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| **Pacing Guide for Research Writing** | | | | |
| **Units** | | **Common Core Standards** | **Vocabulary** | **Pacing** |
| **Unit 1 – Introduction to Research Writing** | Research Writing Syllabus  Six Traits of Writing  Learning to Love Research PowerPoint  How to Survive Research  Presentation  Using Graphic Organizers for Research  Chapter 12 Notes | **W.12.2.** Write informative/explanatory texts to examine and convey complex ideas, concepts, and information clearly and accurately through the effective selection, organization, and analysis of content.  **W.12.4.** Produce clear and coherent writing in which the development, organization, and style are appropriate to task, purpose, and audience.  **W.12.5.** 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.  **W.12.6.** Use technology, including the Internet, to produce, publish, and update individual or shared writing products in response to ongoing feedback, including new arguments or information.  **W.12.7.** Conduct short as well as more sustained research projects to answer a 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.  **W.12.8.** 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 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.  **W.12.9.** Draw evidence from literary or informational texts to support analysis, reflection, and research.  **W.12.10.** Write routinely over extended time frames and shorter time frames for a range of tasks, purposes, and audiences. | Credible Sources  Credibility  Primary Sources  Secondary Sources  MLA Format  Paraphrasing  Works Cited Page  Parenthetical Documentation  Plagiarism | 10 days |
| **Assessments: Quiz and Essay** |
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| **Unit 2 – Library Scavenger Hunt, Learning to Cite a Book** | Works Cited Page for Books  Library Scavenger Hunt | **RI.12.1.** Cite strong and thorough textual evidence to support analysis of what the text says explicitly as well as inferences drawn from the text, including determining where the text leaves matters uncertain.  **RI.12.2.** Determine two or more central ideas of a text and analyze their development over the course of the text, including how they interact and build on one another to provide a complex analysis; provide an objective summary of the text.  **RI.12.3.** Analyze a complex set of ideas or sequence of events and explain how specific individuals, ideas, or events interact and develop over the course of the text.  **RI.12.4.** Determine the meaning of words and phrases as they are used in a text, including figurative, connotative, and technical meanings; analyze how an author uses and refines the meaning of a key term or terms over the course of a text.  **RI.12.5.** Analyze and evaluate the effectiveness of the structure an author uses in his or her exposition or argument, including whether the structure makes points clear, convincing, and engaging.  **RI.12.6.** Determine an author’s point of view or purpose in a text in which the rhetoric is particularly effective, analyzing how style and content contribute to the power, persuasiveness or beauty of the text.  **RI.12.7.** Integrate and evaluate multiple sources of information presented in different media or formats as well as in words in order to address a question or solve a problem.  **RI.12.10.** By the end of grade 12, read and comprehend literary nonfiction independently and proficiently.  **W.12.2.** Write informative/explanatory texts to examine and convey complex ideas, concepts, and information clearly and accurately through the effective selection, organization, and analysis of content.  **W.12.4.** Produce clear and coherent writing in which the development, organization, and style are appropriate to task, purpose, and audience.  **W.12.5.** 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.  **W.12.6.** Use technology, including the Internet, to produce, publish, and update individual or shared writing products in response to ongoing feedback, including new arguments or information.  **W.12.7.** Conduct short as well as more sustained research projects to answer a 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.  **W.12.8.** 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 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.  **W.12.9.** Draw evidence from literary or informational texts to support analysis, reflection, and research.  **W.12.10.** Write routinely over extended time frames and shorter time frames for a range of tasks, purposes, and audiences.  **L.12.1.** Demonstrate command of the conventions of standard English grammar and usage when writing or speaking.  **L.12.2.** Demonstrate command of the conventions of standard English capitalization, punctuation, and spelling when writing.  **L.12.4.** Determine or clarify the meaning of unknown and multiple-meaning words and phrases based on grades 11–12 reading and content, choosing flexibly from a range of strategies.  **L.12.6.** 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. | Credible Sources  Credibility  Primary Sources  Secondary Sources  MLA Format  Paraphrasing  Works Cited Page  Parenthetical Documentation  Plagiarism | 10 days |
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| **Unit 3 – Web Scavenger Hunt, Learning to Cite a Web Page** | How to Cite a Web Page  Critical Evaluation of a Web Site  Do the Research – Multiple Topics  Do the Research – Individual Topics | **RI.12.1.** Cite strong and thorough textual evidence to support analysis of what the text says explicitly as well as inferences drawn from the text, including determining where the text leaves matters uncertain.  **RI.12.2.** Determine two or more central ideas of a text and analyze their development over the course of the text, including how they interact and build on one another to provide a complex analysis; provide an objective summary of the text.  **RI.12.3.** Analyze a complex set of ideas or sequence of events and explain how specific individuals, ideas, or events interact and develop over the course of the text.  **RI.12.4.** Determine the meaning of words and phrases as they are used in a text, including figurative, connotative, and technical meanings; analyze how an author uses and refines the meaning of a key term or terms over the course of a text.  **RI.12.5.** Analyze and evaluate the effectiveness of the structure an author uses in his or her exposition or argument, including whether the structure makes points clear, convincing, and engaging.  **RI.12.6.** Determine an author’s point of view or purpose in a text in which the rhetoric is particularly effective, analyzing how style and content contribute to the power, persuasiveness or beauty of the text.  **RI.12.7.** Integrate and evaluate multiple sources of information presented in different media or formats as well as in words in order to address a question or solve a problem.  **RI.12.10.** By the end of grade 12, read and comprehend literary nonfiction independently and proficiently.  **W.12.2.** Write informative/explanatory texts to examine and convey complex ideas, concepts, and information clearly and accurately through the effective selection, organization, and analysis of content.  **W.12.4.** Produce clear and coherent writing in which the development, organization, and style are appropriate to task, purpose, and audience.  **W.12.5.** 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.  **W.12.6.** Use technology, including the Internet, to produce, publish, and update individual or shared writing products in response to ongoing feedback, including new arguments or information.  **W.12.7.** Conduct short as well as more sustained research projects to answer a 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.  **W.12.8.** 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 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.  **W.12.9.** Draw evidence from literary or informational texts to support analysis, reflection, and research.  **W.12.10.** Write routinely over extended time frames and shorter time frames for a range of tasks, purposes, and audiences.  **L.12.1.** Demonstrate command of the conventions of standard English grammar and usage when writing or speaking.  **L.12.2.** Demonstrate command of the conventions of standard English capitalization, punctuation, and spelling when writing.  **L.12.4.** Determine or clarify the meaning of unknown and multiple-meaning words and phrases based on grades 11–12 reading and content, choosing flexibly from a range of strategies.  **L.12.6.** 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. | Credible Sources  Credibility  Primary Sources  Secondary Sources  MLA Format  Paraphrasing  Works Cited Page  Parenthetical Documentation  Plagiarism | 10 days |
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| **Unit 4 – Learning to Synthesize through Edgar Allan Poe** | Synthesizing PowerPoint  Supplemental Material for the PowerPoint  Synthesizing Sources Worksheet | **RI.12.1.** Cite strong and thorough textual evidence to support analysis of what the text says explicitly as well as inferences drawn from the text, including determining where the text leaves matters uncertain.  **RI.12.2.** Determine two or more central ideas of a text and analyze their development over the course of the text, including how they interact and build on one another to provide a complex analysis; provide an objective summary of the text.  **RI.12.3.** Analyze a complex set of ideas or sequence of events and explain how specific individuals, ideas, or events interact and develop over the course of the text.  **RI.12.4.** Determine the meaning of words and phrases as they are used in a text, including figurative, connotative, and technical meanings; analyze how an author uses and refines the meaning of a key term or terms over the course of a text.  **RI.12.5.** Analyze and evaluate the effectiveness of the structure an author uses in his or her exposition or argument, including whether the structure makes points clear, convincing, and engaging.  **RI.12.6.** Determine an author’s point of view or purpose in a text in which the rhetoric is particularly effective, analyzing how style and content contribute to the power, persuasiveness or beauty of the text.  **RI.12.7.** Integrate and evaluate multiple sources of information presented in different media or formats as well as in words in order to address a question or solve a problem.  **RI.12.10.** By the end of grade 12, read and comprehend literary nonfiction independently and proficiently.  **W.12.2.** Write informative/explanatory texts to examine and convey complex ideas, concepts, and information clearly and accurately through the effective selection, organization, and analysis of content.  **W.12.4.** Produce clear and coherent writing in which the development, organization, and style are appropriate to task, purpose, and audience.  **W.12.5.** 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.  **W.12.6.** Use technology, including the Internet, to produce, publish, and update individual or shared writing products in response to ongoing feedback, including new arguments or information.  **W.12.7.** Conduct short as well as more sustained research projects to answer a 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.  **W.12.8.** 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 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.  **W.12.9.** Draw evidence from literary or informational texts to support analysis, reflection, and research.  **W.12.10.** Write routinely over extended time frames and shorter time frames for a range of tasks, purposes, and audiences.  **L.12.1.** Demonstrate command of the conventions of standard English grammar and usage when writing or speaking.  **L.12.2.** Demonstrate command of the conventions of standard English capitalization, punctuation, and spelling when writing.  **L.12.4.** Determine or clarify the meaning of unknown and multiple-meaning words and phrases based on grades 11–12 reading and content, choosing flexibly from a range of strategies.  **L.12.6.** 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. | Credible Sources  Credibility  Primary Sources  Secondary Sources  MLA Format  Paraphrasing  Works Cited Page  Parenthetical Documentation  Plagiarism | 10 days |
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| **Unit 5 – Class Research on School Uniform Policies, Learning to Cite a Journal** | Thesis Statement PowerPoint, leading into uniforms  Research Outline of Tasks  Types of Organization  Research Paper Rubric  In-Text Citation  Revising Techniques  Peer Editing Sheet  Various Articles on School Uniforms | **RI.12.1.** Cite strong and thorough textual evidence to support analysis of what the text says explicitly as well as inferences drawn from the text, including determining where the text leaves matters uncertain.  **RI.12.2.** Determine two or more central ideas of a text and analyze their development over the course of the text, including how they interact and build on one another to provide a complex analysis; provide an objective summary of the text.  **RI.12.3.** Analyze a complex set of ideas or sequence of events and explain how specific individuals, ideas, or events interact and develop over the course of the text.  **RI.12.4.** Determine the meaning of words and phrases as they are used in a text, including figurative, connotative, and technical meanings; analyze how an author uses and refines the meaning of a key term or terms over the course of a text.  **RI.12.5.** Analyze and evaluate the effectiveness of the structure an author uses in his or her exposition or argument, including whether the structure makes points clear, convincing, and engaging.  **RI.12.6.** Determine an author’s point of view or purpose in a text in which the rhetoric is particularly effective, analyzing how style and content contribute to the power, persuasiveness or beauty of the text.  **RI.12.7.** Integrate and evaluate multiple sources of information presented in different media or formats as well as in words in order to address a question or solve a problem.  **RI.12.10.** By the end of grade 12, read and comprehend literary nonfiction independently and proficiently.  **W.12.2.** Write informative/explanatory texts to examine and convey complex ideas, concepts, and information clearly and accurately through the effective selection, organization, and analysis of content.  **W.12.4.** Produce clear and coherent writing in which the development, organization, and style are appropriate to task, purpose, and audience.  **W.12.5.** 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.  **W.12.6.** Use technology, including the Internet, to produce, publish, and update individual or shared writing products in response to ongoing feedback, including new arguments or information.  **W.12.7.** Conduct short as well as more sustained research projects to answer a 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.  **W.12.8.** 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 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.  **W.12.9.** Draw evidence from literary or informational texts to support analysis, reflection, and research.  **W.12.10.** Write routinely over extended time frames and shorter time frames for a range of tasks, purposes, and audiences.  **L.12.1.** Demonstrate command of the conventions of standard English grammar and usage when writing or speaking.  **L.12.2.** Demonstrate command of the conventions of standard English capitalization, punctuation, and spelling when writing.  **L.12.4.** Determine or clarify the meaning of unknown and multiple-meaning words and phrases based on grades 11–12 reading and content, choosing flexibly from a range of strategies.  **L.12.6.** 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. | Credible Sources  Credibility  Primary Sources  Secondary Sources  MLA Format  Paraphrasing  Works Cited Page  Parenthetical Documentation  Plagiarism | 10 days |
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| **Unit 6 – PowerPoint Presentation on Art Isms** | Isms Research Project  Student Examples of Project | **SL.12.1.** Initiate and participate effectively in a range of collaborative discussions with diverse partners on grades 11–12 topics, texts, and issues, building on others’ ideas and expressing their own clearly and persuasively.  **SL.12.4.** Present information, findings, and supporting evidence, conveying a clear and distinct perspective, such that listeners can follow the line of reasoning, alternative or opposing perspectives are addressed, and the organization, development, substance, and style are appropriate to purpose, audience, and a range of formal and informal tasks.  **SL.12.5.** Make strategic use of digital media in presentations to enhance understanding of findings, reasoning, and evidence and to add interest.  **SL.12.6.** Adapt speech to a variety of contexts and tasks, demonstrating a command of formal English when indicated or appropriate. | Credible Sources  Credibility  Primary Sources  Secondary Sources  MLA Format  Paraphrasing  Works Cited Page  Parenthetical Documentation  Plagiarism | 10 days |
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| **Unit 7 – Class Research on Facebook and Social Media** | Historical Facebook Posts  Research Outline of Tasks  Types of Organization  Research Paper Rubric  Revising Techniques  Peer Editing Sheet  Various Articles on Facebook and Social Media | **RI.12.1.** Cite strong and thorough textual evidence to support analysis of what the text says explicitly as well as inferences drawn from the text, including determining where the text leaves matters uncertain.  **RI.12.2.** Determine two or more central ideas of a text and analyze their development over the course of the text, including how they interact and build on one another to provide a complex analysis; provide an objective summary of the text.  **RI.12.3.** Analyze a complex set of ideas or sequence of events and explain how specific individuals, ideas, or events interact and develop over the course of the text.  **RI.12.4.** Determine the meaning of words and phrases as they are used in a text, including figurative, connotative, and technical meanings; analyze how an author uses and refines the meaning of a key term or terms over the course of a text.  **RI.12.5.** Analyze and evaluate the effectiveness of the structure an author uses in his or her exposition or argument, including whether the structure makes points clear, convincing, and engaging.  **RI.12.6.** Determine an author’s point of view or purpose in a text in which the rhetoric is particularly effective, analyzing how style and content contribute to the power, persuasiveness or beauty of the text.  **RI.12.7.** Integrate and evaluate multiple sources of information presented in different media or formats as well as in words in order to address a question or solve a problem.  **RI.12.10.** By the end of grade 12, read and comprehend literary nonfiction independently and proficiently.  **W.12.2.** Write informative/explanatory texts to examine and convey complex ideas, concepts, and information clearly and accurately through the effective selection, organization, and analysis of content.  **W.12.4.** Produce clear and coherent writing in which the development, organization, and style are appropriate to task, purpose, and audience.  **W.12.5.** 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.  **W.12.6.** Use technology, including the Internet, to produce, publish, and update individual or shared writing products in response to ongoing feedback, including new arguments or information.  **W.12.7.** Conduct short as well as more sustained research projects to answer a 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.  **W.12.8.** 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 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.  **W.12.9.** Draw evidence from literary or informational texts to support analysis, reflection, and research.  **W.12.10.** Write routinely over extended time frames and shorter time frames for a range of tasks, purposes, and audiences.  **L.12.1.** Demonstrate command of the conventions of standard English grammar and usage when writing or speaking.  **L.12.2.** Demonstrate command of the conventions of standard English capitalization, punctuation, and spelling when writing.  **L.12.4.** Determine or clarify the meaning of unknown and multiple-meaning words and phrases based on grades 11–12 reading and content, choosing flexibly from a range of strategies.  **L.12.6.** 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. | Credible Sources  Credibility  Primary Sources  Secondary Sources  MLA Format  Paraphrasing  Works Cited Page  Parenthetical Documentation  Plagiarism | 10 days |
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| **Unit 8 – Class Research on Environmental Injustice** | What is Environmental Injustice?  Environmental Injustice Worksheets for the PowerPoint  PowerPoint on Environmental Injustice  Case Study #6, The Love Canal  Research Paper Rubric  Research Outline of Tasks  Types of Organization  Revising Techniques  Peer Editing Sheet | **RI.12.1.** Cite strong and thorough textual evidence to support analysis of what the text says explicitly as well as inferences drawn from the text, including determining where the text leaves matters uncertain.  **RI.12.2.** Determine two or more central ideas of a text and analyze their development over the course of the text, including how they interact and build on one another to provide a complex analysis; provide an objective summary of the text.  **RI.12.3.** Analyze a complex set of ideas or sequence of events and explain how specific individuals, ideas, or events interact and develop over the course of the text.  **RI.12.4.** Determine the meaning of words and phrases as they are used in a text, including figurative, connotative, and technical meanings; analyze how an author uses and refines the meaning of a key term or terms over the course of a text.  **RI.12.5.** Analyze and evaluate the effectiveness of the structure an author uses in his or her exposition or argument, including whether the structure makes points clear, convincing, and engaging.  **RI.12.6.** Determine an author’s point of view or purpose in a text in which the rhetoric is particularly effective, analyzing how style and content contribute to the power, persuasiveness or beauty of the text.  **RI.12.7.** Integrate and evaluate multiple sources of information presented in different media or formats as well as in words in order to address a question or solve a problem.  **RI.12.10.** By the end of grade 12, read and comprehend literary nonfiction independently and proficiently.  **W.12.2.** Write informative/explanatory texts to examine and convey complex ideas, concepts, and information clearly and accurately through the effective selection, organization, and analysis of content.  **W.12.4.** Produce clear and coherent writing in which the development, organization, and style are appropriate to task, purpose, and audience.  **W.12.5.** 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.  **W.12.6.** Use technology, including the Internet, to produce, publish, and update individual or shared writing products in response to ongoing feedback, including new arguments or information.  **W.12.7.** Conduct short as well as more sustained research projects to answer a 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.  **W.12.8.** 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 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.  **W.12.9.** Draw evidence from literary or informational texts to support analysis, reflection, and research.  **W.12.10.** Write routinely over extended time frames and shorter time frames for a range of tasks, purposes, and audiences.  **L.12.1.** Demonstrate command of the conventions of standard English grammar and usage when writing or speaking.  **L.12.2.** Demonstrate command of the conventions of standard English capitalization, punctuation, and spelling when writing.  **L.12.4.** Determine or clarify the meaning of unknown and multiple-meaning words and phrases based on grades 11–12 reading and content, choosing flexibly from a range of strategies.  **L.12.6.** 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. | Credible Sources  Credibility  Primary Sources  Secondary Sources  MLA Format  Paraphrasing  Works Cited Page  Parenthetical Documentation  Plagiarism | 10 days |
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| **Unit 9 – Independent Research Paper** | Research Paper Rubric  Research Outline of Tasks  Types of Organization  Revising Techniques  Peer Editing Sheet | **RI.12.1.** Cite strong and thorough textual evidence to support analysis of what the text says explicitly as well as inferences drawn from the text, including determining where the text leaves matters uncertain.  **RI.12.2.** Determine two or more central ideas of a text and analyze their development over the course of the text, including how they interact and build on one another to provide a complex analysis; provide an objective summary of the text.  **RI.12.3.** Analyze a complex set of ideas or sequence of events and explain how specific individuals, ideas, or events interact and develop over the course of the text.  **RI.12.4.** Determine the meaning of words and phrases as they are used in a text, including figurative, connotative, and technical meanings; analyze how an author uses and refines the meaning of a key term or terms over the course of a text.  **RI.12.5.** Analyze and evaluate the effectiveness of the structure an author uses in his or her exposition or argument, including whether the structure makes points clear, convincing, and engaging.  **RI.12.6.** Determine an author’s point of view or purpose in a text in which the rhetoric is particularly effective, analyzing how style and content contribute to the power, persuasiveness or beauty of the text.  **RI.12.7.** Integrate and evaluate multiple sources of information presented in different media or formats as well as in words in order to address a question or solve a problem.  **RI.12.10.** By the end of grade 12, read and comprehend literary nonfiction independently and proficiently.  **W.12.2.** Write informative/explanatory texts to examine and convey complex ideas, concepts, and information clearly and accurately through the effective selection, organization, and analysis of content.  **W.12.4.** Produce clear and coherent writing in which the development, organization, and style are appropriate to task, purpose, and audience.  **W.12.5.** 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.  **W.12.6.** Use technology, including the Internet, to produce, publish, and update individual or shared writing products in response to ongoing feedback, including new arguments or information.  **W.12.7.** Conduct short as well as more sustained research projects to answer a 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.  **W.12.8.** 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 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.  **W.12.9.** Draw evidence from literary or informational texts to support analysis, reflection, and research.  **W.12.10.** Write routinely over extended time frames and shorter time frames for a range of tasks, purposes, and audiences.  **L.12.1.** Demonstrate command of the conventions of standard English grammar and usage when writing or speaking.  **L.12.2.** Demonstrate command of the conventions of standard English capitalization, punctuation, and spelling when writing.  **L.12.4.** Determine or clarify the meaning of unknown and multiple-meaning words and phrases based on grades 11–12 reading and content, choosing flexibly from a range of strategies.  **L.12.6.** 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. | Credible Sources  Credibility  Primary Sources  Secondary Sources  MLA Format  Paraphrasing  Works Cited Page  Parenthetical Documentation  Plagiarism | 10 days |
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