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| **Pacing Guide for Research Writing** |
| **Units** | **Common Core Standards** | **Vocabulary** | **Pacing** |
| **Unit 1 – Introduction to Research Writing** | Research Writing SyllabusSix Traits of WritingLearning to Love Research PowerPointHow to Survive Research PresentationUsing Graphic Organizers for ResearchChapter 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 SourcesCredibilityPrimary SourcesSecondary SourcesMLA FormatParaphrasingWorks Cited PageParenthetical DocumentationPlagiarism | 10 days |
| **Assessments: Quiz and Essay** |
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| **Unit 2 – Library Scavenger Hunt, Learning to Cite a Book** | Works Cited Page for BooksLibrary 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 SourcesCredibilityPrimary SourcesSecondary SourcesMLA FormatParaphrasingWorks Cited PageParenthetical DocumentationPlagiarism | 10 days |
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| **Unit 3 – Web Scavenger Hunt, Learning to Cite a Web Page** | How to Cite a Web PageCritical Evaluation of a Web SiteDo the Research – Multiple TopicsDo 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 SourcesCredibilityPrimary SourcesSecondary SourcesMLA FormatParaphrasingWorks Cited PageParenthetical DocumentationPlagiarism | 10 days |
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| **Unit 4 – Learning to Synthesize through Edgar Allan Poe** | Synthesizing PowerPointSupplemental 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 SourcesCredibilityPrimary SourcesSecondary SourcesMLA FormatParaphrasingWorks Cited PageParenthetical DocumentationPlagiarism | 10 days |
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| **Unit 5 – Class Research on School Uniform Policies, Learning to Cite a Journal** | Thesis Statement PowerPoint, leading into uniformsResearch Outline of TasksTypes of OrganizationResearch Paper RubricIn-Text CitationRevising TechniquesPeer Editing SheetVarious 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 SourcesCredibilityPrimary SourcesSecondary SourcesMLA FormatParaphrasingWorks Cited PageParenthetical DocumentationPlagiarism | 10 days |
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| **Unit 6 – PowerPoint Presentation on Art Isms** | Isms Research ProjectStudent 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 SourcesCredibilityPrimary SourcesSecondary SourcesMLA FormatParaphrasingWorks Cited PageParenthetical DocumentationPlagiarism | 10 days |
| **Assessments: Presentation** |
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| **Unit 7 – Class Research on Facebook and Social Media** | Historical Facebook PostsResearch Outline of TasksTypes of OrganizationResearch Paper RubricRevising TechniquesPeer Editing SheetVarious 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 SourcesCredibilityPrimary SourcesSecondary SourcesMLA FormatParaphrasingWorks Cited PageParenthetical DocumentationPlagiarism | 10 days |
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| **Unit 8 – Class Research on Environmental Injustice** | What is Environmental Injustice?Environmental Injustice Worksheets for the PowerPointPowerPoint on Environmental InjusticeCase Study #6, The Love CanalResearch Paper RubricResearch Outline of TasksTypes of OrganizationRevising TechniquesPeer 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 SourcesCredibilityPrimary SourcesSecondary SourcesMLA FormatParaphrasingWorks Cited PageParenthetical DocumentationPlagiarism | 10 days |
| **Assessments: Essay** |
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| **Unit 9 – Independent Research Paper** | Research Paper RubricResearch Outline of TasksTypes of OrganizationRevising TechniquesPeer 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 SourcesCredibilityPrimary SourcesSecondary SourcesMLA FormatParaphrasingWorks Cited PageParenthetical DocumentationPlagiarism | 10 days |
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