

Research		
PA Core Standards	Skills/Competencies	Content/Topics
<p><i>1.2 Reading: Informational Text- Students read, understand, and respond to informational text—with an emphasis on comprehension, vocabulary acquisition, and making connections among ideas and between texts with focus on textual evidence.</i></p> <p><b>CC.1.2.11-12A</b> Determine and analyze the relationship between two or more central ideas of a text, including the development and interaction of the central ideas; provide an objective summary of the text.</p> <p><b>CC.1.2.11-12.B</b> Cite strong and thorough textual evidence to support analysis of what the text says explicitly, as well as inferences and conclusions based on and related to an author’s implicit and explicit assumptions and beliefs.</p> <p><b>CC.1.2.11-12.C</b> Analyze the interaction and development of a complex set of ideas, sequence of events, or specific individuals over the course of a text.</p>	<p>The student will summarize a text from research reading.</p> <p>The student will integrate an objective summary of a text into a research paper.</p> <p>The student will decide whether the central idea(s) of a text support or refute the thesis of his or her research paper.</p> <p>The student will paraphrase, summarize, and directly quote information from a text to support a thesis.</p> <p>The student will analyze a text to take notes and formulate a thesis for a research paper.</p>	<p>Note Cards/Note Sheets</p> <p>First Draft Final Draft</p> <p>Sources (Search/Evaluation/Selection)</p> <p>Note Cards/Note Sheets</p> <p>Preliminary Thesis Final Thesis Note Cards/Note Sheets</p>

<p><b>CC.1.2.11-12.D</b> Evaluate how an author’s point of view or purpose shapes the content and style of a text.</p>	<p>The student will evaluate and determine if a text can be used as a reliable source.</p>	<p>Sources (Search/Evaluation/Selection)</p>
	<p>The student will identify potential bias found in a text.</p>	
<p><b>CC.1.2.11-12.E</b> 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.</p>	<p>The student will evaluate a peer’s research paper rough draft, focusing on the structure, organization, and awareness of task.</p>	<p>Revision (Peer Review/Peer Response)</p>
<p><b>CC.1.2.11-12.F</b> Evaluate how words and phrases shape meaning and tone in text.</p>	<p>The student will evaluate a peer’s research paper rough draft, focusing on style.</p>	<p>Revision (Peer Review/Peer Response)</p>
<p><b>CC.1.2.11-12.G</b> Integrate and evaluate multiple sources of information presented in different media or formats (e.g., visually, quantitatively) as well as in words in order to address a question or solve a problem.</p>	<p>The student will evaluate, select and integrate multiple sources of information to write a MLA and APA research paper (s), proving a student-devised thesis.</p>	<p>Thesis Final Draft</p>
<p><b>CC.1.2.11-12.H</b> Analyze seminal texts (and/or) other primary sources based upon reasoning, premises, purposes and arguments.</p>	<p>The student will analyze primary sources for research note taking.</p>	<p>Sources (Search/Evaluation/Selection) Note Cards/Note Sheets First Draft Final Draft</p>

<p><b>CC.1.2.11-12.I</b> Analyze foundational U.S. and world documents of historical, political, and literary significance for their themes, purposes, and rhetorical features.</p>	<p>Based on research paper topic, the student will analyze primary sources for research note taking.</p>	<p>Sources (Search/Evaluation/Selection) Note Cards/Note Sheets First Draft Final Draft</p>
<p><b>CC.1.2.11-12.J</b> 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 and expression.</p>	<p>The student will develop and utilize a vocabulary related to the research paper process.</p> <p>The student will develop and utilize a vocabulary related to the research paper topic(s).</p>	<p>First Draft Final Draft Revision MLA vs. APA Sources (Search/Evaluation/Selection) Academic Honesty</p>
<p><b>CC.1.2.11-12.K</b> Determine or clarify the meaning of unknown and multiple-meaning words and phrases based on grade-level reading and content, choosing flexibly from a range of strategies and tools.</p>	<p>The student will determine the meaning of words encountered through research and the appropriateness of those words for use in his or her research papers.</p> <p>The student will revise his or her research paper to clarify vocabulary for the reader.</p> <p>The student will suggest revision of a peer's research paper to clarify vocabulary.</p>	<p>Sources (Search/Evaluation/Selection) Note Cards/Note Sheets Revision</p>

<p><b>CC.1.2.11-12.L</b> Read and comprehend literary nonfiction and /or informational text on grade level, reading independently and proficiently.</p>	<p>The student will read multiple sources of informational and nonfiction texts to gather research for research paper(s).</p> <p>The student will read, understand and suggest revisions for a peer's research paper.</p> <p>The student will read, understand and revise his or her research paper.</p>	<p>Sources (Search/Evaluation/Selection) Revision</p>
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<p><i>1.3 Reading: Literature- Students read and respond to works of literature—with an emphasis on comprehension, vocabulary acquisition, and making connections among ideas and between texts with a focus on textual evidence.</i></p> <p><b>CC.1.3.11-12.A</b> Determine and analyze the relationship between two or more themes or central ideas of a text, including the development and interaction of the themes; provide an objective summary of the text.</p> <p><b>CC.1.3.11-12.B</b> Cite strong and thorough textual evidence to support analysis of what the text says explicitly, as well as inferences and conclusions based on and related to an author’s implicit and explicit assumptions and beliefs.</p> <p><b>CC.1.3.11-12.C</b> Analyze the impact of the author’s choices regarding how to develop and relate elements of a story or drama.</p>	<p><b>*** Section 1.3 will only be relevant if a student and/or teacher selects a topic related to a literary paper.</b></p> <p>Based on the research paper topic, the student will determine and analyze the theme of a literary work.</p> <p>Based on the research paper topic, the student will cite information from literary works to support the thesis of his or her research paper(s).</p> <p>Based on the research paper topic, the student will analyze the impact of an author’s use of literary elements.</p>	<p>Topic Selection Sources (Search/Evaluation/Selection) Preliminary Thesis Final Thesis Note Cards/Note Sheets First Draft Final Draft</p> <p>Sources (Search/Evaluation/Selection) Note Cards/Note Sheets First Draft Final Draft</p> <p>Topic Selection Sources (Search/Evaluation/Selection) Preliminary Thesis Final Thesis Note Cards/Note Sheets First Draft Final Draft</p>
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<p><b>CC.1.3.11-12.D</b> Evaluate how an author’s point of view or purpose shapes the content and style of a text.</p>	<p>Based on the research paper topic, the student will evaluate how the author’s point of view impacts the content and style of a text.</p>	<p>Topic Selection Sources (Search/Evaluation/Selection) Preliminary Thesis Final Thesis Note Cards/Note Sheets First Draft Final Draft</p>
<p><b>CC.1.3.11-12.E</b> Evaluate the structure of texts including how specific sentences, paragraphs, and larger portions of the texts related to each other and the whole.</p>	<p>Based on the research paper topic, the student will evaluate the structure of multiple texts to determine how individual textual elements impact these texts as a whole.</p>	<p>Topic Selection Sources (Search/Evaluation/Selection) Preliminary Thesis Final Thesis Note Cards/Note Sheets First Draft Final Draft</p>
<p><b>CC.1.3.11-12.F</b> Evaluate how words and phrases shape meaning and tone in texts.</p>	<p>Based on the research paper topic, the student will evaluate how words and phrases impact the tone of the text.</p>	<p>Topic Selection Sources (Search/Evaluation/Selection) Preliminary Thesis Final Thesis Note Cards/Note Sheets First Draft Final Draft</p>
<p><b>CC.1.3.11-12.G</b> Analyze multiple interpretations of a story, drama, or poem (e.g. recorded or live production of a play or recorded novel or poetry), evaluating how each version interprets the source text.</p>	<p>Based on the research paper topic, the student will analyze multiple interpretations of a literary work to determine how each version interprets the source text.</p>	<p>Topic Selection Sources (Search/Evaluation/Selection) Preliminary Thesis Final Thesis Note Cards/Note Sheets First Draft Final Draft</p>

<p><b>CC.1.3.11-12.H</b> Demonstrate knowledge of foundational works of literature that reflect a variety of genres in the respective major periods of literature, including how two or more texts from the same period treat similar themes or topics.</p> <p><b>CC.1.3.11-12.I</b> Determine or clarify the meaning of unknown and multiple-meaning words and phrases based on grade level reading and content, choosing flexibly from a range of strategies and tools.</p> <p><b>CC.1.3.11-12.J</b> 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 and expression.</p>	<p>Based on the research paper topic, the student will compare and / or contrast how two or more texts treat similar themes or topics.</p> <p>The student will determine the meaning of words encountered through research and the appropriateness of those words for use in his or her research papers.</p> <p>The student will revise his or her research paper to clarify vocabulary for the reader.</p> <p>The student will suggest revision of a peer's research paper to clarify vocabulary.</p> <p>The student will develop and utilize a vocabulary related to the research paper process.</p> <p>The student will develop and utilize a vocabulary related to the research paper topic(s).</p>	<p>Topic Selection Sources (Search/Evaluation/Selection) Preliminary Thesis Final Thesis Note Cards/Note Sheets First Draft Final Draft</p> <p>Sources (Search/Evaluation/Selection) Note Cards/Note Sheets Revision</p> <p>First Draft Final Draft Revision MLA vs. APA Sources (Search/Evaluation/Selection) Academic Honesty</p>
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<p><b>CC.1.3.11-12K</b> Read and comprehend literary fiction on grade level, reading independently and proficiently.</p> <p><i>1.4 Writing: Students write for different purposes and audiences. Students write clear and focused text to convey a well-defined perspective and appropriate content.</i></p> <p><b>CC.1.4.11-12.A</b> Write informative/explanatory texts to examine a topic and convey complex ideas, concepts, and information clearly and accurately.</p> <p><b>CC.1.4.11-12.B</b> Write with a sharp, distinct focus identifying topic, task, and audience.</p>	<p>Depending on the research paper topic, the student will read multiple types of literary works to gather information for the research paper(s).</p> <p>The student will read, understand and suggest revisions for a peer's research paper.</p> <p>The student will read, understand and revise his or her research paper.</p> <p>The student will write a research paper, incorporating research acquired from multiple sources.</p> <p>The student will write a research paper with a sharp, distinct focus, demonstrating awareness of task and audience.</p>	<p>Sources (Search/Evaluation/Selection) Revision</p> <p>Introduction First Draft Final Draft</p> <p>Topic Selection Outline Introduction First Draft Conclusion Final Draft</p>
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<p><b>CC.1.4.11-12.C</b> Develop and analyze 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; include graphics and multimedia when useful to aiding comprehension.</p> <p><b>CC.1.4.11-12.D</b> Organize complex ideas, concepts, and information so that each new element builds on that which precedes it to create a whole; use appropriate and varied transitions and syntax to link the major sections of the text; provide a concluding statement or section that supports the information presented; include formatting when useful to aiding comprehension.</p> <p><b>CC.1.4.9-10.E</b> Write with an awareness of the stylistic aspects of composition.</p> <ul style="list-style-type: none"> <li>• Use precise language and domain-specific vocabulary to manage the complexity of the topic.</li> <li>• Establish and maintain a formal style and objective tone while attending to the norms of the discipline in which they are writing.</li> </ul>	<p>The student will develop content that enhances understanding of the research paper topic.</p> <p>The student will write an organized research paper with an appropriate introduction, body, and conclusion, incorporating appropriate transitions throughout.</p> <p>The student will integrate stylistic elements including tone, vocabulary, and diction into his or her research paper.</p>	<p>Sources (Search/Evaluation/Selection) Note Cards/Note Sheets First Draft Revision Final Draft</p> <p>Outline Introduction First Draft Transitions Conclusion Final Draft</p> <p>First Draft Revision Final Draft</p>
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<p><b>CC.1.4.11-12.F</b> Demonstrate a grade-appropriate command of the conventions of standard English grammar, usage, capitalization, punctuation, and spelling.</p>	<p>The student will edit a peer's work for conventions including grammar, usage, capitalization, punctuation and spelling.</p> <p>The student will edit his or her work for conventions including grammar, usage, capitalization, punctuation and spelling.</p> <p>The student will write using the conventions of standard English grammar usage, capitalization, punctuation, and spelling.</p>	<p>First Draft Revision Final Draft</p>
<p><b>CC.1.4.11-12.G</b> Write arguments to support claims in an analysis of substantive topics.</p>	<p>The student will write arguments to support claims made via a thesis statement.</p>	<p>Introduction First Draft Final Draft Preliminary Thesis Formal Thesis</p>
<p><b>CC.1.4.11-12.H</b> Write with a sharp, distinct focus identifying topic task, and audience.</p> <ul style="list-style-type: none"> <li>Introduce the precise, knowledgeable claim.</li> </ul>	<p>The student will write a research paper with a sharp, distinct focus, demonstrating awareness of task and audience.</p>	<p>Preliminary Thesis Formal Thesis First Draft Final Draft Introduction Outline</p>

<p><b>CC.1.4.11-12.I</b> Distinguish the claim(s) from alternate or opposing claims; develop claims and counter claims fairly and thoroughly, supplying the most relevant evidence for each while pointing out the strengths and limitations of both in a manner that anticipates the audience's knowledge level, concerns, values, and possible biases.</p>	<p>The student will develop content that enhances understanding of the research paper topic and is appropriate to audience and task.</p>	<p>Sources (Search/Evaluation/Selection) Pre-Writing Note Cards/Note Sheets First Draft Final Draft Revision</p>
<p><b>CC.1.4.11-12.J</b> Create organization that logically sequences claim(s), counterclaims, reasons, and evidence; use words, phrases and clauses as well as varied syntax to link the major sections of the text to create cohesion and clarify the relationships between claims and reasons, between reasons and evidence, and between claims and counterclaims; provide a concluding statement or section that follows from and supports the argument presented.</p>	<p>The student will write an organized research paper with an appropriate introduction, body, and conclusion, incorporating appropriate transitions throughout.</p>	<p>Outline Introduction First Draft Transitions Conclusion Final Draft Preliminary Thesis Formal Thesis</p>
<p><b>CC.1.4.9-10.K</b> Write with an awareness of the stylistic aspects of composition.</p> <ul style="list-style-type: none"> <li>• Use precise language and domain-specific vocabulary to manage the complexity of the topic.</li> <li>• Establish and maintain a formal style and objective tone while attending to the norms of the discipline in which they are writing.</li> </ul>	<p>The student will integrate stylistic elements including tone, vocabulary, and diction into his or her research paper.</p>	<p>First Draft Revision Final Draft</p>

<p><b>CC.1.4.6.L</b> Demonstrate a grade-appropriate command of the conventions of standard English grammar, usage, capitalization, punctuation, and spelling.</p>	<p>The student will edit a peer's work for conventions including grammar, usage, capitalization, punctuation and spelling.</p> <p>The student will edit his or her work for conventions including grammar, usage, capitalization, punctuation and spelling.</p> <p>The student will write using the conventions of standard English grammar usage, capitalization, punctuation, and spelling.</p>	<p>First Draft Revision Final Draft</p>
<p><b>CC.1.4.11-12.S</b> Draw evidence from literary or informational texts to support analysis, reflection and research, applying grade level reading standards for literature and literary non-fiction.</p>	<p>The student will cite evidence from readings and apply that information in a research paper.</p>	<p>Sources (Search/Evaluation/Selection) Note Cards/Note Sheets First Draft Final Draft</p>
<p><b>CC.1.4.11-12T</b> 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.</p>	<p>The student will revise a research paper.</p> <p>The student will offer suggestions for revision of a peer's research paper.</p>	<p>Prewriting Preliminary Thesis Formal Thesis Outline Introduction First Draft Revision</p>

<p><b>CC.1.4.11-12.U</b> Use technology, including the Internet, to produce, publish, and update individual or shared writing products in response to ongoing feedback, including new arguments and information.</p>	<p>The student will use technology to produce, publish, and revise his or her research paper(s).</p>	<p>Sources (Search/Evaluation/Selection) First Draft Final Draft Format</p>
<p><b>CC.1.4.11-12.V</b> 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.</p>	<p>The student will select a topic, narrow or broaden that topic, and then write a research paper on that topic.</p>	<p>Academic Honesty MLA vs. APA Topic Selection Sources (Search/Evaluation/Selection) Preliminary Thesis Note Cards/Note Sheets Formal Thesis Outline Introduction First Draft Transitions Conclusion Revision References/Works Cited/Annotated Bibliography Format Final Draft</p>

<p><b>CC.1.4.11-12.W</b> 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 or citation.</p>	<p>The student will gather and evaluate information from a variety of sources and determine whether or not to incorporate those sources into a research paper.</p> <p>The student will integrate various author's ideas into a cohesive research paper.</p> <p>The student will understand and utilize principles of academic honesty to research, write, and publish a research paper.</p> <p>The student will utilize formatting (style guides) to determine the proper citation of sources in a research paper.</p> <p>The student will integrate various author's ideas into a cohesive research paper.</p>	<p>Academic Honesty MLA vs. APA Sources (Search/Evaluation/Selection) Preliminary Thesis Note Cards/Note Sheets Formal Thesis Outline First Draft Transitions Revision References/Works Cited/Annotated Bibliography Format Final Draft</p>
<p><b>CC.1.4 11-12..X</b> Write routinely over extended time frames (time for research, 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.</p>	<p>The student will unify various parts of a research paper completed at different times of a semester into a cohesive research paper.</p>	<p>Introduction Conclusion First Draft Revision Final Draft</p>

<p><i>1.5 Speaking and Listening: Students present appropriately in formal speaking situations, listen critically, and respond intelligently as individuals or in group discussions.</i></p> <p><b>CC.1.5.11-12.A</b> Initiate and participate effectively in a range of collaborative discussions on grade level topics, texts, and issues, building on others' ideas and expressing their own clearly and persuasively.</p> <p><b>CC.1.5.11-12.C</b> Integrate multiple sources of information presented in diverse formats and media (e.g. visually, quantitative, orally) in order to make informed decisions and solve problems, evaluating the credibility and accuracy of each source and noting any discrepancies among the data.</p> <p><b>CC.1.5.11-12.D</b> Present information, findings, and supporting evidence, conveying a clear and distinct perspective; organization, development, substance, and style are appropriate to purpose, audience, and task.</p>	<p>The student will convey information that is learned in class orally either in the form of class discussion or informal presentation.</p> <p>The student will present information from his or her research either in class discussion or in an informal presentation in a clear, organized manner.</p>	<p>Academic Honesty MLA vs. APA Note Cards/Note Sheets Revision</p> <p>Academic Honesty MLA vs. APA Sources (Search/Evaluation/Selection) Preliminary Thesis Note Cards/Note Sheets Formal Thesis Outline First Draft Transitions Revision References/Works Cited/Annotated Bibliography Format Final Draft</p>
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<p><b>CC.1.5.11-12.E</b> Adapt speech to a variety of contexts and tasks.</p>	<p>The student will participate in both large and small group discussions with peers and the teacher to discuss various components of the research paper.</p>	<p>Academic Honesty MLA vs. APA Sources (Search/Evaluation/Selection) Preliminary Thesis Note Cards/Note Sheets Formal Thesis Outline First Draft Transitions Revision References/Works Cited/Annotated Bibliography Format Final Draft</p>