

A Correlation of



Grades 7 – 12, ©2017

To the
Omaha Public Schools
Big 6+ Inquiry Project

Introduction

This document demonstrates how ***myPerspectives™ English Language Arts*** meets the Omaha Public Schools Big 6+ Inquiry Project. Correlation page references are to the Student Edition and Teacher’s Edition, print and digital.

myPerspectives™ English Language Arts is a learning environment that focuses on a connected approach to student learning. Students read texts and engage in activities that inspire thoughtful conversation, discussion, and debate.

Students will encounter authors’ perspectives as they read literature from across time periods and cultures. Students will listen to the perspectives of their peers through conversations and collaborative activities. And, as students read the literature and engage in activities in *myPerspectives*, they will formulate—and defend—their opinions as they develop their own perspectives.

In each unit of study, students will read classic and contemporary fiction and nonfiction texts, and view/listen to media selections, all related to an Essential Question. Students will use technology to interact with texts and activities, and they can write directly in their Student Edition to make interaction with texts more meaningful.

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**A Correlation of myPerspectives ©2017, Grade 7 to the
Omaha Pubic Schools Big 6+ Inquiry Project Quick Look, 7th Grade Language Arts (2nd or 4th Quarter**

Big 6+ Inquiry Project Quick Look 7th Grade Language Arts (2nd or 4th Quarter)		myPerspectives ©2017 Grade 7
<p>Task Definition</p> <p>1.1 Define the information problem 1.2 Identify information needed</p>	<p>Students will select a charity to research. Students will first select an area of interest and then search for matching charities. (Selection sheet provided).</p> <p>The teacher will introduce the requirements for the project.</p>	<p>SE/TE: Research to Explore, Formulate a research question: 25, 37, 45, 195; Effective Expression: Research, Focus Your Research: 339; Effective Expression: Research, Project Plan: 211; Making Meaning: Research, Formulate a Research Question: 419</p> <p>TE only: Cross-Curricular Perspectives: Science: 120, 372, 423; Cross-Curricular Perspectives: Social Studies: 128; Personalize for Learning: Strategic Support, Research, What is the specific information they need...: 181; Personalize for Learning: Strategic Support, Formulate Research Questions: 211; Personalize for Learning: Challenge, Research: 365</p>
<p>Information Seeking/Location & Access</p> <p>2.1 Determine all possible sources 2.2 Select the best sources 3.1 Locate sources (intellectually and physically) 3.2 Find information within sources</p>	<p>With direct instruction from the school librarian on search strategies and resources, students will locate required information about their selected charity:</p> <p>How it began, the work the charity does to support those it serves, the charity's connection Omaha, and why this charity would be the ideal one for student to become involved with either through volunteering, donations, or information sharing.</p>	<p>SE/TE: Effective Expression: Assignment, Conduct Research: 162; Effective Expression: Research Assignment: 211; Performance Task: Gather Evidence and Media Examples: 212; Effective Expression: Research, Plan the Project: 339; Performance Task: Gather Details and Media: 340; Effective Expression: Conduct Research: 527</p> <p>TE only: Personalize for Learning: Challenge, Illuminating the Text: 45; Personalize for Learning: Strategic Support, Finding Trustworthy Sources: 393</p>

**A Correlation of myPerspectives ©2017, Grade 7 to the
Omaha Pubic Schools Big 6+ Inquiry Project Quick Look, 7th Grade Language Arts (2nd or 4th Quarter)**

Big 6+ Inquiry Project Quick Look 7th Grade Language Arts (2nd or 4th Quarter)		myPerspectives ©2017 Grade 7
<p>Use of Information</p> <p>4.1 Engage (e.g., read, hear, view, touch)</p> <p>4.2 Extract relevant information</p>	<p>Students will transfer information into a notes organizer. (An example notes organizer is included.)</p> <p>With direct instruction from the school librarian, students will create citations for their sources.</p>	<p>SE/TE: Performance Based Assessment Prep: Evidence Log: 219, 347, 437, 535; Effective Expression: Credit Sources: 181; Making Meaning: Analyze Craft and Structure, Relevant Evidence: 209; Effective Expression: Research, Project Plan: 211; Effective Expression: Research, Organize and Draft: 211; Performance Task: Gather Evidence and Media Examples: 212; Performance Task: Evaluate Your Evidence, Have I given proper credit...: 396; Performance Task: Edit for Conventions, ...follow a standard format for citation...: 397; Making Meaning: Research, Organize Your Information: 419; Effective Expression: Conduct Research, ...Works-Cited list or bibliography...:527</p> <p>TE only: Personalize for Learning: Strategic Support, Presenting Evidence (give credit): 213; Personalize for Learning: Strategic Support, Organization: 339; Personalize for Learning: Strategic Support, Graphic Organizers: 527</p>

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Omaha Pubic Schools Big 6+ Inquiry Project Quick Look, 7th Grade Language Arts (2nd or 4th Quarter**

Big 6+ Inquiry Project Quick Look 7th Grade Language Arts (2nd or 4th Quarter)		myPerspectives ©2017 Grade 7
<p>Synthesis & Sharing</p> <p>5.1 Organize from multiple sources 5.2 Present the information</p>	<p>Students will create a visual product containing 8-10 important elements about the charity.</p> <p>Students will create written summary of the required information (see above) that will include a clear introduction, body, and conclusion.</p> <p>Optional: Students can share information about their charity in a 4-5 min verbal presentation for the entire class or in small groups.</p>	<p>SE/TE: Effective Expression: Organize Your Essay: 85; Effective Expression: Drafting, Create an Outline: 303; Performance Task: Writing Focus, Drafting, Develop Your Introduction, Organize Logically: 306; Effective Expression: Research, Digital Multimedia Presentation: 339; Making Meaning: Research, Organize Your Information: 419; Effective Expression: Organize Your Essay: 527</p> <p>TE only: Personalize for Learning: Challenge, Research: 19, 51, 523; Cross-Curricular Perspectives, Science: 356, 364; Personalize for Learning: Strategic Support, Alfred Nobel: 373; Cross-Curricular Perspectives: Social Studies, Farming: 457</p>
<p>Self-Evaluation</p> <p>6.1 Judge the product (effectiveness) 6.2 Judge the process (efficiency)</p>	<p>Students will complete the self-evaluation form containing teacher selected items. (form included on libguides.ops.org/big6 password: big6)</p>	<p>SE/TE: Effective Expression: Review and Revise: 51; Effective Expression: Reflect on Your Writing: 162; Effective Expression: Research, Reflect on Your Research Project: 211; Performance Based Assessment Prep: Evaluate the Strength of Your Evidence: 219, 437</p>

**A Correlation of myPerspectives ©2017, Grade 8 to the
Omaha Public Schools Big 6+Inquiry Project Quick Look, 8th Grade Language Arts (4th Quarter)**

Big 6+ Inquiry Project Quick Look 8th Grade Language Arts (4th Quarter)		myPerspectives ©2017 Grade 8
<p>Task Definition</p> <p>1.1 Define the information problem 1.2 Identify information needed</p>	<p>Students will select an inquiry question and a risk taker to research. Students may select off the list provided or make a case for their own selection. (Selection sheet and possible topics list provided). The teacher will introduce the requirements for the project.</p>	<p>SE/TE: Research to Explore ...formulate a research question: 21, 151, 198, 217, 239, 269 281, 471; Effective Expression: Research, Assignment: 75, 241, 313, 411, 523; Performance Task: Writing Focus, Prewriting/Planning, Gather Evidence from Sources: 203; Performance Task: Speaking and Listening Focus: Deliver a Multimedia Presentation, Gather Evidence and Media Examples: 242; Unit 4 Introduction: Launch Activity, Draft a Research Plan: 346; Effective Expression: Research, Set Project Goals: 523</p> <p>TE only: Personalize for Learning: Strategic Support, Informational Report: 75; Personalize for Learning: Challenge, Research: 126, 198, 217; Cross-Curricular Perspectives: Social Studies: 172; Personalize for Learning: Strategic Support, Research: 241, 523; Personalize for Learning: Strategic Support, Daedalus and Icarus: 465</p>

**A Correlation of myPerspectives ©2017, Grade 8 to the
Omaha Public Schools Big 6+Inquiry Project Quick Look, 8th Grade Language Arts (4th Quarter)**

Big 6+ Inquiry Project Quick Look 8th Grade Language Arts (4th Quarter)		myPerspectives ©2017 Grade 8
<p>Information Seeking/ Location & Access</p> <p>2.1 Determine all possible sources 2.2 Select the best sources</p> <p>3.1 Locate sources (intellectually and physically) 3.2 Find information within sources</p>	<p>With direct instruction from the school librarian on search strategies and resources, students will locate required information about their selected risk taker:</p> <ul style="list-style-type: none"> • Primary importance and biographical information. • How the risk taker connects to the inquiry question and enduring effects of the risk taken. • Why the risk taker was chosen and lessons learned from the risk taker. • **Compare/Contrast the risk taker researched and characters from texts read during risk taker unit. 	<p>SE/TE: Effective Expression: Writing to Compare, Prewriting, Gathering Evidence: 32; Effective Expression: Speaking and Listening, Conduct Research: 53; Effective Expression: Research, Project Plan: 75; Performance Task: Writing Focus, Prewriting/Planning, Gather Evidence from Sources: 203; Performance Task: Writing Focus, Drafting, Evaluate Your Evidence: 204; Research to Explore: 225; Effective Expression: Research, Conduct Research: 241, 313, 523; Performance Task: Speaking and Listening Focus: Deliver a Multimedia Presentation, Gather Evidence and Media Examples: 242; Effective Expression: Research, Gather Evidence: 411</p> <p>TE only: Personalize for Learning: Strategic Support, Informational Report: 75; Personalize for Learning: Challenge, Research: 126, 217; Personalize for Learning: Strategic Support, Research: 241; Personalize for Learning: Strategic Support, Media Sources: 243; Personalize for Learning: English Language Support, Identifying Reliable Sources: 411; Personalize for Learning: Strategic Support, Daedalus and Icarus: 465</p>

**A Correlation of myPerspectives ©2017, Grade 8 to the
Omaha Public Schools Big 6+Inquiry Project Quick Look, 8th Grade Language Arts (4th Quarter)**

Big 6+ Inquiry Project Quick Look 8th Grade Language Arts (4th Quarter)		myPerspectives ©2017 Grade 8
<p>Use of Information</p> <p>4.1 Engage (e.g., read, hear, view, touch)</p> <p>4.2 Extract relevant information</p>	<p>Students will transfer information into a notes organizer. (An example notes organizer is included.)</p> <p>With direct instruction from the school librarian, students will create citations for their sources.</p>	<p>SE/TE: Effective Expression: Writing to Compare, Prewriting, Gathering Evidence: 32; Effective Expression: Research, Project Plan/Evidence Log: 75; Performance Task: Writing Focus, Prewriting/Planning, Take Accurate Notes/Evidence Log: 203; Effective Expression: Research, Conduct Research/Evidence Log: 241, 313; Performance Task: Speaking and Listening Focus: Deliver a Multimedia Presentation, Gather Evidence and Media Examples: 242; Unit 4 Introduction: QuickWrite, Evidence Log for Human Intelligence: 347; Effective Expression: Research, Gather Evidence/Evidence Log: 411; Effective Expression: Research, Assignment, Organize Your Information/Evidence Log: 523</p> <p>TE only: Personalize for Learning: Challenge, Research: 198</p>

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Big 6+ Inquiry Project Quick Look 8th Grade Language Arts (4th Quarter)		myPerspectives ©2017 Grade 8
<p>Synthesis & Sharing</p> <p>5.1 Organize from multiple sources 5.2 Present the information</p>	<p>Each element should combine students' personal perspective as well as historical perspective with the inquiry question.</p> <p>Students will create a visual product containing 8-10 important elements about the risk taker that answer the inquiry question.</p> <p>Students will create written summary of the required information (see above) that will include a clear introduction, body, and conclusion.</p> <p>Optional: 4-5 min verbal presentation for the entire class or in small groups.</p>	<p>SE/TE: Effective Expression: Writing to Compare, Drafting, Structuring the Body of Your Essay/Writing the Introduction: 33; Effective Expression: Speaking and Listening, Conduct Research: 53; Effective Expression: Research, Project Plan: 75; Performance Task: Writing Focus, Drafting, Choose a Logical Organization/Build to a Strong Conclusion: 204; Effective Expression: Research, Organize Your Ideas/Clarify and Support Your Ideas: 241; Performance Task: Speaking and Listening Focus: Deliver a Multimedia Presentation, Organize Your Ideas: 242; Performance Task: Speaking and Listening Focus: Deliver a Multimedia Presentation, Present and Evaluate: 243; Effective Expression: Research, Organize Your Report: 313; Effective Expression: Research, Explain Technical Vocabulary: 411; Effective Expression: Research, Assignment, Create a Multimedia Presentation/Organize Your Information: 523</p> <p>TE only: Personalize for Learning: Challenge, Research: 21, 198, 269, 289; Cross-Curricular Perspectives: Social Studies: 98, 128, 159, 187, 238, 277; Personalize for Learning: Strategic Support, Daedalus and Icarus: 465</p>

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Omaha Public Schools Big 6+Inquiry Project Quick Look, 8th Grade Language Arts (4th Quarter)**

Big 6+ Inquiry Project Quick Look 8th Grade Language Arts (4th Quarter)		myPerspectives ©2017 Grade 8
<p>Self-Evaluation</p> <p>6.1 Judge the product (effectiveness)</p> <p>6.2 Judge the process (efficiency)</p>	<p>Students will complete the self-evaluation form containing teacher selected items. (form included on libguides.ops.org/big6 password: big6)</p>	<p>SE/TE: Performance Task: Writing Focus, Drafting, Evaluate Your Evidence: 204; Performance Task: Writing Focus, Revising, Evaluate Your Draft/Revising for Focus and Organization: 206; Performance Task: Writing Focus, Reflecting: 207; Performance Task: Speaking and Listening Focus: Deliver a Multimedia Presentation, Present and Evaluate: 243; Effective Expression: Research, Organize Your Information: 523</p> <p>TE only: Personalize for Learning: Strategic Support, Media Sources: 243</p>

**A Correlation of myPerspectives ©2017, Grade 9 to the
Omaha Public Schools Big 6+ Inquiry Project Quick Look, 9th Grade English 1-2 (2nd Quarter)**

Big 6+ Inquiry Project Quick Look 9th Grade English 1-2 (2nd Quarter)		myPerspectives ©2017 Grade 9
<p>Task Definition</p> <p>1.1 Define the information problem 1.2 Identify information needed</p>	<p>Students will select a heroic figure to research. Students may select off a provided list or make a case for their own selection. (Selection brainstorming sheet provided).</p> <p>The teacher will introduce the requirements for the project.</p>	<p>SE/TE: Research to Explore ...formulate a research question: 17, 45, 93, 145, 287, 329, 339, 520; Research to Explore: Choose one of the immigrant industrialists, scientists, or inventors that Kennedy mentions: 29; Effective Expression: Research, Assignment: 87, 311, 333, 667, 757; Performance Task: Speaking and Listening Focus, Produce a Podcast, Assignment: 110; Performance Task: Writing Focus, Write an Informative Essay, Assignment/Focus Your Research: 298; Effective Expression: Research, Assignment, As you research...: 311</p> <p>TE only: Cross-Curricular Perspectives: Social Studies: 6; Personalize for Learning Challenge, Research: 29, 45, 83, 105, 287, 319, 329, 526, 655; Personalize for Learning: Strategic Support, Research: 70, 272, 333; Personalize for Learning: English Language Support, Planning a Digital Presentation: 87; Digital Perspectives: Research: 311</p>

**A Correlation of myPerspectives ©2017, Grade 9 to the
Omaha Public Schools Big 6+ Inquiry Project Quick Look, 9th Grade English 1-2 (2nd Quarter)**

Big 6+ Inquiry Project Quick Look 9th Grade English 1-2 (2nd Quarter)		myPerspectives ©2017 Grade 9
<p>Information Seeking/ Location & Access</p> <p>2.1 Determine all possible sources 2.2 Select the best sources</p> <p>3.1 Locate sources (intellectually and physically) 3.2 Find information within sources</p>	<p>With direct instruction from the school librarian on search strategies and resources, students will locate required information about their selected heroic figure:</p> <ul style="list-style-type: none"> • Basic biographical information. • Who influenced the hero (influential people) • What influenced the hero (life experiences, obstacles/ hurdles, achievements/accolades) • Societal impact (heroic deeds, impact on the world/society, inspiration for others, analysis of hero's influences) 	<p>SE/TE: Effective Expression: Research, Finding Materials: 87; Performance Task: Speaking and Listening Focus, Produce a Podcast, Gather Evidence and Media Examples: 110; Performance Task: Writing Focus, Write an Informative Essay, Focus Your Research/Search Terms: 299; Effective Expression: Research, Assignment, As you research...: 311; Effective Expression: Research, Research Plan: 333; Effective Expression: Research, Project Plan: 667; Effective Expression: Research, Project Plan/Finding Sources: 757</p> <p>TE only: Personalize for Learning: Strategic Support, Research: 70, 272, 333; Personalize for Learning: Challenge, Research: 105, 287, 295, 317, 329, 526, 655; Cross-Curricular Perspectives: Social Studies: 180; Digital Perspectives: Research: 311</p>

**A Correlation of myPerspectives ©2017, Grade 9 to the
Omaha Public Schools Big 6+ Inquiry Project Quick Look, 9th Grade English 1-2 (2nd Quarter)**

Big 6+ Inquiry Project Quick Look 9th Grade English 1-2 (2nd Quarter)		myPerspectives ©2017 Grade 9
<p>Use of Information</p> <p>4.1 Engage (e.g., read, hear, view, touch)</p> <p>4.2 Extract relevant information</p>	<p>Students will transfer information into a notes organizer. (TBD by teacher and/or self-selected by students)</p> <p>With direct instruction and support from the school librarian, students will create citations for their sources.</p>	<p>SE/TE: Effective Expression: Research, Finding Materials/Evidence Log: 87; Performance Task: Writing Focus, Write an Informative Essay, Evaluate Sources/Evidence Log: 299; Effective Expression: Research, Assignment, As you research...: 311; Effective Expression: Research, Research Plan/Evidence Log: 333; Effective Expression: Research, Evidence Log: 667; Effective Expression: Research, Finding Sources/Evidence Log: 757</p> <p>TE only: Personalize for Learning: English Language Support, Planning a Digital Presentation: 87; Personalize for Learning: Strategic Support, Gathering Information: 299; Digital Perspectives: Research: 311</p>

**A Correlation of myPerspectives ©2017, Grade 9 to the
Omaha Public Schools Big 6+ Inquiry Project Quick Look, 9th Grade English 1-2 (2nd Quarter)**

Big 6+ Inquiry Project Quick Look 9th Grade English 1-2 (2nd Quarter)		myPerspectives ©2017 Grade 9
<p>Synthesis & Sharing</p> <p>5.1 Organize from multiple sources 5.2 Present the information</p>	<p>Possible project ideas may include but are not limited to: a formal essay, a children’s book, a comic book, a PechaKucha presentation, movie, commercial, etc. all of which need to include a bibliography. Primarily visual products should also be accompanied by a written component. All final products will include the required information (see above). (Thesis creation and sample outline documents are provided.)</p> <p>Optional: Verbal presentation for the entire class or in small groups.</p>	<p>SE/TE: Effective Expression: Research, Presentation Plan: 87; Performance Task: Speaking and Listening Focus, Produce a Podcast, Present and Evaluate: 111; Performance Task: Writing Focus, Write an Informative Essay, Drafting, Organize Your Informative Text: 300; Performance Task: Writing Focus, Write an Informative Essay, Publishing and Presenting: 303; Effective Expression: Research, Assignment, ...will synthesize...: 311; Effective Expression: Research, Assignment: 333; Effective Expression: Research, Project Plan: 667</p> <p>TE only: Personalize for Learning: Challenge, Research: 83, 287, 295, 329, 526; Personalize for Learning: English Language Support, Planning a Digital Presentation: 87</p>
<p>Self-Evaluation</p> <p>6.1 Judge the product (effectiveness) 6.2 Judge the process (efficiency)</p>	<p>Students will complete the self-evaluation form containing teacher selected items. (form included on libguides.ops.org/big6)</p>	<p>SE/TE: Performance Task: Speaking and Listening Focus, Produce a Podcast, Present and Evaluate: 111; Performance Task: Writing Focus, Write an Informative Essay, Revising, Evaluating Your Draft: 302; Performance Task: Writing Focus, Write an Informative Essay, Reflecting: 303; Effective Expression: Research, Research Plan/Evaluating Usefulness of Sources: 333</p> <p>TE only: Author’s Perspective: Self-Assessing Progress: 124; Personalize for Learning: Strategic Support, Research: 333</p>

**A Correlation of myPerspectives ©2017, Grade 10 to the
Omaha Public Schools Big 6+ Inquiry Project Quick Look, 10th Grade English 3-4**

Big 6+ Inquiry Project Quick Look		myPerspectives ©2017
10th Grade English 3-4 (Must be completed by end of 4th Quarter)		Grade 10
<p>Task Definition</p> <p>1.1 Define the information problem</p> <p>1.2 Identify information needed</p>	<ul style="list-style-type: none"> • Anticipatory Set: “Who is responsible?” activity • Students will select an issue related to responsibility to research. Students will complete the responsibility cloud organizer provided. • Students will explore questions related to possible topics of inquiry using the simultaneous round table strategy. • Students will explore possible topics on Opposing Viewpoints in Context. Once a topic is selected, students will complete the Questioning graphic organizer provided. Teacher will provide feedback. • The teacher will introduce the requirements for the project. 	<p>SE/TE: Research to Explore ...formulate a research question: 31, 43, 55, 241, 277, 314; Effective Expression: Research, Assignment: 99, 245, 349, 429, 643, 745; Effective Expression: Research, Project Plan: 99, 245, 429, 643, 745; Effective Expression: Research, Assignment, Write an Introduction: 297; Performance Task: Writing Focus, Write an Informative Essay, Assignment: 298; Performance Task: Writing Focus, Prewriting/Planning, Focus Research: 299; Effective Expression: Research, Plan Your Research: 349; Performance Based Assessment: Writing to Sources: Informative Essay, Assignment: 358</p> <p>TE only: Personalize for Learning: Strategic Support, Research: 37, 299, 429; Cross-Curricular Perspectives: Social Studies: 167, 263, 660; Personalize for Learning: Challenge, Research: 178, 227, 303, 339, 347, 639</p>

**A Correlation of myPerspectives ©2017, Grade 10 to the
Omaha Public Schools Big 6+ Inquiry Project Quick Look, 10th Grade English 3-4**

Big 6+ Inquiry Project Quick Look		myPerspectives ©2017
10th Grade English 3-4 (Must be completed by end of 4th Quarter)		Grade 10
<p>Information Seeking/Location & Access</p> <p>2.1 Determine all possible sources 2.2 Select the best sources</p> <p>3.1 Locate sources (intellectually and physically) 3.2 Find information within sources</p>	<p>With direct instruction from the school librarian on search strategies and resources, students will locate required information about their selected risk taker:</p> <ul style="list-style-type: none"> • A basic overview of the issue • Who or what is responsible for the issue • How or why is the above responsible? 	<p>SE/TE: Effective Expression: Research, Project Plan/Evaluating Visuals: 99; Effective Expression: Research, Project Plan/Finding Visuals/Tip Process: 245; Performance Task: Writing Focus, Prewriting/Planning, Focus Research/Gather Evidence: 299; Effective Expression: Research, Plan Your Research/Assess Your Data: 349; Performance Based Assessment: Writing to Sources: Informative Essay, Assignment: 358; Effective Expression: Research, Gather Information and Images: 429; Effective Expression: Research, Organize Text, Visuals, and Source Information: 643</p> <p>TE only: Cross-Curricular Perspectives: Social Studies: 167, 263; Personalize for Learning: Challenge, Research: 178, 227, 303; Personalize for Learning: Strategic Support, Research: 299, 429</p>

**A Correlation of myPerspectives ©2017, Grade 10 to the
Omaha Public Schools Big 6+ Inquiry Project Quick Look, 10th Grade English 3-4**

Big 6+ Inquiry Project Quick Look		myPerspectives ©2017
10th Grade English 3-4 (Must be completed by end of 4th Quarter)		Grade 10
<p>Use of Information</p> <p>4.1 Engage (e.g., read, hear, view, touch)</p> <p>4.2 Extract relevant information</p>	<p>Students will transfer information into a notes organizer. (Students may select a notes organizer that works best for them or the teacher can assign a specific one)</p> <p>With direct support from the school librarian, students will create citations for their sources.</p>	<p>SE/TE: Effective Expression: Research, Evaluating Visuals/Evidence Log: 99; Effective Expression: Research, Finding Visuals/Tip Process/Evidence Log: 245; Performance Task: Writing Focus, Prewriting/Planning, Focus Research/Gather Evidence/Evidence Log: 299; Language Development Style: Create Cohesion: Integrate Information in Different Ways, Write It: 301; Performance Task: Writing Focus, Revising, Correct Citations: 302; Effective Expression: Research, Evidence Log: 349, 745; Effective Expression: Research, Gather Information and Images/Evidence Log: 429; Effective Expression: Research, Organize Text, Visuals, and Source Information/Evidence Log: 643</p> <p>TE only: Personalize for Learning: Challenge, Research: 178, 227, 303; Cross-Curricular Perspectives: Social Studies: 263</p>

**A Correlation of myPerspectives ©2017, Grade 10 to the
Omaha Public Schools Big 6+ Inquiry Project Quick Look, 10th Grade English 3-4**

Big 6+ Inquiry Project Quick Look 10th Grade English 3-4 (Must be completed by end of 4th Quarter)		myPerspectives ©2017 Grade 10
<p>Synthesis & Sharing</p> <p>5.1 Organize from multiple sources 5.2 Present the information</p>	<p>Final product should be formal essay consisting of a clear introduction, body, and conclusion that covers the required information (see above).</p> <p>Optional: Gallery walk or Inside/outside circle presentations (Student response sheet included.)</p>	<p>SE/TE: Performance Task: Writing Focus: Revising for Focus and Organization, Strengthen Your Conclusion: 62; Effective Expression: Research, Assignment, Write an Introduction: 297; Performance Task: Writing Focus, Prewriting/Planning, Gather Evidence/Connect Across Text: 299; Performance Task: Writing Focus, Drafting, Organize Your Essay: 300; Performance Task: Writing Focus, Publishing and Presenting: 303; Effective Expression: Research, Create and Deliver the Presentation: 349; Effective Expression: Research, Presentation Plan: 745</p> <p>TE only: Personalize for Learning: Challenge, Research: 178, 227, 303, 339, 347, 639; Cross-Curricular Perspectives: Social Studies: 263, 660</p>
<p>Self-Evaluation</p> <p>6.1 Judge the product (effectiveness) 6.2 Judge the process (efficiency)</p>	<p>Students will complete the self-evaluation form containing teacher selected items. (form included on libguides.ops.org/big6 password: big6)</p>	<p>SE/TE: Effective Expression: Research, Evaluating Visuals: 99; Performance Task: Writing Focus, Reflecting: 303; Effective Expression: Research, Create and Deliver the Presentation, ...as well as how you conducted your research...: 349; Effective Expression: Research, Presentation Plan, ...compare the presentation your group gave with those of the other small groups...: 745</p> <p>TE only: Author's Perspective: Self-Assessing Progress: 129</p>

**A Correlation of myPerspectives ©2017, Grade 11 to the
Omaha Public Schools Big 6+ Inquiry Project Quick Look, 11th grade English 5-6**

Big 6+ Inquiry Project Quick Look 11th Grade English 5-6 (must be complete by end of 4th Quarter)		myPerspectives ©2017 Grade 11
<p>Task Definition</p> <p>1.1 Define the information problem 1.2 Identify information needed</p>	<p>Students will select a social justice issue in the United States to research and create an inquiry question based on the topic to answer. (examples included in Task Definition section.)</p> <p>The teacher will introduce the requirements for the project.</p>	<p>SE/TE: Effective Expression: Research, Assignment: 125, 737, 827; Effective Expression: Research, Project Plan: 125, 827; Research to Explore ...formulate a research question: 303; Performance Task: Writing Focus, Write an Informative Essay, Assignment: 318; Performance Task: Writing Focus, Enriching Writing with Research, Conducting Research: 320; Performance Task: Writing Focus, Write an Explanatory Essay, Assignment: 450; Performance Task: Writing Focus, Enriching Writing with Research, Gathering and Using Research: 452; Performance Task: Writing Focus, Write an Argument, Assignment: 692; Performance Task: Writing Focus, Prewriting/Planning, Ask Questions/Gather Evidence: 693; Effective Expression: Research, Assignment: 737; Effective Expression: Research, Research Plan: 737</p> <p>TE only: Personalize for Learning: Challenge, Research: 15, 712; Cross-Curricular Perspectives: Social Studies: 42, 223, 365; Personalize for Learning: Challenge, Research Related Topics: 80; Personalize for Learning: Strategic Support, Research: 298, 695; Personalize for Learning: Challenge, Research: 366, 374; Personalize for Learning: Challenge, Incarceration: 516; Personalize for Learning: Challenge, Find Out More: 557</p>

**A Correlation of myPerspectives ©2017, Grade 11 to the
Omaha Public Schools Big 6+ Inquiry Project Quick Look, 11th grade English 5-6**

Big 6+ Inquiry Project Quick Look 11th Grade English 5-6 (must be complete by end of 4th Quarter)		myPerspectives ©2017 Grade 11
<p>Information Seeking/Location & Access</p> <p>2.1 Determine all possible sources 2.2 Select the best sources</p> <p>3.1 Locate sources (intellectually and physically) 3.2 Find information within sources</p>	<p>With direct instruction from the school librarian on search strategies and resources, students will locate required information about their selected risk taker:</p> <ul style="list-style-type: none"> • A basic overview of the issue including a history of the issue and where it stands today 	<p>SE/TE: Effective Expression: Research, Project Plan: 125, 827; Performance Task: Writing Focus, Prewriting/Planning, Gather Evidence: 319; Performance Task: Writing Focus, Enriching Writing with Research, Conducting Research/ Assessing Strengths and Limitations of Information: 320; Performance Task: Writing Focus, Enriching Writing with Research, Gathering and Using Research/ Finding Information in Print and Digital Sources/ Conducting Digital Sources: 452; Performance Task: Writing Focus, Prewriting/Planning, Gather Evidence: 693; Performance Task: Writing Focus, Enriching Writing with Research, Using Research/Evaluating Sources for Research: 694; Performance Task: Writing Focus, Use Information From Sources: 695; Effective Expression: Research, Research Plan: 737; Effective Expression: Research, Conduct Research: 827</p> <p>TE only: Personalize for Learning: Strategic Support, Research: 298, 695; Cross-Curricular Perspectives: Social Studies: 365; Personalize for Learning: Challenge, Research: 366; Personalize for Learning: Challenge, Incarceration: 516; Personalize for Learning: Challenge, Incarceration: 516</p>

**A Correlation of myPerspectives ©2017, Grade 11 to the
Omaha Public Schools Big 6+ Inquiry Project Quick Look, 11th grade English 5-6**

Big 6+ Inquiry Project Quick Look 11th Grade English 5-6 (must be complete by end of 4th Quarter)		myPerspectives ©2017 Grade 11
<p>Use of Information</p> <p>4.1 Engage (e.g., read, hear, view, touch)</p> <p>4.2 Extract relevant information</p>	<p>Students will transfer information into a notes organizer. (Students may select a notes organizer that works best for them or the teacher can assign a specific one)</p> <p>With direct support from the school librarian, students will create citations for their sources.</p>	<p>SE/TE: Effective Expression: Research, Evidence Log: 125; Performance Task: Writing Focus, Prewriting/Planning, Gather Evidence/Connect Across Text/Evidence Log: 319; Performance Task: Writing Focus, Enriching Writing with Research, Avoiding Plagiarism: 320; Performance Task: Writing Focus, Taking and Organizing Notes/Evaluating Sources: 321; Performance Task: Writing Focus, Enriching Writing with Research, Using Research Effectively: 452; Performance Task: Writing Focus, Prewriting/Planning, Gather Evidence/Evidence Log: 693; Performance Task: Writing Focus, Enriching Writing with Research, Evaluating Sources for Research: 694; Performance Task: Writing Focus, Record Information: 695; Effective Expression: Research, Research Plan/Evidence Log: 737; Effective Expression: Research, Conduct Research/Evidence Log: 827</p> <p>TE only: Cross-Curricular Perspectives: Social Studies: 365; Personalize for Learning: Challenge, Incarceration: 516; Personalize for Learning: Challenge, Incarceration: 516</p>

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Omaha Public Schools Big 6+ Inquiry Project Quick Look, 11th grade English 5-6**

Big 6+ Inquiry Project Quick Look		myPerspectives ©2017
11th Grade English 5-6 (must be complete by end of 4th Quarter)		Grade 11
<p>Synthesis & Sharing</p> <p>5.1 Organize from multiple sources 5.2 Present the information</p>	<p>Final product should be formal essay consisting of a clear introduction, body, and conclusion that covers the required information (see above) AND the student's personal perspective based on the research conducted, and how the social issue relates to literature read for this class (both fiction and non-fiction). Students may choose the most effective way to organize these points in their paper or work using an outline provided by the classroom teacher.</p> <p>Optional: Verbal presentation in large or small groups.</p>	<p>SE/TE: Effective Expression: Research, Tying It Together: 125; Performance Task: Writing Focus, Write It/Evaluating Sources/ Weaving Research Into Text: 321; Performance Task: Writing Focus, Drafting, Organize Your Essay: 322; Performance Task: Writing Focus, Revising, Revising for Focus and Organization, Strong Conclusion: 324; Performance Task: Writing Focus, Publishing and Presenting: 325, 457; 699; Performance Task: Writing Focus, Write It: 453; Performance Task: Writing Focus, Organize Your Essay: 454; Performance Task: Writing Focus, Write It/Use Information From Sources: 695; Performance Task: Writing Focus, Drafting: 696; Performance Task: Writing Focus, Revising, Revising for Focus and Organization: 698</p> <p>TE only: Cross-Curricular Perspectives: Social Studies: 42, 223; Personalize for Learning: Challenge, Research Related Topics: 80; Personalize for Learning: Challenge, Inventions of the 1800s: 233; Personalize for Learning: Challenge, Research: 366; Personalize for Learning: Challenge, Incarceration: 516; Personalize for Learning: Challenge, Incarceration: 516</p>

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Omaha Public Schools Big 6+ Inquiry Project Quick Look, 11th grade English 5-6**

Big 6+ Inquiry Project Quick Look 11th Grade English 5-6 (must be complete by end of 4th Quarter)		myPerspectives ©2017 Grade 11
<p>Self-Evaluation</p> <p>6.1 Judge the product (effectiveness)</p> <p>6.2 Judge the process (efficiency)</p>	<p>Students will complete the self-evaluation form containing teacher selected items. (form included on libguides.ops.org/big6 password: big6)</p>	<p>SE/TE: Performance Task: Writing Focus, Revising, Evaluating Your Draft: 324, 456; 698; Performance Task: Writing Focus, Reflecting: 325, 457, 699; Performance Task: Writing Focus, Revising, Use of Source Material: 698</p> <p>TE only: Author’s Perspective: Self-Assessing Progress: 140; Personalize for Learning: Strategic Support, Research, ...evaluate the results: 298; Performance Task: Writing Focus, Enriching Writing with Research, Evaluating Sources for Research: 695; Digital Perspectives: Research, Conduct Research, ...evaluate the credibility of their sources: 827</p>

**A Correlation of myPerspectives ©2017, Grade 12 to the
Omaha Public Schools Big 6+ Inquiry Project Quick Look, 12th Grade English 7-8**

Big 6+ Inquiry Project Quick Look		myPerspectives ©2017
12th Grade English 7-8 (Must be completed by end of 4th Quarter)		Grade 12
<p>Task Definition</p> <p>1.1 Define the information problem 1.2 Identify information needed</p>	<p>Students will select a person who has demonstrated moral courage OR an international conflict and a social justice issue affected by that conflict to research and create an inquiry question based on the topic to answer. (There are separate task definition pages for each of these topics.)</p> <p>The teacher will introduce the requirements for the project.</p>	<p>SE/TE: Research to Explore ...formulate a research question: 43, 58, 740; Effective Expression: Research, Assignment: 99, 223, 503, 635; Performance Task: Writing Focus, Enriching Writing With Research, Online Research: 168; Effective Expression: Research, Research Plan: 223; Effective Expression: Research, Project Plan: 635; Performance Task: Writing Focus, Write an Informative Essay, Assignment: 718; Performance Task: Writing Focus, Prewriting/Planning, Conduct Research: 719</p> <p>TE only: Personalize for Learning: Challenge, Research: 55, 588, 629; Cross-Curricular Perspectives: Social Studies: 79, 145, 619, 692, 763; Digital Perspectives: Enriching the Text: 183; Personalize for Learning: Challenge, Research Topics: 221; Personalize for Learning: Strategic Support, Gathering Evidence: 223; Personalize for Learning: Challenge, Research and Report: 425; Personalize for Learning: English Language Support, Writing an Investigative Report: 635; Digital & Perspectives: Research, Conduct Research, ...identify questions...: 635; Personalize for Learning: Strategic Support, Politics and New Ideas: 687; Personalize for Learning: Challenge, Compare and Contrast: 689; Personalize for Learning: Challenge, Slave Trade: 696</p>

**A Correlation of myPerspectives ©2017, Grade 12 to the
Omaha Public Schools Big 6+ Inquiry Project Quick Look, 12th Grade English 7-8**

Big 6+ Inquiry Project Quick Look		myPerspectives ©2017
12th Grade English 7-8 (Must be completed by end of 4th Quarter)		Grade 12
<p>Information Seeking/Location & Access</p> <p>2.1 Determine all possible sources 2.2 Select the best sources</p> <p>3.1 Locate sources (intellectually and physically) 3.2 Find information within sources</p>	<p>With direct instruction from the school librarian on search strategies and resources, students will locate required information about their selected risk taker:</p> <ul style="list-style-type: none"> • An overview of the issue including a history of the issue and where it stands today 	<p>SE/TE: Effective Expression: Research, Assignment, Use print and online sources...: 99; Performance Task: Writing Focus, Enriching Writing With Research, Online Research: 168; Effective Expression: Research, Research Plan: 223; Effective Expression: Research, Project Plan/Conduct Research: 635; Performance Task: Writing Focus, Prewriting/Planning, Conduct Research, Gather Evidence: 719; Performance Task: Writing Focus, Enriching Writing with Research, Read It: 720</p> <p>TE only: Personalize for Learning: Challenge, Research: 55, 588, 629; Cross-Curricular Perspectives: Social Studies: 79, 619, 692, 763; Digital Perspectives: Enriching the Text: 183; Personalize for Learning: Challenge, Research Topics: 221; Personalize for Learning: Strategic Support, Gathering Evidence: 223; Personalize for Learning: Challenge, Research and Report: 425; Personalize for Learning: English Language Support, Writing an Investigative Report: 635; Personalize for Learning: Strategic Support, Politics and New Ideas: 687; Personalize for Learning: Challenge, Compare and Contrast: 689; Personalize for Learning: Challenge, Slave Trade: 696; Personalize for Learning: Strategic Support, Evaluating Sources: 740</p>

**A Correlation of myPerspectives ©2017, Grade 12 to the
Omaha Public Schools Big 6+ Inquiry Project Quick Look, 12th Grade English 7-8**

Big 6+ Inquiry Project Quick Look 12th Grade English 7-8 (Must be completed by end of 4th Quarter)		myPerspectives ©2017 Grade 12
<p>Use of Information</p> <p>4.1 Engage (e.g., read, hear, view, touch)</p> <p>4.2 Extract relevant information</p>	<p>Students will transfer information into a notes organizer. (Students may select a notes organizer that works best for them or the teacher can assign a specific one)</p> <p>With direct support from the school librarian, students will create citations for their sources.</p>	<p>SE/TE: Effective Expression: Research, Assignment, Use print and online sources...: 99; Performance Task: Writing Focus, Enriching Writing With Research, Online Research/Notes and Citations: 168; Effective Expression: Research, Research Plan/Evidence Log: 223; Effective Expression: Research, Integrate Content and Media/Evidence Log: 503; Effective Expression: Research, Project Plan/Conduct Research/Evidence Log: 635; Performance Task: Writing Focus, Prewriting/Planning, Conduct Research, Gather Evidence/Connect Across the Text/Evidence Log: 719; Performance Task: Writing Focus, Enriching Writing with Research, Provide Appropriate Citations/Read It: 720; Performance Task: Writing Focus, Write It/Use Footnotes or Endnotes: 721</p> <p>TE only: Digital Perspectives: Enriching the Text: 183; Personalize for Learning: Strategic Support, Gathering Evidence: 223; Personalize for Learning: Challenge, Research: 588; Personalize for Learning: English Language Support, Writing an Investigative Report: 635; Cross-Curricular Perspectives: Social Studies: 692, 763; Personalize for Learning: Challenge, Slave Trade: 696; Personalize for Learning: Strategic Support, Evaluating Sources: 740</p>

**A Correlation of myPerspectives ©2017, Grade 12 to the
Omaha Public Schools Big 6+ Inquiry Project Quick Look, 12th Grade English 7-8**

Big 6+ Inquiry Project Quick Look 12th Grade English 7-8 (Must be completed by end of 4th Quarter)		myPerspectives ©2017 Grade 12
<p>Synthesis & Sharing</p> <p>5.1 Organize from multiple sources 5.2 Present the information</p>	<p>Final product should be formal essay consisting of a clear introduction, body, and conclusion that covers the required information (see above) AND the student's personal perspective based on the research conducted, and how the social issue relates to literature read for this class (both fiction and non-fiction). Students may choose the most effective way to organize these points in their paper or work using an outline provided by the classroom teacher.</p> <p>Optional: Verbal presentation in large or small groups.</p>	<p>SE/TE: Effective Expression: Research, Synthesizing Research and Media: 223; Effective Expression: Research, Integrate Content and Media/Rehearse and Present: 503; Personalize for Learning: Challenge, Research: 629; Performance Task: Writing Focus, Write It: 721; Performance Task: Writing Focus, Drafting, Choose an Organizational Structure/Write a Strong Introduction and Conclusion/Write a Rough Draft: 722; Performance Task: Writing Focus, Publishing and Presenting: 725</p> <p>TE only: Personalize for Learning: Challenge, Research and Report: 425; Personalize for Learning: English Language Support, Presentation: 503; Personalize for Learning: Challenge, Research: 588; Personalize for Learning: English Language Support, Writing an Investigative Report: 635; Personalize for Learning: Strategic Support, Politics and New Ideas: 687; Personalize for Learning: Challenge, Compare and Contrast: 689; Cross-Curricular Perspectives: Social Studies: 692, 763; Personalize for Learning: Challenge, Slave Trade: 696</p>

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Omaha Public Schools Big 6+ Inquiry Project Quick Look, 12th Grade English 7-8**

Big 6+ Inquiry Project Quick Look 12th Grade English 7-8 (Must be completed by end of 4th Quarter)		myPerspectives ©2017 Grade 12
<p>Self-Evaluation</p> <p>6.1 Judge the product (effectiveness)</p> <p>6.2 Judge the process (efficiency)</p>	<p>Students will complete the self-evaluation form containing teacher selected items. (form included on libguides.ops.org/big6 password: big6)</p>	<p>SE/TE: Effective Expression: Research, Rehearse and Present, ...digital rehearsal...make changes...: 503; Performance Task: Writing Focus, Revising, Evaluating Your Draft: 724; Performance Task: Writing Focus, Reflecting: 725;</p> <p>TE only: Author's Perspective: Self-Assessing Progress: 114; Digital Perspectives: Enriching the Text, ...evaluate the quality of sources...: 183; Personalize for Learning: Strategic Support, Focused Review: 724; Personalize for Learning: Strategic Support, Evaluating Sources: 740</p>