

<i>Unit</i>	<i>Essential Questions</i>	<i>Content</i>	<i>Skills</i>	<i>Assessment</i>
<p><b>#1</b> <b>Methods &amp; Approaches</b></p>	<p>1. How is psychology a science that studies all aspects of human behavior from many different perspectives?                      2. How is research conducted by psychologists to answer questions about human behavior and how do they draw conclusions from that research?                      3. How can we evaluate research findings on their validity, ability to be generalized, and ethical &amp; legal soundness?</p>	<ul style="list-style-type: none"> <li>• How psychology developed as an empirical science</li> <li>• Major concepts / terms &amp; vocabulary / people associated with psychology's history, approaches, methods, &amp; stats</li> <li>• Psychology's contemporary perspectives, major subfields and careers</li> <li>• Research strategies used by psychologists and statistical concepts associated with them</li> <li>• Ethic issues important to psychologists while conducting research</li> </ul>	<ul style="list-style-type: none"> <li>• Identify the logic, philosophy and history of the science of psychology.</li> <li>• Describe and compare the biological, behavioral, cognitive and socio-cultural perspectives.</li> <li>• List and explain the major subfields of psychology.</li> <li>• Examine the role of ethics in research and professional practice.</li> <li>• Describe the research strategies used by psychologists to explore behavior.</li> <li>• Define the purposes and basic concepts of statistics and recognize how inferential statistics are used in psychological research.</li> </ul>	<p><u>Performance Task:</u></p> <ul style="list-style-type: none"> <li>• Create Your Own Experiment</li> </ul> <p><u>Other Evidence:</u></p> <ul style="list-style-type: none"> <li>• HW Assignments</li> <li>• In class Demos</li> <li>• Application Items in class</li> <li>• Test/Quiz</li> <li>•</li> </ul>
	<p><b><i>Enduring Understandings</i></b></p>			
	<p><i>Students will understand that...</i></p> <ul style="list-style-type: none"> <li>• Psychology is the systematic and scientific study of human behavior and mental processes and has developed over time into different perspectives and approaches.</li> <li>• Psychology is an empirical discipline where research provides knowledge and guidance for psychologists to explain behavior and who apply theories to solve problems in behavior.</li> </ul>			
<b><i>Standards</i></b>				<b><i>Resources</i></b>
<p><b>APA Standards for HS Psychology</b></p> <p>CONTENT STANDARD IA-1: Contemporary perspectives used by psychologists to understand behavior and mental processes in context.</p> <p>CONTENT STANDARD IA-2: Major subfields and career opportunities that comprise psychology.</p> <p>CONTENT STANDARD IA-3: Research strategies used by psychologists to explore behavior and mental processes.</p> <p>CONTENT STANDARD IA-4: Purposes and basic concepts of statistics.</p> <p>CONTENT STANDARD IA-5: Ethical issues in research with human and other animals that are important to psychologists</p> <p>CONTENT STANDARD IA-6: Development of psychology as an empirical science</p>				<ul style="list-style-type: none"> <li>• <i>Thinking About Psychology</i> Textbook</li> <li>• Video Clips of Experiments</li> <li>• PowerPoints for various topics</li> <li>• Hindsight Bias Activity</li> <li>• Demos in Class</li> <li>• Ethics Video</li> </ul>

<i>Unit</i>	<i>Essential Questions</i>	<i>Content</i>	<i>Skills</i>	<i>Assessment</i>
<p><b>#2</b> <b><i>Biological Basis of Behavior</i></b></p>	<ol style="list-style-type: none"> <li>How do biological processes of the brain and body relate to behavior?</li> <li>How does the human brain control our behaviors, both observable and unobservable?</li> <li>What methods do psychologists use to study the brain and other biological processes?</li> </ol>	<ul style="list-style-type: none"> <li>The parts of a neuron and the process of neural communication (axon conduction/synaptic transmission)</li> <li>The major parts of the central nervous, peripheral nervous, and endocrine systems</li> <li>The structures and functions of the brain with specific cases to illustrate</li> <li>How the nature-nurture debate is studied in a variety of ways (twins, gender, evolutionary, culture, parents, etc.)</li> </ul>	<ul style="list-style-type: none"> <li>IIA-1.1 Identify the neuron as the basis for neural communication.</li> <li>IIA-1.2 Describe how information is transmitted and integrated in the nervous system.</li> <li>IIA-1.3 Analyze how the process of neurotransmission can be modified by heredity and environment.</li> <li>IIA-2.1 Classify the major divisions and subdivisions of the nervous system.</li> <li>IIA-2.2 Differentiate the functions of the various subdivisions of the nervous system.</li> <li>IIA-3.1 Identify the structure and function of the major regions of the brain.</li> <li>IIA-3.2 Recognize that specific functions are centered in specific lobes of the cerebral cortex.</li> <li>IIA-3.3 Describe lateralization of brain functions</li> <li>IIA-4.1 Explain how research and technology have provided methods to analyze brain behavior and disease.</li> <li>IIA-5.1 Describe how the endocrine glands are linked to the nervous system.</li> <li>IIA-6.1 Assess the effects of heredity and environment on behavior.</li> <li>IIA-7.1 Explain how evolved tendencies interact with the present environment and culture to determine behavior.</li> </ul>	<p><u>Performance Task:</u></p> <ul style="list-style-type: none"> <li>Brain Assignment – New Superhero or Brain Book</li> </ul> <p><u>Other Evidence:</u></p> <ul style="list-style-type: none"> <li>HW Assignments</li> <li>In class Demos</li> <li>Application Items in class</li> <li>Test/Quiz</li> </ul>
	<p><b><i>Enduring Understandings</i></b></p>			
	<p><i>Students will understand that...</i></p> <ul style="list-style-type: none"> <li>Every psychological event is also a biological event and how the two are related.</li> <li>The brains, along with other biological processes, have a direct impact on our behavior.</li> <li>We are all products of our environment AND our heredity. (This unit focuses on the nurture side of the nature/nurture debate.)</li> </ul>			
<p><b><i>Standards</i></b></p>				<p><b><i>Resources</i></b></p>
<p><b>APA Standards for HS Psychology</b></p> <p>CONTENT STANDARD IIA-1: Structure and function of the neuron</p> <p>CONTENT STANDARD IIA-2: Organization of the nervous system</p> <p>CONTENT STANDARD IIA-3: Hierarchical organization of the structure and function of the brain</p> <p>CONTENT STANDARD IIA-4: Technologies and clinical methods for studying the brain</p> <p>CONTENT STANDARD IIA-5: Structure and function of the endocrine system</p> <p>CONTENT STANDARD IIA-6: How heredity interacts with environment to influence behavior</p> <p>CONTENT STANDARD IIA-7: How psychological mechanisms are explained by evolution</p>				<ul style="list-style-type: none"> <li><i>Thinking About Psychology</i> Textbook</li> <li>Video Clips of Experiments</li> <li>PowerPoints for various topics</li> <li>Demos in Class</li> <li>Brain Videos</li> </ul>

<i>Unit</i>	<i>Essential Questions</i>	<i>Content</i>	<i>Skills</i>	<i>Assessment</i>
<p><b>#3 Development</b></p>	<ol style="list-style-type: none"> <li>How is our personal development a lifelong process?</li> <li>What are the influences on human development across the lifespan?</li> <li>How are we a product of both our environment and heredity? How do both nature and nurture influence human development?</li> </ol>	<ul style="list-style-type: none"> <li>The different physical, social, cognitive, and motor developments through prenatal period, childhood, adolescence, and adulthood.</li> <li>The theories/models for our development</li> <li>The difference between longitudinal and cross-sectional studies and how they are used</li> <li>How the nature-nurture debate is studied in a variety of ways (twins, evolutionary, gender, culture, parents, etc.)</li> <li>The major issues of continuity/discontinuity &amp; stability/instability and how they related to our development</li> </ul>	<ul style="list-style-type: none"> <li>IIIA-1.1 Describe physical, social, and cognitive changes from the prenatal period throughout the lifespan.</li> <li>IIIA-1.2 Examine the nature of change over the lifespan.</li> <li>IIIA-1.3 Identify the complex cognitive structures found in the early development of infants and young children.</li> <li>IIIA-1.4 Apply lifespan principles to personal experience.</li> <li>IIIA-3.1 Explain various developmental models.</li> <li>IIIA-3.2 Recognize how biological and cultural notions of gender shape the experiences of men and women.</li> <li>IIIA-3.3 Examine the development of ethnic identity.</li> <li>IIIA-3.4 Explore developmental theories as they relate to cultural bias.</li> <li>IIIA-4.1 Describe the role of critical periods in development.</li> <li>IIIA-4.2 Explain the issues of continuity/discontinuity and stability/instability in development.</li> </ul>	<p><b>Performance Task:</b></p> <ul style="list-style-type: none"> <li>Soundtrack of Your Life Project</li> <li>Bridging the Generation Gap Interview</li> </ul> <p><b>Other Evidence:</b></p> <ul style="list-style-type: none"> <li>HW Assignments</li> <li>In class Demos</li> <li>Application Items in class</li> <li>Test/Quiz</li> </ul>
	<p style="text-align: center;"><b><i>Enduring Understandings</i></b></p> <p><i>Students will understand that...</i></p> <ul style="list-style-type: none"> <li>Development is a lifelong process</li> <li>There are several different theories about our social, physical, cognitive, and motor development</li> <li>We are all products of our environment AND our heredity. (This unit focuses on the nurture side of the nature/nurture debate.)</li> </ul>			
<b><i>Standards</i></b>				<b><i>Resources</i></b>
<p><b>APA Standards for HS Psychology</b></p> <p>Standard Area IIIA: Lifespan Development</p> <p>CONTENT STANDARD IIIA-1: Development as a lifelong process</p> <ul style="list-style-type: none"> <li>IIIA-1.1 Describe physical, social, and cognitive changes from the prenatal period throughout the lifespan.</li> <li>IIIA-1.2 Examine the nature of change over the lifespan.</li> <li>IIIA-1.3 Identify the complex cognitive structures found in the early development of infants and young children.</li> <li>IIIA-1.4 Apply lifespan principles to personal experience.</li> </ul> <p>CONTENT STANDARD IIIA-2: Research techniques used to gather data on the developmental process</p> <ul style="list-style-type: none"> <li>IIIA-2.1 Explain the distinguishing characteristics of the longitudinal and cross-sectional methods of study.</li> </ul> <p>CONTENT STANDARD IIIA-3: Theories of development</p> <ul style="list-style-type: none"> <li>IIIA-3.1 Explain various developmental models.</li> <li>IIIA-3.2 Recognize how biological and cultural notions of gender shape the experiences of men and women.</li> <li>IIIA-3.3 Examine the development of ethnic identity.</li> <li>IIIA-3.4 Explore developmental theories as they relate to cultural bias.</li> </ul> <p>CONTENT STANDARD IIIA-4: Issues surrounding the developmental process (nature/nurture, continuity/discontinuity, stability/instability, critical periods)</p> <ul style="list-style-type: none"> <li>IIIA-4.1 Describe the role of critical periods in development.</li> <li>IIIA-4.2 Explain the issues of continuity/discontinuity and stability/instability in development.</li> </ul>				<ul style="list-style-type: none"> <li><i>Thinking About Psychology</i> Textbook</li> <li>Video Clips of Experiments</li> <li>PowerPoints for various topics</li> <li>Demos in Class</li> <li>Development Videos</li> <li>PsychSims</li> <li>Internet Sites relating to development</li> </ul>

<i>Unit</i>	<i>Essential Questions</i>	<i>Content</i>	<i>Skills</i>	<i>Assessment</i>
<b>#4 Personality</b>	<ol style="list-style-type: none"> <li>How is personality defined and studied by psychologists?</li> <li>How can we evaluate and synthesize competing personality theories?</li> <li>How does personality influence behavior?</li> </ol>	<ul style="list-style-type: none"> <li>The different theories explaining personality including humanistic, psychoanalytic, cognitive, trait, social learning, and trait.</li> <li>The psychologists and major figures associated with the above.</li> <li>The research methods used to study personality and the assessment strategies &amp; tests.</li> <li>The effects of cultural context on personality, particularly self-concept.</li> </ul>	<ul style="list-style-type: none"> <li>IIIB-1.1 Define personality as the individual's unique way of thinking, feeling, and acting.</li> <li>IIIB-1.2 Explain the role of personality constructs as a framework for organizing behavioral phenomena.</li> <li>IIIB-2.1 Explain the characteristics of the psychodynamic, cognitive-behavioral, humanistic, and trait approaches.</li> <li>IIIB-2.2 Identify important contributions to the understanding of personality.</li> <li>IIIB-3.1 Distinguish between objective and projective techniques of personality assessment.</li> <li>IIIB-3.2 Describe tests used in personality assessment.</li> </ul>	<p><u>Performance Task:</u></p> <ul style="list-style-type: none"> <li>Soundtrack of Your Life Project (as Introduction)</li> <li>Personality Analysis</li> </ul> <p><u>Other Evidence:</u></p> <ul style="list-style-type: none"> <li>HW Assignments</li> <li>In class Demos</li> <li>Application Items in class</li> <li>Test/Quiz</li> <li>Slips Assignment</li> <li>Cast Away Analysis</li> </ul>
	<b><i>Enduring Understandings</i></b>			
	<p><i>Students will understand that...</i></p> <ul style="list-style-type: none"> <li>Personality is defined and studied in numerous ways by psychologist.</li> <li>There are several different theories about how to explain our personalities.</li> <li>Our personality affects all our behaviors.</li> </ul>			
<b><i>Standards</i></b>				<b><i>Resources</i></b>
<p><b>APA Standards for HS Psychology</b></p> <p>Standard Area IIIB: Personality and Assessment</p> <p>CONTENT STANDARD IIIB-1: Distinguish between personality and personality constructs  IIIB-1.1 Define personality as the individual's unique way of thinking, feeling, and acting.  IIIB-1.2 Explain the role of personality constructs as a framework for organizing behavioral phenomena.</p> <p>CONTENT STANDARD IIIB-2: Personality approaches and theories  IIIB-2.1 Explain the characteristics of the psychodynamic, cognitive-behavioral, humanistic, and trait approaches.  IIIB-2.2 Identify important contributions to the understanding of personality.</p> <p>CONTENT STANDARD IIIB-3: Assessment tools used in personality  IIIB-3.1 Distinguish between objective and projective techniques of personality assessment.  IIIB-3.2 Describe tests used in personality assessment.</p>				<ul style="list-style-type: none"> <li><i>Thinking About Psychology</i> Textbook</li> <li>Video Clips of Experiments</li> <li>PowerPoints for various topics</li> <li>Demos in Class</li> <li>Personality Videos</li> <li>PsychSims</li> <li>Internet Sites relating to Personality</li> <li>Cast Away</li> </ul>

<i>Unit</i>	<i>Essential Questions</i>	<i>Content</i>	<i>Skills</i>	<i>Assessment</i>
<p><b>#5</b> <b><i>Abnormal Psychology &amp; Treatment</i></b></p>	<ol style="list-style-type: none"> <li>How is abnormal behavior defined and measured by psychologists?</li> <li>What are the issues in using a standardized measure of abnormality?</li> <li>What are the genetic, environmental, and social-culture factors that influence psychological disorders?</li> <li>What can be done to help those suffering from psychological disorders?</li> </ol>	<ul style="list-style-type: none"> <li>Different ways in which psychological disorders can be classified</li> <li>The positives and negatives of diagnostic labeling of mental disorders</li> <li>The specific symptoms that are related to specific types of psychological disorders</li> <li>How the different perspectives view psychological disorders and how these viewpoints affect potential treatment options</li> <li>How to use multiple options from different perspectives to create an eclectic, comprehensive treatment plan</li> </ul>	<ul style="list-style-type: none"> <li>VA-1.1 Distinguish the common characteristics of abnormal behavior</li> <li>VA-1.2 Cite examples of abnormal behavior.</li> <li>VA-1.3 Relate judgments of abnormality to contexts in which those judgments occur.</li> <li>VA-1.4 Describe major explanations for the origins of abnormality.</li> <li>VA-3.1 Discuss major categories of abnormal behavior.</li> <li>VA-3.2 Explore the challenges associated with accurate diagnosis.</li> <li>VA-4.1 Consider factors that influence vulnerability to abnormal behavior.</li> <li>VA-4.2 Discuss the stigma associated with abnormal behavior.</li> <li>VA-4.3 Speculate about means for promoting greater understanding of abnormal behavior.</li> <li>VB-1.1 Describe availability and appropriateness of various modes of treatment for individuals (e.g., children, adolescents, and adults) with psychological disorders.</li> <li>VB-1.2 Describe characteristics of effective treatment and prevention.</li> <li>VB-2.1 Identify therapists according to training.</li> <li>VB-2.2 Describing strategies for locating appropriate therapists.</li> <li>VB-3.1 Describe the intersection between mental health and law.</li> <li>VB-3.2 Examine the influence of ethics and professional practice.</li> </ul>	<p><b>Performance Task:</b></p> <ul style="list-style-type: none"> <li>Eclectic Treatment Plan</li> <li>Mental Disorder Brochure</li> </ul> <p><b>Other Evidence:</b></p> <ul style="list-style-type: none"> <li>HW Assignments</li> <li>In class Demos</li> <li>Application Items in class</li> <li>Test/Quiz</li> <li>Differential Diagnosis</li> </ul>
	<p><b><i>Enduring Understandings</i></b></p>			
	<p><i>Students will understand that...</i></p> <ul style="list-style-type: none"> <li>Abnormal behavior can be defined and classified in many different ways.</li> <li>There are several different perspectives on how to treat mental disorders.</li> </ul>			
<b><i>Standards</i></b>				<b><i>Resources</i></b>
<p><b>APA Standards for HS Psychology</b></p> <p>Standard Area VA: Psychological Disorders            CONTENT STANDARD VA-1: Characteristics and origins of abnormal behavior.            CONTENT STANDARD VA-3: Major categories of abnormal behavior            CONTENT STANDARD VA-4: Impact of mental disorders</p> <p>Standard Area VB: Treatment of Psychological Disorders            CONTENT STANDARD VB-1. Prominent methods used to treat individuals with disorders            CONTENT STANDARD VB-2. Types of practitioners who implement treatment            CONTENT STANDARD VB-3. Legal and ethical challenges involved in delivery of treatment</p>				<ul style="list-style-type: none"> <li><i>Thinking About Psychology</i> Textbook</li> <li>Video Clips of Treatment</li> <li>PowerPoints for various topics</li> <li>Demos in Class</li> <li>Disorder Videos</li> <li>PsychSims</li> <li>Internet Sites relating to Abnormal Psychology</li> </ul>

<i>Unit</i>	<i>Essential Questions</i>	<i>Content</i>	<i>Skills</i>	<i>Assessment</i>
<p><b>#6</b> <b>Motivation &amp; Emotion</b> <i>(Optional Unit)</i></p>	<ol style="list-style-type: none"> <li>In what ways are humans motivated to behave?</li> <li>How can motivation be increased?</li> <li>What is the difficulty in defining emotions?</li> <li>How do emotions influence behavior and how can cognition influence emotion?</li> </ol>	<ul style="list-style-type: none"> <li>Different Theories of Motivation               <ul style="list-style-type: none"> <li>Instinct</li> <li>Drive</li> <li>Incentive</li> <li>Arousal</li> <li>Hierarchy</li> </ul> </li> <li>Different Theories of Emotion               <ul style="list-style-type: none"> <li>Embodied</li> <li>Expressed</li> <li>Experienced</li> </ul> </li> </ul>	<p><b>Motivation &amp; Emotion</b></p> <ul style="list-style-type: none"> <li>IIC-1.1 Apply motivational concepts to the behavior of humans and other animals.</li> <li>IIC-2.1 Describe the interaction of internal cues and learning on basic drives.</li> <li>IIC-2.2 Describe the situational cues giving rise to anger and fear.</li> <li>IIC-2.3 Describe the situational cues and individual characteristics giving rise to curiosity and anxiety.</li> <li>IIC-3.1 Describe one or more theories of motivation, such as expectancy value, cognitive dissonance, arousal, Maslow’s hierarchy of needs, and drive reduction.</li> <li>IIC-4.1 Explain how common motives and emotions develop.</li> <li>IIC-5.1 Use expectancy-value theory to explain their own and others’ behavior.</li> <li>IIC-6.1 Describe theories of emotion, such as James-Lange, Cannon-Bard, or cognitive theories.</li> <li>IIC-6.2 Explaining how emotions and behaviors are related</li> <li>IIC-7.1 Describe differences in perception between individuals differing in motivation.</li> <li>IIC-7.2 Explain how learning, memory, problem solving, and decision-making strategies are influenced by motivation and emotion.</li> </ul>	<p><b>Performance Task:</b></p> <ul style="list-style-type: none"> <li>Advertising Campaign</li> <li>Personal Motivation Plan</li> </ul> <p><b>Other Evidence:</b></p> <ul style="list-style-type: none"> <li>HW Assignments</li> <li>In class Demos</li> <li>Application Items in class</li> <li>Test/Quiz</li> </ul>
	<p><b>Enduring Understandings</b></p>			
	<p><i>Students will understand that...</i></p> <ul style="list-style-type: none"> <li>Human behaviors and emotions are motivated by both inborn and experiential factors.</li> <li>Motivation and Emotion are a combination of cognition and physiology.</li> <li>How theories of motivation and emotion can be used to explain human behavior.</li> <li>Emotions include physiological responses, expression, and cognition</li> </ul>			
<p><b>Standards</b></p>				<p><b>Resources</b></p>
<p><b>APA Standards for HS Psychology</b>          Standard Area IIC: Motivation &amp; Emotion          CONTENT STANDARD IIC-1: Motivational concepts          CONTENT STANDARD IIC-2: The role of biology and learning in motivation and emotion          CONTENT STANDARD IIC-3: Major theories of motivation          CONTENT STANDARD IIC-4: Interaction of biological and cultural factors in emotions and motivations          CONTENT STANDARD IIC-5: Role of values and expectancies in determining choice and strength of motivation          CONTENT STANDARD IIC-6: Physiological, affective, cognitive, and behavioral aspects of emotions and the interactions among these aspects          CONTENT STANDARD IIC-7: Effects of motivation and emotion on perception, cognition, and behavior          Standard Area IID: Stress, Coping, and Health          CONTENT STANDARD IID-1: Sources of stress          CONTENT STANDARD IID-2: Physiological reactions to stress          CONTENT STANDARD IID-3: Psychological reactions to stress          CONTENT STANDARD IID-4: Cognitive and behavioral strategies for dealing with stress and promoting health</p>				<ul style="list-style-type: none"> <li><i>Thinking About Psychology</i> Textbook</li> <li>Video Clips of Motivation</li> <li>PowerPoints for various topics</li> <li>Demos in Class</li> <li>Emotion Videos</li> <li>PsychSims</li> <li>Internet Sites relating to Motivation &amp; Emotion</li> <li>Lie to Me Episode</li> </ul>

# 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.