

Tenth Grade Research Paper

Overview

A *Cause and Effect* paper answers the questions WHY and HOW. It looks backwards in time to show the factors that lead up to an event, and it looks forward in time to consider the consequences resulting from that event.

Think about the following sentence.

I have no money, because _____ (cause);
therefore, I cannot _____ (effect).

You can probably come up with at least one major reason why you have no money, and you can probably think of at least three things you cannot do without it. This is the process of Cause and Effect.

Focus

In sophomore English, the essential question is "What are our individual rights and responsibilities?" The *Cause and Effect* paper allows for the student to study how one's rights are obtained and reflect upon what happens when one's responsibilities are not met.

In each sophomore text, there is a character who fights for his/her rights and manages (or fails to manage) his/her responsibilities. From those general categories, you can choose a topic that relates to the course's essential question.

For example, Holden Caulfield spends a great deal of time drinking in *The Catcher in the Rye*. You could research the causes and effects of alcohol abuse in teens.

Requirements

Sources: You must use at least **four sources** in developing your paper. You must submit at least **20 notecards**. Your evidence must come from reputable sources.

Page length: **3-5 typed pages** double-spaced, exclusive of the Works Cited page

Margins: One-inch margins

Font: 12-point font New Times Roman

Format: MLA (See DRG page 11)

Steps

1. Discovery phase

Due date _____

The first thing a student must do in any research assignment is to choose a topic. Think about the books you have read in sophomore English. Consider the themes and ideas presented in each one. Find a topic that interests you. Discuss the topic with the teacher and get approval.

2. Research/note cards

Due date _____

10th Grade Research Paper Topics

Richard Bailey



10th Grade Research Paper Topics:

Research in Education ,1971 Writer's Choice: Grammar and Composition, Grade 10, Student Edition

McGraw-Hill,2000-03-31 With its combination of composition segments grammar lessons literature models and hands on practice exercises Writer s Choice initiates expands and executes what it takes to make your students willing proficient writers Features include An innovative and challenging TIME Facing the Blank Page section filled with nonfiction writing opportunities A variety of assessment options both in print and online with the depth breadth and resources for the right assessment at the right time for the right student A confidence building Business and Technical Writing unit to prepare your students for real world experiences Strategic ways to improve retention and build skills with hundreds of exercises for grammar usage and mechanics Streamlined composition lessons that provide flexibility for you and your students

Attitudes to Translation Dr. Peter Pryce,2018-07-13

Handbook for Teaching Introductory Psychology Michelle

Rae Hebl,Charles L. Brewer,Ludy T. Benjamin, Jr.,2001-08-01 Like its predecessors Volume III of the Handbook for Teaching Introductory Psychology provides introductory psychology instructors with teaching ideas and activities that can immediately be put into practice in the classroom It contains an organized collection of articles from Teaching of Psychology TOP the official journal of the Society for the Teaching of Psychology Division 2 of the American Psychological Association Volume III contains 89 articles from TOP that have not been included in other volumes Another distinction between this volume and its predecessors is its emphasis on testing and assessment The book is divided into two sections Section One Issues and Approaches in Teaching Introductory Psychology contains 52 articles on critical issues such as how to approach the course understanding students interests perceptions and motives students existing knowledge of psychology including their misconceptions a comparison of introductory textbooks and tips on how to evaluate them test questions and student factors affecting exam performance an overview of different forms of feedback giving extra credit and how to deal with academic dishonesty Section Two consists of 37 articles that present demonstrations class and laboratory projects and other techniques to enhance teaching and learning in both the introductory as well as advanced courses in the discipline This section is organized so as to parallel the order of topics found in most introductory psychology textbooks Intended for academicians who teach the introductory psychology course and or oversee grad assistants who teach the course all royalties of the book go directly to the Society for the Teaching of Psychology to promote its activities to further improve the teaching of psychology **Writers Solution Grammar Practice Book Grade 10 1998c** Nancy A. Humbach,Prentice-Hall Staff,1999

Ideas Plus ,1984 The ideas collected in this 18th book of Ideas Plus come from two sources ideas submitted at an Idea Exchange session at the National Council of Teachers of English NCTE annual convention or spring conference and contributions by readers of Classroom Notes Plus and Ideas Plus Some of the teaching practices described in the book are innovative and surprising others are adaptations on familiar ideas The book is divided into three broad sections 1 Prewriting

and Writing 11 ideas 2 Literature 16 ideas and 3 Explorations 13 ideas NKA [Resources in education](#) ,1983-09

Effective School Librarianship Patrick Lo, Heather Rogers, Dickson K.W. Chiu, 2018-04-27 These volumes provide a series of informative interviews with school teacher librarians practicing in different parts of the world The 2 volume set showcases the resilience creativity and best practices from successful school librarians from Europe Asia Africa Australia and North and South America The librarians interviewed come from all different schools and schools systems from a tiny recently built school library in a rural village in Africa to an ultra modern library in Sweden Featuring 37 interviews with successful school librarians from across the globe the volumes let us hear the stories from countries around the world They tell about their creative and innovative school library projects their unconventional reading programs and their best practices and experiences in addressing the challenges of supporting basic literacy A wide selection of methodologies and approaches are discussed offering a global voyage through topics important in school librarianship The 2 volume set also addresses recent advancements in information and communication technologies ICTs and the shift toward inquiry based learning that impacts school libraries worldwide The books are packed with information that can be used by school librarians teachers school administrators and others in a variety of ways Readers can borrow best practices from the experiences presented in the book and the volumes can also serve as a strong voice for practicing school librarians and the profession through expanding the opportunities for professional sharing in the international school library community **Project Advance** Lynn S. Mullins, 1993 **American History: Selected topics in cultural, social, and economic history** Warren Susman, John Whiteclay Chambers, 1983 **Architecture Reading Lists and Course Outlines: Architectural design Architectural theory and criticism Environmental issues Human Behavior Professional practice Special topics Urban design theory and history** Georgia Bizios, 1991 *College Handbook* Marius, 1993-11-01 *Cornell University Courses of Study* Cornell University, 2003 [Natural Classroom Assessment](#) Jeffrey K. Smith, Lisa F. Smith, Richard De Lisi, 2001 Assess classroom learning and improve instruction with comfort and ease Now there is a fresh perspective on assessment that starts from your strengths in the classroom and results in improved instruction and learning Even the beginner teacher can learn how to use assessment to help students focus on strengths and overcome weaknesses *Natural Classroom Assessment* was written to illustrate how assessing classroom learning can be a natural extension of the teaching process Learn how to analyze results in your classroom using your own particular teaching style and learn how to evaluate the assessments of others Some of the key topics covered Determining goals targets and objectives Designing assessments that evolve from instruction Choosing authentic assessments and projects Using multiple choice essays and reports Preparing students for assessment Scoring and communicating results Planning parent teacher conferences Assessing students with special needs This is a comprehensive but accessible guide to increase effectiveness in the classroom An essential resource for both experienced and novice teachers who want to gain confidence about the assessment process [Economics Reading Lists](#),

Course Outlines, Exams, Puzzles & Problems ,1995

Time To Know Them Marilyn S. Sternglass,2017-09-25 In a time of declining resources in institutions of higher education we grapple with how priorities are to be set for the limited resources available Most vulnerable are those students labeled underprepared by colleges and universities Should we argue that the limited resources available ought to be used to support these students through their undergraduate years And if we decide that we want to do that what evidence of their potential for success can we provide that will justify the use of these resources Through longitudinal research that follows students who have been so labeled over all their college years we can begin to find answers to these questions Time to Know Them is the first book that follows the experiences of a group of students over their entire academic experience No previous studies have brought together the factors incorporated in this study examining writing and learning on a true longitudinal basis studying a multicultural urban population investigating the relationship between writing and learning by examining papers written over time for regularly assigned academic courses across a range of disciplines and taking into consideration non academic factors that influence academic performance such as race gender socio economic status and ideological orientation Through interviews twice a semester over six years the collection of papers written for all courses observations of instructional settings and analysis of required institutional tests of writing the author has been able to pull together a more complete picture of writing and intellectual development over the college years than has previously been available in any study Students are seen to acquire the ability to handle more complex reasoning tasks as they find themselves in more challenging intellectual settings and where risk taking and exploration of new ideas are valued The integration of students previous life experiences into their academic studies allows them to analyze critique modify and apply their previously held world views to their new learning These changes are seen to occur over time with instructional settings and support providing key roles in writing development Personal factors in students lives present difficulties that require persistence and dedication to overcome Never before have the complexities of real individual lives as they affect academic performance been so clearly presented

Instructor's Resource Guide to Accompany Organizations

Courtney Hunt, Monty Lynn, 2000

Teaching the Eighteenth Century ,1991

Practical Ideas for Teaching Writing as a Process California. State Department of Education, 1987 A collaborative effort on the part of teachers from and consultants for the University of California Irvine California Writing Project this guide presents ideas for teaching writing as a process at all levels of the curriculum Each section of the guide presents an essay introducing the section topic followed by practical ideas for teaching that technique or stage of the writing process Also included are applications of writing techniques at particular grade levels descriptions of ways to modify assignments new ideas that were generated by an original idea and variations on a theme Following an introduction to the California Writing Project the contents of the guide are divided into the following sections 1 the writing process 2 prewriting 3 prewriting in the elementary school 4 prewriting in different subjects 5 showing not telling a training program for student writers 6 writing 7 domains of writing 8 writing the saturation

report 9 point of view in writing 10 writing the I search paper 11 sharing responding 12 Reading Around Groups RAGs for sharing responding 13 rewriting editing 14 revising for correctness 15 building vocabularies 16 evaluation and 17 evaluation techniques A list of selected references for literature other sources and publications about writing and a list of publications available from the California State Department of Education are appended MM Resources in Education ,1997

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