ethically – cite information from sources in MLA format (works cited and in-text citations)
- Present information found during research in a formal essay

Meaning

Students will understand that:	**Essential Questions**:
- Organization of information and paperwork is essential for effective research	- What does academic writing look like?

- A strong thesis statement (or "claim") is the foundation of a research paper
- It is unethical to "steal" information from a source, or use it without acknowledgement
- To be adequately paraphrased, information from a source must look COMPLETELY different from the original text
- A research paper requires formal language and should follow a format for academic writing
- Narrative writing (informal) is very different from academic writing (formal)

- Am I presenting my information ethically?
- Does my research product align with the task?
- What is needed to improve my research project?

Acquisition

Students will know:
- How to use all components of Google Drive (docs, Gmail, slides)
- The function of a thesis statement (or "claim")
- That, in order to avoid plagiarism, paraphrased material must look completely different from the original
- Proper methods for citing sources on a "works cited" page and in-text
- The components of MLA format

Students will be skilled at:
- Typing and saving using Google Docs
- Correctly using research terms
- Identifying the steps of the writing process
- Writing strong thesis statements (or "claims")
- Paraphrasing information from sources
- Citing sources on a "works cited" page and in-text
- Using formal language in a research paper (avoiding first person POV, using precise terms)

Stage 2 – Assessment Evidence

Unit-Based Project/Assessment:
- Research project: students will complete an independent research project (I-Search Paper) using a self-selected topic. Students will practice the steps of the research and writing processes, demonstrating mastery of research skills. (*At the completion of this unit, a draft of the Research Results section of the paper should be finalized)
- Oral presentation of research findings, demonstrating effective presentations skills (volume, pace, body language, dress, etc) and a visual aid OR teacher created final exam (teacher discretion)

Other Evidence:
- Research Journal entries
- Teacher and Peer conference notes
- Completed parts of the research project
- Self & Peer evaluation checklists
- Completed graphic organizers

Stage 3 – Learning Plan

Pre-Assessment

4. Use the writing process to organize and draft information from research into I-Search format.

Progress Monitoring
- Teacher observation
- Note pages
- Drafts

a. Using the I-Search template, draft the first section of the I-Search paper: topic selection, prior knowledge and research question. b. Using an Outline or graphic organizer, organize information for the Research Results section of the I-Search paper. 5. Conduct Self & Peer Evaluation conference using teacher made checklist of required elements or "look fors" 6. Revise "Research Results" as needed based on recommendations.	• Research Journal entries • Peer/Self evaluation checklists

Differentiation/Inquiry
- Peer monitoring
- Printed PowerPoint pages
- Self-chosen topics

Resources: • Sample I-Search paper • Pre-made note page templates • MLA Format templates for Works Cited	**Pacing Guide** Two Weeks

Unit 9
Topic: Introduction to Research
Stage 1 – Desired Results

PA Common Core Standards:

CC.1.4.9–10.M
Write narratives to develop real or imagined experiences or events.

CC.1.4.9–10.N
Engage and orient the reader by setting out a problem, situation, or observation, establishing one or multiple points of view, and introducing a narrator and/or characters.

CC.1.4.9–10.O
Use narrative techniques such as dialogue, description, reflection, multiple plotlines, and pacing to develop experiences, events, and/or characters; use precise words and phrases, telling details, and sensory language to convey a vivid picture of the experiences, events, settings, and/or characters.

CC.1.4.9–10.P
Create a smooth progression of experiences or events using a variety of techniques to sequence events so that they build on one another to create a coherent whole; provide a conclusion that follows from and reflects on what is experienced, observed, or resolved over the course of the narrative.

CC.1.4.9–10.T
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.

Transfer

Students will be able to independently use their learning to:

- Write a formal research paper
- Use appropriate "research terms" to discuss their projects and learning
- Save, organize, and share information using Google Drive accounts
- Identify and record important information from sources; summarize a source
- Compose and revise a formal research paper
- Paraphrase information from sources
- Organize information logically in essay format
- Use information ethically – cite information from sources in MLA format (works cited and in-text citations)
- Present information found during research in a formal essay
- Share information in a formal oral presentation

Meaning

Students will understand that:	**Essential Questions**:
- Organization of information and paperwork is essential for effective research - Technology has influence HOW we research information and present our findings - A strong thesis statement (or "claim") is the foundation of a research paper	- How is narrative writing different from academic writing? - Does my research product align with the task?

- Narrative writing (informal) is very different from academic writing (formal) - A final research product can take various forms.	- Have I grown as a researcher, based on my Research Journal entries?

Acquisition	
Students will know: - How to use all components of Google Drive (docs, Gmail, slides) - The difference between narrative and academic writing - Formal presentations require a particular speech, body language, volume, pace, etc. - The benefits of the reflection	**Students will be skilled at:** - Writing in narrative form - Reflecting upon their experience to assess personal growth - Presenting their research formally

Stage 2 – Assessment Evidence	
Unit-Based Project/Assessment: - Research project: students will complete an independent research project (I-Search Paper) using a self-selected topic. Students will practice the steps of the research and writing processes, demonstrating mastery of research skills. - Oral presentation of research findings, demonstrating effective presentations skills (volume, pace, body language, dress, etc) and a visual aid OR teacher created final exam (teacher discretion)	**Other Evidence:** - Research Journal entries - Teacher and Peer conference notes - Completed parts of the research project - Self & Peer evaluation checklists - Teacher-developed objective quizzes, tests

Stage 3 – Learning Plan	
Pre-Assessment	
Oral presentations on evaluation: students evaluate previous oral presentations (video) and assess the performances; segue into lesson on Oral Presentation guidelines	

1. Use the writing process to organize and draft information from research into I-Search format
   a. Draft the Story of my Research; be sure to use narrative format.
   b. Draft the Reflection portion of the I-Search paper.
2. Conduct Self & Peer Evaluation conference using teacher made checklist of required elements or "look fors"
3. Revise project as needed based on recommendations.
4. Using Google Slides, create a presentation to share your information. Follow all guidelines (i.e., font choices, consistent background slides, appropriate dress and body language, pace and volume, etc) for effective and visual presentation.
	Progress Monitoring
	- Teacher observation
	- Research Journal entries
	- Peer/Self evaluation checklists

5. "Dear New Researcher": Write a letter to the students entering this class next semester. What important piece/s of advice would you give them to help them be successful researchers? Explain and elaborate.	

Differentiation/Inquiry
- Peer monitoring
- Printed PowerPoint pages
- Self-chosen topics

Resources:	**Pacing Guide**
- Sample I-Search paper - Pre-made note page templates - MLA Format templates for Works Cited	Two Weeks (Oral presentations may be used in place of a final exam to allow for grading of the final product)