

COURSE	MP1 Units	MP2 Units	MP3 Units	MP4 Units
Current World Issues	X	X	X	X

<i>Unit</i>	<i>Essential Questions</i>	<i>Content / Knowledge</i>	<i>Skills</i>	<i>Assessment</i>
#1 American Government	<p>-How much should the federal government be involved in people's lives?</p> <p>-How do the Republican and Democratic parties differ in their philosophies?</p> <p>-How important is an informed and active citizenry to a democracy?</p> <p>-Why have democracies proven to be a better form of government than others?</p>	<p>-Governments and citizens work together to meet the needs of the common good.</p> <p>-Governments are created to provide direction and control over its citizens.</p> <p>-Democracies make sure that government works for the people, not people working for the government.</p> <p>-Separation of powers makes sure that no one person or group gains too much power</p> <p>-philosophies that greatly influenced the American Constitution.</p> <p>-roles and responsibilities of the legislative, executive, and judicial branches.</p> <p>-the Bill of Rights and what it protects.</p> <p>-responsibilities of citizens within our organized government.</p>	<p>Identify the responsibility of each branch of government.</p> <p>Take notes</p> <p>Interpret the Constitution</p> <p>Read charts/graphs</p> <p>Define new vocabulary</p> <p>Essay and/or short answer assignments.</p> <p>Identify contributions of influential people</p>	<p>Performance Task: Students will create and pass a law as a class mimicking our government.</p> <p>Quiz and Test</p> <p>Blog Questions</p> <p>In-class discussions</p> <p>Viewpoints Activity</p>
	<i>Standards/ Strands</i>			<i>Resources</i>
	<p>6.1.8.A.3.g Evaluate the impact of the Constitution and Bill of Rights on current day issues.</p> <p>6.1.8.A.3.b Evaluate the effectiveness of the fundamental principles of the Constitution (i.e., consent of the governed, rule of law, federalism, limited government, separation of powers, checks and balances, and individual rights) in establishing a federal government that allows for growth and change over time</p> <p>6.1.12.A.14.b Analyze how the Supreme Court has interpreted the Constitution to define the rights of the individual, and evaluate the impact on public policies.</p> <p>6.1.12.D.2.b Explain why American ideals put forth in the Constitution (i.e., due process, rule of law, and individual rights) have been denied to different groups of people throughout time.</p>			<p>Online Constitution</p> <p>Online Video Clips</p> <p>Newspapers</p> <p>Upfront Magazine</p> <p>Online Articles</p> <p>Various News Sites</p>

<i>Unit</i>	<i>Essential Questions</i>	<i>Content/Knowledge</i>	<i>Skills</i>	<i>Assessment</i>
<p>#2</p> <p><i>Drugs, Crime, Capital Punishment</i></p>	<p>What are the factors that lead to higher crime rates?</p> <ul style="list-style-type: none"> • Despite warnings, why do millions of people still decide to use drugs? • Does capital punishment violate constitutional rights in America? • When is a person an adult and when should people be held accountable for their actions as an adult? • Are criminals able to be rehabilitated? Explain. • How would decriminalizing drugs effect the number of users? 	<ul style="list-style-type: none"> • That poverty and drugs lead to crime • The arguments for and against the use of the death penalty. • How New Jersey applies capital punishment. • How the justice system treats teenagers when they commit crimes. • That America fights the war on drugs on the supply and demand side. • The arguments for against the legalization of marijuana. 	<ul style="list-style-type: none"> • Take notes • Develop charts • Develop a position paper • Analyze cause and effect information 	<p>Performance Tasks:</p> <ul style="list-style-type: none"> -Students create a plan for how they would help the family if their income was cut in half. -Position Paper on capital punishment <p>Quizzes/Tests Reading and questions Class Debate and Discussion</p>
<i>Standards/ Strands</i>				<i>Resources</i>
<p><i>SOC.9-12.6.3.12.6</i> - [Content Statement] - Make informed and reasoned decisions and accept responsibility for the consequences of their actions and/or inactions.</p> <p><i>SOC.9-12.6.3.12.4</i> - [Content Statement] - Critically analyze information, make ethical judgments, and responsibly address controversial issues.</p> <p><i>SOC.9-12.6.3.12.5</i> - [Content Statement] - Communicate through rational and persuasive written and oral arguments to present solutions to controversial issues.</p> <p><i>SOC.9-12.6.1.12.D.14.b</i> - [Cumulative Progress Indicator] - Assess the effectiveness of actions taken to address the causes of continuing urban tensions and violence.</p>				<p>Online Video Clips</p> <p>Newspapers</p> <p>Upfront Magazine</p> <p>Online Articles</p> <p>Various News Sites</p>

<i>Unit</i>	<i>Essential Questions</i>	<i>Content/Knowledge</i>	<i>Skills</i>	<i>Assessment</i>
<p>#3 The American Economy</p>	<ul style="list-style-type: none"> • How and when should governments intervene in a capitalist economy? • What are the inherent problems within a capitalist economic system. • How does reckless individual spending impact a nation's economy? • What factors do economists use to determine the strength of the economy? • How should citizens be taxed by local, state, and federal governments? <p>What impact does credit card debt have upon individuals?</p>	<ul style="list-style-type: none"> • The government has a laissez-faire approach to our free market economy. • Capitalism is not a fair race to success and that there will always be poor within the system. • Too much personal debt has a negative impact on the health of the economy. • There are many factors economists use to determine the health of the American economy. • Americans are taxed in four different ways. • How capitalism works in America. • How the credit industry works when purchasing mortgages or using credit cards. • That the government bailed out the lending industry in 2009. • How tax dollars are spent from the national and local level. • How GDP and unemployment rates are a measure of economic health 	<ul style="list-style-type: none"> • Develop a tax plan for American citizens. • Determine whether the government should help private businesses. • Take Notes • Analyze Economic indicators <p>Buy and sell stock through a simulated stock market game.</p>	<ul style="list-style-type: none"> • Participation in a stock market game • Test and quizzes • Weekly Blogs • Reading and questions
Standards/ Strands				Resources
<p><i>SOC.9-12.6.2.12.C.6.a - [Cumulative Progress Indicator] - Evaluate efforts of governmental, nongovernmental, and international organizations to address economic imbalances and social inequalities.</i></p> <p><i>SOC.9-12.6.2.12.6 - [Content Statement] - Technological innovation, economic interdependence, changes in population growth, migratory patterns, and the development, distribution, and use of natural resources offer challenges and opportunities that transcend regional and national borders.</i></p> <p><i>SOC.9-12.6.1.12.D.16.c - [Cumulative Progress Indicator] - Determine past and present factors that led to the widening of the gap between the rich and poor, and evaluate how this has affected individuals and society.</i></p> <p><i>SOC.9-12.6.1.12.A.16.c - [Cumulative Progress Indicator] - Assess from various perspectives the effectiveness with which the United States government addresses economic issues that affect individuals, business, and/or other countries.</i></p> <p><i>SOC.9-12.6.1.12.C.15.b - [Cumulative Progress Indicator] - Assess economic priorities related to international and domestic needs, as reflected in the national budget.</i></p> <p><i>SOC.9-12.6.1.12.A.15.b - [Cumulative Progress Indicator] - Determine the effectiveness of the United States in pursuing national interests while also attempting to address global political, economic, and social problems.</i></p> <p><i>SOC.9-12.6.1.12.C.14.c - [Cumulative Progress Indicator] - Analyze economic trends, income distribution, labor participation (i.e., employment, the composition of the work force), and government and consumer debt and their impact on society.</i></p> <p><i>SOC.9-12.6.1.12.C.14.b - [Cumulative Progress Indicator] - Judge to what extent government should intervene at the local, state, and national levels on issues related to the economy</i></p> <p><i>SOC.9-12.6.1.12.C.14.a - [Cumulative Progress Indicator] - Use economic indicators to evaluate the effectiveness of state and national fiscal (i.e., government spending and taxation) and monetary (i.e., interest rates) policies.</i></p> <p><i>SOC.9-12.6.1.12.A.14.d - [Cumulative Progress Indicator] - Analyze the conflicting ideologies and actions of political parties regarding spending priorities, the role of government in the economy, and social reforms.</i></p>				<p>Online Video Clips</p> <p>Newspapers</p> <p>Upfront Magazine</p> <p>Online Articles</p> <p>Various News Sites</p> <p>Documentaries on Economic Problems.</p>

<i>Unit</i>	<i>Essential Questions</i>	<i>Content/Knowledge</i>	<i>Skills</i>	<i>Assessment</i>
<p>#4 <i>Illegal Immigration</i></p>	<p>1. How does illegal immigration impact America’s economy?</p> <p>2. What policies can state and federal governments develop to tackle illegal immigration in America?</p> <p>3. Would a border wall between the U.S. and Mexico better secure the United States?</p> <p>4. How are illegal immigration and national security linked?</p> <p>5. Should government be allowed to violate Constitutional rights in order to bring illegal immigrants to the surface?</p> <p>6. Why do most illegal immigrants come to America?</p>	<p>1. Illegal immigrants bring both positives and negatives into America.</p> <p>2. State and federal governments have battled on the right course of action for illegal immigrants</p> <p>3. Building a border wall will help secure the border but will be costly and create new problems.</p> <p>4. The 9/11 attacks made it more difficult for immigrants to come into the United States.</p> <p>5. Identifying current illegal immigrants in America is a difficult challenge without violating individual’s Constitutional Rights.</p> <p>6. The reasons why people come to the United States.</p> <p>7. The war on terror and our immigration laws go hand in hand.</p> <p>8. Key vocabulary and phrases</p> <p>9. Amnesty, 14th amendment, “anchor baby,” “papers please” law, PATRIOT Act, visas</p> <p>10. The economic benefits illegal immigrants bring to the U.S.</p> <p>11. Plans of George Bush and Barack Obama on how to deal with illegal immigrants currently in the U.S.</p>	<p>-How to develop an argument.</p> <p>-Recognizing bias in news</p> <p>-Taking two sides of an issue and developing their own opinion.</p> <p>-Tracking their opinions through the discussion of the issue.</p>	<p>Test</p> <p>Quizzes</p> <p>Review Guides</p> <p>Blog Questions</p> <p>Class Discussions</p> <p>PERFORMANCE TASK: Students develop a policy brief on how the President should address illegal immigration in the United States.</p>
	<i>Standards/ Strands</i>			<i>Resources</i>
		<p>6.1.12.D.5.d Relate varying immigrants’ experiences to gender, race, ethnicity, or occupation.</p> <p>6.1.12.A.15.f Evaluate the effectiveness of United States policies and actions in supporting the economic and democratic growth of developing nations.</p> <p>6.1.12.D.15.d Analyze the reasons for terrorism and the impact that terrorism has had on individuals and government policies, and assess the effectiveness of actions taken by the United States and other nations to prevent terrorism.</p> <p>6.3.12.C.1 Participate in a real or simulated hearing about a social issue with a related economic impact (e.g., growing health care costs, immigration), and justify conclusions after weighing evidence from multiple experts and stakeholders.</p> <p>6.3.12.D.1 Analyze current laws involving individual rights and national security, and evaluate how the laws might be applied to a current case study that cites a violation of an individual's constitutional rights</p>		<p>Online Video Clips</p> <p>Newspapers</p> <p>Upfront Magazine</p> <p>Online Articles</p> <p>Various News Sites</p>

<i>Unit</i>	<i>Essential Questions</i>	<i>Content/Knowledge</i>	<i>Skills</i>	<i>Assessment</i>
<p>#5 <i>Weapons of Mass Destruction Proliferation</i></p>	<ul style="list-style-type: none"> • Should the U.S. be the world’s police in determining whether or not other nations should be allowed to develop these weapons? • How can nations and international organizations like the U.N. work together to limit the proliferation of WMDs? • Should the U.S. fight preemptive wars to prevent nations from developing these weapons? • What impact would an arms race have upon the Middle East if Iran were to develop a nuclear bomb? • Why would terrorist organizations in the modern world look to use these weapons? 	<ul style="list-style-type: none"> • Nuclear weapons were developed by the U.S. during WWII and have since been developed by many other nations. • The international community has worked together to slow down proliferation and weapons testing. • Chemical and biological weapons are a great threat to the public via a terrorist attack. • The U.S. must determine criteria of if it is ever appropriate to use these weapons. • The U.S. must lead the way in weapons reduction in order for other nations to follow suit. 	<p>–determine the appropriate American response to nations developing WMDs.</p> <p>–examine President Obama's response to Iran's refusal to stop its weapon's program.</p> <p>–describe the destructive capability of these weapons and their the level of threat they possess.</p>	<p>-Create a handbook for American citizens on the threats of weapons proliferation. The handbook will sum up the threats, give information on who has these weapons, and give proper advice on how people should prepare for these risks.</p> <p>-Develop a foreign policy plan of action on how to handle nations looking to develop and use these weapons.</p> <p>-quizzes</p> <p>-reading and questions</p> <p>-class discussions</p>
	<i>Standards/ Strands</i>			<i>Resources</i>
<p>6.2.12.A.6.a Evaluate the role of international cooperation and multinational organizations in attempting to solve global issues.</p> <p>6.2.12.A.6.c Analyze why terrorist movements have proliferated, and evaluate their impact on governments, individuals, and societies.</p> <p>6.2.12.C.5.c Assess the impact of the international arms race, the space race, and nuclear proliferation on international politics from multiple perspectives.</p>				<p>Online Video Clips</p> <p>Newspapers</p> <p>Upfront Magazine</p> <p>Online Articles</p> <p>Various News Sites</p>

<i>Unit</i>	<i>Essential Questions</i>	<i>Content/Knowledge</i>	<i>Skills</i>	<i>Assessment</i>
<p>#6 <i>Media and Its Impact</i></p>	<ul style="list-style-type: none"> - What is media? -How does a citizen make sure they get a balanced view of the news? -How does bias effect reporting and news? -What impact does violence through media have upon society? -Should the government censor media to limit the amount of violence citizens are subjected to? -What is beauty? -What determines beauty? 	<ul style="list-style-type: none"> -Media includes television, internet, newspapers, radio, magazines/journals, and literature. -Most news is not objective. -Bias greatly impacts the view of the story told through media. -Violence permeates our society through media and makes our society more violent. -Media has a great impact on our society's view on beauty. -Media has a great impact on our personal beliefs. 	<ul style="list-style-type: none"> -Identify bias in media -Examine use of photoshop and other tools that manipulate images in media. -Determine "newsworthy" vs. not "newsworthy" items in news media. -Determine how media influences many different aspects of our life from our beliefs to how we look. 	<p>Evaluate and identify bias while watching a political documentary.</p> <p>Blog Questions</p> <p>Test</p> <p>Quiz</p>
<i>Standards/ Strands</i>				<i>Resources</i>
<p>6.1.12.D.12. Analyze the role that media played in bringing information to the American public and shaping public attitudes toward the Vietnam War.</p> <p>6.1.12.D.14.f Determine the influence of multicultural beliefs, products (i.e., art, food, music, and literature), and practices in shaping contemporary American culture</p> <p>6.1.12.A.16.a Determine the impact of media and technology on world politics during this time period.</p> <p>6.1.12.C.16.a Evaluate the economic, political, and social impact of new and emerging technologies on individuals and nations.</p>				<p>Online Video Clips</p> <p>Newspapers</p> <p>Upfront Magazine</p> <p>Online Articles</p> <p>Various News Sites</p>

<i>Unit</i>	<i>Essential Questions</i>	<i>Content/Knowledge</i>	<i>Skills</i>	<i>Assessment</i>
<p>#7</p> <p>Foreign Policy</p>	<ul style="list-style-type: none"> • What is foreign policy? • What should America’s primary interests around the world be today? • How should the U.S. use its financial power to promote its interests around the world? • What are justifiable reasons for a nation to use its military to protect its interests? • What lessons can be learned by America’s involvement in Iraq and Afghanistan? • Should the U.S. use enhanced questioning techniques to gain intelligence? • What should America’s role be in world affairs today? -What responsibility does the U.S. have towards helping the world deal with contagious diseases? -When should the U.S. get involved with humanitarian issues? 	<ul style="list-style-type: none"> • Foreign policy is the way the United States interacts with nations around the world to protect and secure their interests. • America looks to protect its people from terrorist attacks, its economic interests and promote humanitarian efforts. • America’s foreign policy constantly changes. • The foreign policy is determined by our President, Legislative Branch and State Department. • There is great debate in the American public to what the role of the United States should be in the world. • America aids many different parts of the world with humanitarian crises and issues. • America uses its economic power to protect and secure its interests. 	<ul style="list-style-type: none"> • Geography Skills • Develop foreign policy goals for the United States • Developing arguments and supporting them with evidence 	<p>Performance Task: Students will develop a chart preparing the President on a particular foreign policy chart. Chart will include the problems, the existing theories on how to solve the problem, and the pros and cons of each solution.</p> <p>In class Discussions</p> <p>Blog Questions</p> <p>Quiz</p> <p>Test</p>
<i>Standards/ Strands</i>				<i>Resources</i>
<p>6.3.8.A.1 Deliberate on a public issue affecting an upcoming election, consider opposing arguments, and develop a reasoned conclusion</p> <p>6.2.12.A.6.a Evaluate the role of international cooperation and multinational organizations in attempting to solve global issues.</p> <p>6.2.12.A.6.b Analyze the relationships and tensions between national sovereignty and global interest in matters such as territory, economic development, use of natural resources, and human rights.</p> <p>6.2.12.A.6.c Analyze why terrorist movements have proliferated, and evaluate their impact on governments, individuals, and societies.</p> <p>6.2.12.A.6.d Assess the effectiveness of responses by governments and international organizations to tensions resulting from ethnic, territorial, religious, and/or nationalist differences.</p> <p>6.2.12.C.5.g Evaluate the role of the petroleum industry in world politics, the global economy, and the environment.</p>				<p>Online Video Clips</p> <p>Newspapers</p> <p>Upfront Magazine</p> <p>Online Articles</p> <p>Various News Sites</p>

<i>Unit</i>	<i>Essential Questions</i>	<i>Content/Knowledge</i>	<i>Skills</i>	<i>Assessment</i>
<p>#8</p> <p>Current Issues in Education</p>	<ul style="list-style-type: none"> -How can teachers improve their instruction to better educate our students? -What role should schools play in helping to raise children? -How can students help improve the level of education in America? -What role do charter schools and vouchers play for current politicians to improve the achievement gap in schools. -Why do students in the United States fail to test as well as student in other nations. 	<ul style="list-style-type: none"> -There is an achievement gap in schools between races and socioeconomic groups. -The U.S. does not test as well as other students around the world. -There is a renewed focus on improving instruction and increasing teacher accountability. -The quality of a child's education is usually determined by the district in which they live. -Efforts are being made to improve school choice to limit the achievement gap. 	<ul style="list-style-type: none"> -take notes -define new vocabulary -identify the necessary elements of a quality education. -identifying solutions to fix some of our current problems in schools. -identifying ways to increase student motivation to learn. 	<p>In class discussions Blogs Questions from documentary</p> <p>Performance assessment: Students develop their own high schools in a powerpoint presentation. This will include a mission statement, curriculum, discipline process, and how teachers should instruct.</p> <p>Quiz</p>
	<i>Standards/ Strands</i>			<i>Resources</i>
	<p>WORK.9.12.9.1.12.1 The ability to recognize a problem and apply critical thinking and problem solving skills to solve the problem is a life skill that develops over time.</p> <p>6.1.12.D.16.c Determine past and present factors that led to the widening of the gap between the rich and poor, and evaluate how this has affected individuals and society.</p> <p>6.1 U.S. History: America in the World. All students will acquire the knowledge and skills to think analytically about how past and present interactions of people, cultures, and the environment shape the American heritage. Such knowledge and skills enable students to make informed decisions that reflect fundamental rights and core democratic values as productive citizens in local, national, and global communities.</p> <p>6.3.8.A.1 Deliberate on a public issue affecting an upcoming election, consider opposing arguments, and develop a reasoned conclusion</p>			<p>Online Video Clips</p> <p>Newspapers</p> <p>Upfront Magazine</p> <p>Online Articles</p> <p>Various News Sites</p>

<i>Unit</i>	<i>Essential Questions</i>	<i>Content/Knowledge</i>	<i>Skills</i>	<i>Assessment</i>
<p>#9</p> <p><i>Discrimination and its Impact in America today.</i></p>	<ol style="list-style-type: none"> 1. What is discrimination? 2. What are the long-term effects of discrimination against a group of people? 3. How are groups of people discriminated against today in America? 4. How has government acted to protect the equality of women and those with disabilities? 5. Should gays be allowed to be married in America? 6. Is affirmative action reverse discrimination? 	<ul style="list-style-type: none"> ,-America has a history of discrimination against its citizens. -Discrimination is the mistreatment of an individual based upon the group to which they belong. -People in America are still discriminated against today due to their race, religion, age and sexual orientation. -the 14th Amendment protects its citizens from discrimination. -Education and work are the avenues to success in America and when denied to a group of people there are lasting impacts. -Gays are allowed to be married in some states. 	<ul style="list-style-type: none"> -take notes -define new vocabulary -identify examples of discrimination in American society today. -identifying solutions to how government should handle issues of discrimination. -Discuss the Constitutional issues of discrimination in America today 	<ul style="list-style-type: none"> -Test -Quizzes -Readings and questions. -Blogs -In-Class Discussions <p>Performance Task: Students will write a position paper taking a stance on the government's role in allowing or disallowing gay marriage.</p>
<i>Standards/ Strands</i>				<i>Resources</i>
<p>Established Goals (Standards):</p> <p>6.1.12.D.3.d Analyze the role education played in improving economic opportunities and in the development of responsible citizens.</p> <p>6.1.12.A.4.d Judge the effectiveness of the 13th, 14th, and 15th Amendments in obtaining citizenship and equality for African Americans.</p> <p>6.1.12.A.13.b Analyze the effectiveness of national legislation, policies, and Supreme Court decisions (i.e., the Civil Rights Act, the Voting Rights Act, the Equal Rights Amendment, Title VII, Title IX, Affirmative Action, Brown v. Board of Education, and Roe v. Wade) in promoting civil liberties and equal opportunities.</p> <p>6.1.12.D.13.a Determine the impetus for the Civil Rights Movement, and explain why national governmental actions were needed to ensure civil rights for African Americans.</p> <p>6.1.12.D.14.d Evaluate the extent to which women, minorities, individuals with gender preferences, and individuals with disabilities have met their goals of equality in the workplace, politics, and society.</p> <p>6.1.12.D.16.c Determine past and present factors that led to the widening of the gap between the rich and poor, and evaluate how this has affected individuals and society</p>				<ul style="list-style-type: none"> Online Video Clips Newspapers Upfront Magazine Online Articles Various News Sites

APPENDIX A: Common Core Standards

Common Core Literacy Standards in History/Social Studies

Reading

Key Ideas and Details

RH.11-12.1. Cite specific textual evidence to support analysis of primary and secondary sources, connecting insights gained from specific details to an understanding of the text as a whole.

RH.11-12.2. Determine the central ideas or information of a primary or secondary source; provide an accurate summary that makes clear the relationships among the key details and ideas.

RH.11-12.3. Evaluate various explanations for actions or events and determine which explanation best accords with textual evidence, acknowledging where the text leaves matters uncertain.

Craft and Structure

RH.11-12.4. Determine the meaning of words and phrases as they are used in a text, including analyzing how an author uses and refines the meaning of a key term over the course of a text (e.g., how Madison defines faction in Federalist No. 10).

RH.11-12.5. Analyze in detail how a complex primary source is structured, including how key sentences, paragraphs, and larger portions of the text contribute to the whole.

RH.11-12.6. Evaluate authors' differing points of view on the same historical event or issue by assessing the authors' claims, reasoning, and evidence.

Integration of Knowledge and Ideas

RH.11-12.7. Integrate and evaluate multiple sources of information presented in diverse formats and media (e.g., visually, quantitatively, as well as in words) in order to address a question or solve a problem.

RH.11-12.8. Evaluate an author's premises, claims, and evidence by corroborating or challenging them with other information.

RH.11-12.9. Integrate information from diverse sources, both primary and secondary, into a coherent understanding of an idea or event, noting discrepancies among sources.

Range of Reading and Level of Text Complexity

RH.11-12.10. By the end of grade 12, read and comprehend history/social studies texts in the grades 11-CCR text complexity band independently and proficiently.

Writing

Text Types and Purposes

WHST.11-12.1 Write arguments focused on *discipline-specific content*.

- **WHST.11-12.1a** Introduce precise, knowledgeable claim(s), establish the significance of the claim(s), distinguish the claim(s) from alternate or opposing claims, and create an organization that logically sequences the claim(s), counterclaims, reasons, and evidence.
- **WHST.11-12.1b** Develop claim(s) and counterclaims fairly and thoroughly, supplying the most relevant data and evidence for each while pointing out the strengths and limitations of both claim(s) and counterclaims in a discipline-appropriate form that anticipates the audience's knowledge level, concerns, values, and possible biases.
- **WHST.11-12.1c** Use words, phrases, and clauses as well as varied syntax to link the major sections of the text, create cohesion, and clarify the relationships between claim(s) and reasons, between reasons and evidence, and between claim(s) and counterclaims.
- **WHST.11-12.1d** Establish and maintain a formal style and objective tone while attending to the norms and conventions of the discipline in which they are writing.
- **WHST.11-12.1e** Provide a concluding statement or section that follows from or supports the argument presented.

WHST.11-12.2 Write *informative/explanatory texts*, including the narration of historical events, scientific procedures/ experiments, or technical processes.

- **WHST.11-12.2a** Introduce a topic and organize complex ideas, concepts, and information so that each new element builds on that which precedes it to create a unified whole; include formatting (e.g., headings), graphics (e.g., figures, tables), and multimedia when useful to aiding comprehension.
- **WHST.11-12.2b** Develop the topic thoroughly by selecting the most significant and relevant facts, extended definitions, concrete details, quotations, or other information and examples appropriate to the audience's knowledge of the topic.
- **WHST.11-12.2c** Use varied transitions and sentence structures to link the major sections of the text, create cohesion, and clarify the relationships among complex ideas and concepts.
- **WHST.11-12.2d** Use precise language, domain-specific vocabulary and techniques such as metaphor, simile, and analogy to manage the complexity of the topic; convey a knowledgeable stance in a style that responds to the discipline and context as well as to the expertise of likely readers.
- **WHST.11-12.2e** Provide a concluding statement or section that follows from and supports the information or explanation provided (e.g., articulating implications or the significance of the topic).

Production and Distribution of Writing

WHST.11-12.4 Produce clear and coherent writing in which the development, organization, and style are appropriate to task, purpose, and audience.

WHST.11-12.5 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.

WHST.11-12.6 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.

Research to Build and Present Knowledge

WHST.11-12.7 Conduct short as well as more sustained research projects to answer a question (including a self-generated question) or solve a problem; narrow or broaden the inquiry when appropriate; synthesize multiple sources on the subject, demonstrating understanding of the subject under investigation.

WHST.11-12.8 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 specific task, purpose, and audience; integrate information into the text selectively to maintain the flow of ideas, avoiding plagiarism and overreliance on any one source and following a standard format for citation.

WHST.11-12.9 Draw evidence from informational texts to support analysis, reflection, and research.

Range of Writing

WHST.11-12.10 Write routinely over extended time frames (time for reflection and revision) and shorter time frames (a single sitting or a day or two) for a range of discipline-specific tasks, purposes, and audiences.