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|  | **9th Grade Standards** | **10th Grade Standards** | **11th Grade Standards** | **12th Grade Standards** |
| **Common Core Writing Standards for High School in Research** | 7. 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.8. Gather relevant information from multiple authoritative print and digital sources, using advanced searches effectively; assess the usefulness of each source in answering the research question; integrate information into the text selectively to maintain the flow of ideas, avoiding plagiarism and following a standard format for citation.9. Draw evidence from informational texts to support analysis, reflection, and research. | 7. 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.8. Gather relevant information from multiple authoritative print and digital sources, using advanced searches effectively; assess the usefulness of each source in answering the research question; integrate information into the text selectively to maintain the flow of ideas, avoiding plagiarism and following a standard format for citation.9. Draw evidence from informational texts to support analysis, reflection, and research. | 7. 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.8. 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 specific 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.9. Draw evidence from informational texts to support analysis, reflection, and research. | 7. 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.8. 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 specific 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.9. Draw evidence from informational texts to support analysis, reflection, and research. |
| **History/Social Studies** |  | **Modern World History**Renaissance DBQ – ***Type:*** SR-Res; ***Steps:*** 6 – 7; ***Media:*** P, I, C; ***Product:*** EWorld Atlas Project – ***Type:*** SR-Rep; ***Steps:*** 1-7; ***Media:*** R, B, P, C; ***Product:*** MMGet to Know a Country – ***Type:*** SR-Rep; ***Steps:*** 1-7: ***Media:*** N, P, I, W; ***Product:*** E, P, V, SGovernment Take a Stand – ***Type:*** SR-Rep; ***Steps:*** 1 – 7; ***Media:*** W; ***Product:*** OWorld Atlas Project – ***Type:*** SR-Res; ***Steps:*** 1 – 7; ***Media:*** P; ***Product:*** PFacebook of Famous History People – ***Type:*** SR – Rep; ***Steps:*** 1 – 7; ***Media:*** W; ***Product:*** MM Causes of World War I Essay – ***Type:*** SR-Rep; ***Steps:*** 1 – 7; ***Media:*** All; ***Product:*** ERoyalty Week Report – ***Type:*** SR – Rep; ***Steps:*** 5 – 6; ***Media:*** I, O; ***Product:*** MM**AP Modern World History** Humanity on Trial – ***Type:*** SR-Res; ***Steps:*** 1 – 7; ***Media:*** All; ***Product:*** E, OSinification Activity – ***Type:*** BR – Rep; ***Steps:*** 3, 5, 6; ***Media:*** R, B, W; ***Product:*** PStudy Overview Around Theme (extra credit) – ***Type:*** SR – Rep; ***Steps:*** 1, 2, 3, 4, 5, 6; ***Media:*** All; ***Product:*** S, V | **US History**Decades Report 1870s – 1930s (Jones) – ***Type:*** LR-Rep; ***Steps:*** 1 - 7; ***Media:*** R, B, P & W; ***Product:*** E, O & SDecades Report 1940s – 1990s (PJones) – ***Type:*** LR-Rep; ***Steps:*** 1 - 7; ***Media:*** R, B, P & W; ***Product:*** E, O & SPlessy vs. Ferguson (Smith) – ***Type:*** BR – Rep; ***Steps:*** 3, 4, 5; ***Media:*** P, I; ***Product:*** EWho Am I (Peterson) – ***Type:*** BR-Rep; ***Steps:*** 1, 3, 5, 6; ***Media:*** R, D, P, W; ***Product:*** O, PImperialism Essay (Peterson) – ***Type:*** SR-Rep; ***Steps:*** 1, 4; ***Media:*** R, P; ***Product:*** EShip Manifest (Peterson) – ***Type:*** BR-Res; ***Steps:*** 1, 5; ***Media:*** P; ***Product:*** EWe Didn’t Start the Fire Final (Peterson) – ***Type:*** LR-Rep; ***Steps:*** 1 – 7; ***Media:*** W; ***Product:*** O, S or VWorld War II Forum – ***Type:*** SR-Res; ***Steps:*** 1 – 7; ***Media:*** oral history; ***Product:*** EComparing Treatment of Japanese POW Camps vs. Allied POW Camps (Bonner) – ***Type:*** SR – Res; ***Steps:*** 1 – 7; ***Media:*** All; ***Product:*** ECold War Interview – ***Type:*** BR-Res; ***Steps:*** 3-6; ***Media:*** P, W, D; ***Product:*** E, PCivil Rights DBQ – ***Type:*** BR-Rep; ***Steps:*** 3-5; ***Media:*** P, I; ***Product:*** EVietnam Forum - ***Type:*** SR-Res; ***Steps:*** 1 – 7; ***Media:*** oral history; ***Product:*** EVietnam Essay – ***Type:*** SR-Rep; ***Steps:*** 3-5; ***Media:*** All; ***Product:*** EPersonal History Paper – ***Type:*** LR – Res; ***Steps:*** 1 – 7; ***Media:*** interviews, B, D, O, I, C, W; ***Product:*** MM, V, S, O, or ERadio Programs (Jones) – ***Type:*** BR – Rep; ***Steps:*** 1 – 6; ***Media:*** I; ***Product:*** EFuture of America According to Me (Peterson) – ***Type:*** SR-Rep; ***Steps:*** 3, 5; ***Media:*** R, B, D, N, M, I; ***Product:*** E**AP US History**Chapter Presentations – ***Type:*** SR-Rep; ***Steps:*** 1 – 7; ***Media:*** R, B, I, C, W; ***Product:*** O & (S or MM)Decades Report 1870s – 1930s – ***Type:*** LR-Rep; ***Steps:*** 1- 7; ***Media:*** R, B, P & W; ***Product:*** E, O & SDecades Report 1940s – 1990s – ***Type:*** LR-Rep; ***Steps:*** 1- 7; ***Media:*** R, B, P & W; ***Product:*** E, O & SIWW Massacres in Washington State – ***Type:*** SR – Rep; ***Steps:*** 1 – 7; ***Media:*** B, D, W; ***Product:*** EPersonal History Paper – ***Type:*** LR – Res; ***Steps:*** 1 – 7; ***Media:*** interviews, B, D, O, I, C, W; ***Product:*** MM, V, S, O, or ERadio Programs – ***Type:*** BR – Rep; ***Steps:*** 1 – 6; ***Media:*** I; ***Product:*** E | **US Gov’t**Political Compass (Allen) – ***Type:*** BR – Rep; ***Steps:*** 1 – 7; ***Media:*** W; ***Product:*** EPolitical Map – ***Type:*** BR-Rep; ***Steps:*** 1-7; ***Media:*** R; ***Product:*** E, MMWeekly Newspaper (Allen) – ***Type:*** BR-Rep; ***Steps:*** 1 – 7; ***Media:*** N; ***Product:*** EPersonal Interest Essay (Allen) – ***Type:*** LR-Rep; ***Steps:*** 1 – 7; ***Media:*** All; ***Product:*** ECar Buying/ Decision Making – ***Type:*** SR – Res; ***Steps:*** 1 – 7; ***Media:*** B, W; ***Product:*** E or SThere Oughta Be a Law (senior project) (Smith) – ***Type:*** LR-Res; ***Steps:*** 1 – 7; ***Media:*** All; ***Product:*** O, P, S or VNations Report (senior project) (Blair) – ***Type:*** LR-Rep; ***Steps:*** 1 – 7; ***Media:*** R, D, W; ***Product:*** O, SWater Issues (Miller) – ***Type:*** SR – Rep; ***Steps:*** 1 – 7; ***Media:*** N, M, W; ***Product:*** S, OTaxation Project (Mitchell) – ***Type:*** SR – Res; ***Steps:*** 1 – 7; ***Media:*** N, M, P, W; ***Product:*** EAnalyzing the U.S. Constitution from Comparative Perspective (Miller) – ***Type:*** SR-Rep; ***Steps:*** 1-7; ***Media:*** W; ***Product:*** SWater Issues (Hauck) – ***Type:*** SR – Res; ***Steps:*** 1-7; ***Media:*** W, C, I, P. D, N, M; ***Product:*** NewspaperSenior Law Project: ***Type:*** LR-Rep; ***Steps:*** 1-7; ***Media:*** All; ***Product:*** O, S, VUp Front – ***Type:*** BR-Rep; ***Steps:*** 3; ***Media:*** M; ***Product:*** E18 Things – ***Type:*** LR-Rep; ***Steps:*** 3, 5; ***Media:*** All; ***Product:*** ERight – Wrong with America – ***Type:*** BR-Rep; ***Steps:*** 1-7; ***Media:*** All; ***Product:*** E**Psychology**Personality Unit (Miller) – ***Type:*** BR-Rep; ***Steps:*** 1-7; ***Media:*** W; ***Product:*** E, OSleep Unit (Miller) – ***Type:*** SR-Rep; ***Steps:*** 3-7; ***Media:*** W, D, J; ***Product:*** S |
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**Key:**

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| **Type of Research** | **Research Steps** | **Media** | **Product** |
| BR = Brief Research (single day)SR = Short Research (up to 1 week)LR = Sustained (Long) Research (over 1 week)Rep – ReportRes - Research | 1 = Initiating a Research Assignment2 = Selecting a Topic3 = Exploring Information4 = Formulating a Focus5 = Collecting Information6 = Preparing to Present7 = Assessing the Process | All = All mediumsR = Reference materialB = BooksD = DatabasesN = Newspaper ArticlesM = MagazinesJ = Academic JournalsP = Primary sourcesI = Illustrations, pictures, photos, etc.C = Charts, graphs, etc.W = Internet resources | E = Essay, paper, etc.O = Oral ReportP = Poster, tri-fold poster, diorama, etc. S = Slide Presentation (PowerPoint, Prezi, etc.)V = VideoMM = Multi-media |