

Ready, Set, Research! Scope and Sequence

Unit of Study	Big Idea	Essential Questions	Resources	Standards
<p>Unit 1: Research Basics</p> <p>Learning Terms, Using Technology</p> <p>2 Weeks; MP 1</p>	<p>The Research Process</p> <p>Using Technology</p> <p>Task Definition</p>	<p>What is the best way to begin a research project?</p> <p>What is the best way to store and organize my research materials?</p> <p>What should I research?</p>	<p><u>Resources</u></p> <p>Teacher Created Materials</p> <p>Note Pages</p> <p>Research Product Template</p> <p>Technology</p> <ul style="list-style-type: none"> • PowerPoint • Laptops and internet • GoogleDocs <p><u>Assessments</u></p> <ul style="list-style-type: none"> • Vocabulary quizzes • Skills practice quizzes • Journals • Peer and Self Assessments • Unit Test • Projects <p><u>Instructional Strategies</u></p> <ul style="list-style-type: none"> • Modeling • Guided Practice • Demonstration 	<p>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.</p> <p>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.</p> <p>CC.1.4.9–10.B Write with a sharp, distinct focus identifying topic, task, and audience.</p>

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<p>Unit 2: Information Seeking Strategies</p> <p>2 Weeks</p>	<p>Finding usable, reliable sources in the library</p>	<p>How do I find the information I need?</p> <p>How do I determine which sources to use?</p> <p>Does my topic need refining?</p> <p>How can I use the library to complete my research project?</p>	<p><u>Resources</u></p> <p>Teacher Created Materials Note Pages Research Product Template Technology</p> <ul style="list-style-type: none"> • PowerPoint • Laptops and internet • GoogleDocs <p><u>Assessments</u></p> <p>Vocabulary quizzes Skills practice quizzes Journals Peer and Self Assessments Unit Test Projects</p> <p><u>Instructional Strategies</u></p> <p>Modeling Guided Practice Demonstration</p>	<p>CC.1.2.9–10.L Read and comprehend literary nonfiction and informational text on grade level, reading independently and proficiently.</p> <p>CC.1.4.9–10.U</p> <p>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.</p> <p>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.</p> <p>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.</p>

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<p>Unit 3: Source Citation</p> <p>1 Week</p>	<p>Use of information</p>	<p>How do I present my information ethically?</p>	<p><u>Resources</u> Teacher Created Materials Note Pages Research Product Template Technology</p> <ul style="list-style-type: none"> • PowerPoint • Laptops and internet • GoogleDocs <p>Assessments Vocabulary quizzes Skills practice quizzes Journals Peer and Self Assessments Unit Test Projects</p> <p>Instructional Strategies Modeling Guided Practice Demonstration Think Alouds</p>	<p>CC.1.2.9–10.L Read and comprehend literary nonfiction and informational text on grade level, reading independently and proficiently.</p> <p>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.</p> <p>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.</p>

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<p>Unit 4: Research Paper Composition</p> <p>3 Weeks</p>	<p>Synthesize and Evaluate</p>	<p>What does a research product look like?</p> <p>How can I improve my research product?</p>	<p><u>Resources</u> Teacher Created Materials Note page Templates Works Cited Templates iSearch sample paper iSearch section templates Peer and self-evaluation checklists Technology</p> <ul style="list-style-type: none"> • PowerPoint and note pages • Laptops and internet • GoogleDocs <p><u>Assessments</u> Skills practice quizzes Journals Peer and Self-Assessment comments Unit Test Projects</p> <p><u>Instructional Strategies</u> Modeling Guided Practice Demonstration Think Alouds</p>	<p>CC.1.4.9–10.A Write informative/explanatory texts to examine and convey complex ideas, concepts, and information clearly and accurately.</p> <p>CC.1.4.9–10.B Write with a sharp, distinct focus identifying topic, task, and audience.</p> <p>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.</p> <p>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.</p> <p>CC.1.4.9–10.F Demonstrate a grade-appropriate command of the conventions of standard English grammar, usage, capitalization, punctuation, and spelling.</p> <p>CC.1.4.9–10.H Write with a sharp, distinct focus identifying topic, task, and audience. Introduce the precise claim.</p>

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<p>Unit 5: Reflection and Review</p>	<p>Reflecting upon my experience, reviewing research process</p>	<p>What are my research strengths and weaknesses?</p> <p>How can I build upon my experiences to become a better, wiser researcher?</p>	<p><u>Resources</u> Research Journal Research Reflection</p>	<p>CC.1.4.9–10.M Write narratives to develop real or imagined experiences or events.</p> <p>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.</p> <p>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.</p> <p>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.</p> <p>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.</p>

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<p>Unit 6: Independent Research Plan</p>	<p>Introduction to the I-Search Research Project and Task Definition</p>	<p>What do I want to research?</p> <p>What is my research plan?</p>	<p><u>Resources</u> Teacher created materials I-Search sample and template Technology</p> <ul style="list-style-type: none"> • Laptops and internet • GoogleDocs <p><u>Assessments</u> Journals Peer and Self Checklists Research Benchmarks (i.e., working bibliography, completed note pages) Project proposal</p> <p><u>Instructional Strategies</u> Independent Practice Coaching One-to-one conferencing</p>	<p>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.</p> <p>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.</p> <p>CC.1.4.9–10.B Write with a sharp, distinct focus identifying topic, task, and audience</p>

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<p>Unit 7: Research Process</p>	<p>Information Seeking</p>	<p>What information do I need to find?</p> <p>What sources are the best to use?</p> <p>Does my topic need refining?</p> <p>How can I use the library to complete my research project?</p>	<p><u>Resources</u> Teacher created materials Note page templates Citation templates I-Search sample and template Technology</p> <ul style="list-style-type: none"> • Laptops and internet • GoogleDocs <p><u>Assessments</u> Journals Peer and Self Checklists Research Benchmarks (i.e., working bibliography, completed note pages) Unit Test</p> <p><u>Instructional Strategies</u> Independent Practice Coaching One-to-one conferencing</p>	<p>CC.1.2.9–10.L Read and comprehend literary nonfiction and informational text on grade level, reading independently and proficiently.</p> <p>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.</p> <p>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.</p> <p>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.</p>

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<p>Unit 8: Research Synthesis and Composition</p>	<p>Synthesizing my information and writing my paper</p>	<p>What does academic writing look like?</p> <p>Am I presenting my information ethically?</p> <p>Does my research product align with the task?</p> <p>What is needed to improve my research project?</p>	<p><u>Resources</u> Teacher created materials Note page templates Citation templates I-Search sample and template Technology</p> <ul style="list-style-type: none"> • Laptops and internet • GoogleDocs <p><u>Assessments</u> Journals Peer and Self Checklists Research Benchmarks (i.e., working bibliography, completed note pages) Unit Test</p> <p><u>Instructional Strategies</u> Independent Practice Coaching One-to-one conferencing</p>	<p>CC.1.4.9–10.A Write informative/explanatory texts to examine and convey complex ideas, concepts, and information clearly and accurately.</p> <p>CC.1.4.9–10.B Write with a sharp, distinct focus identifying topic, task, and audience.</p> <p>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.</p> <p>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.</p> <p>CC.1.4.9–10.F Demonstrate a grade-appropriate command of the conventions of standard English grammar, usage, capitalization, punctuation, and spelling.</p> <p>CC.1.4.9–10.H Write with a sharp, distinct focus identifying topic, task, and audience. Introduce the precise claim.</p>

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<p>Unit 9: Research Reflection and Presentation</p>	<p>Narrative vs. Academic writing</p> <p>Presentation guidelines</p>	<p>How is Narrative writing different from Academic writing?</p> <p>What does a formal presentation look like?</p>	<p><u>Resources</u> Teacher created materials Note page templates Citation templates I-Search sample and template Technology</p> <ul style="list-style-type: none"> • Laptops and internet • GoogleDocs <p><u>Assessments</u> Journals Peer and Self Checklists Research Benchmarks (i.e., working bibliography, completed note pages) Unit Test</p> <p><u>Instructional Strategies</u> Independent Practice Coaching One-to-one conferencing</p>	<p>CC.1.4.9–10.M Write narratives to develop real or imagined experiences or events.</p> <p>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.</p> <p>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.</p> <p>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.</p> <p>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.</p>