

# Main Criteria: University-Ready Writing

Secondary Criteria: Mississippi College & Career Readiness Standards

Subject: Language Arts

Grade: 12

## University-Ready Writing

Week 01: Introduction to Essays; KWO Method, p. 9-16

## Mississippi College & Career Readiness Standards

### Language Arts

Grade 12 - Adopted: 2016

#### THEME

#### English IV

SUBJECT		Reading Informational Text
STANDARD		Key Ideas and Details
OBJECTIVE	EIV.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.
OBJECTIVE	EIV.RI.12.2.	Determine two or more central ideas of a text and analyze in detail their development over the course of the text, including how they interact and build on one another to provide a complex analysis; provide an accurate summary of the text based upon this analysis.

#### THEME

#### English IV

SUBJECT		Reading Informational Text
STANDARD		Craft and Structure
OBJECTIVE	EIV.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 (e.g., how Madison defines faction in Federalist No. 10).

#### THEME

#### English IV

SUBJECT		Writing
STANDARD		Text Types and Purposes
OBJECTIVE	EIV.W.12.1.	Write arguments to support claims in an analysis of substantive topics or texts, using valid reasoning and relevant and sufficient evidence.
OBJECTIVE	EIV.W.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 claim(s), counterclaims, reasons, and evidence.
OBJECTIVE	EIV.W.12.1b.	Develop claim(s) and counterclaims 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.
OBJECTIVE	EIV.W.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.

OBJECTIVE	EIV.W.12.1e.	Provide a concluding statement or section that follows from and supports the argument presented.
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**THEME** **English IV**

SUBJECT		Writing
STANDARD		Production and Distribution of Writing

OBJECTIVE	EIV.W.12.4.	Produce clear and coherent writing in which the development, organization, and style are appropriate to task, purpose, and audience. (Grade-specific expectations for writing types are defined in standards 1-3 above.)
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OBJECTIVE	EIV.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. (e=Editing for conventions should demonstrate command of Language standards 1–3 up to and including grades 11-12.)
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**THEME** **English IV**

SUBJECT		Writing
STANDARD		Research to Build and Present Knowledge

OBJECTIVE	EIV.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.
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**THEME** **English IV**

SUBJECT		Writing
STANDARD		Range of Writing

OBJECTIVE	EIV.W.12.10.	Write routinely over extended time frames (time for research, reflection, and revision) and shorter time frames (a single sitting for a day or two) for a range of tasks, purposes, and audiences.
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**THEME** **English IV**

SUBJECT		Speaking and Listening
STANDARD		Comprehension and Collaboration

OBJECTIVE	EIV.SL.12.1.	Initiate and participate effectively in a range of collaborative discussions (one-on-one, in groups, and teacher0led) with diverse partners on grades 11-12 topics, text, and issues, building on others' ideas and expressing their own clearly and persuasively.
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OBJECTIVE	EIV.SL.12.1a.	Come to discussions prepared, having read and researched material under study; explicitly draw on that preparation by referring to evidence from texts and other research on the topic or issue to stimulate a thoughtful, well-reasoned exchange of ideas.
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OBJECTIVE	EIV.SL.12.1b.	Work with peers to promote civil, democratic discussions and decision-making, set clear goals and deadlines, and establish individual roles as needed.
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OBJECTIVE	EIV.SL.12 .1c.	Propel conversations by posing and responding to questions that probe reasoning and evidence; ensure a hearing for a full range of positions on a topic or issue; clarify, verify, or challenge ideas and conclusions; and promote divergent and creative perspectives.
OBJECTIVE	EIV.SL.12 .1d.	Respond thoughtfully to diverse perspectives; synthesize comments, claims, and evidence made on all sides of an issue; resolve contradictions when possible; and determine what additional information or research is required to deepen the investigation or complete the task.

#### THEME

#### English IV

SUBJECT		Language
STANDARD		Vocabulary Acquisition and Use
OBJECTIVE	EIV.L.12. 4.	Determine or clarify the meaning of unknown and multiple-meaning words and phrases based on grades 1-12 reading and content, choosing flexibly from a range of strategies.
OBJECTIVE	EIV.L.12. 4a.	Use context (e.g., the overall meaning of a sentence, paragraph, or text; a word's position or function in a sentence) as a clue to the meaning of a word or phrase.
OBJECTIVE	EIV.L.12. 4d.	Verify the preliminary determination of the meaning of a word or phrase (e.g., by checking the inferred meaning in context or in a dictionary).

#### THEME

#### English IV

SUBJECT		Language
STANDARD		Vocabulary Acquisition and Use
OBJECTIVE	EIV.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.

#### THEME

#### Creative Writing

SUBJECT		Writing
STANDARD	HS- CW.W.11- 12.4.	Produce clear and coherent writing in which the development, organization, and style are appropriate to task, purpose, and audience. (Grade-specific expectations for writing types are defined in standards 1–3 above.)
STANDARD	HS- CW.W.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. (Editing for conventions should demonstrate command of Language standards 1–3 up to and including grades 11–12.)
STANDARD	HS- CW.W.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 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.
STANDARD	HS- CW.W.11- 12.10.	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 tasks, purposes, and audiences.

**THEME** **Creative Writing**

SUBJECT		Language
STANDARD	HS-CW.L.11 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.
OBJECTIVE	HS-CW.L.11 12.4a.	Use context (e.g., the overall meaning of a sentence, paragraph, or text; a word's position or function in a sentence) as a clue to the meaning of a word or phrase.
OBJECTIVE	HS-CW.L.11 12.4d.	Verify the preliminary determination of the meaning of a word or phrase (e.g., by checking the inferred meaning in context or in a dictionary).

**THEME** **Creative Writing**

SUBJECT		Language
STANDARD	HS-CW.L.11 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.

**THEME** **Debate**

SUBJECT		Writing
STANDARD	HS-DE.W.11 12.1.	Write arguments to support claims in an analysis of substantive topics or texts, using valid reasoning and relevant and sufficient evidence.
OBJECTIVE	HS-DE.W.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 claim(s), counterclaims, reasons, and evidence.
OBJECTIVE	HS-DE.W.11 12.1b.	Develop claim(s) and counterclaims 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.
OBJECTIVE	HS-DE.W.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.
OBJECTIVE	HS-DE.W.11 12.1e.	Provide a concluding statement or section that follows from and supports the argument presented.

**THEME** **Debate**

SUBJECT		Writing
STANDARD	HS-DE.W.11 12.4.	Produce clear and coherent writing in which the development, organization, and style are appropriate to task, purpose, and audience. (Grade-specific expectations for writing types are defined in standards 1–3 above.)

STANDARD	HS-DE.W.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. (Editing for conventions should demonstrate command of Language standards 1–3 up to and including grades 11–12.)
STANDARD	HS-DE.W.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 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.
STANDARD	HS-DE.W.11 12.10.	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 tasks, purposes, and audiences.

## THEME

## Debate

SUBJECT		Speaking and Listening
STANDARD	HS-DE.SL.11 12.1.	Initiate and participate effectively in a range of collaborative discussions (one-on-one, in groups, and teacher-led) with diverse partners on grades 11–12 topics, texts, and issues, building on others' ideas and expressing their own clearly and persuasively.
OBJECTIVE	HS-DE.SL.11 12.1a.	Come to discussions prepared, having read and researched material under study; explicitly draw on that preparation by referring to evidence from texts and other research on the topic or issue to stimulate a thoughtful, well-reasoned exchange of ideas.
OBJECTIVE	HS-DE.SL.11 12.1b.	Work with peers to promote civil, democratic discussions and decision-making, set clear goals and deadlines, and establish individual roles as needed.
OBJECTIVE	HS-DE.SL.11 12.1c.	Propel conversations by posing and responding to questions that probe reasoning and evidence; ensure a hearing for a full range of positions on a topic or issue; clarify, verify, or challenge ideas and conclusions; and promote divergent and creative perspectives.
OBJECTIVE	HS-DE.SL.11 12.1d.	Respond thoughtfully to diverse perspectives; synthesize comments, claims, and evidence made on all sides of an issue; resolve contradictions when possible; and determine what additional information or research is required to deepen the investigation or complete the task.

## THEME

## Debate

SUBJECT		Language
STANDARD	HS-DE.L.11 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.
OBJECTIVE	HS-DE.L.11 12.4a.	Use context (e.g., the overall meaning of a sentence, paragraph, or text; a word's position or function in a sentence) as a clue to the meaning of a word or phrase.
OBJECTIVE	HS-DE.L.11 12.4d.	Verify the preliminary determination of the meaning of a word or phrase (e.g., by checking the inferred meaning in context or in a dictionary).

## THEME

## Debate

SUBJECT		Language
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STANDARD	HS-DE.L.11 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.
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#### THEME

#### Foundations of Journalism

SUBJECT		Develop skills in gathering and evaluating information.
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STANDARD	HS-FJ.2.a.	Determine a theme or central idea of a text and analyze in detail its development over the course of the text, including how it emerges and is shaped and refined by specific details; provide an objective summary of the text. (RL.9-10.2)
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STANDARD	HS-FJ.2.c.	Determine a central idea of a text and analyze its development over the course of the text, including how it emerges and is shaped and refined by specific details; provide an objective summary of the text. (RI.9-10.2)
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#### THEME

#### Foundations of Journalism

SUBJECT		Develop journalistic writing skills.
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STANDARD	HS-FJ.3.b.	Introduce precise claim(s), distinguish the claim(s) from alternate or opposing claims, and create an organization that establishes clear relationships among claim(s), counterclaims, reasons, and evidence. (W.9-10.1a)
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STANDARD	HS-FJ.3.c.	Develop claim(s) and counterclaims fairly, supplying evidence for each while pointing out the strengths and limitations of both in a manner that anticipates the audience's knowledge level and concerns. (W.9-10.1b)
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STANDARD	HS-FJ.3.d.	Use words, phrases, and clauses 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. (W.9-10.1c)
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STANDARD	HS-FJ.3.l.	Gather relevant information from multiple authoritative print and digital sources, using advanced searches effectively; assess the usefulness of each source in answering the research question; integrate information into the text selectively to maintain the flow of ideas, avoiding plagiarism and following a standard format for citation. (W.9-10.8)
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#### THEME

#### Mississippi Writers

SUBJECT		Reading Informational Text
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STANDARD	HS-MW.RI.11 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.
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STANDARD	HS-MW.RI.11 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.
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#### THEME

#### Mississippi Writers

SUBJECT		Writing
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STANDARD	HS-MW.W.11 12.1.	Write arguments to support claims in an analysis of substantive topics or texts, using valid reasoning and relevant and sufficient evidence.
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OBJECTIVE	HS-MW.W.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 claim(s), counterclaims, reasons, and evidence.
OBJECTIVE	HS-MW.W.11 12.1b.	Develop claim(s) and counterclaims 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.
OBJECTIVE	HS-MW.W.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.
OBJECTIVE	HS-MW.W.11 12.1e.	Provide a concluding statement or section that follows from and supports the argument presented.

#### THEME

#### Mississippi Writers

SUBJECT		Writing
STANDARD	HS-MW.W.11 12.4.	Produce clear and coherent writing in which the development, organization, and style are appropriate to task, purpose, and audience. (Grade-specific expectations for writing types are defined in standards 1–3 above.)
STANDARD	HS-MW.W.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. (Editing for conventions should demonstrate command of Language standards 1–3 up to and including grades 11–12.)
STANDARD	HS-MW.W.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 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.
STANDARD	HS-MW.W.11 12.10.	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 tasks, purposes, and audiences.

#### THEME

#### Oral Communication

SUBJECT		Writing
STANDARD	HS-OC.W.11 12.1.	Write arguments to support claims in an analysis of substantive topics or texts, using valid reasoning and relevant and sufficient evidence.
OBJECTIVE	HS-OC.W.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 claim(s), counterclaims, reasons, and evidence.
OBJECTIVE	HS-OC.W.11 12.1b.	Develop claim(s) and counterclaims 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.

OBJECTIVE	HS-OC.W.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.
OBJECTIVE	HS-OC.W.11 12.1e.	Provide a concluding statement or section that follows from and supports the argument presented.

## THEME

## Oral Communication

SUBJECT		Writing
STANDARD	HS-OC.W.11 12.4.	Produce clear and coherent writing in which the development, organization, and style are appropriate to task, purpose, and audience. (Grade-specific expectations for writing types are defined in standards 1–3 above.)
STANDARD	HS-OC.W.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. (Editing for conventions should demonstrate command of Language standards 1–3 up to and including grades 11–12.)
STANDARD	HS-OC.W.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 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.
STANDARD	HS-OC.W.11 12.10.	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 tasks, purposes, and audiences.

## THEME

## Oral Communication

SUBJECT		Speaking and Listening
STANDARD	HS-OC.SL.11 12.1.	Initiate and participate effectively in a range of collaborative discussions (one-on-one, in groups, and teacher-led) with diverse partners on grades 11–12 topics, texts, and issues, building on others' ideas and expressing their own clearly and persuasively.
OBJECTIVE	HS-OC.SL.11 12.1a.	Come to discussions prepared, having read and researched material under study; explicitly draw on that preparation by referring to evidence from texts and other research on the topic or issue to stimulate a thoughtful, well-reasoned exchange of ideas.
OBJECTIVE	HS-OC.SL.11 12.1b.	Work with peers to promote civil, democratic discussions and decision-making, set clear goals and deadlines, and establish individual roles as needed.
OBJECTIVE	HS-OC.SL.11 12.1c.	Propel conversations by posing and responding to questions that probe reasoning and evidence; ensure a hearing for a full range of positions on a topic or issue; clarify, verify, or challenge ideas and conclusions; and promote divergent and creative perspectives.
OBJECTIVE	HS-OC.SL.11 12.1d.	Respond thoughtfully to diverse perspectives; synthesize comments, claims, and evidence made on all sides of an issue; resolve contradictions when possible; and determine what additional information or research is required to deepen the investigation or complete the task.

## THEME

## Survey of African American Writing

SUBJECT		Reading Informational Text
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STANDARD	HS- AAW.RI.1 112.2.	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.
STANDARD	HS- AAW.RI.1 112.4.	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 (e.g., how Madison defines faction in Federalist No. 10).

## THEME

## Survey of African American Writing

SUBJECT		Writing
STANDARD	HS- AAW.W.11 112.1.	Write arguments to support claims in an analysis of substantive topics or texts, using valid reasoning and relevant and sufficient evidence.
OBJECTIVE	HS- AAW.W.1 112.1a.	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 claim(s), counterclaims, reasons, and evidence.
OBJECTIVE	HS- AAW.W.1 112.1b.	Develop claim(s) and counterclaims 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.
OBJECTIVE	HS- AAW.W.1 112.1c.	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.
OBJECTIVE	HS- AAW.W.1 112.1e.	Provide a concluding statement or section that follows from and supports the argument presented.

## THEME

## Survey of African American Writing

SUBJECT		Writing
STANDARD	HS- AAW.W.1 112.4.	Produce clear and coherent writing in which the development, organization, and style are appropriate to task, purpose, and audience. (Grade-specific expectations for writing types are defined in standards 1–3 above.)
STANDARD	HS- AAW.W.1 112.5.	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. (Editing for conventions should demonstrate command of Language standards 1–3 up to and including grades 11–12.)
STANDARD	HS- AAW.W.1 112.8.	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.
STANDARD	HS- AAW.W.1 112.10.	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 tasks, purposes, and audiences.

## THEME

## Survey of Twentieth Century Writing

SUBJECT		Reading Informational Text
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STANDARD	HS-TCW.RI.1 1112.2.	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.
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STANDARD	HS-TCW.RI.1 1112.4.	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.
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## THEME

## Survey of Twentieth Century Writing

SUBJECT		Writing
STANDARD	HS-TCW.W.11 1112.1.	Write arguments to support claims in an analysis of substantive topics or texts, using valid reasoning and relevant and sufficient evidence.

OBJECTIVE	HS-TCW.W.1 1112.1a.	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 claim(s), counterclaims, reasons, and evidence.
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OBJECTIVE	HS-TCW.W.1 1112.1b.	Develop claim(s) and counterclaims 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.
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OBJECTIVE	HS-TCW.W.1 1112.1c.	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.
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OBJECTIVE	HS-TCW.W.1 1112.1e.	Provide a concluding statement or section that follows from and supports the argument presented.
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## THEME

## Survey of Twentieth Century Writing

SUBJECT		Writing
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STANDARD	HS-TCW.W.1 1112.4.	Produce clear and coherent writing in which the development, organization, and style are appropriate to task, purpose, and audience. (Grade-specific expectations for writing types are defined in standards 1–3 above.)
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STANDARD	HS-TCW.W.1 1112.5.	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. (Editing for conventions should demonstrate command of Language standards 1–3 up to and including grades 11–12.)
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STANDARD	HS-TCW.W.1 1112.8.	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.
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STANDARD	HS-TCW.W.1 1112.10.	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 tasks, purposes, and audiences.
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## THEME

## Technical and Workplace Writing

SUBJECT		Reading Informational Text
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STANDARD	HS-TWW.RI.1 112.2.	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.
STANDARD	HS-TWW.RI.1 112.4.	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 (e.g., how Madison defines faction in Federalist No. 10).

#### THEME

#### Technical and Workplace Writing

SUBJECT		Writing
STANDARD	HS-TWW.W.1 112.1.	Write arguments to support claims in an analysis of substantive topics or texts, using valid reasoning and relevant and sufficient evidence.

OBJECTIVE	HS-TWW.W.1 112.1a.	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 claim(s), counterclaims, reasons, and evidence.
OBJECTIVE	HS-TWW.W.1 112.1b.	Develop claim(s) and counterclaims 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.
OBJECTIVE	HS-TWW.W.1 112.1c.	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.
OBJECTIVE	HS-TWW.W.1 112.1e.	Provide a concluding statement or section that follows from and supports the argument presented.

#### THEME

#### Technical and Workplace Writing

SUBJECT		Writing
STANDARD	HS-TWW.W.1 112.4.	Produce clear and coherent writing in which the development, organization, and style are appropriate to task, purpose, and audience. (Grade-specific expectations for writing types are defined in standards 1–3 above.)
STANDARD	HS-TWW.W.1 112.5.	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. (Editing for conventions should demonstrate command of Language standards 1–3 up to and including grades 11–12.)
STANDARD	HS-TWW.W.1 112.8.	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.
STANDARD	HS-TWW.W.1 112.10.	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 tasks, purposes, and audiences.

#### THEME

#### Technical and Workplace Writing

SUBJECT		Language
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STANDARD	HS-TWW.L.11 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.
OBJECTIVE	HS-TWW.L.11 12.4a.	Use context (e.g., the overall meaning of a sentence, paragraph, or text; a word's position or function in a sentence) as a clue to the meaning of a word or phrase.
OBJECTIVE	HS-TWW.L.11 12.4d.	Verify the preliminary determination of the meaning of a word or phrase (e.g., by checking the inferred meaning in context or in a dictionary).
THEME	Technical and Workplace Writing	
SUBJECT		Language
STANDARD	HS-TWW.L.11 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.
THEME	World Literature	
SUBJECT		Writing
STANDARD	HS-WL.W.9 10.1.	Write arguments to support claims in an analysis of substantive topics or texts, using valid reasoning and relevant and sufficient evidence.
OBJECTIVE	HS-WL.W.9 10.1a.	Introduce precise claim(s), distinguish the claim(s) from alternate or opposing claims, and create an organization that establishes clear relationships among claim(s), counterclaims, reasons, and evidence.
OBJECTIVE	HS-WL.W.9 10.1b.	Develop claim(s) and counterclaims fairly, supplying evidence for each while pointing out the strengths and limitations of both in a manner that anticipates the audience's knowledge level and concerns.
OBJECTIVE	HS-WL.W.9 10.1c.	Use words, phrases, and clauses 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.
OBJECTIVE	HS-WL.W.9 10.1e.	Provide a concluding statement or section that follows from and supports the argument presented.
THEME	World Literature	
SUBJECT		Writing
STANDARD	HS-WL.W.9 10.4.	Produce clear and coherent writing in which the development, organization, and style are appropriate to task, purpose, and audience. (Grade-specific expectations for writing types are defined in standards 1–3 above.)
STANDARD	HS-WL.W.9 10.5.	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. (Editing for conventions should demonstrate command of Language standards 1–3 up to and including grades 9–10.)

STANDARD	HS-WL.W.9-10.8.	Gather relevant information from multiple authoritative print and digital sources, using advanced searches effectively; assess the usefulness of each source in answering the research question; integrate information into the text selectively to maintain the flow of ideas, avoiding plagiarism and following a standard format for citation.
STANDARD	HS-WL.W.9-10.10.	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 tasks, purposes, and audiences.

Week 02: Stick and Branch Note Taking; Introduction to Precis, p. 17-22

## Mississippi College & Career Readiness Standards

### Language Arts

Grade 12 - Adopted: 2016

#### THEME English IV

SUBJECT		Reading Literature
STANDARD		Key Ideas and Details
OBJECTIVE	EIV.RL.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 matter uncertain.
OBJECTIVE	EIV.RL.12.2.	Determine themes or central ideas of a text and analyze in detail their development over the course of the text, including how details of a text interact and build on one another to produce a complex account; provide an accurate summary of the text based upon this analysis.

#### THEME English IV

SUBJECT		Reading Literature
STANDARD		Range of Reading and Level of Text Complexity
OBJECTIVE	EIV.RL.12.10.	By the end of grade 12, read and comprehend literature, including stories, dramas, and poems, at the high end of the grades 12–CCR text complexity band independently and proficiently.

#### THEME English IV

SUBJECT		Reading Informational Text
STANDARD		Craft and Structure
OBJECTIVE	EIV.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.

#### THEME English IV

SUBJECT		Reading Informational Text
STANDARD		Integration of Knowledge and Ideas
OBJECTIVE	EIV.RI.12.7.	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.

**THEME** **English IV**

SUBJECT		Writing
STANDARD		Text Types and Purposes
OBJECTIVE	EIV.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.
OBJECTIVE	EIV.W.12.2a.	Introduce a topic; 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.
OBJECTIVE	EIV.W.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.
OBJECTIVE	EIV.W.12.2c.	Use appropriate and varied transitions and syntax to link the major sections of the text, create cohesion, and clarify the relationships among complex ideas and concepts.
OBJECTIVE	EIV.W.12.2d.	Use precise language, domain-specific vocabulary, and techniques such as metaphor, simile, and analogy to manage the complexity of the topic.
OBJECTIVE	EIV.W.12.2f.	Provide a concluding statement or section that follows from and supports the information or explanation presented (e.g., articulating implications or the significance of the topic).

**THEME** **English IV**

SUBJECT		Writing
STANDARD		Production and Distribution of Writing
OBJECTIVE	EIV.W.12.4.	Produce clear and coherent writing in which the development, organization, and style are appropriate to task, purpose, and audience. (Grade-specific expectations for writing types are defined in standards 1-3 above.)
OBJECTIVE	EIV.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. (e=Editing for conventions should demonstrate command of Language standards 1–3 up to and including grades 11-12.)

**THEME** **English IV**

SUBJECT		Writing
STANDARD		Research to Build and Present Knowledge
OBJECTIVE	EIV.W.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.
OBJECTIVE	EIV.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.

**THEME** **English IV**

<b>SUBJECT</b>		<b>Writing</b>
<b>STANDARD</b>		<b>Range of Writing</b>

OBJECTIVE	EIV.W.12.10.	Write routinely over extended time frames (time for research, reflection, and revision) and shorter time frames (a single sitting for a day or two) for a range of tasks, purposes, and audiences.
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**THEME** **English IV**

<b>SUBJECT</b>		<b>Speaking and Listening</b>
<b>STANDARD</b>		<b>Comprehension and Collaboration</b>
<b>OBJECTIVE</b>	<b>EIV.SL.12.1.</b>	<b>Initiate and participate effectively in a range of collaborative discussions (one-on-one, in groups, and teacher0led) with diverse partners on grades 11-12 topics, text, and issues, building on others' ideas and expressing their own clearly and persuasively.</b>

OBJECTIVE	EIV.SL.12.1a.	Come to discussions prepared, having read and researched material under study; explicitly draw on that preparation by referring to evidence from texts and other research on the topic or issue to stimulate a thoughtful, well-reasoned exchange of ideas.
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OBJECTIVE	EIV.SL.12.1b.	Work with peers to promote civil, democratic discussions and decision-making, set clear goals and deadlines, and establish individual roles as needed.
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OBJECTIVE	EIV.SL.12.1c.	Propel conversations by posing and responding to questions that probe reasoning and evidence; ensure a hearing for a full range of positions on a topic or issue; clarify, verify, or challenge ideas and conclusions; and promote divergent and creative perspectives.
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OBJECTIVE	EIV.SL.12.1d.	Respond thoughtfully to diverse perspectives; synthesize comments, claims, and evidence made on all sides of an issue; resolve contradictions when possible; and determine what additional information or research is required to deepen the investigation or complete the task.
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**THEME** **English IV**

<b>SUBJECT</b>		<b>Speaking and Listening</b>
<b>STANDARD</b>		<b>Comprehension and Collaboration</b>

OBJECTIVE	EIV.SL.12.3.	Evaluate a speaker's point of view, reasoning, and use of evidence and rhetoric assessing the stance, premises, links among ideas, word choice, points of emphasis, and tone used.
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**THEME** **English IV**

<b>SUBJECT</b>		<b>Speaking and Listening</b>
<b>STANDARD</b>		<b>Presentation of Knowledge and Ideas</b>

OBJECTIVE	EIV.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.
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**THEME** **English IV**

<b>SUBJECT</b>		<b>Language</b>
<b>STANDARD</b>		<b>Vocabulary Acquisition and Use</b>

OBJECTIVE	EIV.L.12.4.	Determine or clarify the meaning of unknown and multiple-meaning words and phrases based on grades 1-12 reading and content, choosing flexibly from a range of strategies.
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OBJECTIVE	EIV.L.12.4a.	Use context (e.g., the overall meaning of a sentence, paragraph, or text; a word's position or function in a sentence) as a clue to the meaning of a word or phrase.
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OBJECTIVE	EIV.L.12.4d.	Verify the preliminary determination of the meaning of a word or phrase (e.g., by checking the inferred meaning in context or in a dictionary).
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**THEME** **English IV**

SUBJECT		Language
STANDARD		Vocabulary Acquisition and Use

OBJECTIVE	EIV.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.
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**THEME** **Creative Writing**

SUBJECT		Writing
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STANDARD	HS-CW.W.11-12.4.	Produce clear and coherent writing in which the development, organization, and style are appropriate to task, purpose, and audience. (Grade-specific expectations for writing types are defined in standards 1–3 above.)
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STANDARD	HS-CW.W.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. (Editing for conventions should demonstrate command of Language standards 1–3 up to and including grades 11–12.)
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STANDARD	HS-CW.W.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.
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STANDARD	HS-CW.W.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 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.
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STANDARD	HS-CW.W.11-12.10.	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 tasks, purposes, and audiences.
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**THEME** **Creative Writing**

SUBJECT		Language
STANDARD	HS-CW.L.11-12.4.	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.



OBJECTIVE	HS-CW.L.11 12.4a.	Use context (e.g., the overall meaning of a sentence, paragraph, or text; a word's position or function in a sentence) as a clue to the meaning of a word or phrase.
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OBJECTIVE	HS-CW.L.11 12.4d.	Verify the preliminary determination of the meaning of a word or phrase (e.g., by checking the inferred meaning in context or in a dictionary).
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#### THEME

#### Creative Writing

SUBJECT		Language
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STANDARD	HS-CW.L.11 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.
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#### THEME

#### Debate

SUBJECT		Writing
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STANDARD	HS-DE.W.11 12.2.	<b>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.</b>
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OBJECTIVE	HS-DE.W.11 12.2a.	Introduce a topic; 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.
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OBJECTIVE	HS-DE.W.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.
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OBJECTIVE	HS-DE.W.11 12.2c.	Use appropriate and varied transitions and syntax to link the major sections of the text, create cohesion, and clarify the relationships among complex ideas and concepts.
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OBJECTIVE	HS-DE.W.11 12.2d.	Use precise language, domain-specific vocabulary, and techniques such as metaphor, simile, and analogy to manage the complexity of the topic.
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OBJECTIVE	HS-DE.W.11 12.2f.	Provide a concluding statement or section that follows from and supports the information or explanation presented (e.g., articulating implications or the significance of the topic).
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#### THEME

#### Debate

SUBJECT		Writing
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STANDARD	HS-DE.W.11 12.4.	Produce clear and coherent writing in which the development, organization, and style are appropriate to task, purpose, and audience. (Grade-specific expectations for writing types are defined in standards 1–3 above.)
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STANDARD	HS-DE.W.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. (Editing for conventions should demonstrate command of Language standards 1–3 up to and including grades 11–12.)
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STANDARD	HS-DE.W.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.
STANDARD	HS-DE.W.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 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.
STANDARD	HS-DE.W.11 12.10.	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 tasks, purposes, and audiences.

## THEME

## Debate

SUBJECT		Speaking and Listening
STANDARD	HS-DE.SL.11 12.1.	Initiate and participate effectively in a range of collaborative discussions (one-on-one, in groups, and teacher-led) with diverse partners on grades 11–12 topics, texts, and issues, building on others' ideas and expressing their own clearly and persuasively.
OBJECTIVE	HS-DE.SL.11 12.1a.	Come to discussions prepared, having read and researched material under study; explicitly draw on that preparation by referring to evidence from texts and other research on the topic or issue to stimulate a thoughtful, well-reasoned exchange of ideas.
OBJECTIVE	HS-DE.SL.11 12.1b.	Work with peers to promote civil, democratic discussions and decision-making, set clear goals and deadlines, and establish individual roles as needed.
OBJECTIVE	HS-DE.SL.11 12.1c.	Propel conversations by posing and responding to questions that probe reasoning and evidence; ensure a hearing for a full range of positions on a topic or issue; clarify, verify, or challenge ideas and conclusions; and promote divergent and creative perspectives.
OBJECTIVE	HS-DE.SL.11 12.1d.	Respond thoughtfully to diverse perspectives; synthesize comments, claims, and evidence made on all sides of an issue; resolve contradictions when possible; and determine what additional information or research is required to deepen the investigation or complete the task.

## THEME

## Debate

SUBJECT		Speaking and Listening
STANDARD	HS-DE.SL.11 12.3.	Evaluate a speaker's point of view, reasoning, and use of evidence and rhetoric, assessing the stance, premises, links among ideas, word choice, points of emphasis, and tone used.
STANDARD	HS-DE.SL.11 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.

## THEME

## Debate

SUBJECT		Language
STANDARD	HS-DE.L.11 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.

OBJECTIVE	HS-DEL.11 12.4a.	Use context (e.g., the overall meaning of a sentence, paragraph, or text; a word's position or function in a sentence) as a clue to the meaning of a word or phrase.
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OBJECTIVE	HS-DEL.11 12.4d.	Verify the preliminary determination of the meaning of a word or phrase (e.g., by checking the inferred meaning in context or in a dictionary).
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#### THEME

#### Debate

SUBJECT		Language
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STANDARD	HS-DEL.11 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.
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#### THEME

#### Foundations of Journalism

SUBJECT		Develop skills in gathering and evaluating information.
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STANDARD	HS-FJ.2.a.	Determine a theme or central idea of a text and analyze in detail its development over the course of the text, including how it emerges and is shaped and refined by specific details; provide an objective summary of the text. (RL.9-10.2)
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STANDARD	HS-FJ.2.b.	Determine two or more themes or 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 produce a complex account; provide an objective summary of the text. (RL.11-12.2)
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STANDARD	HS-FJ.2.f.	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. (RI.11-12.7)
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#### THEME

#### Foundations of Journalism

SUBJECT		Develop journalistic writing skills.
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STANDARD	HS-FJ.3.g.	Introduce a topic; organize complex ideas, concepts, and information to make important connections and distinctions; include formatting (e.g., headings), graphics (e.g., figures, tables), and multimedia when useful to aiding comprehension. (W.9-10.2a)
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STANDARD	HS-FJ.3.h.	Develop the topic with well-chosen, relevant, and sufficient facts, extended definitions, concrete details, quotations, or other information and examples appropriate to the audience's knowledge of the topic. (W.9-10.2b)
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STANDARD	HS-FJ.3.i.	Use appropriate and varied transitions to link the major sections of the text, create cohesion, and clarify the relationships among complex ideas and concepts. (W.9-10.2c)
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STANDARD	HS-FJ.3.l.	Gather relevant information from multiple authoritative print and digital sources, using advanced searches effectively; assess the usefulness of each source in answering the research question; integrate information into the text selectively to maintain the flow of ideas, avoiding plagiarism and following a standard format for citation. (W.9-10.8)
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#### THEME

#### Mississippi Writers

SUBJECT		Reading Literature
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STANDARD	HS-MW.RL.11 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.
STANDARD	HS-MW.RL.11 12.2.	Determine two or more themes or 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 produce a complex account; provide an objective summary of the text.
STANDARD	HS-MW.RL.11 12.10.	By the end of grade 12, read and comprehend literature, including stories, dramas, and poems, at the high end of the grades 11–CCR text complexity band independently and proficiently.

**THEME** Mississippi Writers

SUBJECT		Reading Informational Text
STANDARD	HS-MW.RI.11 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.
STANDARD	HS-MW.RI.11 12.7.	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.

**THEME** Mississippi Writers

SUBJECT		Writing
STANDARD	HS-MW.W.11 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.
OBJECTIVE	HS-MW.W.11 12.2a.	Introduce a topic; 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.
OBJECTIVE	HS-MW.W.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.
OBJECTIVE	HS-MW.W.11 12.2c.	Use appropriate and varied transitions and syntax to link the major sections of the text, create cohesion, and clarify the relationships among complex ideas and concepts.
OBJECTIVE	HS-MW.W.11 12.2d.	Use precise language, domain-specific vocabulary, and techniques such as metaphor, simile, and analogy to manage the complexity of the topic.
OBJECTIVE	HS-MW.W.11 12.2f.	Provide a concluding statement or section that follows from and supports the information or explanation presented (e.g., articulating implications or the significance of the topic).

**THEME** Mississippi Writers

SUBJECT		Writing
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STANDARD	HS-MW.W.11 12.4.	Produce clear and coherent writing in which the development, organization, and style are appropriate to task, purpose, and audience. (Grade-specific expectations for writing types are defined in standards 1–3 above.)
STANDARD	HS-MW.W.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. (Editing for conventions should demonstrate command of Language standards 1–3 up to and including grades 11–12.)
STANDARD	HS-MW.W.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.
STANDARD	HS-MW.W.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 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.
STANDARD	HS-MW.W.11 12.10.	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 tasks, purposes, and audiences.

## THEME

## Oral Communication

SUBJECT		Writing
STANDARD	HS-OC.W.11 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.
OBJECTIVE	HS-OC.W.11 12.2a.	Introduce a topic; 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.
OBJECTIVE	HS-OC.W.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.
OBJECTIVE	HS-OC.W.11 12.2c.	Use appropriate and varied transitions and syntax to link the major sections of the text, create cohesion, and clarify the relationships among complex ideas and concepts.
OBJECTIVE	HS-OC.W.11 12.2d.	Use precise language, domain-specific vocabulary, and techniques such as metaphor, simile, and analogy to manage the complexity of the topic.
OBJECTIVE	HS-OC.W.11 12.2f.	Provide a concluding statement or section that follows from and supports the information or explanation presented (e.g., articulating implications or the significance of the topic).

## THEME

## Oral Communication

SUBJECT		Writing
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STANDARD	HS-OC.W.11 12.4.	Produce clear and coherent writing in which the development, organization, and style are appropriate to task, purpose, and audience. (Grade-specific expectations for writing types are defined in standards 1–3 above.)
STANDARD	HS-OC.W.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. (Editing for conventions should demonstrate command of Language standards 1–3 up to and including grades 11–12.)
STANDARD	HS-OC.W.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.
STANDARD	HS-OC.W.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 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.
STANDARD	HS-OC.W.11 12.10.	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 tasks, purposes, and audiences.

## THEME

## Oral Communication

SUBJECT		Speaking and Listening
STANDARD	HS-OC.SL.11 12.1.	Initiate and participate effectively in a range of collaborative discussions (one-on-one, in groups, and teacher-led) with diverse partners on grades 11–12 topics, texts, and issues, building on others' ideas and expressing their own clearly and persuasively.
OBJECTIVE	HS-OC.SL.11 12.1a.	Come to discussions prepared, having read and researched material under study; explicitly draw on that preparation by referring to evidence from texts and other research on the topic or issue to stimulate a thoughtful, well-reasoned exchange of ideas.
OBJECTIVE	HS-OC.SL.11 12.1b.	Work with peers to promote civil, democratic discussions and decision-making, set clear goals and deadlines, and establish individual roles as needed.
OBJECTIVE	HS-OC.SL.11 12.1c.	Propel conversations by posing and responding to questions that probe reasoning and evidence; ensure a hearing for a full range of positions on a topic or issue; clarify, verify, or challenge ideas and conclusions; and promote divergent and creative perspectives.
OBJECTIVE	HS-OC.SL.11 12.1d.	Respond thoughtfully to diverse perspectives; synthesize comments, claims, and evidence made on all sides of an issue; resolve contradictions when possible; and determine what additional information or research is required to deepen the investigation or complete the task.

## THEME

## Oral Communication

SUBJECT		Speaking and Listening
STANDARD	HS-OC.SL.11 12.3.	Evaluate a speaker's point of view, reasoning, and use of evidence and rhetoric, assessing the stance, premises, links among ideas, word choice, points of emphasis, and tone used.

STANDARD	HS-OC.SL.11 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.
THEME		Survey of African American Writing
SUBJECT		Reading Literature
STANDARD	HS-AAW.RL.1 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.
STANDARD	HS-AAW.RL.1 12.2.	Determine two or more themes or 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 produce a complex account; provide an objective summary of the text.
STANDARD	HS-AAW.RL.1 12.10.	By the end of grade 12, read and comprehend literature, including stories, dramas, and poems, at the high end of the grades 11–CCR text complexity band independently and proficiently.
THEME		Survey of African American Writing
SUBJECT		Reading Informational Text
STANDARD	HS-AAW.RI.1 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.
STANDARD	HS-AAW.RI.1 12.7.	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.
THEME		Survey of African American Writing
SUBJECT		Writing
STANDARD	HS-AAW.W.11 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.
OBJECTIVE	HS-AAW.W.1 12.2a.	Introduce a topic; 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.
OBJECTIVE	HS-AAW.W.1 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.
OBJECTIVE	HS-AAW.W.1 12.2c.	Use appropriate and varied transitions and syntax to link the major sections of the text, create cohesion, and clarify the relationships among complex ideas and concepts.
OBJECTIVE	HS-AAW.W.1 12.2d.	Use precise language, domain-specific vocabulary, and techniques such as metaphor, simile, and analogy to manage the complexity of the topic.

OBJECTIVE	HS-AAW.W.1 12.2f.	Provide a concluding statement or section that follows from and supports the information or explanation presented (e.g., articulating implications or the significance of the topic).
THEME	Survey of African American Writing	
SUBJECT		Writing
STANDARD	HS-AAW.W.1 12.4.	Produce clear and coherent writing in which the development, organization, and style are appropriate to task, purpose, and audience. (Grade-specific expectations for writing types are defined in standards 1–3 above.)
STANDARD	HS-AAW.W.1 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. (Editing for conventions should demonstrate command of Language standards 1–3 up to and including grades 11–12.)
STANDARD	HS-AAW.W.1 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.
STANDARD	HS-AAW.W.1 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.
STANDARD	HS-AAW.W.1 12.10.	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 tasks, purposes, and audiences.
THEME	Survey of Twentieth Century Writing	
SUBJECT		Reading Literature
STANDARD	HS-TCW.RL.1 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.
STANDARD	HS-TCW.RL.1 12.2.	Determine two or more themes or 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 produce a complex account; provide an objective summary of the text.
STANDARD	HS-TCW.RL.1 12.10.	By the end of grade 12, read and comprehend literature, including stories, dramas, and poems, at the high end of the grades 11–CCR text complexity band independently and proficiently.
THEME	Survey of Twentieth Century Writing	
SUBJECT		Reading Informational Text
STANDARD	HS-TCW.RI.1 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.



THEME Survey of Twentieth Century Writing

SUBJECT	Writing
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OBJECTIVE	HS-	Introduce a topic; organize complex ideas, concepts, and information so that each new element
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OBJECTIVE	HS-	Develop the topic thoroughly by selecting the most significant and relevant facts, extended
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OBJECTIVE	HS-	Use appropriate and varied transitions and syntax to link the major sections of the text, create
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OBJECTIVE	HS-	Use precise language, domain-specific vocabulary, and techniques such as metaphor, simile, and
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OBJECTIVE	HS-	Provide a concluding statement or section that follows from and supports the information or
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**THEME** Survey of Twentieth Century Writing

STANDARD	HS-	Produce clear and coherent writing in which the development, organization, and style are
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STANDARD	HS-	Develop and strengthen writing as needed by planning, revising, editing, rewriting, or trying a new
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STANDARD	HS-	Conduct short as well as more sustained research projects to answer a question (including a self-
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STANDARD	HS-	Gather relevant information from multiple authoritative print and digital sources, using advanced
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STANDARD	HS-TCW.W.1 12.10.	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 tasks, purposes, and audiences.
<b>THEME</b> Technical and Workplace Writing		
SUBJECT		Reading Informational Text
STANDARD	HS-TWW.RI.1 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.
STANDARD	HS-TWW.RI.1 12.7.	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.
<b>THEME</b> Technical and Workplace Writing		
SUBJECT		Writing
STANDARD	HS-TWW.W.1 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.
OBJECTIVE	HS-TWW.W.1 12.2a.	Introduce a topic; 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.
OBJECTIVE	HS-TWW.W.1 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.
OBJECTIVE	HS-TWW.W.1 12.2c.	Use appropriate and varied transitions and syntax to link the major sections of the text, create cohesion, and clarify the relationships among complex ideas and concepts.
OBJECTIVE	HS-TWW.W.1 12.2d.	Use precise language, domain-specific vocabulary, and techniques such as metaphor, simile, and analogy to manage the complexity of the topic.
OBJECTIVE	HS-TWW.W.1 12.2f.	Provide a concluding statement or section that follows from and supports the information or explanation presented (e.g., articulating implications or the significance of the topic).
<b>THEME</b> Technical and Workplace Writing		
SUBJECT		Writing
STANDARD	HS-TWW.W.1 12.4.	Produce clear and coherent writing in which the development, organization, and style are appropriate to task, purpose, and audience. (Grade-specific expectations for writing types are defined in standards 1–3 above.)
STANDARD	HS-TWW.W.1 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. (Editing for conventions should demonstrate command of Language standards 1–3 up to and including grades 11–12.)

STANDARD	HS-TWW.W.1 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.
STANDARD	HS-TWW.W.1 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.
STANDARD	HS-TWW.W.1 12.10.	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 tasks, purposes, and audiences.

## THEME

## Technical and Workplace Writing

SUBJECT		Language
STANDARD	HS-TWW.L.11 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.
OBJECTIVE	HS-TWW.L.11 12.4a.	Use context (e.g., the overall meaning of a sentence, paragraph, or text; a word's position or function in a sentence) as a clue to the meaning of a word or phrase.
OBJECTIVE	HS-TWW.L.11 12.4d.	Verify the preliminary determination of the meaning of a word or phrase (e.g., by checking the inferred meaning in context or in a dictionary).

## THEME

## Technical and Workplace Writing

SUBJECT		Language
STANDARD	HS-TWW.L.11 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.

## THEME

## World Literature

SUBJECT		Reading Literature
STANDARD	HS-WL.RL.9 10.1.	Cite strong and thorough textual evidence to support analysis of what the text says explicitly as well as inferences drawn from the text.
STANDARD	HS-WL.RL.9 10.2.	Determine a theme or central idea of a text and analyze in detail its development over the course of the text, including how it emerges and is shaped and refined by specific details; provide an objective summary of the text.
STANDARD	HS-WL.RL.9 10.4.	Determine the meaning of words and phrases as they are used in the text, including figurative and connotative meanings; analyze the cumulative impact of specific word choices on meaning and tone (e.g., how the language evokes a sense of time and place; how it sets a formal or informal tone).

STANDARD	HS-WL.RL.9–10.10.	By the end of grade 9, read and comprehend literature, including stories, dramas, and poems, in the grades 9–10 text complexity band proficiently, with scaffolding as needed at the high end of the range.
THEME		World Literature
SUBJECT		Writing
STANDARD	HS-WL.W.9–10.2.	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.
OBJECTIVE	HS-WL.W.9–10.2a.	Introduce a topic; organize complex ideas, concepts, and information to make important connections and distinctions; include formatting (e.g., headings), graphics (e.g., figures, tables), and multimedia when useful to aiding comprehension.
OBJECTIVE	HS-WL.W.9–10.2b.	Develop the topic with well-chosen, relevant, and sufficient facts, extended definitions, concrete details, quotations, or other information and examples appropriate to the audience's knowledge of the topic.
OBJECTIVE	HS-WL.W.9–10.2c.	Use appropriate and varied transitions to link the major sections of the text, create cohesion, and clarify the relationships among complex ideas and concepts.
OBJECTIVE	HS-WL.W.9–10.2d.	Use precise language and domain-specific vocabulary to manage the complexity of the topic.
OBJECTIVE	HS-WL.W.9–10.2f.	Provide a concluding statement or section that follows from and supports the information or explanation presented (e.g., articulating implications or the significance of the topic).
THEME		World Literature
SUBJECT		Writing
STANDARD	HS-WL.W.9–10.4.	Produce clear and coherent writing in which the development, organization, and style are appropriate to task, purpose, and audience. (Grade-specific expectations for writing types are defined in standards 1–3 above.)
STANDARD	HS-WL.W.9–10.5.	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. (Editing for conventions should demonstrate command of Language standards 1–3 up to and including grades 9–10.)
STANDARD	HS-WL.W.9–10.7.	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.
STANDARD	HS-WL.W.9–10.8.	Gather relevant information from multiple authoritative print and digital sources, using advanced searches effectively; assess the usefulness of each source in answering the research question; integrate information into the text selectively to maintain the flow of ideas, avoiding plagiarism and following a standard format for citation.

STANDARD	HS-WL.W.9-10.10.	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 tasks, purposes, and audiences.
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Week 03: Summarize Primary Source, Practice Note Taking, p. 23-30

# Mississippi College & Career Readiness Standards

## Language Arts

Grade 12 - Adopted: 2016

THEME		English IV
SUBJECT		Reading Informational Text
STANDARD		Key Ideas and Details

OBJECTIVE	EIV.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.
OBJECTIVE	EIV.RI.12.2.	Determine two or more central ideas of a text and analyze in detail their development over the course of the text, including how they interact and build on one another to provide a complex analysis; provide an accurate summary of the text based upon this analysis.

THEME		English IV
SUBJECT		Reading Informational Text
STANDARD		Craft and Structure

OBJECTIVE	EIV.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 (e.g., how Madison defines faction in Federalist No. 10).
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THEME		English IV
SUBJECT		Writing
STANDARD		Text Types and Purposes

OBJECTIVE	EIV.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.
OBJECTIVE	EIV.W.12.2a.	Introduce a topic; 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.
OBJECTIVE	EIV.W.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.
OBJECTIVE	EIV.W.12.2c.	Use appropriate and varied transitions and syntax to link the major sections of the text, create cohesion, and clarify the relationships among complex ideas and concepts.
OBJECTIVE	EIV.W.12.2d.	Use precise language, domain-specific vocabulary, and techniques such as metaphor, simile, and analogy to manage the complexity of the topic.

OBJECTIVE	EIV.W.12.2f.	Provide a concluding statement or section that follows from and supports the information or explanation presented (e.g., articulating implications or the significance of the topic).
<b>THEME</b>		<b>English IV</b>
SUBJECT		Writing
STANDARD		Production and Distribution of Writing
OBJECTIVE	EIV.W.12.4.	Produce clear and coherent writing in which the development, organization, and style are appropriate to task, purpose, and audience. (Grade-specific expectations for writing types are defined in standards 1-3 above.)
OBJECTIVE	EIV.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. (e=Editing for conventions should demonstrate command of Language standards 1–3 up to and including grades 11-12.)
<b>THEME</b>		<b>English IV</b>
SUBJECT		Writing
STANDARD		Range of Writing
OBJECTIVE	EIV.W.12.10.	Write routinely over extended time frames (time for research, reflection, and revision) and shorter time frames (a single sitting for a day or two) for a range of tasks, purposes, and audiences.
<b>THEME</b>		<b>English IV</b>
SUBJECT		Speaking and Listening
STANDARD		Comprehension and Collaboration
OBJECTIVE	EIV.SL.12.1.	Initiate and participate effectively in a range of collaborative discussions (one-on-one, in groups, and teacher0led) with diverse partners on grades 11-12 topics, text, and issues, building on others' ideas and expressing their own clearly and persuasively.
OBJECTIVE	EIV.SL.12.1a.	Come to discussions prepared, having read and researched material under study; explicitly draw on that preparation by referring to evidence from texts and other research on the topic or issue to stimulate a thoughtful, well-reasoned exchange of ideas.
OBJECTIVE	EIV.SL.12.1b.	Work with peers to promote civil, democratic discussions and decision-making, set clear goals and deadlines, and establish individual roles as needed.
OBJECTIVE	EIV.SL.12.1c.	Propel conversations by posing and responding to questions that probe reasoning and evidence; ensure a hearing for a full range of positions on a topic or issue; clarify, verify, or challenge ideas and conclusions; and promote divergent and creative perspectives.
OBJECTIVE	EIV.SL.12.1d.	Respond thoughtfully to diverse perspectives; synthesize comments, claims, and evidence made on all sides of an issue; resolve contradictions when possible; and determine what additional information or research is required to deepen the investigation or complete the task.
<b>THEME</b>		<b>English IV</b>
SUBJECT		Speaking and Listening
STANDARD		Comprehension and Collaboration

OBJECTIVE	EIV.SL.12.3.	Evaluate a speaker's point of view, reasoning, and use of evidence and rhetoric assessing the stance, premises, links among ideas, word choice, points of emphasis, and tone used.
<b>THEME</b>		<b>English IV</b>
SUBJECT		Language
STANDARD		Vocabulary Acquisition and Use
OBJECTIVE	EIV.L.12.4.	Determine or clarify the meaning of unknown and multiple-meaning words and phrases based on grades 1-12 reading and content, choosing flexibly from a range of strategies.

OBJECTIVE	EIV.L.12.4a.	Use context (e.g., the overall meaning of a sentence, paragraph, or text; a word's position or function in a sentence) as a clue to the meaning of a word or phrase.
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OBJECTIVE	EIV.L.12.4d.	Verify the preliminary determination of the meaning of a word or phrase (e.g., by checking the inferred meaning in context or in a dictionary).
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<b>THEME</b>		<b>English IV</b>
SUBJECT		Language
STANDARD		Vocabulary Acquisition and Use

OBJECTIVE	EIV.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.
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<b>THEME</b>		<b>Creative Writing</b>
SUBJECT		Writing
STANDARD	HS-CW.W.11-12.4.	Produce clear and coherent writing in which the development, organization, and style are appropriate to task, purpose, and audience. (Grade-specific expectations for writing types are defined in standards 1–3 above.)
STANDARD	HS-CW.W.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. (Editing for conventions should demonstrate command of Language standards 1–3 up to and including grades 11–12.)
STANDARD	HS-CW.W.11-12.10.	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 tasks, purposes, and audiences.

<b>THEME</b>		<b>Creative Writing</b>
SUBJECT		Language
STANDARD	HS-CW.L.11-12.4.	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.
OBJECTIVE	HS-CW.L.11-12.4a.	Use context (e.g., the overall meaning of a sentence, paragraph, or text; a word's position or function in a sentence) as a clue to the meaning of a word or phrase.

OBJECTIVE	HS-CW.L.11 12.4d.	Verify the preliminary determination of the meaning of a word or phrase (e.g., by checking the inferred meaning in context or in a dictionary).
THEME		Creative Writing
SUBJECT		Language
STANDARD	HS-CW.L.11 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.
THEME		Debate
SUBJECT		Writing
STANDARD	HS-DE.W.11 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.
OBJECTIVE	HS-DE.W.11 12.2a.	Introduce a topic; 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.
OBJECTIVE	HS-DE.W.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.
OBJECTIVE	HS-DE.W.11 12.2c.	Use appropriate and varied transitions and syntax to link the major sections of the text, create cohesion, and clarify the relationships among complex ideas and concepts.
OBJECTIVE	HS-DE.W.11 12.2d.	Use precise language, domain-specific vocabulary, and techniques such as metaphor, simile, and analogy to manage the complexity of the topic.
OBJECTIVE	HS-DE.W.11 12.2f.	Provide a concluding statement or section that follows from and supports the information or explanation presented (e.g., articulating implications or the significance of the topic).
THEME		Debate
SUBJECT		Writing
STANDARD	HS-DE.W.11 12.4.	Produce clear and coherent writing in which the development, organization, and style are appropriate to task, purpose, and audience. (Grade-specific expectations for writing types are defined in standards 1–3 above.)
STANDARD	HS-DE.W.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. (Editing for conventions should demonstrate command of Language standards 1–3 up to and including grades 11–12.)
STANDARD	HS-DE.W.11 12.10.	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 tasks, purposes, and audiences.



**THEME** **Debate**

SUBJECT		Speaking and Listening
STANDARD	HS-DE.SL.11-12.1.	Initiate and participate effectively in a range of collaborative discussions (one-on-one, in groups, and teacher-led) with diverse partners on grades 11–12 topics, texts, and issues, building on others’ ideas and expressing their own clearly and persuasively.
OBJECTIVE	HS-DE.SL.11-12.1a.	Come to discussions prepared, having read and researched material under study; explicitly draw on that preparation by referring to evidence from texts and other research on the topic or issue to stimulate a thoughtful, well-reasoned exchange of ideas.
OBJECTIVE	HS-DE.SL.11-12.1b.	Work with peers to promote civil, democratic discussions and decision-making, set clear goals and deadlines, and establish individual roles as needed.
OBJECTIVE	HS-DE.SL.11-12.1c.	Propel conversations by posing and responding to questions that probe reasoning and evidence; ensure a hearing for a full range of positions on a topic or issue; clarify, verify, or challenge ideas and conclusions; and promote divergent and creative perspectives.
OBJECTIVE	HS-DE.SL.11-12.1d.	Respond thoughtfully to diverse perspectives; synthesize comments, claims, and evidence made on all sides of an issue; resolve contradictions when possible; and determine what additional information or research is required to deepen the investigation or complete the task.

**THEME** **Debate**

SUBJECT		Speaking and Listening
STANDARD	HS-DE.SL.11-12.3.	Evaluate a speaker’s point of view, reasoning, and use of evidence and rhetoric, assessing the stance, premises, links among ideas, word choice, points of emphasis, and tone used.

**THEME** **Debate**

SUBJECT		Language
STANDARD	HS-DE.L.11-12.4.	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.
OBJECTIVE	HS-DE.L.11-12.4a.	Use context (e.g., the overall meaning of a sentence, paragraph, or text; a word’s position or function in a sentence) as a clue to the meaning of a word or phrase.
OBJECTIVE	HS-DE.L.11-12.4d.	Verify the preliminary determination of the meaning of a word or phrase (e.g., by checking the inferred meaning in context or in a dictionary).

**THEME** **Debate**

SUBJECT		Language
STANDARD	HS-DE.L.11-12.6.	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.

**THEME** **Foundations of Journalism**

SUBJECT		Develop skills in gathering and evaluating information.
STANDARD	HS-FJ.2.a.	Determine a theme or central idea of a text and analyze in detail its development over the course of the text, including how it emerges and is shaped and refined by specific details; provide an objective summary of the text. (RL.9–10.2)
STANDARD	HS-FJ.2.c.	Determine a central idea of a text and analyze its development over the course of the text, including how it emerges and is shaped and refined by specific details; provide an objective summary of the text. (RI.9–10.2)
STANDARD	HS-FJ.2.g.	Develop techniques in interviewing and note-taking, and interview sources from a list of developed questions.

#### THEME

#### Foundations of Journalism

SUBJECT		Develop journalistic writing skills.
STANDARD	HS-FJ.3.g.	Introduce a topic; organize complex ideas, concepts, and information to make important connections and distinctions; include formatting (e.g., headings), graphics (e.g., figures, tables), and multimedia when useful to aiding comprehension. (W.9–10.2a)
STANDARD	HS-FJ.3.h.	Develop the topic with well-chosen, relevant, and sufficient facts, extended definitions, concrete details, quotations, or other information and examples appropriate to the audience's knowledge of the topic. (W.9–10.2b)
STANDARD	HS-FJ.3.i.	Use appropriate and varied transitions to link the major sections of the text, create cohesion, and clarify the relationships among complex ideas and concepts. (W.9–10.2c)

#### THEME

#### Mississippi Writers

SUBJECT		Reading Informational Text
STANDARD	HS-MW.RI.11–12.2.	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.
STANDARD	HS-MW.RI.11–12.4.	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.

#### THEME

#### Mississippi Writers

SUBJECT		Writing
STANDARD	HS-MW.W.11–12.2.	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.
OBJECTIVE	HS-MW.W.11–12.2a.	Introduce a topic; 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.
OBJECTIVE	HS-MW.W.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.

OBJECTIVE	HS-MW.W.11 12.2c.	Use appropriate and varied transitions and syntax to link the major sections of the text, create cohesion, and clarify the relationships among complex ideas and concepts.
OBJECTIVE	HS-MW.W.11 12.2d.	Use precise language, domain-specific vocabulary, and techniques such as metaphor, simile, and analogy to manage the complexity of the topic.
OBJECTIVE	HS-MW.W.11 12.2f.	Provide a concluding statement or section that follows from and supports the information or explanation presented (e.g., articulating implications or the significance of the topic).

## THEME

## Mississippi Writers

SUBJECT		Writing
STANDARD	HS-MW.W.11 12.4.	Produce clear and coherent writing in which the development, organization, and style are appropriate to task, purpose, and audience. (Grade-specific expectations for writing types are defined in standards 1–3 above.)
STANDARD	HS-MW.W.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. (Editing for conventions should demonstrate command of Language standards 1–3 up to and including grades 11–12.)
STANDARD	HS-MW.W.11 12.10.	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 tasks, purposes, and audiences.

## THEME

## Oral Communication

SUBJECT		Writing
STANDARD	HS-OC.W.11 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.
OBJECTIVE	HS-OC.W.11 12.2a.	Introduce a topic; 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.
OBJECTIVE	HS-OC.W.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.
OBJECTIVE	HS-OC.W.11 12.2c.	Use appropriate and varied transitions and syntax to link the major sections of the text, create cohesion, and clarify the relationships among complex ideas and concepts.
OBJECTIVE	HS-OC.W.11 12.2d.	Use precise language, domain-specific vocabulary, and techniques such as metaphor, simile, and analogy to manage the complexity of the topic.
OBJECTIVE	HS-OC.W.11 12.2f.	Provide a concluding statement or section that follows from and supports the information or explanation presented (e.g., articulating implications or the significance of the topic).

**THEME** **Oral Communication**

SUBJECT		Writing
STANDARD	HS-OC.W.11-12.4.	Produce clear and coherent writing in which the development, organization, and style are appropriate to task, purpose, and audience. (Grade-specific expectations for writing types are defined in standards 1–3 above.)
STANDARD	HS-OC.W.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. (Editing for conventions should demonstrate command of Language standards 1–3 up to and including grades 11–12.)
STANDARD	HS-OC.W.11-12.10.	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 tasks, purposes, and audiences.

**THEME** **Oral Communication**

SUBJECT		Speaking and Listening
STANDARD	HS-OC.SL.11-12.1.	Initiate and participate effectively in a range of collaborative discussions (one-on-one, in groups, and teacher-led) with diverse partners on grades 11–12 topics, texts, and issues, building on others' ideas and expressing their own clearly and persuasively.
OBJECTIVE	HS-OC.SL.11-12.1a.	Come to discussions prepared, having read and researched material under study; explicitly draw on that preparation by referring to evidence from texts and other research on the topic or issue to stimulate a thoughtful, well-reasoned exchange of ideas.
OBJECTIVE	HS-OC.SL.11-12.1b.	Work with peers to promote civil, democratic discussions and decision-making, set clear goals and deadlines, and establish individual roles as needed.
OBJECTIVE	HS-OC.SL.11-12.1c.	Propel conversations by posing and responding to questions that probe reasoning and evidence; ensure a hearing for a full range of positions on a topic or issue; clarify, verify, or challenge ideas and conclusions; and promote divergent and creative perspectives.
OBJECTIVE	HS-OC.SL.11-12.1d.	Respond thoughtfully to diverse perspectives; synthesize comments, claims, and evidence made on all sides of an issue; resolve contradictions when possible; and determine what additional information or research is required to deepen the investigation or complete the task.

**THEME** **Oral Communication**

SUBJECT		Speaking and Listening
STANDARD	HS-OC.SL.11-12.3.	Evaluate a speaker's point of view, reasoning, and use of evidence and rhetoric, assessing the stance, premises, links among ideas, word choice, points of emphasis, and tone used.

**THEME** **Survey of African American Writing**

SUBJECT		Reading Informational Text
STANDARD	HS-AAW.RI.11-12.2.	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.

STANDARD	HS-AAW.RI.1 112.4.	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 (e.g., how Madison defines faction in Federalist No. 10).
<b>THEME</b> <b>Survey of African American Writing</b>		
SUBJECT		Writing
STANDARD	HS-AAW.W.11 112.2.	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.
OBJECTIVE	HS-AAW.W.1 112.2a.	Introduce a topic; 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.
OBJECTIVE	HS-AAW.W.1 112.2b.	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.
OBJECTIVE	HS-AAW.W.1 112.2c.	Use appropriate and varied transitions and syntax to link the major sections of the text, create cohesion, and clarify the relationships among complex ideas and concepts.
OBJECTIVE	HS-AAW.W.1 112.2d.	Use precise language, domain-specific vocabulary, and techniques such as metaphor, simile, and analogy to manage the complexity of the topic.
OBJECTIVE	HS-AAW.W.1 112.2f.	Provide a concluding statement or section that follows from and supports the information or explanation presented (e.g., articulating implications or the significance of the topic).
<b>THEME</b> <b>Survey of African American Writing</b>		
SUBJECT		Writing
STANDARD	HS-AAW.W.1 112.4.	Produce clear and coherent writing in which the development, organization, and style are appropriate to task, purpose, and audience. (Grade-specific expectations for writing types are defined in standards 1–3 above.)
STANDARD	HS-AAW.W.1 112.5.	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. (Editing for conventions should demonstrate command of Language standards 1–3 up to and including grades 11–12.)
STANDARD	HS-AAW.W.1 112.10.	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 tasks, purposes, and audiences.
<b>THEME</b> <b>Survey of Twentieth Century Writing</b>		
SUBJECT		Reading Informational Text
STANDARD	HS-TCW.RI.1 112.2.	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.



STANDARD	HS-TWW.RI.1 112.4.	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 (e.g., how Madison defines faction in Federalist No. 10).
THEME		Technical and Workplace Writing
SUBJECT		Writing
STANDARD	HS-TWW.W.1 112.2.	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.
OBJECTIVE	HS-TWW.W.1 112.2a.	Introduce a topic; 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.
OBJECTIVE	HS-TWW.W.1 112.2b.	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.
OBJECTIVE	HS-TWW.W.1 112.2c.	Use appropriate and varied transitions and syntax to link the major sections of the text, create cohesion, and clarify the relationships among complex ideas and concepts.
OBJECTIVE	HS-TWW.W.1 112.2d.	Use precise language, domain-specific vocabulary, and techniques such as metaphor, simile, and analogy to manage the complexity of the topic.
OBJECTIVE	HS-TWW.W.1 112.2f.	Provide a concluding statement or section that follows from and supports the information or explanation presented (e.g., articulating implications or the significance of the topic).
THEME		Technical and Workplace Writing
SUBJECT		Writing
STANDARD	HS-TWW.W.1 112.4.	Produce clear and coherent writing in which the development, organization, and style are appropriate to task, purpose, and audience. (Grade-specific expectations for writing types are defined in standards 1–3 above.)
STANDARD	HS-TWW.W.1 112.5.	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. (Editing for conventions should demonstrate command of Language standards 1–3 up to and including grades 11–12.)
STANDARD	HS-TWW.W.1 112.10.	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 tasks, purposes, and audiences.
THEME		Technical and Workplace Writing
SUBJECT		Language
STANDARD	HS-TWW.L.1 112.4.	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.

OBJECTIVE	HS-TWW.L.11 12.4a.	Use context (e.g., the overall meaning of a sentence, paragraph, or text; a word's position or function in a sentence) as a clue to the meaning of a word or phrase.
OBJECTIVE	HS-TWW.L.11 12.4d.	Verify the preliminary determination of the meaning of a word or phrase (e.g., by checking the inferred meaning in context or in a dictionary).
<b>THEME</b>		<b>Technical and Workplace Writing</b>
SUBJECT		Language
STANDARD	HS-TWW.L.11 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.
<b>THEME</b>		<b>World Literature</b>
SUBJECT		Writing
STANDARD	HS-WL.W.9 10.2.	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.
OBJECTIVE	HS-WL.W.9 10.2a.	Introduce a topic; organize complex ideas, concepts, and information to make important connections and distinctions; include formatting (e.g., headings), graphics (e.g., figures, tables), and multimedia when useful to aiding comprehension.
OBJECTIVE	HS-WL.W.9 10.2b.	Develop the topic with well-chosen, relevant, and sufficient facts, extended definitions, concrete details, quotations, or other information and examples appropriate to the audience's knowledge of the topic.
OBJECTIVE	HS-WL.W.9 10.2c.	Use appropriate and varied transitions to link the major sections of the text, create cohesion, and clarify the relationships among complex ideas and concepts.
OBJECTIVE	HS-WL.W.9 10.2d.	Use precise language and domain-specific vocabulary to manage the complexity of the topic.
OBJECTIVE	HS-WL.W.9 10.2f.	Provide a concluding statement or section that follows from and supports the information or explanation presented (e.g., articulating implications or the significance of the topic).
<b>THEME</b>		<b>World Literature</b>
SUBJECT		Writing
STANDARD	HS-WL.W.9 10.4.	Produce clear and coherent writing in which the development, organization, and style are appropriate to task, purpose, and audience. (Grade-specific expectations for writing types are defined in standards 1–3 above.)
STANDARD	HS-WL.W.9 10.5.	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. (Editing for conventions should demonstrate command of Language standards 1–3 up to and including grades 9–10.)



STANDARD	HS-WL.W.9-10.10.	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 tasks, purposes, and audiences.
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Week 04: Basic and Expanded Essay Models; TRIAC, p. 31-34

## Mississippi College & Career Readiness Standards

### Language Arts

Grade 12 - Adopted: 2016

THEME		English IV
SUBJECT		Writing
STANDARD		Text Types and Purposes
OBJECTIVE	EIV.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.
OBJECTIVE	EIV.W.12.2a.	Introduce a topic; 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.
OBJECTIVE	EIV.W.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.
OBJECTIVE	EIV.W.12.2c.	Use appropriate and varied transitions and syntax to link the major sections of the text, create cohesion, and clarify the relationships among complex ideas and concepts.
OBJECTIVE	EIV.W.12.2d.	Use precise language, domain-specific vocabulary, and techniques such as metaphor, simile, and analogy to manage the complexity of the topic.
OBJECTIVE	EIV.W.12.2f.	Provide a concluding statement or section that follows from and supports the information or explanation presented (e.g., articulating implications or the significance of the topic).
THEME		English IV
SUBJECT		Writing
STANDARD		Production and Distribution of Writing
OBJECTIVE	EIV.W.12.4.	Produce clear and coherent writing in which the development, organization, and style are appropriate to task, purpose, and audience. (Grade-specific expectations for writing types are defined in standards 1-3 above.)
OBJECTIVE	EIV.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. (e=Editing for conventions should demonstrate command of Language standards 1–3 up to and including grades 11-12.)
THEME		English IV
SUBJECT		Writing
STANDARD		Range of Writing

OBJECTIVE	EIV.W.12.10.	Write routinely over extended time frames (time for research, reflection, and revision) and shorter time frames (a single sitting for a day or two) for a range of tasks, purposes, and audiences.
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#### THEME

#### English IV

SUBJECT		Speaking and Listening
STANDARD		Comprehension and Collaboration
OBJECTIVE	EIV.SL.12.1.	Initiate and participate effectively in a range of collaborative discussions (one-on-one, in groups, and teacher0led) with diverse partners on grades 11-12 topics, text, and issues, building on others' ideas and expressing their own clearly and persuasively.

OBJECTIVE	EIV.SL.12.1a.	Come to discussions prepared, having read and researched material under study; explicitly draw on that preparation by referring to evidence from texts and other research on the topic or issue to stimulate a thoughtful, well-reasoned exchange of ideas.
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OBJECTIVE	EIV.SL.12.1b.	Work with peers to promote civil, democratic discussions and decision-making, set clear goals and deadlines, and establish individual roles as needed.
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OBJECTIVE	EIV.SL.12.1c.	Propel conversations by posing and responding to questions that probe reasoning and evidence; ensure a hearing for a full range of positions on a topic or issue; clarify, verify, or challenge ideas and conclusions; and promote divergent and creative perspectives.
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OBJECTIVE	EIV.SL.12.1d.	Respond thoughtfully to diverse perspectives; synthesize comments, claims, and evidence made on all sides of an issue; resolve contradictions when possible; and determine what additional information or research is required to deepen the investigation or complete the task.
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#### THEME

#### English IV

SUBJECT		Speaking and Listening
STANDARD		Comprehension and Collaboration

OBJECTIVE	EIV.SL.12.3.	Evaluate a speaker's point of view, reasoning, and use of evidence and rhetoric assessing the stance, premises, links among ideas, word choice, points of emphasis, and tone used.
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#### THEME

#### English IV

SUBJECT		Language
STANDARD		Vocabulary Acquisition and Use

OBJECTIVE	EIV.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.
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#### THEME

#### Creative Writing

SUBJECT		Writing
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STANDARD	HS-CW.W.11-12.4.	Produce clear and coherent writing in which the development, organization, and style are appropriate to task, purpose, and audience. (Grade-specific expectations for writing types are defined in standards 1–3 above.)
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STANDARD	HS-CW.W.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. (Editing for conventions should demonstrate command of Language standards 1–3 up to and including grades 11–12.)
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STANDARD	HS-CW.W.11 12.10.	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 tasks, purposes, and audiences.
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**THEME** **Creative Writing**

SUBJECT		Language
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STANDARD	HS-CW.L.11 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.
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**THEME** **Debate**

SUBJECT		Writing
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STANDARD	HS-DE.W.11 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.
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OBJECTIVE	HS-DE.W.11 12.2a.	Introduce a topic; 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.
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OBJECTIVE	HS-DE.W.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.
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OBJECTIVE	HS-DE.W.11 12.2c.	Use appropriate and varied transitions and syntax to link the major sections of the text, create cohesion, and clarify the relationships among complex ideas and concepts.
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OBJECTIVE	HS-DE.W.11 12.2d.	Use precise language, domain-specific vocabulary, and techniques such as metaphor, simile, and analogy to manage the complexity of the topic.
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OBJECTIVE	HS-DE.W.11 12.2f.	Provide a concluding statement or section that follows from and supports the information or explanation presented (e.g., articulating implications or the significance of the topic).
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**THEME** **Debate**

SUBJECT		Writing
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STANDARD	HS-DE.W.11 12.4.	Produce clear and coherent writing in which the development, organization, and style are appropriate to task, purpose, and audience. (Grade-specific expectations for writing types are defined in standards 1–3 above.)
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STANDARD	HS-DE.W.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. (Editing for conventions should demonstrate command of Language standards 1–3 up to and including grades 11–12.)
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STANDARD	HS-DE.W.11 12.10.	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 tasks, purposes, and audiences.
THEME		Debate
SUBJECT		Speaking and Listening
STANDARD	HS-DE.SL.11 12.1.	Initiate and participate effectively in a range of collaborative discussions (one-on-one, in groups, and teacher-led) with diverse partners on grades 11–12 topics, texts, and issues, building on others’ ideas and expressing their own clearly and persuasively.
OBJECTIVE	HS-DE.SL.11 12.1a.	Come to discussions prepared, having read and researched material under study; explicitly draw on that preparation by referring to evidence from texts and other research on the topic or issue to stimulate a thoughtful, well-reasoned exchange of ideas.
OBJECTIVE	HS-DE.SL.11 12.1b.	Work with peers to promote civil, democratic discussions and decision-making, set clear goals and deadlines, and establish individual roles as needed.
OBJECTIVE	HS-DE.SL.11 12.1c.	Propel conversations by posing and responding to questions that probe reasoning and evidence; ensure a hearing for a full range of positions on a topic or issue; clarify, verify, or challenge ideas and conclusions; and promote divergent and creative perspectives.
OBJECTIVE	HS-DE.SL.11 12.1d.	Respond thoughtfully to diverse perspectives; synthesize comments, claims, and evidence made on all sides of an issue; resolve contradictions when possible; and determine what additional information or research is required to deepen the investigation or complete the task.
THEME		Debate
SUBJECT		Speaking and Listening
STANDARD	HS-DE.SL.11 12.3.	Evaluate a speaker's point of view, reasoning, and use of evidence and rhetoric, assessing the stance, premises, links among ideas, word choice, points of emphasis, and tone used.
THEME		Debate
SUBJECT		Language
STANDARD	HS-DE.L.11 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.
THEME		Foundations of Journalism
SUBJECT		Develop journalistic writing skills.
STANDARD	HS-FJ.3.g.	Introduce a topic; organize complex ideas, concepts, and information to make important connections and distinctions; include formatting (e.g., headings), graphics (e.g., figures, tables), and multimedia when useful to aiding comprehension. (W.9–10.2a)
STANDARD	HS-FJ.3.h.	Develop the topic with well-chosen, relevant, and sufficient facts, extended definitions, concrete details, quotations, or other information and examples appropriate to the audience's knowledge of the topic. (W.9–10.2b)

STANDARD	HS-FJ.3.i.	Use appropriate and varied transitions to link the major sections of the text, create cohesion, and clarify the relationships among complex ideas and concepts. (W.9–10.2c)
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## THEME

## Mississippi Writers

SUBJECT		Writing
STANDARD	HS-MW.W.11–12.2.	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.
OBJECTIVE	HS-MW.W.11–12.2a.	Introduce a topic; 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.
OBJECTIVE	HS-MW.W.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.
OBJECTIVE	HS-MW.W.11–12.2c.	Use appropriate and varied transitions and syntax to link the major sections of the text, create cohesion, and clarify the relationships among complex ideas and concepts.
OBJECTIVE	HS-MW.W.11–12.2d.	Use precise language, domain-specific vocabulary, and techniques such as metaphor, simile, and analogy to manage the complexity of the topic.
OBJECTIVE	HS-MW.W.11–12.2f.	Provide a concluding statement or section that follows from and supports the information or explanation presented (e.g., articulating implications or the significance of the topic).

## THEME

## Mississippi Writers

SUBJECT		Writing
STANDARD	HS-MW.W.11–12.4.	Produce clear and coherent writing in which the development, organization, and style are appropriate to task, purpose, and audience. (Grade-specific expectations for writing types are defined in standards 1–3 above.)
STANDARD	HS-MW.W.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. (Editing for conventions should demonstrate command of Language standards 1–3 up to and including grades 11–12.)
STANDARD	HS-MW.W.11–12.10.	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 tasks, purposes, and audiences.

## THEME

## Oral Communication

SUBJECT		Writing
STANDARD	HS-OC.W.11–12.2.	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.
OBJECTIVE	HS-OC.W.11–12.2a.	Introduce a topic; 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.

OBJECTIVE	HS-OC.W.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.
OBJECTIVE	HS-OC.W.11 12.2c.	Use appropriate and varied transitions and syntax to link the major sections of the text, create cohesion, and clarify the relationships among complex ideas and concepts.
OBJECTIVE	HS-OC.W.11 12.2d.	Use precise language, domain-specific vocabulary, and techniques such as metaphor, simile, and analogy to manage the complexity of the topic.
OBJECTIVE	HS-OC.W.11 12.2f.	Provide a concluding statement or section that follows from and supports the information or explanation presented (e.g., articulating implications or the significance of the topic).

#### THEME

#### Oral Communication

SUBJECT		Writing
STANDARD	HS-OC.W.11 12.4.	Produce clear and coherent writing in which the development, organization, and style are appropriate to task, purpose, and audience. (Grade-specific expectations for writing types are defined in standards 1–3 above.)
STANDARD	HS-OC.W.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. (Editing for conventions should demonstrate command of Language standards 1–3 up to and including grades 11–12.)
STANDARD	HS-OC.W.11 12.10.	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 tasks, purposes, and audiences.

#### THEME

#### Oral Communication

SUBJECT		Speaking and Listening
STANDARD	HS-OC.SL.11 12.1.	Initiate and participate effectively in a range of collaborative discussions (one-on-one, in groups, and teacher-led) with diverse partners on grades 11–12 topics, texts, and issues, building on others' ideas and expressing their own clearly and persuasively.
OBJECTIVE	HS-OC.SL.11 12.1a.	Come to discussions prepared, having read and researched material under study; explicitly draw on that preparation by referring to evidence from texts and other research on the topic or issue to stimulate a thoughtful, well-reasoned exchange of ideas.
OBJECTIVE	HS-OC.SL.11 12.1b.	Work with peers to promote civil, democratic discussions and decision-making, set clear goals and deadlines, and establish individual roles as needed.
OBJECTIVE	HS-OC.SL.11 12.1c.	Propel conversations by posing and responding to questions that probe reasoning and evidence; ensure a hearing for a full range of positions on a topic or issue; clarify, verify, or challenge ideas and conclusions; and promote divergent and creative perspectives.

OBJECTIVE	HS-OC.SL.11 12.1d.	Respond thoughtfully to diverse perspectives; synthesize comments, claims, and evidence made on all sides of an issue; resolve contradictions when possible; and determine what additional information or research is required to deepen the investigation or complete the task.
<b>THEME</b>		<b>Oral Communication</b>
<b>SUBJECT</b>		<b>Speaking and Listening</b>
STANDARD	HS-OC.SL.11 12.3.	Evaluate a speaker's point of view, reasoning, and use of evidence and rhetoric, assessing the stance, premises, links among ideas, word choice, points of emphasis, and tone used.
<b>THEME</b>		<b>Survey of African American Writing</b>
<b>SUBJECT</b>		<b>Writing</b>
<b>STANDARD</b>	<b>HS-AAW.W.11 12.2.</b>	<b>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.</b>
OBJECTIVE	HS-AAW.W.1 12.2a.	Introduce a topic; 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.
OBJECTIVE	HS-AAW.W.1 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.
OBJECTIVE	HS-AAW.W.1 12.2c.	Use appropriate and varied transitions and syntax to link the major sections of the text, create cohesion, and clarify the relationships among complex ideas and concepts.
OBJECTIVE	HS-AAW.W.1 12.2d.	Use precise language, domain-specific vocabulary, and techniques such as metaphor, simile, and analogy to manage the complexity of the topic.
OBJECTIVE	HS-AAW.W.1 12.2f.	Provide a concluding statement or section that follows from and supports the information or explanation presented (e.g., articulating implications or the significance of the topic).
<b>THEME</b>		<b>Survey of African American Writing</b>
<b>SUBJECT</b>		<b>Writing</b>
STANDARD	HS-AAW.W.1 12.4.	Produce clear and coherent writing in which the development, organization, and style are appropriate to task, purpose, and audience. (Grade-specific expectations for writing types are defined in standards 1–3 above.)
STANDARD	HS-AAW.W.1 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. (Editing for conventions should demonstrate command of Language standards 1–3 up to and including grades 11–12.)
STANDARD	HS-AAW.W.1 12.10.	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 tasks, purposes, and audiences.

**THEME**                      **Survey of Twentieth Century Writing**

SUBJECT		Writing
STANDARD	HS-TCW.W.1.1-12.2.	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.
OBJECTIVE	HS-TCW.W.1.1-12.2a.	Introduce a topic; 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.
OBJECTIVE	HS-TCW.W.1.1-12.2b.	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.
OBJECTIVE	HS-TCW.W.1.1-12.2c.	Use appropriate and varied transitions and syntax to link the major sections of the text, create cohesion, and clarify the relationships among complex ideas and concepts.
OBJECTIVE	HS-TCW.W.1.1-12.2d.	Use precise language, domain-specific vocabulary, and techniques such as metaphor, simile, and analogy to manage the complexity of the topic.
OBJECTIVE	HS-TCW.W.1.1-12.2f.	Provide a concluding statement or section that follows from and supports the information or explanation presented (e.g., articulating implications or the significance of the topic).

**THEME**                      **Survey of Twentieth Century Writing**

SUBJECT		Writing
STANDARD	HS-TCW.W.1.1-12.4.	Produce clear and coherent writing in which the development, organization, and style are appropriate to task, purpose, and audience. (Grade-specific expectations for writing types are defined in standards 1–3 above.)
STANDARD	HS-TCW.W.1.1-12.5.	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. (Editing for conventions should demonstrate command of Language standards 1–3 up to and including grades 11–12.)
STANDARD	HS-TCW.W.1.1-12.10.	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 tasks, purposes, and audiences.

**THEME**                      **Technical and Workplace Writing**

SUBJECT		Writing
STANDARD	HS-TWW.W.1.1-12.2.	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.
OBJECTIVE	HS-TWW.W.1.1-12.2a.	Introduce a topic; 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.



OBJECTIVE	HS-TWW.W.1 1-12.2b.	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.
OBJECTIVE	HS-TWW.W.1 1-12.2c.	Use appropriate and varied transitions and syntax to link the major sections of the text, create cohesion, and clarify the relationships among complex ideas and concepts.
OBJECTIVE	HS-TWW.W.1 1-12.2d.	Use precise language, domain-specific vocabulary, and techniques such as metaphor, simile, and analogy to manage the complexity of the topic.
OBJECTIVE	HS-TWW.W.1 1-12.2f.	Provide a concluding statement or section that follows from and supports the information or explanation presented (e.g., articulating implications or the significance of the topic).

**THEME** **Technical and Workplace Writing**

SUBJECT		Writing
STANDARD	HS-TWW.W.1 1-12.4.	Produce clear and coherent writing in which the development, organization, and style are appropriate to task, purpose, and audience. (Grade-specific expectations for writing types are defined in standards 1–3 above.)
STANDARD	HS-TWW.W.1 1-12.5.	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. (Editing for conventions should demonstrate command of Language standards 1–3 up to and including grades 11–12.)
STANDARD	HS-TWW.W.1 1-12.10.	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 tasks, purposes, and audiences.

**THEME** **Technical and Workplace Writing**

SUBJECT		Language
STANDARD	HS-TWW.L.11 1-12.6.	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.

**THEME** **World Literature**

SUBJECT		Writing
STANDARD	HS-WL.W.9 10.2.	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.
OBJECTIVE	HS-WL.W.9 10.2a.	Introduce a topic; organize complex ideas, concepts, and information to make important connections and distinctions; include formatting (e.g., headings), graphics (e.g., figures, tables), and multimedia when useful to aiding comprehension.
OBJECTIVE	HS-WL.W.9 10.2b.	Develop the topic with well-chosen, relevant, and sufficient facts, extended definitions, concrete details, quotations, or other information and examples appropriate to the audience's knowledge of the topic.

OBJECTIVE	HS-WL.W.9 10.2c.	Use appropriate and varied transitions to link the major sections of the text, create cohesion, and clarify the relationships among complex ideas and concepts.
OBJECTIVE	HS-WL.W.9 10.2d.	Use precise language and domain-specific vocabulary to manage the complexity of the topic.
OBJECTIVE	HS-WL.W.9 10.2f.	Provide a concluding statement or section that follows from and supports the information or explanation presented (e.g., articulating implications or the significance of the topic).

#### THEME

#### World Literature

SUBJECT		Writing
STANDARD	HS-WL.W.9 10.4.	Produce clear and coherent writing in which the development, organization, and style are appropriate to task, purpose, and audience. (Grade-specific expectations for writing types are defined in standards 1–3 above.)
STANDARD	HS-WL.W.9 10.5.	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. (Editing for conventions should demonstrate command of Language standards 1–3 up to and including grades 9–10.)
STANDARD	HS-WL.W.9 10.10.	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 tasks, purposes, and audiences.

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## Mississippi College & Career Readiness Standards

### Language Arts

Grade 12 - Adopted: 2016

#### THEME

#### English IV

SUBJECT		Writing
STANDARD		Text Types and Purposes
OBJECTIVE	EIV.W.12.1.	Write arguments to support claims in an analysis of substantive topics or texts, using valid reasoning and relevant and sufficient evidence.
OBJECTIVE	EIV.W.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 claim(s), counterclaims, reasons, and evidence.
OBJECTIVE	EIV.W.12.1b.	Develop claim(s) and counterclaims 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.
OBJECTIVE	EIV.W.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.

OBJECTIVE	EIV.W.12.1e.	Provide a concluding statement or section that follows from and supports the argument presented.
THEME		English IV
SUBJECT		Writing
STANDARD		Production and Distribution of Writing
OBJECTIVE	EIV.W.12.4.	Produce clear and coherent writing in which the development, organization, and style are appropriate to task, purpose, and audience. (Grade-specific expectations for writing types are defined in standards 1-3 above.)
OBJECTIVE	EIV.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. (e=Editing for conventions should demonstrate command of Language standards 1–3 up to and including grades 11-12.)
THEME		English IV
SUBJECT		Writing
STANDARD		Range of Writing
OBJECTIVE	EIV.W.12.10.	Write routinely over extended time frames (time for research, reflection, and revision) and shorter time frames (a single sitting for a day or two) for a range of tasks, purposes, and audiences.
THEME		English IV
SUBJECT		Speaking and Listening
STANDARD		Comprehension and Collaboration
OBJECTIVE	EIV.SL.12.1.	Initiate and participate effectively in a range of collaborative discussions (one-on-one, in groups, and teacher0led) with diverse partners on grades 11-12 topics, text, and issues, building on others' ideas and expressing their own clearly and persuasively.
OBJECTIVE	EIV.SL.12.1a.	Come to discussions prepared, having read and researched material under study; explicitly draw on that preparation by referring to evidence from texts and other research on the topic or issue to stimulate a thoughtful, well-reasoned exchange of ideas.
OBJECTIVE	EIV.SL.12.1b.	Work with peers to promote civil, democratic discussions and decision-making, set clear goals and deadlines, and establish individual roles as needed.
OBJECTIVE	EIV.SL.12.1c.	Propel conversations by posing and responding to questions that probe reasoning and evidence; ensure a hearing for a full range of positions on a topic or issue; clarify, verify, or challenge ideas and conclusions; and promote divergent and creative perspectives.
OBJECTIVE	EIV.SL.12.1d.	Respond thoughtfully to diverse perspectives; synthesize comments, claims, and evidence made on all sides of an issue; resolve contradictions when possible; and determine what additional information or research is required to deepen the investigation or complete the task.
THEME		English IV
SUBJECT		Speaking and Listening
STANDARD		Comprehension and Collaboration

OBJECTIVE	EIV.SL.12 .3.	Evaluate a speaker's point of view, reasoning, and use of evidence and rhetoric assessing the stance, premises, links among ideas, word choice, points of emphasis, and tone used.
THEME		English IV
SUBJECT		Speaking and Listening
STANDARD		Presentation of Knowledge and Ideas
OBJECTIVE	EIV.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.
THEME		Creative Writing
SUBJECT		Writing
STANDARD	HS- CW.W.11 12.4.	Produce clear and coherent writing in which the development, organization, and style are appropriate to task, purpose, and audience. (Grade-specific expectations for writing types are defined in standards 1–3 above.)
STANDARD	HS- CW.W.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. (Editing for conventions should demonstrate command of Language standards 1–3 up to and including grades 11–12.)
STANDARD	HS- CW.W.11 12.10.	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 tasks, purposes, and audiences.
THEME		Debate
SUBJECT		Writing
STANDARD	HS- DE.W.11 12.1.	Write arguments to support claims in an analysis of substantive topics or texts, using valid reasoning and relevant and sufficient evidence.
OBJECTIVE	HS- DE.W.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 claim(s), counterclaims, reasons, and evidence.
OBJECTIVE	HS- DE.W.11 12.1b.	Develop claim(s) and counterclaims 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.
OBJECTIVE	HS- DE.W.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.
OBJECTIVE	HS- DE.W.11 12.1e.	Provide a concluding statement or section that follows from and supports the argument presented.
THEME		Debate
SUBJECT		Writing

STANDARD	HS-DE.W.11 12.4.	Produce clear and coherent writing in which the development, organization, and style are appropriate to task, purpose, and audience. (Grade-specific expectations for writing types are defined in standards 1–3 above.)
STANDARD	HS-DE.W.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. (Editing for conventions should demonstrate command of Language standards 1–3 up to and including grades 11–12.)
STANDARD	HS-DE.W.11 12.10.	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 tasks, purposes, and audiences.

## THEME

## Debate

SUBJECT		Speaking and Listening
STANDARD	HS-DE.SL.11 12.1.	Initiate and participate effectively in a range of collaborative discussions (one-on-one, in groups, and teacher-led) with diverse partners on grades 11–12 topics, texts, and issues, building on others' ideas and expressing their own clearly and persuasively.
OBJECTIVE	HS-DE.SL.11 12.1a.	Come to discussions prepared, having read and researched material under study; explicitly draw on that preparation by referring to evidence from texts and other research on the topic or issue to stimulate a thoughtful, well-reasoned exchange of ideas.
OBJECTIVE	HS-DE.SL.11 12.1b.	Work with peers to promote civil, democratic discussions and decision-making, set clear goals and deadlines, and establish individual roles as needed.
OBJECTIVE	HS-DE.SL.11 12.1c.	Propel conversations by posing and responding to questions that probe reasoning and evidence; ensure a hearing for a full range of positions on a topic or issue; clarify, verify, or challenge ideas and conclusions; and promote divergent and creative perspectives.
OBJECTIVE	HS-DE.SL.11 12.1d.	Respond thoughtfully to diverse perspectives; synthesize comments, claims, and evidence made on all sides of an issue; resolve contradictions when possible; and determine what additional information or research is required to deepen the investigation or complete the task.

## THEME

## Debate

SUBJECT		Speaking and Listening
STANDARD	HS-DE.SL.11 12.3.	Evaluate a speaker's point of view, reasoning, and use of evidence and rhetoric, assessing the stance, premises, links among ideas, word choice, points of emphasis, and tone used.
STANDARD	HS-DE.SL.11 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.

## THEME

## Foundations of Journalism

SUBJECT		Develop journalistic writing skills.
STANDARD	HS-FJ.3.b.	Introduce precise claim(s), distinguish the claim(s) from alternate or opposing claims, and create an organization that establishes clear relationships among claim(s), counterclaims, reasons, and evidence. (W.9–10.1a)

STANDARD	HS-FJ.3.c.	Develop claim(s) and counterclaims fairly, supplying evidence for each while pointing out the strengths and limitations of both in a manner that anticipates the audience's knowledge level and concerns. (W.9–10.1b)
STANDARD	HS-FJ.3.d.	Use words, phrases, and clauses 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. (W.9–10.1c)

#### THEME

#### Mississippi Writers

SUBJECT		Writing
STANDARD	HS-MW.W.11–12.1.	Write arguments to support claims in an analysis of substantive topics or texts, using valid reasoning and relevant and sufficient evidence.
OBJECTIVE	HS-MW.W.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 claim(s), counterclaims, reasons, and evidence.
OBJECTIVE	HS-MW.W.11–12.1b.	Develop claim(s) and counterclaims 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.
OBJECTIVE	HS-MW.W.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.
OBJECTIVE	HS-MW.W.11–12.1e.	Provide a concluding statement or section that follows from and supports the argument presented.

#### THEME

#### Mississippi Writers

SUBJECT		Writing
STANDARD	HS-MW.W.11–12.4.	Produce clear and coherent writing in which the development, organization, and style are appropriate to task, purpose, and audience. (Grade-specific expectations for writing types are defined in standards 1–3 above.)
STANDARD	HS-MW.W.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. (Editing for conventions should demonstrate command of Language standards 1–3 up to and including grades 11–12.)
STANDARD	HS-MW.W.11–12.10.	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 tasks, purposes, and audiences.

#### THEME

#### Oral Communication

SUBJECT		Writing
STANDARD	HS-OC.W.11–12.1.	Write arguments to support claims in an analysis of substantive topics or texts, using valid reasoning and relevant and sufficient evidence.

OBJECTIVE	HS-OC.W.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 claim(s), counterclaims, reasons, and evidence.
OBJECTIVE	HS-OC.W.11 12.1b.	Develop claim(s) and counterclaims 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.
OBJECTIVE	HS-OC.W.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.
OBJECTIVE	HS-OC.W.11 12.1e.	Provide a concluding statement or section that follows from and supports the argument presented.

#### THEME

#### Oral Communication

SUBJECT		Writing
STANDARD	HS-OC.W.11 12.4.	Produce clear and coherent writing in which the development, organization, and style are appropriate to task, purpose, and audience. (Grade-specific expectations for writing types are defined in standards 1–3 above.)
STANDARD	HS-OC.W.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. (Editing for conventions should demonstrate command of Language standards 1–3 up to and including grades 11–12.)
STANDARD	HS-OC.W.11 12.10.	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 tasks, purposes, and audiences.

#### THEME

#### Oral Communication

SUBJECT		Speaking and Listening
STANDARD	HS-OC.SL.11 12.1.	Initiate and participate effectively in a range of collaborative discussions (one-on-one, in groups, and teacher-led) with diverse partners on grades 11–12 topics, texts, and issues, building on others' ideas and expressing their own clearly and persuasively.
OBJECTIVE	HS-OC.SL.11 12.1a.	Come to discussions prepared, having read and researched material under study; explicitly draw on that preparation by referring to evidence from texts and other research on the topic or issue to stimulate a thoughtful, well-reasoned exchange of ideas.
OBJECTIVE	HS-OC.SL.11 12.1b.	Work with peers to promote civil, democratic discussions and decision-making, set clear goals and deadlines, and establish individual roles as needed.
OBJECTIVE	HS-OC.SL.11 12.1c.	Propel conversations by posing and responding to questions that probe reasoning and evidence; ensure a hearing for a full range of positions on a topic or issue; clarify, verify, or challenge ideas and conclusions; and promote divergent and creative perspectives.
OBJECTIVE	HS-OC.SL.11 12.1d.	Respond thoughtfully to diverse perspectives; synthesize comments, claims, and evidence made on all sides of an issue; resolve contradictions when possible; and determine what additional information or research is required to deepen the investigation or complete the task.

**THEME****Oral Communication**

SUBJECT		Speaking and Listening
STANDARD	HS-OC.SL.11 12.3.	Evaluate a speaker's point of view, reasoning, and use of evidence and rhetoric, assessing the stance, premises, links among ideas, word choice, points of emphasis, and tone used.
STANDARD	HS-OC.SL.11 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.

**THEME****Survey of African American Writing**

SUBJECT		Writing
STANDARD	HS-AAW.W.11 12.1.	Write arguments to support claims in an analysis of substantive topics or texts, using valid reasoning and relevant and sufficient evidence.
OBJECTIVE	HS-AAW.W.1 112.1a.	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 claim(s), counterclaims, reasons, and evidence.
OBJECTIVE	HS-AAW.W.1 112.1b.	Develop claim(s) and counterclaims 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.
OBJECTIVE	HS-AAW.W.1 112.1c.	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.
OBJECTIVE	HS-AAW.W.1 112.1e.	Provide a concluding statement or section that follows from and supports the argument presented.

**THEME****Survey of African American Writing**

SUBJECT		Writing
STANDARD	HS-AAW.W.1 112.4.	Produce clear and coherent writing in which the development, organization, and style are appropriate to task, purpose, and audience. (Grade-specific expectations for writing types are defined in standards 1–3 above.)
STANDARD	HS-AAW.W.1 112.5.	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. (Editing for conventions should demonstrate command of Language standards 1–3 up to and including grades 11–12.)
STANDARD	HS-AAW.W.1 112.10.	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 tasks, purposes, and audiences.

**THEME****Survey of Twentieth Century Writing**

SUBJECT		Writing
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STANDARD	HS-TCW.W.11 12.1.	Write arguments to support claims in an analysis of substantive topics or texts, using valid reasoning and relevant and sufficient evidence.
OBJECTIVE	HS-TCW.W.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 claim(s), counterclaims, reasons, and evidence.
OBJECTIVE	HS-TCW.W.11 12.1b.	Develop claim(s) and counterclaims 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.
OBJECTIVE	HS-TCW.W.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.
OBJECTIVE	HS-TCW.W.11 12.1e.	Provide a concluding statement or section that follows from and supports the argument presented.

**THEME** **Survey of Twentieth Century Writing**

SUBJECT		Writing
STANDARD	HS-TCW.W.11 12.4.	Produce clear and coherent writing in which the development, organization, and style are appropriate to task, purpose, and audience. (Grade-specific expectations for writing types are defined in standards 1–3 above.)
STANDARD	HS-TCW.W.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. (Editing for conventions should demonstrate command of Language standards 1–3 up to and including grades 11–12.)
STANDARD	HS-TCW.W.11 12.10.	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 tasks, purposes, and audiences.

**THEME** **Technical and Workplace Writing**

SUBJECT		Writing
STANDARD	HS-TWW.W.11 12.1.	Write arguments to support claims in an analysis of substantive topics or texts, using valid reasoning and relevant and sufficient evidence.
OBJECTIVE	HS-TWW.W.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 claim(s), counterclaims, reasons, and evidence.
OBJECTIVE	HS-TWW.W.11 12.1b.	Develop claim(s) and counterclaims 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.
OBJECTIVE	HS-TWW.W.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.

OBJECTIVE	HS-TWW.W.1 1–12.1e.	Provide a concluding statement or section that follows from and supports the argument presented.
<b>THEME</b>		<b>Technical and Workplace Writing</b>
<b>SUBJECT</b>		<b>Writing</b>
STANDARD	HS-TWW.W.1 1–12.4.	Produce clear and coherent writing in which the development, organization, and style are appropriate to task, purpose, and audience. (Grade-specific expectations for writing types are defined in standards 1–3 above.)
STANDARD	HS-TWW.W.1 1–12.5.	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. (Editing for conventions should demonstrate command of Language standards 1–3 up to and including grades 11–12.)
STANDARD	HS-TWW.W.1 1–12.10.	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 tasks, purposes, and audiences.
<b>THEME</b>		<b>World Literature</b>
<b>SUBJECT</b>		<b>Writing</b>
<b>STANDARD</b>	<b>HS-WL.W.9–10.1.</b>	<b>Write arguments to support claims in an analysis of substantive topics or texts, using valid reasoning and relevant and sufficient evidence.</b>
OBJECTIVE	HS-WL.W.9–10.1a.	Introduce precise claim(s), distinguish the claim(s) from alternate or opposing claims, and create an organization that establishes clear relationships among claim(s), counterclaims, reasons, and evidence.
OBJECTIVE	HS-WL.W.9–10.1b.	Develop claim(s) and counterclaims fairly, supplying evidence for each while pointing out the strengths and limitations of both in a manner that anticipates the audience's knowledge level and concerns.
OBJECTIVE	HS-WL.W.9–10.1c.	Use words, phrases, and clauses 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.
OBJECTIVE	HS-WL.W.9–10.1e.	Provide a concluding statement or section that follows from and supports the argument presented.
<b>THEME</b>		<b>World Literature</b>
<b>SUBJECT</b>		<b>Writing</b>
STANDARD	HS-WL.W.9–10.4.	Produce clear and coherent writing in which the development, organization, and style are appropriate to task, purpose, and audience. (Grade-specific expectations for writing types are defined in standards 1–3 above.)
STANDARD	HS-WL.W.9–10.5.	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. (Editing for conventions should demonstrate command of Language standards 1–3 up to and including grades 9–10.)

STANDARD	HS-WL.W.9-10.10.	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 tasks, purposes, and audiences.
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Week 06: Vocabulary, Sentence Variety, Literary Devices, p. 41-52

Mississippi College & Career Readiness Standards

Language Arts  
Grade 12 - Adopted: 2016

THEME		English IV
SUBJECT		Writing
STANDARD		Text Types and Purposes
OBJECTIVE	EIV.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.

OBJECTIVE	EIV.W.12.2c.	Use appropriate and varied transitions and syntax to link the major sections of the text, create cohesion, and clarify the relationships among complex ideas and concepts.
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THEME		English IV
SUBJECT		Writing
STANDARD		Production and Distribution of Writing

OBJECTIVE	EIV.W.12.4.	Produce clear and coherent writing in which the development, organization, and style are appropriate to task, purpose, and audience. (Grade-specific expectations for writing types are defined in standards 1-3 above.)
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THEME		English IV
SUBJECT		Speaking and Listening
STANDARD		Comprehension and Collaboration
OBJECTIVE	EIV.SL.12.1.	Initiate and participate effectively in a range of collaborative discussions (one-on-one, in groups, and teacher0led) with diverse partners on grades 11-12 topics, text, and issues, building on others' ideas and expressing their own clearly and persuasively.

OBJECTIVE	EIV.SL.12.1a.	Come to discussions prepared, having read and researched material under study; explicitly draw on that preparation by referring to evidence from texts and other research on the topic or issue to stimulate a thoughtful, well-reasoned exchange of ideas.
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OBJECTIVE	EIV.SL.12.1b.	Work with peers to promote civil, democratic discussions and decision-making, set clear goals and deadlines, and establish individual roles as needed.
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OBJECTIVE	EIV.SL.12.1c.	Propel conversations by posing and responding to questions that probe reasoning and evidence; ensure a hearing for a full range of positions on a topic or issue; clarify, verify, or challenge ideas and conclusions; and promote divergent and creative perspectives.
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THEME		Creative Writing
SUBJECT		Writing

STANDARD	HS-CW.W.11 12.4.	Produce clear and coherent writing in which the development, organization, and style are appropriate to task, purpose, and audience. (Grade-specific expectations for writing types are defined in standards 1–3 above.)
THEME		Debate
SUBJECT		Writing
STANDARD	HS-DE.W.11 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.
OBJECTIVE	HS-DE.W.11 12.2c.	Use appropriate and varied transitions and syntax to link the major sections of the text, create cohesion, and clarify the relationships among complex ideas and concepts.
THEME		Debate
SUBJECT		Writing
STANDARD	HS-DE.W.11 12.4.	Produce clear and coherent writing in which the development, organization, and style are appropriate to task, purpose, and audience. (Grade-specific expectations for writing types are defined in standards 1–3 above.)
THEME		Debate
SUBJECT		Speaking and Listening
STANDARD	HS-DE.SL.11 12.1.	Initiate and participate effectively in a range of collaborative discussions (one-on-one, in groups, and teacher-led) with diverse partners on grades 11–12 topics, texts, and issues, building on others' ideas and expressing their own clearly and persuasively.
OBJECTIVE	HS-DE.SL.11 12.1a.	Come to discussions prepared, having read and researched material under study; explicitly draw on that preparation by referring to evidence from texts and other research on the topic or issue to stimulate a thoughtful, well-reasoned exchange of ideas.
OBJECTIVE	HS-DE.SL.11 12.1b.	Work with peers to promote civil, democratic discussions and decision-making, set clear goals and deadlines, and establish individual roles as needed.
OBJECTIVE	HS-DE.SL.11 12.1c.	Propel conversations by posing and responding to questions that probe reasoning and evidence; ensure a hearing for a full range of positions on a topic or issue; clarify, verify, or challenge ideas and conclusions; and promote divergent and creative perspectives.
THEME		Foundations of Journalism
SUBJECT		Develop journalistic writing skills.
STANDARD	HS-FJ.3.i.	Use appropriate and varied transitions to link the major sections of the text, create cohesion, and clarify the relationships among complex ideas and concepts. (W.9–10.2c)
STANDARD	HS-FJ.3.l.	Gather relevant information from multiple authoritative print and digital sources, using advanced searches effectively; assess the usefulness of each source in answering the research question; integrate information into the text selectively to maintain the flow of ideas, avoiding plagiarism and following a standard format for citation. (W.9–10.8)
THEME		Mississippi Writers
SUBJECT		Writing

STANDARD	HS-MW.W.11 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.
OBJECTIVE	HS-MW.W.11 12.2c.	Use appropriate and varied transitions and syntax to link the major sections of the text, create cohesion, and clarify the relationships among complex ideas and concepts.
THEME	Mississippi Writers	
SUBJECT		Writing
STANDARD	HS-MW.W.11 12.4.	Produce clear and coherent writing in which the development, organization, and style are appropriate to task, purpose, and audience. (Grade-specific expectations for writing types are defined in standards 1–3 above.)
THEME	Oral Communication	
SUBJECT		Writing
STANDARD	HS-OC.W.11 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.
OBJECTIVE	HS-OC.W.11 12.2c.	Use appropriate and varied transitions and syntax to link the major sections of the text, create cohesion, and clarify the relationships among complex ideas and concepts.
THEME	Oral Communication	
SUBJECT		Writing
STANDARD	HS-OC.W.11 12.4.	Produce clear and coherent writing in which the development, organization, and style are appropriate to task, purpose, and audience. (Grade-specific expectations for writing types are defined in standards 1–3 above.)
THEME	Oral Communication	
SUBJECT		Speaking and Listening
STANDARD	HS-OC.SL.11 12.1.	Initiate and participate effectively in a range of collaborative discussions (one-on-one, in groups, and teacher-led) with diverse partners on grades 11–12 topics, texts, and issues, building on others' ideas and expressing their own clearly and persuasively.
OBJECTIVE	HS-OC.SL.11 12.1a.	Come to discussions prepared, having read and researched material under study; explicitly draw on that preparation by referring to evidence from texts and other research on the topic or issue to stimulate a thoughtful, well-reasoned exchange of ideas.
OBJECTIVE	HS-OC.SL.11 12.1b.	Work with peers to promote civil, democratic discussions and decision-making, set clear goals and deadlines, and establish individual roles as needed.
OBJECTIVE	HS-OC.SL.11 12.1c.	Propel conversations by posing and responding to questions that probe reasoning and evidence; ensure a hearing for a full range of positions on a topic or issue; clarify, verify, or challenge ideas and conclusions; and promote divergent and creative perspectives.
THEME	Survey of African American Writing	
SUBJECT		Writing

STANDARD	HS-AAW.W.11 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.
OBJECTIVE	HS-AAW.W.11 12.2c.	Use appropriate and varied transitions and syntax to link the major sections of the text, create cohesion, and clarify the relationships among complex ideas and concepts.
THEME		Survey of African American Writing
SUBJECT		Writing
STANDARD	HS-AAW.W.11 12.4.	Produce clear and coherent writing in which the development, organization, and style are appropriate to task, purpose, and audience. (Grade-specific expectations for writing types are defined in standards 1–3 above.)
THEME		Survey of Twentieth Century Writing
SUBJECT		Writing
STANDARD	HS-TCW.W.11 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.
OBJECTIVE	HS-TCW.W.11 12.2c.	Use appropriate and varied transitions and syntax to link the major sections of the text, create cohesion, and clarify the relationships among complex ideas and concepts.
THEME		Survey of Twentieth Century Writing
SUBJECT		Writing
STANDARD	HS-TCW.W.11 12.4.	Produce clear and coherent writing in which the development, organization, and style are appropriate to task, purpose, and audience. (Grade-specific expectations for writing types are defined in standards 1–3 above.)
THEME		Technical and Workplace Writing
SUBJECT		Writing
STANDARD	HS-TWW.W.11 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.
OBJECTIVE	HS-TWW.W.11 12.2c.	Use appropriate and varied transitions and syntax to link the major sections of the text, create cohesion, and clarify the relationships among complex ideas and concepts.
THEME		Technical and Workplace Writing
SUBJECT		Writing
STANDARD	HS-TWW.W.11 12.4.	Produce clear and coherent writing in which the development, organization, and style are appropriate to task, purpose, and audience. (Grade-specific expectations for writing types are defined in standards 1–3 above.)
THEME		World Literature
SUBJECT		Writing

<b>STANDARD</b>	<b>HS-WL.W.9 10.2.</b>	<b>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.</b>
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<b>OBJECTIVE</b>	<b>HS-WL.W.9 10.2c.</b>	Use appropriate and varied transitions to link the major sections of the text, create cohesion, and clarify the relationships among complex ideas and concepts.
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**THEME** **World Literature**

<b>SUBJECT</b>		<b>Writing</b>
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<b>STANDARD</b>	<b>HS-WL.W.9 10.4.</b>	Produce clear and coherent writing in which the development, organization, and style are appropriate to task, purpose, and audience. (Grade-specific expectations for writing types are defined in standards 1–3 above.)
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<b>STANDARD</b>	<b>HS-WL.W.9 10.8.</b>	Gather relevant information from multiple authoritative print and digital sources, using advanced searches effectively; assess the usefulness of each source in answering the research question; integrate information into the text selectively to maintain the flow of ideas, avoiding plagiarism and following a standard format for citation.
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Week 07: Practice Note Taking; Inventive Writing, p. 53-60

## Mississippi College & Career Readiness Standards

### Language Arts

Grade 12 - Adopted: 2016

**THEME** **English IV**

<b>SUBJECT</b>		<b>Writing</b>
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**STANDARD** **Text Types and Purposes**

**OBJECTIVE** **EIV.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.**

<b>OBJECTIVE</b>	<b>EIV.W.12.2a.</b>	Introduce a topic; 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.
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<b>OBJECTIVE</b>	<b>EIV.W.12.2b.</b>	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.
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<b>OBJECTIVE</b>	<b>EIV.W.12.2c.</b>	Use appropriate and varied transitions and syntax to link the major sections of the text, create cohesion, and clarify the relationships among complex ideas and concepts.
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<b>OBJECTIVE</b>	<b>EIV.W.12.2d.</b>	Use precise language, domain-specific vocabulary, and techniques such as metaphor, simile, and analogy to manage the complexity of the topic.
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<b>OBJECTIVE</b>	<b>EIV.W.12.2f.</b>	Provide a concluding statement or section that follows from and supports the information or explanation presented (e.g., articulating implications or the significance of the topic).
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**THEME** **English IV**

<b>SUBJECT</b>		<b>Writing</b>
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STANDARD		Production and Distribution of Writing
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OBJECTIVE	EIV.W.12.4.	Produce clear and coherent writing in which the development, organization, and style are appropriate to task, purpose, and audience. (Grade-specific expectations for writing types are defined in standards 1-3 above.)
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OBJECTIVE	EIV.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. (e=Editing for conventions should demonstrate command of Language standards 1–3 up to and including grades 11-12.)
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**THEME** **English IV**

SUBJECT		Writing
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STANDARD		Range of Writing
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OBJECTIVE	EIV.W.12.10.	Write routinely over extended time frames (time for research, reflection, and revision) and shorter time frames (a single sitting for a day or two) for a range of tasks, purposes, and audiences.
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**THEME** **English IV**

SUBJECT		Speaking and Listening
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STANDARD		Comprehension and Collaboration
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OBJECTIVE	EIV.SL.12.1.	Initiate and participate effectively in a range of collaborative discussions (one-on-one, in groups, and teacher0led) with diverse partners on grades 11-12 topics, text, and issues, building on others' ideas and expressing their own clearly and persuasively.
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OBJECTIVE	EIV.SL.12.1a.	Come to discussions prepared, having read and researched material under study; explicitly draw on that preparation by referring to evidence from texts and other research on the topic or issue to stimulate a thoughtful, well-reasoned exchange of ideas.
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OBJECTIVE	EIV.SL.12.1b.	Work with peers to promote civil, democratic discussions and decision-making, set clear goals and deadlines, and establish individual roles as needed.
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OBJECTIVE	EIV.SL.12.1c.	Propel conversations by posing and responding to questions that probe reasoning and evidence; ensure a hearing for a full range of positions on a topic or issue; clarify, verify, or challenge ideas and conclusions; and promote divergent and creative perspectives.
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OBJECTIVE	EIV.SL.12.1d.	Respond thoughtfully to diverse perspectives; synthesize comments, claims, and evidence made on all sides of an issue; resolve contradictions when possible; and determine what additional information or research is required to deepen the investigation or complete the task.
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**THEME** **English IV**

SUBJECT		Speaking and Listening
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STANDARD		Comprehension and Collaboration
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OBJECTIVE	EIV.SL.12.3.	Evaluate a speaker's point of view, reasoning, and use of evidence and rhetoric assessing the stance, premises, links among ideas, word choice, points of emphasis, and tone used.
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**THEME** **English IV**

SUBJECT		Speaking and Listening
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STANDARD		Presentation of Knowledge and Ideas
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OBJECTIVE	EIV.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.
<b>THEME</b>		<b>English IV</b>
SUBJECT		Language
STANDARD		Vocabulary Acquisition and Use
OBJECTIVE	EIV.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.
<b>THEME</b>		<b>Creative Writing</b>
SUBJECT		Writing
STANDARD	HS-CW.W.11-12.4.	Produce clear and coherent writing in which the development, organization, and style are appropriate to task, purpose, and audience. (Grade-specific expectations for writing types are defined in standards 1–3 above.)
STANDARD	HS-CW.W.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. (Editing for conventions should demonstrate command of Language standards 1–3 up to and including grades 11–12.)
STANDARD	HS-CW.W.11-12.10.	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 tasks, purposes, and audiences.
<b>THEME</b>		<b>Creative Writing</b>
SUBJECT		Language
STANDARD	HS-CW.L.11-12.6.	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.
<b>THEME</b>		<b>Debate</b>
SUBJECT		Writing
STANDARD	HS-DE.W.11-12.2.	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.
OBJECTIVE	HS-DE.W.11-12.2a.	Introduce a topic; 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.
OBJECTIVE	HS-DE.W.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.

OBJECTIVE	HS-DE.W.11 12.2c.	Use appropriate and varied transitions and syntax to link the major sections of the text, create cohesion, and clarify the relationships among complex ideas and concepts.
OBJECTIVE	HS-DE.W.11 12.2d.	Use precise language, domain-specific vocabulary, and techniques such as metaphor, simile, and analogy to manage the complexity of the topic.
OBJECTIVE	HS-DE.W.11 12.2f.	Provide a concluding statement or section that follows from and supports the information or explanation presented (e.g., articulating implications or the significance of the topic).

#### THEME

#### Debate

SUBJECT		Writing
STANDARD	HS-DE.W.11 12.4.	Produce clear and coherent writing in which the development, organization, and style are appropriate to task, purpose, and audience. (Grade-specific expectations for writing types are defined in standards 1–3 above.)
STANDARD	HS-DE.W.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. (Editing for conventions should demonstrate command of Language standards 1–3 up to and including grades 11–12.)
STANDARD	HS-DE.W.11 12.10.	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 tasks, purposes, and audiences.

#### THEME

#### Debate

SUBJECT		Speaking and Listening
STANDARD	HS-DE.SL.11 12.1.	Initiate and participate effectively in a range of collaborative discussions (one-on-one, in groups, and teacher-led) with diverse partners on grades 11–12 topics, texts, and issues, building on others' ideas and expressing their own clearly and persuasively.
OBJECTIVE	HS-DE.SL.11 12.1a.	Come to discussions prepared, having read and researched material under study; explicitly draw on that preparation by referring to evidence from texts and other research on the topic or issue to stimulate a thoughtful, well-reasoned exchange of ideas.
OBJECTIVE	HS-DE.SL.11 12.1b.	Work with peers to promote civil, democratic discussions and decision-making, set clear goals and deadlines, and establish individual roles as needed.
OBJECTIVE	HS-DE.SL.11 12.1c.	Propel conversations by posing and responding to questions that probe reasoning and evidence; ensure a hearing for a full range of positions on a topic or issue; clarify, verify, or challenge ideas and conclusions; and promote divergent and creative perspectives.
OBJECTIVE	HS-DE.SL.11 12.1d.	Respond thoughtfully to diverse perspectives; synthesize comments, claims, and evidence made on all sides of an issue; resolve contradictions when possible; and determine what additional information or research is required to deepen the investigation or complete the task.

#### THEME

#### Debate

SUBJECT		Speaking and Listening
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STANDARD	HS-DE.SL.11.12.3.	Evaluate a speaker's point of view, reasoning, and use of evidence and rhetoric, assessing the stance, premises, links among ideas, word choice, points of emphasis, and tone used.
STANDARD	HS-DE.SL.11.12.4.	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.
THEME		Debate
SUBJECT		Language
STANDARD	HS-DE.L.11.12.6.	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.
THEME		Foundations of Journalism
SUBJECT		Develop journalistic writing skills.
STANDARD	HS-FJ.3.g.	Introduce a topic; organize complex ideas, concepts, and information to make important connections and distinctions; include formatting (e.g., headings), graphics (e.g., figures, tables), and multimedia when useful to aiding comprehension. (W.9-10.2a)
STANDARD	HS-FJ.3.h.	Develop the topic with well-chosen, relevant, and sufficient facts, extended definitions, concrete details, quotations, or other information and examples appropriate to the audience's knowledge of the topic. (W.9-10.2b)
STANDARD	HS-FJ.3.i.	Use appropriate and varied transitions to link the major sections of the text, create cohesion, and clarify the relationships among complex ideas and concepts. (W.9-10.2c)
STANDARD	HS-FJ.3.l.	Gather relevant information from multiple authoritative print and digital sources, using advanced searches effectively; assess the usefulness of each source in answering the research question; integrate information into the text selectively to maintain the flow of ideas, avoiding plagiarism and following a standard format for citation. (W.9-10.8)
THEME		Mississippi Writers
SUBJECT		Writing
STANDARD	HS-MW.W.11.12.2.	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.
OBJECTIVE	HS-MW.W.11.12.2a.	Introduce a topic; 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.
OBJECTIVE	HS-MW.W.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.
OBJECTIVE	HS-MW.W.11.12.2c.	Use appropriate and varied transitions and syntax to link the major sections of the text, create cohesion, and clarify the relationships among complex ideas and concepts.

OBJECTIVE	HS-MW.W.11 12.2d.	Use precise language, domain-specific vocabulary, and techniques such as metaphor, simile, and analogy to manage the complexity of the topic.
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OBJECTIVE	HS-MW.W.11 12.2f.	Provide a concluding statement or section that follows from and supports the information or explanation presented (e.g., articulating implications or the significance of the topic).
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## THEME

## Mississippi Writers

SUBJECT		Writing
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STANDARD	HS-MW.W.11 12.4.	Produce clear and coherent writing in which the development, organization, and style are appropriate to task, purpose, and audience. (Grade-specific expectations for writing types are defined in standards 1–3 above.)
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STANDARD	HS-MW.W.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. (Editing for conventions should demonstrate command of Language standards 1–3 up to and including grades 11–12.)
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STANDARD	HS-MW.W.11 12.10.	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 tasks, purposes, and audiences.
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## THEME

## Oral Communication

SUBJECT		Writing
STANDARD	HS-OC.W.11 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.

OBJECTIVE	HS-OC.W.11 12.2a.	Introduce a topic; 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.
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OBJECTIVE	HS-OC.W.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.
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OBJECTIVE	HS-OC.W.11 12.2c.	Use appropriate and varied transitions and syntax to link the major sections of the text, create cohesion, and clarify the relationships among complex ideas and concepts.
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OBJECTIVE	HS-OC.W.11 12.2d.	Use precise language, domain-specific vocabulary, and techniques such as metaphor, simile, and analogy to manage the complexity of the topic.
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OBJECTIVE	HS-OC.W.11 12.2f.	Provide a concluding statement or section that follows from and supports the information or explanation presented (e.g., articulating implications or the significance of the topic).
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## THEME

## Oral Communication

SUBJECT		Writing
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STANDARD	HS-OC.W.11 12.4.	Produce clear and coherent writing in which the development, organization, and style are appropriate to task, purpose, and audience. (Grade-specific expectations for writing types are defined in standards 1–3 above.)
STANDARD	HS-OC.W.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. (Editing for conventions should demonstrate command of Language standards 1–3 up to and including grades 11–12.)
STANDARD	HS-OC.W.11 12.10.	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 tasks, purposes, and audiences.

#### THEME

#### Oral Communication

SUBJECT		Speaking and Listening
STANDARD	HS-OC.SL.11 12.1.	Initiate and participate effectively in a range of collaborative discussions (one-on-one, in groups, and teacher-led) with diverse partners on grades 11–12 topics, texts, and issues, building on others' ideas and expressing their own clearly and persuasively.
OBJECTIVE	HS-OC.SL.11 12.1a.	Come to discussions prepared, having read and researched material under study; explicitly draw on that preparation by referring to evidence from texts and other research on the topic or issue to stimulate a thoughtful, well-reasoned exchange of ideas.
OBJECTIVE	HS-OC.SL.11 12.1b.	Work with peers to promote civil, democratic discussions and decision-making, set clear goals and deadlines, and establish individual roles as needed.
OBJECTIVE	HS-OC.SL.11 12.1c.	Propel conversations by posing and responding to questions that probe reasoning and evidence; ensure a hearing for a full range of positions on a topic or issue; clarify, verify, or challenge ideas and conclusions; and promote divergent and creative perspectives.
OBJECTIVE	HS-OC.SL.11 12.1d.	Respond thoughtfully to diverse perspectives; synthesize comments, claims, and evidence made on all sides of an issue; resolve contradictions when possible; and determine what additional information or research is required to deepen the investigation or complete the task.

#### THEME

#### Oral Communication

SUBJECT		Speaking and Listening
STANDARD	HS-OC.SL.11 12.3.	Evaluate a speaker's point of view, reasoning, and use of evidence and rhetoric, assessing the stance, premises, links among ideas, word choice, points of emphasis, and tone used.
STANDARD	HS-OC.SL.11 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.

#### THEME

#### Survey of African American Writing

SUBJECT		Writing
STANDARD	HS-AAW.W.11 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.

OBJECTIVE	HS-AAW.W.1 112.2a.	Introduce a topic; 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.
OBJECTIVE	HS-AAW.W.1 112.2b.	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.
OBJECTIVE	HS-AAW.W.1 112.2c.	Use appropriate and varied transitions and syntax to link the major sections of the text, create cohesion, and clarify the relationships among complex ideas and concepts.
OBJECTIVE	HS-AAW.W.1 112.2d.	Use precise language, domain-specific vocabulary, and techniques such as metaphor, simile, and analogy to manage the complexity of the topic.
OBJECTIVE	HS-AAW.W.1 112.2f.	Provide a concluding statement or section that follows from and supports the information or explanation presented (e.g., articulating implications or the significance of the topic).

**THEME** **Survey of African American Writing**

SUBJECT		Writing
STANDARD	HS-AAW.W.1 112.4.	Produce clear and coherent writing in which the development, organization, and style are appropriate to task, purpose, and audience. (Grade-specific expectations for writing types are defined in standards 1–3 above.)
STANDARD	HS-AAW.W.1 112.5.	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. (Editing for conventions should demonstrate command of Language standards 1–3 up to and including grades 11–12.)
STANDARD	HS-AAW.W.1 112.10.	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 tasks, purposes, and audiences.

**THEME** **Survey of Twentieth Century Writing**

SUBJECT		Writing
STANDARD	HS-TCW.W.11 112.2.	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.
OBJECTIVE	HS-TCW.W.1 112.2a.	Introduce a topic; 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.
OBJECTIVE	HS-TCW.W.1 112.2b.	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.
OBJECTIVE	HS-TCW.W.1 112.2c.	Use appropriate and varied transitions and syntax to link the major sections of the text, create cohesion, and clarify the relationships among complex ideas and concepts.

OBJECTIVE	HS-TCW.W.1 1-12.2d.	Use precise language, domain-specific vocabulary, and techniques such as metaphor, simile, and analogy to manage the complexity of the topic.
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OBJECTIVE	HS-TCW.W.1 1-12.2f.	Provide a concluding statement or section that follows from and supports the information or explanation presented (e.g., articulating implications or the significance of the topic).
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**THEME** **Survey of Twentieth Century Writing**

SUBJECT		Writing
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STANDARD	HS-TCW.W.1 1-12.4.	Produce clear and coherent writing in which the development, organization, and style are appropriate to task, purpose, and audience. (Grade-specific expectations for writing types are defined in standards 1–3 above.)
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STANDARD	HS-TCW.W.1 1-12.5.	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. (Editing for conventions should demonstrate command of Language standards 1–3 up to and including grades 11–12.)
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STANDARD	HS-TCW.W.1 1-12.10.	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 tasks, purposes, and audiences.
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**THEME** **Technical and Workplace Writing**

SUBJECT		Writing
STANDARD	HS-TWW.W.1 1-12.2.	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.

OBJECTIVE	HS-TWW.W.1 1-12.2a.	Introduce a topic; 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.
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OBJECTIVE	HS-TWW.W.1 1-12.2b.	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.
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OBJECTIVE	HS-TWW.W.1 1-12.2c.	Use appropriate and varied transitions and syntax to link the major sections of the text, create cohesion, and clarify the relationships among complex ideas and concepts.
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OBJECTIVE	HS-TWW.W.1 1-12.2d.	Use precise language, domain-specific vocabulary, and techniques such as metaphor, simile, and analogy to manage the complexity of the topic.
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OBJECTIVE	HS-TWW.W.1 1-12.2f.	Provide a concluding statement or section that follows from and supports the information or explanation presented (e.g., articulating implications or the significance of the topic).
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**THEME** **Technical and Workplace Writing**

SUBJECT		Writing
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STANDARD	HS-TWW.W.1 112.4.	Produce clear and coherent writing in which the development, organization, and style are appropriate to task, purpose, and audience. (Grade-specific expectations for writing types are defined in standards 1–3 above.)
STANDARD	HS-TWW.W.1 112.5.	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. (Editing for conventions should demonstrate command of Language standards 1–3 up to and including grades 11–12.)
STANDARD	HS-TWW.W.1 112.10.	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 tasks, purposes, and audiences.

#### THEME

#### Technical and Workplace Writing

SUBJECT		Language
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STANDARD	HS-TWW.L.11 112.6.	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.
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#### THEME

#### World Literature

SUBJECT		Writing
STANDARD	HS-WL.W.9 10.2.	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.

OBJECTIVE	HS-WL.W.9 10.2a.	Introduce a topic; organize complex ideas, concepts, and information to make important connections and distinctions; include formatting (e.g., headings), graphics (e.g., figures, tables), and multimedia when useful to aiding comprehension.
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OBJECTIVE	HS-WL.W.9 10.2b.	Develop the topic with well-chosen, relevant, and sufficient facts, extended definitions, concrete details, quotations, or other information and examples appropriate to the audience's knowledge of the topic.
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OBJECTIVE	HS-WL.W.9 10.2c.	Use appropriate and varied transitions to link the major sections of the text, create cohesion, and clarify the relationships among complex ideas and concepts.
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OBJECTIVE	HS-WL.W.9 10.2d.	Use precise language and domain-specific vocabulary to manage the complexity of the topic.
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OBJECTIVE	HS-WL.W.9 10.2f.	Provide a concluding statement or section that follows from and supports the information or explanation presented (e.g., articulating implications or the significance of the topic).
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#### THEME

#### World Literature

SUBJECT		Writing
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STANDARD	HS-WL.W.9 10.4.	Produce clear and coherent writing in which the development, organization, and style are appropriate to task, purpose, and audience. (Grade-specific expectations for writing types are defined in standards 1–3 above.)
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STANDARD	HS-WL.W.9 10.5.	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. (Editing for conventions should demonstrate command of Language standards 1–3 up to and including grades 9–10.)
STANDARD	HS-WL.W.9 10.8.	Gather relevant information from multiple authoritative print and digital sources, using advanced searches effectively; assess the usefulness of each source in answering the research question; integrate information into the text selectively to maintain the flow of ideas, avoiding plagiarism and following a standard format for citation.
STANDARD	HS-WL.W.9 10.10.	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 tasks, purposes, and audiences.

Week 08: Write from Multiple Sources, Citations Using MLA Style, p. 61-78

**Mississippi College & Career Readiness Standards**

**Language Arts**

Grade 12 - Adopted: 2016

**THEME**

**English IV**

SUBJECT		Reading Informational Text
STANDARD		Key Ideas and Details

OBJECTIVE	EIV.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.
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OBJECTIVE	EIV.RI.12. 2.	Determine two or more central ideas of a text and analyze in detail their development over the course of the text, including how they interact and build on one another to provide a complex analysis; provide an accurate summary of the text based upon this analysis.
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**THEME**

**English IV**

SUBJECT		Reading Informational Text
STANDARD		Craft and Structure

OBJECTIVE	EIV.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 (e.g., how Madison defines faction in Federalist No. 10).
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**THEME**

**English IV**

SUBJECT		Reading Informational Text
STANDARD		Integration of Knowledge and Ideas

OBJECTIVE	EIV.RI.12. 7.	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.
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**THEME**

**English IV**

SUBJECT		Writing
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STANDARD		Text Types and Purposes
OBJECTIVE	EIV.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.
OBJECTIVE	EIV.W.12.2a.	Introduce a topic; 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.
OBJECTIVE	EIV.W.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.
OBJECTIVE	EIV.W.12.2c.	Use appropriate and varied transitions and syntax to link the major sections of the text, create cohesion, and clarify the relationships among complex ideas and concepts.
OBJECTIVE	EIV.W.12.2d.	Use precise language, domain-specific vocabulary, and techniques such as metaphor, simile, and analogy to manage the complexity of the topic.
OBJECTIVE	EIV.W.12.2f.	Provide a concluding statement or section that follows from and supports the information or explanation presented (e.g., articulating implications or the significance of the topic).

#### THEME

#### English IV

SUBJECT		Writing
STANDARD		Production and Distribution of Writing
OBJECTIVE	EIV.W.12.4.	Produce clear and coherent writing in which the development, organization, and style are appropriate to task, purpose, and audience. (Grade-specific expectations for writing types are defined in standards 1-3 above.)
OBJECTIVE	EIV.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. (e=Editing for conventions should demonstrate command of Language standards 1–3 up to and including grades 11-12.)

#### THEME

#### English IV

SUBJECT		Writing
STANDARD		Research to Build and Present Knowledge
OBJECTIVE	EIV.W.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.
OBJECTIVE	EIV.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.

#### THEME

#### English IV

SUBJECT		Writing
STANDARD		Range of Writing

OBJECTIVE	EIV.W.12.10.	Write routinely over extended time frames (time for research, reflection, and revision) and shorter time frames (a single sitting for a day or two) for a range of tasks, purposes, and audiences.
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#### THEME

#### English IV

SUBJECT		Speaking and Listening
STANDARD		Comprehension and Collaboration
OBJECTIVE	EIV.SL.12.1.	Initiate and participate effectively in a range of collaborative discussions (one-on-one, in groups, and teacher0led) with diverse partners on grades 11-12 topics, text, and issues, building on others' ideas and expressing their own clearly and persuasively.

OBJECTIVE	EIV.SL.12.1a.	Come to discussions prepared, having read and researched material under study; explicitly draw on that preparation by referring to evidence from texts and other research on the topic or issue to stimulate a thoughtful, well-reasoned exchange of ideas.
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OBJECTIVE	EIV.SL.12.1b.	Work with peers to promote civil, democratic discussions and decision-making, set clear goals and deadlines, and establish individual roles as needed.
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OBJECTIVE	EIV.SL.12.1c.	Propel conversations by posing and responding to questions that probe reasoning and evidence; ensure a hearing for a full range of positions on a topic or issue; clarify, verify, or challenge ideas and conclusions; and promote divergent and creative perspectives.
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OBJECTIVE	EIV.SL.12.1d.	Respond thoughtfully to diverse perspectives; synthesize comments, claims, and evidence made on all sides of an issue; resolve contradictions when possible; and determine what additional information or research is required to deepen the investigation or complete the task.
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#### THEME

#### English IV

SUBJECT		Speaking and Listening
STANDARD		Comprehension and Collaboration

OBJECTIVE	EIV.SL.12.3.	Evaluate a speaker's point of view, reasoning, and use of evidence and rhetoric assessing the stance, premises, links among ideas, word choice, points of emphasis, and tone used.
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#### THEME

#### English IV

SUBJECT		Language
STANDARD		Vocabulary Acquisition and Use
OBJECTIVE	EIV.L.12.4.	Determine or clarify the meaning of unknown and multiple-meaning words and phrases based on grades 1-12 reading and content, choosing flexibly from a range of strategies.

OBJECTIVE	EIV.L.12.4a.	Use context (e.g., the overall meaning of a sentence, paragraph, or text; a word's position or function in a sentence) as a clue to the meaning of a word or phrase.
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OBJECTIVE	EIV.L.12.4d.	Verify the preliminary determination of the meaning of a word or phrase (e.g., by checking the inferred meaning in context or in a dictionary).
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#### THEME

#### English IV

SUBJECT		Language
STANDARD		Vocabulary Acquisition and Use

OBJECTIVE	EIV.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.
THEME		Creative Writing
SUBJECT		Writing
STANDARD	HS-CW.W.11.12.4.	Produce clear and coherent writing in which the development, organization, and style are appropriate to task, purpose, and audience. (Grade-specific expectations for writing types are defined in standards 1–3 above.)
STANDARD	HS-CW.W.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. (Editing for conventions should demonstrate command of Language standards 1–3 up to and including grades 11–12.)
STANDARD	HS-CW.W.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.
STANDARD	HS-CW.W.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 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.
STANDARD	HS-CW.W.11.12.10.	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 tasks, purposes, and audiences.
THEME		Creative Writing
SUBJECT		Language
STANDARD	HS-CW.L.11.12.4.	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.
OBJECTIVE	HS-CW.L.11.12.4a.	Use context (e.g., the overall meaning of a sentence, paragraph, or text; a word’s position or function in a sentence) as a clue to the meaning of a word or phrase.
OBJECTIVE	HS-CW.L.11.12.4d.	Verify the preliminary determination of the meaning of a word or phrase (e.g., by checking the inferred meaning in context or in a dictionary).
THEME		Creative Writing
SUBJECT		Language
STANDARD	HS-CW.L.11.12.6.	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.

**THEME****Debate**

SUBJECT		Writing
STANDARD	HS-DE.W.11 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.
OBJECTIVE	HS-DE.W.11 12.2a.	Introduce a topic; 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.
OBJECTIVE	HS-DE.W.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.
OBJECTIVE	HS-DE.W.11 12.2c.	Use appropriate and varied transitions and syntax to link the major sections of the text, create cohesion, and clarify the relationships among complex ideas and concepts.
OBJECTIVE	HS-DE.W.11 12.2d.	Use precise language, domain-specific vocabulary, and techniques such as metaphor, simile, and analogy to manage the complexity of the topic.
OBJECTIVE	HS-DE.W.11 12.2f.	Provide a concluding statement or section that follows from and supports the information or explanation presented (e.g., articulating implications or the significance of the topic).

**THEME****Debate**

SUBJECT		Writing
STANDARD	HS-DE.W.11 12.4.	Produce clear and coherent writing in which the development, organization, and style are appropriate to task, purpose, and audience. (Grade-specific expectations for writing types are defined in standards 1–3 above.)
STANDARD	HS-DE.W.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. (Editing for conventions should demonstrate command of Language standards 1–3 up to and including grades 11–12.)
STANDARD	HS-DE.W.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.
STANDARD	HS-DE.W.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 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.
STANDARD	HS-DE.W.11 12.10.	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 tasks, purposes, and audiences.

**THEME****Debate**

<b>SUBJECT</b>		<b>Speaking and Listening</b>
<b>STANDARD</b>	<b>HS-DE.SL.11-12.1.</b>	<b>Initiate and participate effectively in a range of collaborative discussions (one-on-one, in groups, and teacher-led) with diverse partners on grades 11–12 topics, texts, and issues, building on others’ ideas and expressing their own clearly and persuasively.</b>

OBJECTIVE	HS-DE.SL.11-12.1a.	Come to discussions prepared, having read and researched material under study; explicitly draw on that preparation by referring to evidence from texts and other research on the topic or issue to stimulate a thoughtful, well-reasoned exchange of ideas.
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OBJECTIVE	HS-DE.SL.11-12.1b.	Work with peers to promote civil, democratic discussions and decision-making, set clear goals and deadlines, and establish individual roles as needed.
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OBJECTIVE	HS-DE.SL.11-12.1c.	Propel conversations by posing and responding to questions that probe reasoning and evidence; ensure a hearing for a full range of positions on a topic or issue; clarify, verify, or challenge ideas and conclusions; and promote divergent and creative perspectives.
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OBJECTIVE	HS-DE.SL.11-12.1d.	Respond thoughtfully to diverse perspectives; synthesize comments, claims, and evidence made on all sides of an issue; resolve contradictions when possible; and determine what additional information or research is required to deepen the investigation or complete the task.
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**THEME** **Debate**

<b>SUBJECT</b>		<b>Speaking and Listening</b>
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STANDARD	HS-DE.SL.11-12.3.	Evaluate a speaker's point of view, reasoning, and use of evidence and rhetoric, assessing the stance, premises, links among ideas, word choice, points of emphasis, and tone used.
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**THEME** **Debate**

<b>SUBJECT</b>		<b>Language</b>
<b>STANDARD</b>	<b>HS-DE.L.11-12.4.</b>	<b>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.</b>

OBJECTIVE	HS-DE.L.11-12.4a.	Use context (e.g., the overall meaning of a sentence, paragraph, or text; a word's position or function in a sentence) as a clue to the meaning of a word or phrase.
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OBJECTIVE	HS-DE.L.11-12.4d.	Verify the preliminary determination of the meaning of a word or phrase (e.g., by checking the inferred meaning in context or in a dictionary).
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**THEME** **Debate**

<b>SUBJECT</b>		<b>Language</b>
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STANDARD	HS-DE.L.11-12.6.	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.
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**THEME** **Foundations of Journalism**

<b>SUBJECT</b>		<b>Develop skills in gathering and evaluating information.</b>
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STANDARD	HS-FJ.2.a.	Determine a theme or central idea of a text and analyze in detail its development over the course of the text, including how it emerges and is shaped and refined by specific details; provide an objective summary of the text. (RL.9–10.2)
STANDARD	HS-FJ.2.c.	Determine a central idea of a text and analyze its development over the course of the text, including how it emerges and is shaped and refined by specific details; provide an objective summary of the text. (RI.9–10.2)
STANDARD	HS-FJ.2.f.	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. (RI.11–12.7)

#### THEME

#### Foundations of Journalism

SUBJECT		Develop journalistic writing skills.
STANDARD	HS-FJ.3.g.	Introduce a topic; organize complex ideas, concepts, and information to make important connections and distinctions; include formatting (e.g., headings), graphics (e.g., figures, tables), and multimedia when useful to aiding comprehension. (W.9–10.2a)
STANDARD	HS-FJ.3.h.	Develop the topic with well-chosen, relevant, and sufficient facts, extended definitions, concrete details, quotations, or other information and examples appropriate to the audience's knowledge of the topic. (W.9–10.2b)
STANDARD	HS-FJ.3.i.	Use appropriate and varied transitions to link the major sections of the text, create cohesion, and clarify the relationships among complex ideas and concepts. (W.9–10.2c)
STANDARD	HS-FJ.3.l.	Gather relevant information from multiple authoritative print and digital sources, using advanced searches effectively; assess the usefulness of each source in answering the research question; integrate information into the text selectively to maintain the flow of ideas, avoiding plagiarism and following a standard format for citation. (W.9–10.8)

#### THEME

#### Mississippi Writers

SUBJECT		Reading Informational Text
STANDARD	HS-MW.RI.11–12.2.	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.
STANDARD	HS-MW.RI.11–12.4.	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.
STANDARD	HS-MW.RI.11–12.7.	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.

#### THEME

#### Mississippi Writers

SUBJECT		Writing
STANDARD	HS-MW.W.11–12.2.	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.

OBJECTIVE	HS-MW.W.11 12.2a.	Introduce a topic; 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.
OBJECTIVE	HS-MW.W.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.
OBJECTIVE	HS-MW.W.11 12.2c.	Use appropriate and varied transitions and syntax to link the major sections of the text, create cohesion, and clarify the relationships among complex ideas and concepts.
OBJECTIVE	HS-MW.W.11 12.2d.	Use precise language, domain-specific vocabulary, and techniques such as metaphor, simile, and analogy to manage the complexity of the topic.
OBJECTIVE	HS-MW.W.11 12.2f.	Provide a concluding statement or section that follows from and supports the information or explanation presented (e.g., articulating implications or the significance of the topic).

## THEME

## Mississippi Writers

SUBJECT		Writing
STANDARD	HS-MW.W.11 12.4.	Produce clear and coherent writing in which the development, organization, and style are appropriate to task, purpose, and audience. (Grade-specific expectations for writing types are defined in standards 1–3 above.)
STANDARD	HS-MW.W.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. (Editing for conventions should demonstrate command of Language standards 1–3 up to and including grades 11–12.)
STANDARD	HS-MW.W.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.
STANDARD	HS-MW.W.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 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.
STANDARD	HS-MW.W.11 12.10.	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 tasks, purposes, and audiences.

## THEME

## Oral Communication

SUBJECT		Writing
STANDARD	HS-OC.W.11 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.



OBJECTIVE	HS-OC.W.11 12.2a.	Introduce a topic; 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.
OBJECTIVE	HS-OC.W.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.
OBJECTIVE	HS-OC.W.11 12.2c.	Use appropriate and varied transitions and syntax to link the major sections of the text, create cohesion, and clarify the relationships among complex ideas and concepts.
OBJECTIVE	HS-OC.W.11 12.2d.	Use precise language, domain-specific vocabulary, and techniques such as metaphor, simile, and analogy to manage the complexity of the topic.
OBJECTIVE	HS-OC.W.11 12.2f.	Provide a concluding statement or section that follows from and supports the information or explanation presented (e.g., articulating implications or the significance of the topic).

## THEME

## Oral Communication

SUBJECT		Writing
STANDARD	HS-OC.W.11 12.4.	Produce clear and coherent writing in which the development, organization, and style are appropriate to task, purpose, and audience. (Grade-specific expectations for writing types are defined in standards 1–3 above.)
STANDARD	HS-OC.W.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. (Editing for conventions should demonstrate command of Language standards 1–3 up to and including grades 11–12.)
STANDARD	HS-OC.W.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.
STANDARD	HS-OC.W.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 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.
STANDARD	HS-OC.W.11 12.10.	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 tasks, purposes, and audiences.

## THEME

## Oral Communication

SUBJECT		Speaking and Listening
STANDARD	HS-OC.SL.11 12.1.	Initiate and participate effectively in a range of collaborative discussions (one-on-one, in groups, and teacher-led) with diverse partners on grades 11–12 topics, texts, and issues, building on others' ideas and expressing their own clearly and persuasively.

OBJECTIVE	HS-OC.SL.11 12.1a.	Come to discussions prepared, having read and researched material under study; explicitly draw on that preparation by referring to evidence from texts and other research on the topic or issue to stimulate a thoughtful, well-reasoned exchange of ideas.
OBJECTIVE	HS-OC.SL.11 12.1b.	Work with peers to promote civil, democratic discussions and decision-making, set clear goals and deadlines, and establish individual roles as needed.
OBJECTIVE	HS-OC.SL.11 12.1c.	Propel conversations by posing and responding to questions that probe reasoning and evidence; ensure a hearing for a full range of positions on a topic or issue; clarify, verify, or challenge ideas and conclusions; and promote divergent and creative perspectives.
OBJECTIVE	HS-OC.SL.11 12.1d.	Respond thoughtfully to diverse perspectives; synthesize comments, claims, and evidence made on all sides of an issue; resolve contradictions when possible; and determine what additional information or research is required to deepen the investigation or complete the task.

#### THEME

#### Oral Communication

SUBJECT		Speaking and Listening
STANDARD	HS-OC.SL.11 12.3.	Evaluate a speaker's point of view, reasoning, and use of evidence and rhetoric, assessing the stance, premises, links among ideas, word choice, points of emphasis, and tone used.

#### THEME

#### Survey of African American Writing

SUBJECT		Reading Informational Text
STANDARD	HS-AAW.RI.1 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.
STANDARD	HS-AAW.RI.1 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 (e.g., how Madison defines faction in Federalist No. 10).
STANDARD	HS-AAW.RI.1 12.7.	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.

#### THEME

#### Survey of African American Writing

SUBJECT		Writing
STANDARD	HS-AAW.W.11 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.
OBJECTIVE	HS-AAW.W.1 12.2a.	Introduce a topic; 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.
OBJECTIVE	HS-AAW.W.1 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.

OBJECTIVE	HS-AAW.W.1 1-12.2c.	Use appropriate and varied transitions and syntax to link the major sections of the text, create cohesion, and clarify the relationships among complex ideas and concepts.
OBJECTIVE	HS-AAW.W.1 1-12.2d.	Use precise language, domain-specific vocabulary, and techniques such as metaphor, simile, and analogy to manage the complexity of the topic.
OBJECTIVE	HS-AAW.W.1 1-12.2f.	Provide a concluding statement or section that follows from and supports the information or explanation presented (e.g., articulating implications or the significance of the topic).

**THEME** **Survey of African American Writing**

SUBJECT		Writing
STANDARD	HS-AAW.W.1 1-12.4.	Produce clear and coherent writing in which the development, organization, and style are appropriate to task, purpose, and audience. (Grade-specific expectations for writing types are defined in standards 1–3 above.)
STANDARD	HS-AAW.W.1 1-12.5.	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. (Editing for conventions should demonstrate command of Language standards 1–3 up to and including grades 11–12.)
STANDARD	HS-AAW.W.1 1-12.7.	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.
STANDARD	HS-AAW.W.1 1-12.8.	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.
STANDARD	HS-AAW.W.1 1-12.10.	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 tasks, purposes, and audiences.

**THEME** **Survey of Twentieth Century Writing**

SUBJECT		Reading Informational Text
STANDARD	HS-TCW.RI.1 1-12.2.	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.
STANDARD	HS-TCW.RI.1 1-12.4.	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.
STANDARD	HS-TCW.RI.1 1-12.7.	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.

**THEME** **Survey of Twentieth Century Writing**

SUBJECT		Writing
STANDARD	HS-TCW.W.11-12.2.	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.
OBJECTIVE	HS-TCW.W.11-12.2a.	Introduce a topic; 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.
OBJECTIVE	HS-TCW.W.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.
OBJECTIVE	HS-TCW.W.11-12.2c.	Use appropriate and varied transitions and syntax to link the major sections of the text, create cohesion, and clarify the relationships among complex ideas and concepts.
OBJECTIVE	HS-TCW.W.11-12.2d.	Use precise language, domain-specific vocabulary, and techniques such as metaphor, simile, and analogy to manage the complexity of the topic.
OBJECTIVE	HS-TCW.W.11-12.2f.	Provide a concluding statement or section that follows from and supports the information or explanation presented (e.g., articulating implications or the significance of the topic).

**THEME** **Survey of Twentieth Century Writing**

SUBJECT		Writing
STANDARD	HS-TCW.W.11-12.4.	Produce clear and coherent writing in which the development, organization, and style are appropriate to task, purpose, and audience. (Grade-specific expectations for writing types are defined in standards 1–3 above.)
STANDARD	HS-TCW.W.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. (Editing for conventions should demonstrate command of Language standards 1–3 up to and including grades 11–12.)
STANDARD	HS-TCW.W.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.
STANDARD	HS-TCW.W.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 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.
STANDARD	HS-TCW.W.11-12.10.	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 tasks, purposes, and audiences.

**THEME** **Technical and Workplace Writing**

SUBJECT		Reading Informational Text
STANDARD	HS-TWW.RI.1 112.2.	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.
STANDARD	HS-TWW.RI.1 112.4.	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 (e.g., how Madison defines faction in Federalist No. 10).
STANDARD	HS-TWW.RI.1 112.7.	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.

#### THEME

#### Technical and Workplace Writing

SUBJECT		Writing
STANDARD	HS-TWW.W.1 112.2.	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.
OBJECTIVE	HS-TWW.W.1 112.2a.	Introduce a topic; 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.
OBJECTIVE	HS-TWW.W.1 112.2b.	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.
OBJECTIVE	HS-TWW.W.1 112.2c.	Use appropriate and varied transitions and syntax to link the major sections of the text, create cohesion, and clarify the relationships among complex ideas and concepts.
OBJECTIVE	HS-TWW.W.1 112.2d.	Use precise language, domain-specific vocabulary, and techniques such as metaphor, simile, and analogy to manage the complexity of the topic.
OBJECTIVE	HS-TWW.W.1 112.2f.	Provide a concluding statement or section that follows from and supports the information or explanation presented (e.g., articulating implications or the significance of the topic).

#### THEME

#### Technical and Workplace Writing

SUBJECT		Writing
STANDARD	HS-TWW.W.1 112.4.	Produce clear and coherent writing in which the development, organization, and style are appropriate to task, purpose, and audience. (Grade-specific expectations for writing types are defined in standards 1–3 above.)
STANDARD	HS-TWW.W.1 112.5.	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. (Editing for conventions should demonstrate command of Language standards 1–3 up to and including grades 11–12.)

STANDARD	HS-TWW.W.1 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.
STANDARD	HS-TWW.W.1 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.
STANDARD	HS-TWW.W.1 12.10.	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 tasks, purposes, and audiences.

#### THEME

#### Technical and Workplace Writing

SUBJECT		Language
STANDARD	HS-TWW.L.11 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.
OBJECTIVE	HS-TWW.L.11 12.4a.	Use context (e.g., the overall meaning of a sentence, paragraph, or text; a word's position or function in a sentence) as a clue to the meaning of a word or phrase.
OBJECTIVE	HS-TWW.L.11 12.4d.	Verify the preliminary determination of the meaning of a word or phrase (e.g., by checking the inferred meaning in context or in a dictionary).

#### THEME

#### Technical and Workplace Writing

SUBJECT		Language
STANDARD	HS-TWW.L.11 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.

#### THEME

#### World Literature

SUBJECT		Writing
STANDARD	HS-WL.W.9 10.2.	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.
OBJECTIVE	HS-WL.W.9 10.2a.	Introduce a topic; organize complex ideas, concepts, and information to make important connections and distinctions; include formatting (e.g., headings), graphics (e.g., figures, tables), and multimedia when useful to aiding comprehension.
OBJECTIVE	HS-WL.W.9 10.2b.	Develop the topic with well-chosen, relevant, and sufficient facts, extended definitions, concrete details, quotations, or other information and examples appropriate to the audience's knowledge of the topic.
OBJECTIVE	HS-WL.W.9 10.2c.	Use appropriate and varied transitions to link the major sections of the text, create cohesion, and clarify the relationships among complex ideas and concepts.

OBJECTIVE	HS-WL.W.9 10.2d.	Use precise language and domain-specific vocabulary to manage the complexity of the topic.
OBJECTIVE	HS-WL.W.9 10.2f.	Provide a concluding statement or section that follows from and supports the information or explanation presented (e.g., articulating implications or the significance of the topic).
<b>THEME</b>		<b>World Literature</b>
<b>SUBJECT</b>		<b>Writing</b>
STANDARD	HS-WL.W.9 10.4.	Produce clear and coherent writing in which the development, organization, and style are appropriate to task, purpose, and audience. (Grade-specific expectations for writing types are defined in standards 1–3 above.)
STANDARD	HS-WL.W.9 10.5.	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. (Editing for conventions should demonstrate command of Language standards 1–3 up to and including grades 9–10.)
STANDARD	HS-WL.W.9 10.7.	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.
STANDARD	HS-WL.W.9 10.8.	Gather relevant information from multiple authoritative print and digital sources, using advanced searches effectively; assess the usefulness of each source in answering the research question; integrate information into the text selectively to maintain the flow of ideas, avoiding plagiarism and following a standard format for citation.
STANDARD	HS-WL.W.9 10.10.	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 tasks, purposes, and audiences.

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**Mississippi College & Career Readiness Standards**

**Language Arts**

**Grade 12 - Adopted: 2016**

**THEME** **English IV**

<b>SUBJECT</b>		<b>Reading Informational Text</b>
<b>STANDARD</b>		<b>Integration of Knowledge and Ideas</b>
OBJECTIVE	EIV.RI.12. 7.	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.

**THEME** **English IV**

<b>SUBJECT</b>		<b>Writing</b>
<b>STANDARD</b>		<b>Production and Distribution of Writing</b>

OBJECTIVE	EIV.W.12.4.	Produce clear and coherent writing in which the development, organization, and style are appropriate to task, purpose, and audience. (Grade-specific expectations for writing types are defined in standards 1-3 above.)
THEME		English IV
SUBJECT		Writing
STANDARD		Research to Build and Present Knowledge
OBJECTIVE	EIV.W.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.
OBJECTIVE	EIV.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.
THEME		English IV
SUBJECT		Speaking and Listening
STANDARD		Comprehension and Collaboration
OBJECTIVE	EIV.SL.12.1.	Initiate and participate effectively in a range of collaborative discussions (one-on-one, in groups, and teacher0led) with diverse partners on grades 11-12 topics, text, and issues, building on others' ideas and expressing their own clearly and persuasively.
OBJECTIVE	EIV.SL.12.1a.	Come to discussions prepared, having read and researched material under study; explicitly draw on that preparation by referring to evidence from texts and other research on the topic or issue to stimulate a thoughtful, well-reasoned exchange of ideas.
OBJECTIVE	EIV.SL.12.1b.	Work with peers to promote civil, democratic discussions and decision-making, set clear goals and deadlines, and establish individual roles as needed.
OBJECTIVE	EIV.SL.12.1c.	Propel conversations by posing and responding to questions that probe reasoning and evidence; ensure a hearing for a full range of positions on a topic or issue; clarify, verify, or challenge ideas and conclusions; and promote divergent and creative perspectives.
OBJECTIVE	EIV.SL.12.1d.	Respond thoughtfully to diverse perspectives; synthesize comments, claims, and evidence made on all sides of an issue; resolve contradictions when possible; and determine what additional information or research is required to deepen the investigation or complete the task.
THEME		English IV
SUBJECT		Speaking and Listening
STANDARD		Comprehension and Collaboration
OBJECTIVE	EIV.SL.12.3.	Evaluate a speaker's point of view, reasoning, and use of evidence and rhetoric assessing the stance, premises, links among ideas, word choice, points of emphasis, and tone used.
THEME		Creative Writing
SUBJECT		Writing



STANDARD	HS-CW.W.11 12.4.	Produce clear and coherent writing in which the development, organization, and style are appropriate to task, purpose, and audience. (Grade-specific expectations for writing types are defined in standards 1–3 above.)
STANDARD	HS-CW.W.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.
STANDARD	HS-CW.W.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 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.

## THEME

## Debate

SUBJECT		Writing
STANDARD	HS-DE.W.11 12.4.	Produce clear and coherent writing in which the development, organization, and style are appropriate to task, purpose, and audience. (Grade-specific expectations for writing types are defined in standards 1–3 above.)
STANDARD	HS-DE.W.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.
STANDARD	HS-DE.W.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 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.

## THEME

## Debate

SUBJECT		Speaking and Listening
STANDARD	HS-DE.SL.11 12.1.	Initiate and participate effectively in a range of collaborative discussions (one-on-one, in groups, and teacher-led) with diverse partners on grades 11–12 topics, texts, and issues, building on others' ideas and expressing their own clearly and persuasively.
OBJECTIVE	HS-DE.SL.11 12.1a.	Come to discussions prepared, having read and researched material under study; explicitly draw on that preparation by referring to evidence from texts and other research on the topic or issue to stimulate a thoughtful, well-reasoned exchange of ideas.
OBJECTIVE	HS-DE.SL.11 12.1b.	Work with peers to promote civil, democratic discussions and decision-making, set clear goals and deadlines, and establish individual roles as needed.
OBJECTIVE	HS-DE.SL.11 12.1c.	Propel conversations by posing and responding to questions that probe reasoning and evidence; ensure a hearing for a full range of positions on a topic or issue; clarify, verify, or challenge ideas and conclusions; and promote divergent and creative perspectives.
OBJECTIVE	HS-DE.SL.11 12.1d.	Respond thoughtfully to diverse perspectives; synthesize comments, claims, and evidence made on all sides of an issue; resolve contradictions when possible; and determine what additional information or research is required to deepen the investigation or complete the task.

**THEME****Debate**

SUBJECT		Speaking and Listening
STANDARD	HS-DE.SL.11 12.3.	Evaluate a speaker's point of view, reasoning, and use of evidence and rhetoric, assessing the stance, premises, links among ideas, word choice, points of emphasis, and tone used.

**THEME****Foundations of Journalism**

SUBJECT		Develop skills in gathering and evaluating information.
STANDARD	HS-FJ.2.f.	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. (RI.11 12.7)

**THEME****Foundations of Journalism**

SUBJECT		Develop journalistic writing skills.
STANDARD	HS-FJ.3.l.	Gather relevant information from multiple authoritative print and digital sources, using advanced searches effectively; assess the usefulness of each source in answering the research question; integrate information into the text selectively to maintain the flow of ideas, avoiding plagiarism and following a standard format for citation. (W.9 10.8)

**THEME****Mississippi Writers**

SUBJECT		Reading Informational Text
STANDARD	HS-MW.RI.11 12.7.	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.

**THEME****Mississippi Writers**

SUBJECT		Writing
STANDARD	HS-MW.W.11 12.4.	Produce clear and coherent writing in which the development, organization, and style are appropriate to task, purpose, and audience. (Grade-specific expectations for writing types are defined in standards 1–3 above.)
STANDARD	HS-MW.W.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.
STANDARD	HS-MW.W.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 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.

**THEME****Oral Communication**

SUBJECT		Writing
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STANDARD	HS-OC.W.11 12.4.	Produce clear and coherent writing in which the development, organization, and style are appropriate to task, purpose, and audience. (Grade-specific expectations for writing types are defined in standards 1–3 above.)
STANDARD	HS-OC.W.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.
STANDARD	HS-OC.W.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 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.

#### THEME

#### Oral Communication

SUBJECT		Speaking and Listening
STANDARD	HS-OC.SL.11 12.1.	Initiate and participate effectively in a range of collaborative discussions (one-on-one, in groups, and teacher-led) with diverse partners on grades 11–12 topics, texts, and issues, building on others' ideas and expressing their own clearly and persuasively.
OBJECTIVE	HS-OC.SL.11 12.1a.	Come to discussions prepared, having read and researched material under study; explicitly draw on that preparation by referring to evidence from texts and other research on the topic or issue to stimulate a thoughtful, well-reasoned exchange of ideas.
OBJECTIVE	HS-OC.SL.11 12.1b.	Work with peers to promote civil, democratic discussions and decision-making, set clear goals and deadlines, and establish individual roles as needed.
OBJECTIVE	HS-OC.SL.11 12.1c.	Propel conversations by posing and responding to questions that probe reasoning and evidence; ensure a hearing for a full range of positions on a topic or issue; clarify, verify, or challenge ideas and conclusions; and promote divergent and creative perspectives.
OBJECTIVE	HS-OC.SL.11 12.1d.	Respond thoughtfully to diverse perspectives; synthesize comments, claims, and evidence made on all sides of an issue; resolve contradictions when possible; and determine what additional information or research is required to deepen the investigation or complete the task.

#### THEME

#### Oral Communication

SUBJECT		Speaking and Listening
STANDARD	HS-OC.SL.11 12.3.	Evaluate a speaker's point of view, reasoning, and use of evidence and rhetoric, assessing the stance, premises, links among ideas, word choice, points of emphasis, and tone used.

#### THEME

#### Survey of African American Writing

SUBJECT		Reading Informational Text
STANDARD	HS-AAW.RI.1 12.7.	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.

#### THEME

#### Survey of African American Writing

SUBJECT		Writing
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STANDARD	HS-AAW.W.1 12.4.	Produce clear and coherent writing in which the development, organization, and style are appropriate to task, purpose, and audience. (Grade-specific expectations for writing types are defined in standards 1–3 above.)
STANDARD	HS-AAW.W.1 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.
STANDARD	HS-AAW.W.1 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.
THEME	Survey of Twentieth Century Writing	
SUBJECT		Reading Informational Text
STANDARD	HS-TCW.RI.1 12.7.	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.
THEME	Survey of Twentieth Century Writing	
SUBJECT		Writing
STANDARD	HS-TCW.W.1 12.4.	Produce clear and coherent writing in which the development, organization, and style are appropriate to task, purpose, and audience. (Grade-specific expectations for writing types are defined in standards 1–3 above.)
STANDARD	HS-TCW.W.1 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.
STANDARD	HS-TCW.W.1 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.
THEME	Technical and Workplace Writing	
SUBJECT		Reading Informational Text
STANDARD	HS-TWW.RI.1 12.7.	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.
THEME	Technical and Workplace Writing	
SUBJECT		Writing
STANDARD	HS-TWW.W.1 12.4.	Produce clear and coherent writing in which the development, organization, and style are appropriate to task, purpose, and audience. (Grade-specific expectations for writing types are defined in standards 1–3 above.)

STANDARD	HS-TWW.W.1 112.7.	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.
STANDARD	HS-TWW.W.1 112.8.	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.
<b>THEME</b>		<b>World Literature</b>
<b>SUBJECT</b>		<b>Writing</b>
STANDARD	HS-WL.W.9 10.4.	Produce clear and coherent writing in which the development, organization, and style are appropriate to task, purpose, and audience. (Grade-specific expectations for writing types are defined in standards 1–3 above.)
STANDARD	HS-WL.W.9 10.7.	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.
STANDARD	HS-WL.W.9 10.8.	Gather relevant information from multiple authoritative print and digital sources, using advanced searches effectively; assess the usefulness of each source in answering the research question; integrate information into the text selectively to maintain the flow of ideas, avoiding plagiarism and following a standard format for citation.

Week 10: Thesis Statement; Abstract, p. 84-98

**Mississippi College & Career Readiness Standards**

**Language Arts**

Grade 12 - Adopted: 2016

<b>THEME</b>		<b>English IV</b>
<b>SUBJECT</b>		<b>Reading Informational Text</b>
<b>STANDARD</b>		<b>Integration of Knowledge and Ideas</b>
OBJECTIVE	EIV.RI.12.7.	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.
<b>THEME</b>		<b>English IV</b>
<b>SUBJECT</b>		<b>Writing</b>
<b>STANDARD</b>		<b>Text Types and Purposes</b>
OBJECTIVE	EIV.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.
OBJECTIVE	EIV.W.12.2a.	Introduce a topic; 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.

OBJECTIVE	EIV.W.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.
OBJECTIVE	EIV.W.12.2c.	Use appropriate and varied transitions and syntax to link the major sections of the text, create cohesion, and clarify the relationships among complex ideas and concepts.
OBJECTIVE	EIV.W.12.2d.	Use precise language, domain-specific vocabulary, and techniques such as metaphor, simile, and analogy to manage the complexity of the topic.
OBJECTIVE	EIV.W.12.2f.	Provide a concluding statement or section that follows from and supports the information or explanation presented (e.g., articulating implications or the significance of the topic).

#### THEME

#### English IV

SUBJECT		Writing
STANDARD		Production and Distribution of Writing
OBJECTIVE	EIV.W.12.4.	Produce clear and coherent writing in which the development, organization, and style are appropriate to task, purpose, and audience. (Grade-specific expectations for writing types are defined in standards 1-3 above.)
OBJECTIVE	EIV.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. (e=Editing for conventions should demonstrate command of Language standards 1–3 up to and including grades 11-12.)

#### THEME

#### English IV

SUBJECT		Writing
STANDARD		Research to Build and Present Knowledge
OBJECTIVE	EIV.W.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.
OBJECTIVE	EIV.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.

#### THEME

#### English IV

SUBJECT		Writing
STANDARD		Range of Writing
OBJECTIVE	EIV.W.12.10.	Write routinely over extended time frames (time for research, reflection, and revision) and shorter time frames (a single sitting for a day or two) for a range of tasks, purposes, and audiences.

#### THEME

#### English IV

SUBJECT		Speaking and Listening
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STANDARD		Comprehension and Collaboration
OBJECTIVE	EIV.SL.12.1.	Initiate and participate effectively in a range of collaborative discussions (one-on-one, in groups, and teacher0led) with diverse partners on grades 11-12 topics, text, and issues, building on others' ideas and expressing their own clearly and persuasively.
OBJECTIVE	EIV.SL.12.1a.	Come to discussions prepared, having read and researched material under study; explicitly draw on that preparation by referring to evidence from texts and other research on the topic or issue to stimulate a thoughtful, well-reasoned exchange of ideas.
OBJECTIVE	EIV.SL.12.1b.	Work with peers to promote civil, democratic discussions and decision-making, set clear goals and deadlines, and establish individual roles as needed.
OBJECTIVE	EIV.SL.12.1c.	Propel conversations by posing and responding to questions that probe reasoning and evidence; ensure a hearing for a full range of positions on a topic or issue; clarify, verify, or challenge ideas and conclusions; and promote divergent and creative perspectives.
OBJECTIVE	EIV.SL.12.1d.	Respond thoughtfully to diverse perspectives; synthesize comments, claims, and evidence made on all sides of an issue; resolve contradictions when possible; and determine what additional information or research is required to deepen the investigation or complete the task.

#### THEME

#### English IV

SUBJECT		Speaking and Listening
STANDARD		Comprehension and Collaboration

OBJECTIVE	EIV.SL.12.3.	Evaluate a speaker's point of view, reasoning, and use of evidence and rhetoric assessing the stance, premises, links among ideas, word choice, points of emphasis, and tone used.
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#### THEME

#### English IV

SUBJECT		Language
STANDARD		Vocabulary Acquisition and Use

OBJECTIVE	EIV.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.
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#### THEME

#### Creative Writing

SUBJECT		Writing
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STANDARD	HS-CW.W.11-12.4.	Produce clear and coherent writing in which the development, organization, and style are appropriate to task, purpose, and audience. (Grade-specific expectations for writing types are defined in standards 1–3 above.)
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STANDARD	HS-CW.W.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. (Editing for conventions should demonstrate command of Language standards 1–3 up to and including grades 11–12.)
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STANDARD	HS-CW.W.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.
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STANDARD	HS-CW.W.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 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.
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STANDARD	HS-CW.W.11 12.10.	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 tasks, purposes, and audiences.
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**THEME** **Creative Writing**

SUBJECT		Language
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STANDARD	HS-CW.L.11 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.
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**THEME** **Debate**

SUBJECT		Writing
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STANDARD	HS-DE.W.11 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.
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OBJECTIVE	HS-DE.W.11 12.2a.	Introduce a topic; 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.
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OBJECTIVE	HS-DE.W.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.
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OBJECTIVE	HS-DE.W.11 12.2c.	Use appropriate and varied transitions and syntax to link the major sections of the text, create cohesion, and clarify the relationships among complex ideas and concepts.
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OBJECTIVE	HS-DE.W.11 12.2d.	Use precise language, domain-specific vocabulary, and techniques such as metaphor, simile, and analogy to manage the complexity of the topic.
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OBJECTIVE	HS-DE.W.11 12.2f.	Provide a concluding statement or section that follows from and supports the information or explanation presented (e.g., articulating implications or the significance of the topic).
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**THEME** **Debate**

SUBJECT		Writing
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STANDARD	HS-DE.W.11 12.4.	Produce clear and coherent writing in which the development, organization, and style are appropriate to task, purpose, and audience. (Grade-specific expectations for writing types are defined in standards 1–3 above.)
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STANDARD	HS-DE.W.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. (Editing for conventions should demonstrate command of Language standards 1–3 up to and including grades 11–12.)
STANDARD	HS-DE.W.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.
STANDARD	HS-DE.W.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 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.
STANDARD	HS-DE.W.11 12.10.	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 tasks, purposes, and audiences.

## THEME

## Debate

SUBJECT		Speaking and Listening
STANDARD	HS-DE.SL.11 12.1.	Initiate and participate effectively in a range of collaborative discussions (one-on-one, in groups, and teacher-led) with diverse partners on grades 11–12 topics, texts, and issues, building on others' ideas and expressing their own clearly and persuasively.
OBJECTIVE	HS-DE.SL.11 12.1a.	Come to discussions prepared, having read and researched material under study; explicitly draw on that preparation by referring to evidence from texts and other research on the topic or issue to stimulate a thoughtful, well-reasoned exchange of ideas.
OBJECTIVE	HS-DE.SL.11 12.1b.	Work with peers to promote civil, democratic discussions and decision-making, set clear goals and deadlines, and establish individual roles as needed.
OBJECTIVE	HS-DE.SL.11 12.1c.	Propel conversations by posing and responding to questions that probe reasoning and evidence; ensure a hearing for a full range of positions on a topic or issue; clarify, verify, or challenge ideas and conclusions; and promote divergent and creative perspectives.
OBJECTIVE	HS-DE.SL.11 12.1d.	Respond thoughtfully to diverse perspectives; synthesize comments, claims, and evidence made on all sides of an issue; resolve contradictions when possible; and determine what additional information or research is required to deepen the investigation or complete the task.

## THEME

## Debate

SUBJECT		Speaking and Listening
STANDARD	HS-DE.SL.11 12.3.	Evaluate a speaker's point of view, reasoning, and use of evidence and rhetoric, assessing the stance, premises, links among ideas, word choice, points of emphasis, and tone used.

## THEME

## Debate

SUBJECT		Language
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STANDARD	HS-DE.L.11 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.
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#### THEME

#### Foundations of Journalism

SUBJECT		Develop skills in gathering and evaluating information.
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STANDARD	HS-FJ.2.f.	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. (RI.11-12.7)
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#### THEME

#### Foundations of Journalism

SUBJECT		Develop journalistic writing skills.
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STANDARD	HS-FJ.3.g.	Introduce a topic; organize complex ideas, concepts, and information to make important connections and distinctions; include formatting (e.g., headings), graphics (e.g., figures, tables), and multimedia when useful to aiding comprehension. (W.9-10.2a)
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STANDARD	HS-FJ.3.h.	Develop the topic with well-chosen, relevant, and sufficient facts, extended definitions, concrete details, quotations, or other information and examples appropriate to the audience's knowledge of the topic. (W.9-10.2b)
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STANDARD	HS-FJ.3.i.	Use appropriate and varied transitions to link the major sections of the text, create cohesion, and clarify the relationships among complex ideas and concepts. (W.9-10.2c)
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STANDARD	HS-FJ.3.l.	Gather relevant information from multiple authoritative print and digital sources, using advanced searches effectively; assess the usefulness of each source in answering the research question; integrate information into the text selectively to maintain the flow of ideas, avoiding plagiarism and following a standard format for citation. (W.9-10.8)
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#### THEME

#### Mississippi Writers

SUBJECT		Reading Informational Text
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STANDARD	HS-MW.RI.11 12.7.	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.
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#### THEME

#### Mississippi Writers

SUBJECT		Writing
STANDARD	HS-MW.W.11 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.

OBJECTIVE	HS-MW.W.11 12.2a.	Introduce a topic; 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.
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OBJECTIVE	HS-MW.W.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.
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OBJECTIVE	HS-MW.W.11 12.2c.	Use appropriate and varied transitions and syntax to link the major sections of the text, create cohesion, and clarify the relationships among complex ideas and concepts.
OBJECTIVE	HS-MW.W.11 12.2d.	Use precise language, domain-specific vocabulary, and techniques such as metaphor, simile, and analogy to manage the complexity of the topic.
OBJECTIVE	HS-MW.W.11 12.2f.	Provide a concluding statement or section that follows from and supports the information or explanation presented (e.g., articulating implications or the significance of the topic).

## THEME

## Mississippi Writers

SUBJECT		Writing
STANDARD	HS-MW.W.11 12.4.	Produce clear and coherent writing in which the development, organization, and style are appropriate to task, purpose, and audience. (Grade-specific expectations for writing types are defined in standards 1–3 above.)
STANDARD	HS-MW.W.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. (Editing for conventions should demonstrate command of Language standards 1–3 up to and including grades 11–12.)
STANDARD	HS-MW.W.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.
STANDARD	HS-MW.W.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 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.
STANDARD	HS-MW.W.11 12.10.	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 tasks, purposes, and audiences.

## THEME

## Oral Communication

SUBJECT		Writing
STANDARD	HS-OC.W.11 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.
OBJECTIVE	HS-OC.W.11 12.2a.	Introduce a topic; 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.
OBJECTIVE	HS-OC.W.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.

OBJECTIVE	HS-OC.W.11 12.2c.	Use appropriate and varied transitions and syntax to link the major sections of the text, create cohesion, and clarify the relationships among complex ideas and concepts.
OBJECTIVE	HS-OC.W.11 12.2d.	Use precise language, domain-specific vocabulary, and techniques such as metaphor, simile, and analogy to manage the complexity of the topic.
OBJECTIVE	HS-OC.W.11 12.2f.	Provide a concluding statement or section that follows from and supports the information or explanation presented (e.g., articulating implications or the significance of the topic).

## THEME

## Oral Communication

SUBJECT		Writing
STANDARD	HS-OC.W.11 12.4.	Produce clear and coherent writing in which the development, organization, and style are appropriate to task, purpose, and audience. (Grade-specific expectations for writing types are defined in standards 1–3 above.)
STANDARD	HS-OC.W.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. (Editing for conventions should demonstrate command of Language standards 1–3 up to and including grades 11–12.)
STANDARD	HS-OC.W.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.
STANDARD	HS-OC.W.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 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.
STANDARD	HS-OC.W.11 12.10.	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 tasks, purposes, and audiences.

## THEME

## Oral Communication

SUBJECT		Speaking and Listening
STANDARD	HS-OC.SL.11 12.1.	Initiate and participate effectively in a range of collaborative discussions (one-on-one, in groups, and teacher-led) with diverse partners on grades 11–12 topics, texts, and issues, building on others' ideas and expressing their own clearly and persuasively.
OBJECTIVE	HS-OC.SL.11 12.1a.	Come to discussions prepared, having read and researched material under study; explicitly draw on that preparation by referring to evidence from texts and other research on the topic or issue to stimulate a thoughtful, well-reasoned exchange of ideas.
OBJECTIVE	HS-OC.SL.11 12.1b.	Work with peers to promote civil, democratic discussions and decision-making, set clear goals and deadlines, and establish individual roles as needed.

OBJECTIVE	HS-OC.SL.11 12.1c.	Propel conversations by posing and responding to questions that probe reasoning and evidence; ensure a hearing for a full range of positions on a topic or issue; clarify, verify, or challenge ideas and conclusions; and promote divergent and creative perspectives.
OBJECTIVE	HS-OC.SL.11 12.1d.	Respond thoughtfully to diverse perspectives; synthesize comments, claims, and evidence made on all sides of an issue; resolve contradictions when possible; and determine what additional information or research is required to deepen the investigation or complete the task.
THEME		Oral Communication
SUBJECT		Speaking and Listening
STANDARD	HS-OC.SL.11 12.3.	Evaluate a speaker's point of view, reasoning, and use of evidence and rhetoric, assessing the stance, premises, links among ideas, word choice, points of emphasis, and tone used.
THEME		Survey of African American Writing
SUBJECT		Reading Informational Text
STANDARD	HS-AAW.RI.1 12.7.	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.
THEME		Survey of African American Writing
SUBJECT		Writing
STANDARD	HS-AAW.W.11 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.
OBJECTIVE	HS-AAW.W.1 12.2a.	Introduce a topic; 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.
OBJECTIVE	HS-AAW.W.1 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.
OBJECTIVE	HS-AAW.W.1 12.2c.	Use appropriate and varied transitions and syntax to link the major sections of the text, create cohesion, and clarify the relationships among complex ideas and concepts.
OBJECTIVE	HS-AAW.W.1 12.2d.	Use precise language, domain-specific vocabulary, and techniques such as metaphor, simile, and analogy to manage the complexity of the topic.
OBJECTIVE	HS-AAW.W.1 12.2f.	Provide a concluding statement or section that follows from and supports the information or explanation presented (e.g., articulating implications or the significance of the topic).
THEME		Survey of African American Writing
SUBJECT		Writing

STANDARD	HS-AAW.W.1 1112.4.	Produce clear and coherent writing in which the development, organization, and style are appropriate to task, purpose, and audience. (Grade-specific expectations for writing types are defined in standards 1–3 above.)
STANDARD	HS-AAW.W.1 1112.5.	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. (Editing for conventions should demonstrate command of Language standards 1–3 up to and including grades 11–12.)
STANDARD	HS-AAW.W.1 1112.7.	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.
STANDARD	HS-AAW.W.1 1112.8.	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.
STANDARD	HS-AAW.W.1 1112.10.	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 tasks, purposes, and audiences.

#### THEME

#### Survey of Twentieth Century Writing

SUBJECT		Reading Informational Text
STANDARD	HS-TCW.RI.1 1112.7.	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.

#### THEME

#### Survey of Twentieth Century Writing

SUBJECT		Writing
STANDARD	HS-TCW.W.11 1112.2.	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.
OBJECTIVE	HS-TCW.W.1 1112.2a.	Introduce a topic; 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.
OBJECTIVE	HS-TCW.W.1 1112.2b.	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.
OBJECTIVE	HS-TCW.W.1 1112.2c.	Use appropriate and varied transitions and syntax to link the major sections of the text, create cohesion, and clarify the relationships among complex ideas and concepts.
OBJECTIVE	HS-TCW.W.1 1112.2d.	Use precise language, domain-specific vocabulary, and techniques such as metaphor, simile, and analogy to manage the complexity of the topic.

OBJECTIVE	HS-TCW.W.1 1–12.2f.	Provide a concluding statement or section that follows from and supports the information or explanation presented (e.g., articulating implications or the significance of the topic).
<b>THEME</b> <b>Survey of Twentieth Century Writing</b>		
<b>SUBJECT</b>		<b>Writing</b>
STANDARD	HS-TCW.W.1 1–12.4.	Produce clear and coherent writing in which the development, organization, and style are appropriate to task, purpose, and audience. (Grade-specific expectations for writing types are defined in standards 1–3 above.)
STANDARD	HS-TCW.W.1 1–12.5.	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. (Editing for conventions should demonstrate command of Language standards 1–3 up to and including grades 11–12.)
STANDARD	HS-TCW.W.1 1–12.7.	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.
STANDARD	HS-TCW.W.1 1–12.8.	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.
STANDARD	HS-TCW.W.1 1–12.10.	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 tasks, purposes, and audiences.
<b>THEME</b> <b>Technical and Workplace Writing</b>		
<b>SUBJECT</b>		<b>Reading Informational Text</b>
STANDARD	HS-TWW.RI.1 1–12.7.	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.
<b>THEME</b> <b>Technical and Workplace Writing</b>		
<b>SUBJECT</b>		<b>Writing</b>
<b>STANDARD</b>	<b>HS-TWW.W.1 1–12.2.</b>	<b>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.</b>
OBJECTIVE	HS-TWW.W.1 1–12.2a.	Introduce a topic; 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.
OBJECTIVE	HS-TWW.W.1 1–12.2b.	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.

OBJECTIVE	HS-TWW.W.1 1112.2c.	Use appropriate and varied transitions and syntax to link the major sections of the text, create cohesion, and clarify the relationships among complex ideas and concepts.
OBJECTIVE	HS-TWW.W.1 1112.2d.	Use precise language, domain-specific vocabulary, and techniques such as metaphor, simile, and analogy to manage the complexity of the topic.
OBJECTIVE	HS-TWW.W.1 1112.2f.	Provide a concluding statement or section that follows from and supports the information or explanation presented (e.g., articulating implications or the significance of the topic).

**THEME** **Technical and Workplace Writing**

SUBJECT		Writing
STANDARD	HS-TWW.W.1 1112.4.	Produce clear and coherent writing in which the development, organization, and style are appropriate to task, purpose, and audience. (Grade-specific expectations for writing types are defined in standards 1–3 above.)
STANDARD	HS-TWW.W.1 1112.5.	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. (Editing for conventions should demonstrate command of Language standards 1–3 up to and including grades 11–12.)
STANDARD	HS-TWW.W.1 1112.7.	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.
STANDARD	HS-TWW.W.1 1112.8.	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.
STANDARD	HS-TWW.W.1 1112.10.	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 tasks, purposes, and audiences.

**THEME** **Technical and Workplace Writing**

SUBJECT		Language
STANDARD	HS-TWW.L.11 1112.6.	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.

**THEME** **World Literature**

SUBJECT		Writing
STANDARD	HS-WL.W.9 10.2.	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.



OBJECTIVE	HS-WL.W.9 10.2a.	Introduce a topic; organize complex ideas, concepts, and information to make important connections and distinctions; include formatting (e.g., headings), graphics (e.g., figures, tables), and multimedia when useful to aiding comprehension.
OBJECTIVE	HS-WL.W.9 10.2b.	Develop the topic with well-chosen, relevant, and sufficient facts, extended definitions, concrete details, quotations, or other information and examples appropriate to the audience's knowledge of the topic.
OBJECTIVE	HS-WL.W.9 10.2c.	Use appropriate and varied transitions to link the major sections of the text, create cohesion, and clarify the relationships among complex ideas and concepts.
OBJECTIVE	HS-WL.W.9 10.2d.	Use precise language and domain-specific vocabulary to manage the complexity of the topic.
OBJECTIVE	HS-WL.W.9 10.2f.	Provide a concluding statement or section that follows from and supports the information or explanation presented (e.g., articulating implications or the significance of the topic).

#### THEME

**World Literature**

SUBJECT		Writing
STANDARD	HS-WL.W.9 10.4.	Produce clear and coherent writing in which the development, organization, and style are appropriate to task, purpose, and audience. (Grade-specific expectations for writing types are defined in standards 1–3 above.)
STANDARD	HS-WL.W.9 10.5.	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. (Editing for conventions should demonstrate command of Language standards 1–3 up to and including grades 9–10.)
STANDARD	HS-WL.W.9 10.7.	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.
STANDARD	HS-WL.W.9 10.8.	Gather relevant information from multiple authoritative print and digital sources, using advanced searches effectively; assess the usefulness of each source in answering the research question; integrate information into the text selectively to maintain the flow of ideas, avoiding plagiarism and following a standard format for citation.
STANDARD	HS-WL.W.9 10.10.	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 tasks, purposes, and audiences.

Week 11: Story Types; Response to Literature Vocabulary, p. 99-110

## Mississippi College & Career Readiness Standards

### Language Arts

Grade 12 - Adopted: 2016

#### THEME

**English IV**

SUBJECT		Reading Literature
STANDARD		Key Ideas and Details
OBJECTIVE	EIV.RL.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 matter uncertain.
OBJECTIVE	EIV.RL.12 .2.	Determine themes or central ideas of a text and analyze in detail their development over the course of the text, including how details of a text interact and build on one another to produce a complex account; provide an accurate summary of the text based upon this analysis.
OBJECTIVE	EIV.RL.12 .3.	Analyze the impact of the author's choices regarding how to develop and relate elements of a literary text (e.g., where a story is set, how the action is ordered, how the characters are introduced and developed).

#### THEME

#### English IV

SUBJECT		Reading Literature
STANDARD		Craft and Structure
OBJECTIVE	EIV.RL.12 .4.	Determine the meaning of words and phrases as they are used in the text, including figurative and connotative meanings; analyze the impact of specific word choices on meaning and tone, including words with multiple meanings or language that is particularly fresh, engaging, or beautiful. (Include Shakespeare as well as other authors.)

#### THEME

#### English IV

SUBJECT		Reading Literature
STANDARD		Range of Reading and Level of Text Complexity
OBJECTIVE	EIV.RL.12 .10.	By the end of grade 12, read and comprehend literature, including stories, dramas, and poems, at the high end of the grades 12–CCR text complexity band independently and proficiently.

#### THEME

#### English IV

SUBJECT		Writing
STANDARD		Text Types and Purposes
OBJECTIVE	EIV.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.
OBJECTIVE	EIV.W.12. 2a.	Introduce a topic; 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.
OBJECTIVE	EIV.W.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.
OBJECTIVE	EIV.W.12. 2c.	Use appropriate and varied transitions and syntax to link the major sections of the text, create cohesion, and clarify the relationships among complex ideas and concepts.
OBJECTIVE	EIV.W.12. 2d.	Use precise language, domain-specific vocabulary, and techniques such as metaphor, simile, and analogy to manage the complexity of the topic.

OBJECTIVE	EIV.W.12.2f.	Provide a concluding statement or section that follows from and supports the information or explanation presented (e.g., articulating implications or the significance of the topic).
THEME		English IV
SUBJECT		Writing
STANDARD		Production and Distribution of Writing
OBJECTIVE	EIV.W.12.4.	Produce clear and coherent writing in which the development, organization, and style are appropriate to task, purpose, and audience. (Grade-specific expectations for writing types are defined in standards 1-3 above.)
OBJECTIVE	EIV.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. (e=Editing for conventions should demonstrate command of Language standards 1–3 up to and including grades 11-12.)
THEME		English IV
SUBJECT		Writing
STANDARD		Range of Writing
OBJECTIVE	EIV.W.12.10.	Write routinely over extended time frames (time for research, reflection, and revision) and shorter time frames (a single sitting for a day or two) for a range of tasks, purposes, and audiences.
THEME		English IV
SUBJECT		Speaking and Listening
STANDARD		Comprehension and Collaboration
OBJECTIVE	EIV.SL.12.1.	Initiate and participate effectively in a range of collaborative discussions (one-on-one, in groups, and teacher0led) with diverse partners on grades 11-12 topics, text, and issues, building on others' ideas and expressing their own clearly and persuasively.
OBJECTIVE	EIV.SL.12.1a.	Come to discussions prepared, having read and researched material under study; explicitly draw on that preparation by referring to evidence from texts and other research on the topic or issue to stimulate a thoughtful, well-reasoned exchange of ideas.
OBJECTIVE	EIV.SL.12.1b.	Work with peers to promote civil, democratic discussions and decision-making, set clear goals and deadlines, and establish individual roles as needed.
OBJECTIVE	EIV.SL.12.1c.	Propel conversations by posing and responding to questions that probe reasoning and evidence; ensure a hearing for a full range of positions on a topic or issue; clarify, verify, or challenge ideas and conclusions; and promote divergent and creative perspectives.
OBJECTIVE	EIV.SL.12.1d.	Respond thoughtfully to diverse perspectives; synthesize comments, claims, and evidence made on all sides of an issue; resolve contradictions when possible; and determine what additional information or research is required to deepen the investigation or complete the task.
THEME		English IV
SUBJECT		Speaking and Listening
STANDARD		Comprehension and Collaboration

OBJECTIVE	EIV.SL.12.3.	Evaluate a speaker's point of view, reasoning, and use of evidence and rhetoric assessing the stance, premises, links among ideas, word choice, points of emphasis, and tone used.
<b>THEME</b>		<b>English IV</b>
SUBJECT		Language
STANDARD		Vocabulary Acquisition and Use
OBJECTIVE	EIV.L.12.4.	Determine or clarify the meaning of unknown and multiple-meaning words and phrases based on grades 1-12 reading and content, choosing flexibly from a range of strategies.

OBJECTIVE	EIV.L.12.4a.	Use context (e.g., the overall meaning of a sentence, paragraph, or text; a word's position or function in a sentence) as a clue to the meaning of a word or phrase.
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OBJECTIVE	EIV.L.12.4d.	Verify the preliminary determination of the meaning of a word or phrase (e.g., by checking the inferred meaning in context or in a dictionary).
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<b>THEME</b>		<b>English IV</b>
SUBJECT		Language
STANDARD		Vocabulary Acquisition and Use

OBJECTIVE	EIV.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.
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<b>THEME</b>		<b>Creative Writing</b>
SUBJECT		Writing
STANDARD	HS-CW.W.11.12.4.	Produce clear and coherent writing in which the development, organization, and style are appropriate to task, purpose, and audience. (Grade-specific expectations for writing types are defined in standards 1–3 above.)
STANDARD	HS-CW.W.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. (Editing for conventions should demonstrate command of Language standards 1–3 up to and including grades 11–12.)
STANDARD	HS-CW.W.11.12.10.	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 tasks, purposes, and audiences.

<b>THEME</b>		<b>Creative Writing</b>
SUBJECT		Language
STANDARD	HS-CW.L.11.12.4.	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.
OBJECTIVE	HS-CW.L.11.12.4a.	Use context (e.g., the overall meaning of a sentence, paragraph, or text; a word's position or function in a sentence) as a clue to the meaning of a word or phrase.

OBJECTIVE	HS-CW.L.11 12.4d.	Verify the preliminary determination of the meaning of a word or phrase (e.g., by checking the inferred meaning in context or in a dictionary).
<b>THEME</b>		<b>Creative Writing</b>
<b>SUBJECT</b>		<b>Language</b>
STANDARD	HS-CW.L.11 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.
<b>THEME</b>		<b>Debate</b>
<b>SUBJECT</b>		<b>Writing</b>
<b>STANDARD</b>	<b>HS-DE.W.11 12.2.</b>	<b>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.</b>
OBJECTIVE	HS-DE.W.11 12.2a.	Introduce a topic; 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.
OBJECTIVE	HS-DE.W.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.
OBJECTIVE	HS-DE.W.11 12.2c.	Use appropriate and varied transitions and syntax to link the major sections of the text, create cohesion, and clarify the relationships among complex ideas and concepts.
OBJECTIVE	HS-DE.W.11 12.2d.	Use precise language, domain-specific vocabulary, and techniques such as metaphor, simile, and analogy to manage the complexity of the topic.
OBJECTIVE	HS-DE.W.11 12.2f.	Provide a concluding statement or section that follows from and supports the information or explanation presented (e.g., articulating implications or the significance of the topic).
<b>THEME</b>		<b>Debate</b>
<b>SUBJECT</b>		<b>Writing</b>
STANDARD	HS-DE.W.11 12.4.	Produce clear and coherent writing in which the development, organization, and style are appropriate to task, purpose, and audience. (Grade-specific expectations for writing types are defined in standards 1–3 above.)
STANDARD	HS-DE.W.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. (Editing for conventions should demonstrate command of Language standards 1–3 up to and including grades 11–12.)
STANDARD	HS-DE.W.11 12.10.	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 tasks, purposes, and audiences.

**THEME** **Debate**

SUBJECT		Speaking and Listening
STANDARD	HS-DE.SL.11-12.1.	Initiate and participate effectively in a range of collaborative discussions (one-on-one, in groups, and teacher-led) with diverse partners on grades 11–12 topics, texts, and issues, building on others' ideas and expressing their own clearly and persuasively.
OBJECTIVE	HS-DE.SL.11-12.1a.	Come to discussions prepared, having read and researched material under study; explicitly draw on that preparation by referring to evidence from texts and other research on the topic or issue to stimulate a thoughtful, well-reasoned exchange of ideas.
OBJECTIVE	HS-DE.SL.11-12.1b.	Work with peers to promote civil, democratic discussions and decision-making, set clear goals and deadlines, and establish individual roles as needed.
OBJECTIVE	HS-DE.SL.11-12.1c.	Propel conversations by posing and responding to questions that probe reasoning and evidence; ensure a hearing for a full range of positions on a topic or issue; clarify, verify, or challenge ideas and conclusions; and promote divergent and creative perspectives.
OBJECTIVE	HS-DE.SL.11-12.1d.	Respond thoughtfully to diverse perspectives; synthesize comments, claims, and evidence made on all sides of an issue; resolve contradictions when possible; and determine what additional information or research is required to deepen the investigation or complete the task.

**THEME** **Debate**

SUBJECT		Speaking and Listening
STANDARD	HS-DE.SL.11-12.3.	Evaluate a speaker's point of view, reasoning, and use of evidence and rhetoric, assessing the stance, premises, links among ideas, word choice, points of emphasis, and tone used.

**THEME** **Debate**

SUBJECT		Language
STANDARD	HS-DE.L.11-12.4.	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.
OBJECTIVE	HS-DE.L.11-12.4a.	Use context (e.g., the overall meaning of a sentence, paragraph, or text; a word's position or function in a sentence) as a clue to the meaning of a word or phrase.
OBJECTIVE	HS-DE.L.11-12.4d.	Verify the preliminary determination of the meaning of a word or phrase (e.g., by checking the inferred meaning in context or in a dictionary).

**THEME** **Debate**

SUBJECT		Language
STANDARD	HS-DE.L.11-12.6.	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.

**THEME** **Foundations of Journalism**

SUBJECT		Develop skills in gathering and evaluating information.
STANDARD	HS-FJ.2.a.	Determine a theme or central idea of a text and analyze in detail its development over the course of the text, including how it emerges and is shaped and refined by specific details; provide an objective summary of the text. (RL.9–10.2)

STANDARD	HS-FJ.2.b.	Determine two or more themes or 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 produce a complex account; provide an objective summary of the text. (RL.11–12.2)
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#### THEME

#### Foundations of Journalism

SUBJECT		Develop journalistic writing skills.
STANDARD	HS-FJ.3.g.	Introduce a topic; organize complex ideas, concepts, and information to make important connections and distinctions; include formatting (e.g., headings), graphics (e.g., figures, tables), and multimedia when useful to aiding comprehension. (W.9–10.2a)

STANDARD	HS-FJ.3.h.	Develop the topic with well-chosen, relevant, and sufficient facts, extended definitions, concrete details, quotations, or other information and examples appropriate to the audience's knowledge of the topic. (W.9–10.2b)
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STANDARD	HS-FJ.3.i.	Use appropriate and varied transitions to link the major sections of the text, create cohesion, and clarify the relationships among complex ideas and concepts. (W.9–10.2c)
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STANDARD	HS-FJ.3.l.	Gather relevant information from multiple authoritative print and digital sources, using advanced searches effectively; assess the usefulness of each source in answering the research question; integrate information into the text selectively to maintain the flow of ideas, avoiding plagiarism and following a standard format for citation. (W.9–10.8)
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#### THEME

#### Mississippi Writers

SUBJECT		Reading Literature
STANDARD	HS-MW.RL.11–12.1.	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.

STANDARD	HS-MW.RL.11–12.2.	Determine two or more themes or 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 produce a complex account; provide an objective summary of the text.
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STANDARD	HS-MW.RL.11–12.3.	Analyze the impact of the author's choices regarding how to develop and relate elements of a story or drama (e.g., where a story is set, how the action is ordered, how the characters are introduced and developed).
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STANDARD	HS-MW.RL.11–12.4.	Determine the meaning of words and phrases as they are used in the text, including figurative and connotative meanings; analyze the impact of specific word choices on meaning and tone, including words with multiple meanings or language that is particularly fresh, engaging, or beautiful.
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STANDARD	HS-MW.RL.11–12.10.	By the end of grade 12, read and comprehend literature, including stories, dramas, and poems, at the high end of the grades 11–CCR text complexity band independently and proficiently.
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#### THEME

#### Mississippi Writers

SUBJECT		Writing
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STANDARD	HS-MW.W.11-12.2.	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.
OBJECTIVE	HS-MW.W.11-12.2a.	Introduce a topic; 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.
OBJECTIVE	HS-MW.W.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.
OBJECTIVE	HS-MW.W.11-12.2c.	Use appropriate and varied transitions and syntax to link the major sections of the text, create cohesion, and clarify the relationships among complex ideas and concepts.
OBJECTIVE	HS-MW.W.11-12.2d.	Use precise language, domain-specific vocabulary, and techniques such as metaphor, simile, and analogy to manage the complexity of the topic.
OBJECTIVE	HS-MW.W.11-12.2f.	Provide a concluding statement or section that follows from and supports the information or explanation presented (e.g., articulating implications or the significance of the topic).

#### THEME

#### Mississippi Writers

SUBJECT		Writing
STANDARD	HS-MW.W.11-12.4.	Produce clear and coherent writing in which the development, organization, and style are appropriate to task, purpose, and audience. (Grade-specific expectations for writing types are defined in standards 1–3 above.)
STANDARD	HS-MW.W.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. (Editing for conventions should demonstrate command of Language standards 1–3 up to and including grades 11–12.)
STANDARD	HS-MW.W.11-12.10.	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 tasks, purposes, and audiences.

#### THEME

#### Oral Communication

SUBJECT		Writing
STANDARD	HS-OC.W.11-12.2.	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.
OBJECTIVE	HS-OC.W.11-12.2a.	Introduce a topic; 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.
OBJECTIVE	HS-OC.W.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.



OBJECTIVE	HS-OC.W.11 12.2c.	Use appropriate and varied transitions and syntax to link the major sections of the text, create cohesion, and clarify the relationships among complex ideas and concepts.
OBJECTIVE	HS-OC.W.11 12.2d.	Use precise language, domain-specific vocabulary, and techniques such as metaphor, simile, and analogy to manage the complexity of the topic.
OBJECTIVE	HS-OC.W.11 12.2f.	Provide a concluding statement or section that follows from and supports the information or explanation presented (e.g., articulating implications or the significance of the topic).

#### THEME

#### Oral Communication

SUBJECT		Writing
STANDARD	HS-OC.W.11 12.4.	Produce clear and coherent writing in which the development, organization, and style are appropriate to task, purpose, and audience. (Grade-specific expectations for writing types are defined in standards 1–3 above.)
STANDARD	HS-OC.W.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. (Editing for conventions should demonstrate command of Language standards 1–3 up to and including grades 11–12.)
STANDARD	HS-OC.W.11 12.10.	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 tasks, purposes, and audiences.

#### THEME

#### Oral Communication

SUBJECT		Speaking and Listening
STANDARD	HS-OC.SL.11 12.1.	Initiate and participate effectively in a range of collaborative discussions (one-on-one, in groups, and teacher-led) with diverse partners on grades 11–12 topics, texts, and issues, building on others' ideas and expressing their own clearly and persuasively.
OBJECTIVE	HS-OC.SL.11 12.1a.	Come to discussions prepared, having read and researched material under study; explicitly draw on that preparation by referring to evidence from texts and other research on the topic or issue to stimulate a thoughtful, well-reasoned exchange of ideas.
OBJECTIVE	HS-OC.SL.11 12.1b.	Work with peers to promote civil, democratic discussions and decision-making, set clear goals and deadlines, and establish individual roles as needed.
OBJECTIVE	HS-OC.SL.11 12.1c.	Propel conversations by posing and responding to questions that probe reasoning and evidence; ensure a hearing for a full range of positions on a topic or issue; clarify, verify, or challenge ideas and conclusions; and promote divergent and creative perspectives.
OBJECTIVE	HS-OC.SL.11 12.1d.	Respond thoughtfully to diverse perspectives; synthesize comments, claims, and evidence made on all sides of an issue; resolve contradictions when possible; and determine what additional information or research is required to deepen the investigation or complete the task.

#### THEME

#### Oral Communication

SUBJECT		Speaking and Listening
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STANDARD	HS-OC.SL.11 12.3.	Evaluate a speaker's point of view, reasoning, and use of evidence and rhetoric, assessing the stance, premises, links among ideas, word choice, points of emphasis, and tone used.
THEME	Survey of African American Writing	
SUBJECT		Reading Literature
STANDARD	HS-AAW.RL.1 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.
STANDARD	HS-AAW.RL.1 12.2.	Determine two or more themes or 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 produce a complex account; provide an objective summary of the text.
STANDARD	HS-AAW.RL.1 12.3.	Analyze the impact of the author's choices regarding how to develop and relate elements of a story or drama (e.g., where a story is set, how the action is ordered, how the characters are introduced and developed).
STANDARD	HS-AAW.RL.1 12.4.	Determine the meaning of words and phrases as they are used in the text, including figurative and connotative meanings; analyze the impact of specific word choices on meaning and tone, including words with multiple meanings or language that is particularly fresh, engaging, or beautiful. (Include Shakespeare as well as other authors.)
STANDARD	HS-AAW.RL.1 12.10.	By the end of grade 12, read and comprehend literature, including stories, dramas, and poems, at the high end of the grades 11–CCR text complexity band independently and proficiently.
THEME	Survey of African American Writing	
SUBJECT		Writing
STANDARD	HS-AAW.W.11 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.
OBJECTIVE	HS-AAW.W.1 12.2a.	Introduce a topic; 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.
OBJECTIVE	HS-AAW.W.1 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.
OBJECTIVE	HS-AAW.W.1 12.2c.	Use appropriate and varied transitions and syntax to link the major sections of the text, create cohesion, and clarify the relationships among complex ideas and concepts.
OBJECTIVE	HS-AAW.W.1 12.2d.	Use precise language, domain-specific vocabulary, and techniques such as metaphor, simile, and analogy to manage the complexity of the topic.
OBJECTIVE	HS-AAW.W.1 12.2f.	Provide a concluding statement or section that follows from and supports the information or explanation presented (e.g., articulating implications or the significance of the topic).

**THEME** **Survey of African American Writing**

SUBJECT		Writing
STANDARD	HS-AAW.W.1 112.4.	Produce clear and coherent writing in which the development, organization, and style are appropriate to task, purpose, and audience. (Grade-specific expectations for writing types are defined in standards 1–3 above.)
STANDARD	HS-AAW.W.1 112.5.	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. (Editing for conventions should demonstrate command of Language standards 1–3 up to and including grades 11–12.)
STANDARD	HS-AAW.W.1 112.10.	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 tasks, purposes, and audiences.

**THEME** **Survey of Twentieth Century Writing**

SUBJECT		Reading Literature
STANDARD	HS-TCW.RL.1 112.1.	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.
STANDARD	HS-TCW.RL.1 112.2.	Determine two or more themes or 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 produce a complex account; provide an objective summary of the text.
STANDARD	HS-TCW.RL.1 112.3.	Analyze the impact of the author's choices regarding how to develop and relate elements of a story or drama (e.g., where a story is set, how the action is ordered, how the characters are introduced and developed).
STANDARD	HS-TCW.RL.1 112.4.	Determine the meaning of words and phrases as they are used in the text, including figurative and connotative meanings; analyze the impact of specific word choices on meaning and tone, including words with multiple meanings or language that is particularly fresh, engaging, or beautiful. (Include Shakespeare as well as other authors.)
STANDARD	HS-TCW.RL.1 112.10.	By the end of grade 12, read and comprehend literature, including stories, dramas, and poems, at the high end of the grades 11–CCR text complexity band independently and proficiently.

**THEME** **Survey of Twentieth Century Writing**

SUBJECT		Writing
STANDARD	HS-TCW.W.11 112.2.	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.
OBJECTIVE	HS-TCW.W.1 112.2a.	Introduce a topic; 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.
OBJECTIVE	HS-TCW.W.1 112.2b.	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.

OBJECTIVE	HS-TCW.W.1 1-12.2c.	Use appropriate and varied transitions and syntax to link the major sections of the text, create cohesion, and clarify the relationships among complex ideas and concepts.
OBJECTIVE	HS-TCW.W.1 1-12.2d.	Use precise language, domain-specific vocabulary, and techniques such as metaphor, simile, and analogy to manage the complexity of the topic.
OBJECTIVE	HS-TCW.W.1 1-12.2f.	Provide a concluding statement or section that follows from and supports the information or explanation presented (e.g., articulating implications or the significance of the topic).

**THEME** **Survey of Twentieth Century Writing**

SUBJECT		Writing
STANDARD	HS-TCW.W.1 1-12.4.	Produce clear and coherent writing in which the development, organization, and style are appropriate to task, purpose, and audience. (Grade-specific expectations for writing types are defined in standards 1–3 above.)
STANDARD	HS-TCW.W.1 1-12.5.	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. (Editing for conventions should demonstrate command of Language standards 1–3 up to and including grades 11–12.)
STANDARD	HS-TCW.W.1 1-12.10.	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 tasks, purposes, and audiences.

**THEME** **Technical and Workplace Writing**

SUBJECT		Writing
STANDARD	HS-TWW.W.1 1-12.2.	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.
OBJECTIVE	HS-TWW.W.1 1-12.2a.	Introduce a topic; 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.
OBJECTIVE	HS-TWW.W.1 1-12.2b.	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.
OBJECTIVE	HS-TWW.W.1 1-12.2c.	Use appropriate and varied transitions and syntax to link the major sections of the text, create cohesion, and clarify the relationships among complex ideas and concepts.
OBJECTIVE	HS-TWW.W.1 1-12.2d.	Use precise language, domain-specific vocabulary, and techniques such as metaphor, simile, and analogy to manage the complexity of the topic.
OBJECTIVE	HS-TWW.W.1 1-12.2f.	Provide a concluding statement or section that follows from and supports the information or explanation presented (e.g., articulating implications or the significance of the topic).

**THEME** **Technical and Workplace Writing**

SUBJECT		Writing
STANDARD	HS-TWW.W.1 12.4.	Produce clear and coherent writing in which the development, organization, and style are appropriate to task, purpose, and audience. (Grade-specific expectations for writing types are defined in standards 1–3 above.)
STANDARD	HS-TWW.W.1 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. (Editing for conventions should demonstrate command of Language standards 1–3 up to and including grades 11–12.)
STANDARD	HS-TWW.W.1 12.10.	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 tasks, purposes, and audiences.

**THEME** **Technical and Workplace Writing**

SUBJECT		Language
STANDARD	HS-TWW.L.11 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.
OBJECTIVE	HS-TWW.L.11 12.4a.	Use context (e.g., the overall meaning of a sentence, paragraph, or text; a word's position or function in a sentence) as a clue to the meaning of a word or phrase.
OBJECTIVE	HS-TWW.L.11 12.4d.	Verify the preliminary determination of the meaning of a word or phrase (e.g., by checking the inferred meaning in context or in a dictionary).

**THEME** **Technical and Workplace Writing**

SUBJECT		Language
STANDARD	HS-TWW.L.11 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.

**THEME** **World Literature**

SUBJECT		Reading Literature
STANDARD	HS-WL.RL.9 10.1.	Cite strong and thorough textual evidence to support analysis of what the text says explicitly as well as inferences drawn from the text.
STANDARD	HS-WL.RL.9 10.2.	Determine a theme or central idea of a text and analyze in detail its development over the course of the text, including how it emerges and is shaped and refined by specific details; provide an objective summary of the text.
STANDARD	HS-WL.RL.9 10.3.	Analyze how complex characters (e.g., those with multiple or conflicting motivations) develop over the course of a text, interact with other characters, and advance the plot or develop the theme.

STANDARD	HS-WL.RL.9-10.4.	Determine the meaning of words and phrases as they are used in the text, including figurative and connotative meanings; analyze the cumulative impact of specific word choices on meaning and tone (e.g., how the language evokes a sense of time and place; how it sets a formal or informal tone).
STANDARD	HS-WL.RL.9-10.5.	Analyze how an author's choices concerning how to structure a text, order events within it (e.g., parallel plots), and manipulate time (e.g., pacing, flashbacks) create such effects as mystery, tension, or surprise.
STANDARD	HS-WL.RL.9-10.10.	By the end of grade 9, read and comprehend literature, including stories, dramas, and poems, in the grades 9-10 text complexity band proficiently, with scaffolding as needed at the high end of the range.

## THEME

## World Literature

SUBJECT		Writing
STANDARD	HS-WL.W.9-10.2.	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.
OBJECTIVE	HS-WL.W.9-10.2a.	Introduce a topic; organize complex ideas, concepts, and information to make important connections and distinctions; include formatting (e.g., headings), graphics (e.g., figures, tables), and multimedia when useful to aiding comprehension.
OBJECTIVE	HS-WL.W.9-10.2b.	Develop the topic with well-chosen, relevant, and sufficient facts, extended definitions, concrete details, quotations, or other information and examples appropriate to the audience's knowledge of the topic.
OBJECTIVE	HS-WL.W.9-10.2c.	Use appropriate and varied transitions to link the major sections of the text, create cohesion, and clarify the relationships among complex ideas and concepts.
OBJECTIVE	HS-WL.W.9-10.2d.	Use precise language and domain-specific vocabulary to manage the complexity of the topic.
OBJECTIVE	HS-WL.W.9-10.2f.	Provide a concluding statement or section that follows from and supports the information or explanation presented (e.g., articulating implications or the significance of the topic).

## THEME

## World Literature

SUBJECT		Writing
STANDARD	HS-WL.W.9-10.4.	Produce clear and coherent writing in which the development, organization, and style are appropriate to task, purpose, and audience. (Grade-specific expectations for writing types are defined in standards 1-3 above.)
STANDARD	HS-WL.W.9-10.5.	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. (Editing for conventions should demonstrate command of Language standards 1-3 up to and including grades 9-10.)

STANDARD	HS-WL.W.9 10.8.	Gather relevant information from multiple authoritative print and digital sources, using advanced searches effectively; assess the usefulness of each source in answering the research question; integrate information into the text selectively to maintain the flow of ideas, avoiding plagiarism and following a standard format for citation.
STANDARD	HS-WL.W.9 10.10.	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 tasks, purposes, and audiences.

Week 12: Analyze Writing Style; On-Demand Essays, p. 111-122

Mississippi College & Career Readiness Standards

Language Arts

Grade 12 - Adopted: 2016

THEME English IV

SUBJECT		Reading Literature
STANDARD		Craft and Structure

OBJECTIVE	EIV.RL.12 .4.	Determine the meaning of words and phrases as they are used in the text, including figurative and connotative meanings; analyze the impact of specific word choices on meaning and tone, including words with multiple meanings or language that is particularly fresh, engaging, or beautiful. (Include Shakespeare as well as other authors.)
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THEME English IV

SUBJECT		Reading Literature
STANDARD		Integration of Knowledge and Ideas

OBJECTIVE	EIV.RL.12 .7.	Analyze multiple interpretations of a story, drama, or poem (e.g., recorder or live production of a play or recorded novel or poetry), evaluating how each version interprets the source text. (Include at least one play by Shakespeare and one play by an American dramatist.)
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OBJECTIVE	EIV.RL.12 .9.	Demonstrate knowledge of eighteenth-, nineteenth- and early-twentieth- century foundational works of American literature, including how two or more texts from the same period treat similar themes or topics.
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THEME English IV

SUBJECT		Reading Informational Text
STANDARD		Key Ideas and Details

OBJECTIVE	EIV.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.
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OBJECTIVE	EIV.RI.12. 2.	Determine two or more central ideas of a text and analyze in detail their development over the course of the text, including how they interact and build on one another to provide a complex analysis; provide an accurate summary of the text based upon this analysis.
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THEME English IV

SUBJECT		Reading Informational Text
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STANDARD		Craft and Structure
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OBJECTIVE	EIV.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 (e.g., how Madison defines faction in Federalist No. 10).
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**THEME** **English IV**

SUBJECT		Writing
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STANDARD		Text Types and Purposes
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OBJECTIVE	EIV.W.12.3.	<b>Write narratives to develop real or imagined experiences or events using effective technique, well-chosen details, and well-structured event sequences.</b>
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OBJECTIVE	EIV.W.12.3c.	Use a variety of techniques to sequence events so that they build on one another to create a coherent whole and build toward a particular tone and outcome (e.g., a sense of mystery, suspense, growth, or resolution).
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OBJECTIVE	EIV.W.12.3d.	Use precise words and phrases, telling details, and sensory language to convey a vivid picture of the experiences, events, setting, and/or characters.
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OBJECTIVE	EIV.W.12.3e.	Provide a conclusion that follows from and reflects on what is experienced observed, or resolved over the course of the narrative.
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**THEME** **English IV**

SUBJECT		Writing
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STANDARD		Production and Distribution of Writing
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OBJECTIVE	EIV.W.12.4.	Produce clear and coherent writing in which the development, organization, and style are appropriate to task, purpose, and audience. (Grade-specific expectations for writing types are defined in standards 1-3 above.)
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OBJECTIVE	EIV.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. (e=Editing for conventions should demonstrate command of Language standards 1–3 up to and including grades 11-12.)
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**THEME** **English IV**

SUBJECT		Writing
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STANDARD		Research to Build and Present Knowledge
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OBJECTIVE	EIV.W.12.9.	<b>Draw evidence from literary or informational texts to support analysis, reflection, and research.</b>
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OBJECTIVE	EIV.W.12.9a.	Apply grades 11–12 Reading standards to literature (e.g., “Demonstrate knowledge of eighteenth-, nineteenth- and early-twentieth-century foundational works of American literature, including how two or more texts from the same period treat similar themes or topics”).
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**THEME** **English IV**

SUBJECT		Writing
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STANDARD		Range of Writing
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OBJECTIVE	EIV.W.12.10.	Write routinely over extended time frames (time for research, reflection, and revision) and shorter time frames (a single sitting for a day or two) for a range of tasks, purposes, and audiences.
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## THEME

## English IV

SUBJECT		Speaking and Listening
STANDARD		Comprehension and Collaboration
OBJECTIVE	EIV.SL.12.1.	Initiate and participate effectively in a range of collaborative discussions (one-on-one, in groups, and teacher0led) with diverse partners on grades 11-12 topics, text, and issues, building on others' ideas and expressing their own clearly and persuasively.
OBJECTIVE	EIV.SL.12.1a.	Come to discussions prepared, having read and researched material under study; explicitly draw on that preparation by referring to evidence from texts and other research on the topic or issue to stimulate a thoughtful, well-reasoned exchange of ideas.
OBJECTIVE	EIV.SL.12.1b.	Work with peers to promote civil, democratic discussions and decision-making, set clear goals and deadlines, and establish individual roles as needed.
OBJECTIVE	EIV.SL.12.1c.	Propel conversations by posing and responding to questions that probe reasoning and evidence; ensure a hearing for a full range of positions on a topic or issue; clarify, verify, or challenge ideas and conclusions; and promote divergent and creative perspectives.
OBJECTIVE	EIV.SL.12.1d.	Respond thoughtfully to diverse perspectives; synthesize comments, claims, and evidence made on all sides of an issue; resolve contradictions when possible; and determine what additional information or research is required to deepen the investigation or complete the task.

## THEME

## English IV

SUBJECT		Speaking and Listening
STANDARD		Comprehension and Collaboration
OBJECTIVE	EIV.SL.12.3.	Evaluate a speaker's point of view, reasoning, and use of evidence and rhetoric assessing the stance, premises, links among ideas, word choice, points of emphasis, and tone used.

## THEME

## English IV

SUBJECT		Language
STANDARD		Vocabulary Acquisition and Use
OBJECTIVE	EIV.L.12.4.	Determine or clarify the meaning of unknown and multiple-meaning words and phrases based on grades 1-12 reading and content, choosing flexibly from a range of strategies.
OBJECTIVE	EIV.L.12.4a.	Use context (e.g., the overall meaning of a sentence, paragraph, or text; a word's position or function in a sentence) as a clue to the meaning of a word or phrase.
OBJECTIVE	EIV.L.12.4d.	Verify the preliminary determination of the meaning of a word or phrase (e.g., by checking the inferred meaning in context or in a dictionary).

## THEME

## English IV

SUBJECT		Language
STANDARD		Vocabulary Acquisition and Use
OBJECTIVE	EIV.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.

**THEME** **Creative Writing**

SUBJECT		Writing
STANDARD	HS-CW.W.11.12.3.	Write narratives to develop real or imagined experiences or events using effective technique, well-chosen details, and well-structured event sequences.
OBJECTIVE	HS-CW.W.11.12.3c.	Use a variety of techniques to sequence events so that they build on one another to create a coherent whole and build toward a particular tone and outcome (e.g., a sense of mystery, suspense, growth, or resolution).
OBJECTIVE	HS-CW.W.11.12.3d.	Use precise words and phrases, telling details, and sensory language to convey a vivid picture of the experiences, events, setting, and/or characters.
OBJECTIVE	HS-CW.W.11.12.3e.	Provide a conclusion that follows from and reflects on what is experienced, observed, or resolved over the course of the narrative.

**THEME** **Creative Writing**

SUBJECT		Writing
STANDARD	HS-CW.W.11.12.4.	Produce clear and coherent writing in which the development, organization, and style are appropriate to task, purpose, and audience. (Grade-specific expectations for writing types are defined in standards 1–3 above.)
STANDARD	HS-CW.W.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. (Editing for conventions should demonstrate command of Language standards 1–3 up to and including grades 11–12.)

**THEME** **Creative Writing**

SUBJECT		Writing
STANDARD	HS-CW.W.11.12.9.	Draw evidence from literary or informational texts to support analysis, reflection, and research.
OBJECTIVE	HS-CW.W.11.12.9a.	Apply grades 11–12 Reading standards to literature (e.g., “Demonstrate knowledge of eighteenth-, nineteenth- and early-twentieth-century foundational works of American literature, including how two or more texts from the same period treat similar themes or topics”).

**THEME** **Creative Writing**

SUBJECT		Writing
STANDARD	HS-CW.W.11.12.10.	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 tasks, purposes, and audiences.

**THEME** **Creative Writing**

SUBJECT		Language
STANDARD	HS-CW.L.11.12.4.	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.

OBJECTIVE	HS-CWL.11 12.4a.	Use context (e.g., the overall meaning of a sentence, paragraph, or text; a word's position or function in a sentence) as a clue to the meaning of a word or phrase.
OBJECTIVE	HS-CWL.11 12.4d.	Verify the preliminary determination of the meaning of a word or phrase (e.g., by checking the inferred meaning in context or in a dictionary).
<b>THEME</b>		<b>Creative Writing</b>
SUBJECT		Language
STANDARD	HS-CWL.11 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.
<b>THEME</b>		<b>Debate</b>
SUBJECT		Writing
STANDARD	HS-DE.W.11 12.4.	Produce clear and coherent writing in which the development, organization, and style are appropriate to task, purpose, and audience. (Grade-specific expectations for writing types are defined in standards 1–3 above.)
STANDARD	HS-DE.W.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. (Editing for conventions should demonstrate command of Language standards 1–3 up to and including grades 11–12.)
STANDARD	HS-DE.W.11 12.10.	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 tasks, purposes, and audiences.
<b>THEME</b>		<b>Debate</b>
SUBJECT		Speaking and Listening
STANDARD	HS-DE.SL.11 12.1.	Initiate and participate effectively in a range of collaborative discussions (one-on-one, in groups, and teacher-led) with diverse partners on grades 11–12 topics, texts, and issues, building on others' ideas and expressing their own clearly and persuasively.
OBJECTIVE	HS-DE.SL.11 12.1a.	Come to discussions prepared, having read and researched material under study; explicitly draw on that preparation by referring to evidence from texts and other research on the topic or issue to stimulate a thoughtful, well-reasoned exchange of ideas.
OBJECTIVE	HS-DE.SL.11 12.1b.	Work with peers to promote civil, democratic discussions and decision-making, set clear goals and deadlines, and establish individual roles as needed.
OBJECTIVE	HS-DE.SL.11 12.1c.	Propel conversations by posing and responding to questions that probe reasoning and evidence; ensure a hearing for a full range of positions on a topic or issue; clarify, verify, or challenge ideas and conclusions; and promote divergent and creative perspectives.
OBJECTIVE	HS-DE.SL.11 12.1d.	Respond thoughtfully to diverse perspectives; synthesize comments, claims, and evidence made on all sides of an issue; resolve contradictions when possible; and determine what additional information or research is required to deepen the investigation or complete the task.

**THEME****Debate**

SUBJECT		Speaking and Listening
STANDARD	HS-DE.SL.11 12.3.	Evaluate a speaker's point of view, reasoning, and use of evidence and rhetoric, assessing the stance, premises, links among ideas, word choice, points of emphasis, and tone used.

**THEME****Debate**

SUBJECT		Language
STANDARD	HS-DE.L.11 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.
OBJECTIVE	HS-DE.L.11 12.4a.	Use context (e.g., the overall meaning of a sentence, paragraph, or text; a word's position or function in a sentence) as a clue to the meaning of a word or phrase.
OBJECTIVE	HS-DE.L.11 12.4d.	Verify the preliminary determination of the meaning of a word or phrase (e.g., by checking the inferred meaning in context or in a dictionary).

**THEME****Debate**

SUBJECT		Language
STANDARD	HS-DE.L.11 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.

**THEME****Foundations of Journalism**

SUBJECT		Develop skills in gathering and evaluating information.
STANDARD	HS-FJ.2.a.	Determine a theme or central idea of a text and analyze in detail its development over the course of the text, including how it emerges and is shaped and refined by specific details; provide an objective summary of the text. (RL.9–10.2)
STANDARD	HS-FJ.2.c.	Determine a central idea of a text and analyze its development over the course of the text, including how it emerges and is shaped and refined by specific details; provide an objective summary of the text. (RI.9–10.2)

**THEME****Mississippi Writers**

SUBJECT		Reading Literature
STANDARD	HS-MW.RL.11 12.4.	Determine the meaning of words and phrases as they are used in the text, including figurative and connotative meanings; analyze the impact of specific word choices on meaning and tone, including words with multiple meanings or language that is particularly fresh, engaging, or beautiful.
STANDARD	HS-MW.RL.11 12.7.	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.

STANDARD	HS-MW.RL.11 12.9.	Demonstrate knowledge of eighteenth-, nineteenth- and early-twentieth-century foundational works of American literature, including how two or more texts from the same period treat similar themes or topics.
THEME		Mississippi Writers
SUBJECT		Reading Informational Text
STANDARD	HS-MW.RI.11 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.
STANDARD	HS-MW.RI.11 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.
THEME		Mississippi Writers
SUBJECT		Writing
STANDARD	HS-MW.W.11 12.3.	Write narratives to develop real or imagined experiences or events using effective technique, well-chosen details, and well-structured event sequences.
OBJECTIVE	HS-MW.W.11 12.3c.	Use a variety of techniques to sequence events so that they build on one another to create a coherent whole and build toward a particular tone and outcome (e.g., a sense of mystery, suspense, growth, or resolution).
OBJECTIVE	HS-MW.W.11 12.3d.	Use precise words and phrases, telling details, and sensory language to convey a vivid picture of the experiences, events, setting, and/or characters.
OBJECTIVE	HS-MW.W.11 12.3e.	Provide a conclusion that follows from and reflects on what is experienced, observed, or resolved over the course of the narrative.
THEME		Mississippi Writers
SUBJECT		Writing
STANDARD	HS-MW.W.11 12.4.	Produce clear and coherent writing in which the development, organization, and style are appropriate to task, purpose, and audience. (Grade-specific expectations for writing types are defined in standards 1–3 above.)
STANDARD	HS-MW.W.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. (Editing for conventions should demonstrate command of Language standards 1–3 up to and including grades 11–12.)
THEME		Mississippi Writers
SUBJECT		Writing
STANDARD	HS-MW.W.11 12.9.	Draw evidence from literary or informational texts to support analysis, reflection, and research.

OBJECTIVE	HS-MW.W.11 12.9a.	Apply grades 11–12 Reading standards to literature (e.g., “Demonstrate knowledge of eighteenth-, nineteenth- and early-twentieth-century foundational works of American literature, including how two or more texts from the same period treat similar themes or topics”).
THEME	Mississippi Writers	
SUBJECT		Writing
STANDARD	HS-MW.W.11 12.10.	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 tasks, purposes, and audiences.
THEME	Oral Communication	
SUBJECT		Writing
STANDARD	HS-OC.W.11 12.3.	Write narratives to develop real or imagined experiences or events using effective technique, well-chosen details, and well-structured event sequences.
OBJECTIVE	HS-OC.W.11 12.3c.	Use a variety of techniques to sequence events so that they build on one another to create a coherent whole and build toward a particular tone and outcome (e.g., a sense of mystery, suspense, growth, or resolution).
OBJECTIVE	HS-OC.W.11 12.3d.	Use precise words and phrases, telling details, and sensory language to convey a vivid picture of the experiences, events, setting, and/or characters.
OBJECTIVE	HS-OC.W.11 12.3e.	Provide a conclusion that follows from and reflects on what is experienced, observed, or resolved over the course of the narrative.
THEME	Oral Communication	
SUBJECT		Writing
STANDARD	HS-OC.W.11 12.4.	Produce clear and coherent writing in which the development, organization, and style are appropriate to task, purpose, and audience. (Grade-specific expectations for writing types are defined in standards 1–3 above.)
STANDARD	HS-OC.W.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. (Editing for conventions should demonstrate command of Language standards 1–3 up to and including grades 11–12.)
THEME	Oral Communication	
SUBJECT		Writing
STANDARD	HS-OC.W.11 12.9.	Draw evidence from literary or informational texts to support analysis, reflection, and research.
OBJECTIVE	HS-OC.W.11 12.9a.	Apply grades 11–12 Reading standards to literature (e.g., “Demonstrate knowledge of eighteenth-, nineteenth- and early-twentieth-century foundational works of American literature, including how two or more texts from the same period treat similar themes or topics”).
THEME	Oral Communication	

SUBJECT		Writing
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STANDARD	HS-OC.W.11 12.10.	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 tasks, purposes, and audiences.
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**THEME** **Oral Communication**

SUBJECT		Speaking and Listening
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STANDARD	HS-OC.SL.11 12.1.	Initiate and participate effectively in a range of collaborative discussions (one-on-one, in groups, and teacher-led) with diverse partners on grades 11–12 topics, texts, and issues, building on others' ideas and expressing their own clearly and persuasively.
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OBJECTIVE	HS-OC.SL.11 12.1a.	Come to discussions prepared, having read and researched material under study; explicitly draw on that preparation by referring to evidence from texts and other research on the topic or issue to stimulate a thoughtful, well-reasoned exchange of ideas.
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OBJECTIVE	HS-OC.SL.11 12.1b.	Work with peers to promote civil, democratic discussions and decision-making, set clear goals and deadlines, and establish individual roles as needed.
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OBJECTIVE	HS-OC.SL.11 12.1c.	Propel conversations by posing and responding to questions that probe reasoning and evidence; ensure a hearing for a full range of positions on a topic or issue; clarify, verify, or challenge ideas and conclusions; and promote divergent and creative perspectives.
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OBJECTIVE	HS-OC.SL.11 12.1d.	Respond thoughtfully to diverse perspectives; synthesize comments, claims, and evidence made on all sides of an issue; resolve contradictions when possible; and determine what additional information or research is required to deepen the investigation or complete the task.
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**THEME** **Oral Communication**

SUBJECT		Speaking and Listening
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STANDARD	HS-OC.SL.11 12.3.	Evaluate a speaker's point of view, reasoning, and use of evidence and rhetoric, assessing the stance, premises, links among ideas, word choice, points of emphasis, and tone used.
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**THEME** **Survey of African American Writing**

SUBJECT		Reading Literature
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STANDARD	HS-AAW.RL.1 12.4.	Determine the meaning of words and phrases as they are used in the text, including figurative and connotative meanings; analyze the impact of specific word choices on meaning and tone, including words with multiple meanings or language that is particularly fresh, engaging, or beautiful. (Include Shakespeare as well as other authors.)
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STANDARD	HS-AAW.RL.1 12.7.	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.
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STANDARD	HS-AAW.RL.1 12.9.	Demonstrate knowledge of eighteenth-, nineteenth- and early-twentieth-century foundational works of American literature, including how two or more texts from the same period treat similar themes or topics.
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**THEME** **Survey of African American Writing**

SUBJECT		Reading Informational Text
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STANDARD	HS-AAW.RI.1 1112.2.	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.
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STANDARD	HS-AAW.RI.1 1112.4.	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 (e.g., how Madison defines faction in Federalist No. 10).
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**THEME** **Survey of African American Writing**

SUBJECT		Writing
STANDARD	HS-AAW.W.11 1112.3.	Write narratives to develop real or imagined experiences or events using effective technique, well-chosen details, and well-structured event sequences.

OBJECTIVE	HS-AAW.W.1 1112.3c.	Use a variety of techniques to sequence events so that they build on one another to create a coherent whole and build toward a particular tone and outcome (e.g., a sense of mystery, suspense, growth, or resolution).
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OBJECTIVE	HS-AAW.W.1 1112.3d.	Use precise words and phrases, telling details, and sensory language to convey a vivid picture of the experiences, events, setting, and/or characters.
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OBJECTIVE	HS-AAW.W.1 1112.3e.	Provide a conclusion that follows from and reflects on what is experienced, observed, or resolved over the course of the narrative.
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**THEME** **Survey of African American Writing**

SUBJECT		Writing
STANDARD	HS-AAW.W.1 1112.4.	Produce clear and coherent writing in which the development, organization, and style are appropriate to task, purpose, and audience. (Grade-specific expectations for writing types are defined in standards 1–3 above.)

STANDARD	HS-AAW.W.1 1112.5.	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. (Editing for conventions should demonstrate command of Language standards 1–3 up to and including grades 11–12.)
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**THEME** **Survey of African American Writing**

SUBJECT		Writing
STANDARD	HS-AAW.W.11 1112.9.	Draw evidence from literary or informational texts to support analysis, reflection, and research.

OBJECTIVE	HS-AAW.W.1 1112.9a.	Apply grades 11–12 Reading standards to literature (e.g., “Demonstrate knowledge of eighteenth-, nineteenth- and early-twentieth-century foundational works of American literature, including how two or more texts from the same period treat similar themes or topics”).
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**THEME** **Survey of African American Writing**

SUBJECT		Writing
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STANDARD	HS-AAW.W.1 112.10.	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 tasks, purposes, and audiences.
THEME		Survey of Twentieth Century Writing
SUBJECT		Reading Literature
STANDARD	HS-TCW.RL.1 112.4.	Determine the meaning of words and phrases as they are used in the text, including figurative and connotative meanings; analyze the impact of specific word choices on meaning and tone, including words with multiple meanings or language that is particularly fresh, engaging, or beautiful. (Include Shakespeare as well as other authors.)
STANDARD	HS-TCW.RL.1 112.7.	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. (Include at least one play by Shakespeare and one play by an American dramatist.)
STANDARD	HS-TCW.RL.1 112.9.	Demonstrate knowledge of twentieth-century foundational works of American literature, including how two or more texts from the same period treat similar themes or topics.
THEME		Survey of Twentieth Century Writing
SUBJECT		Reading Informational Text
STANDARD	HS-TCW.RI.1 112.2.	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.
STANDARD	HS-TCW.RI.1 112.4.	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.
THEME		Survey of Twentieth Century Writing
SUBJECT		Writing
STANDARD	HS-TCW.W.1 112.3.	Write narratives to develop real or imagined experiences or events using effective technique, well-chosen details, and well-structured event sequences.
OBJECTIVE	HS-TCW.W.1 112.3c.	Use a variety of techniques to sequence events so that they build on one another to create a coherent whole and build toward a particular tone and outcome (e.g., a sense of mystery, suspense, growth, or resolution).
OBJECTIVE	HS-TCW.W.1 112.3d.	Use precise words and phrases, telling details, and sensory language to convey a vivid picture of the experiences, events, setting, and/or characters.
OBJECTIVE	HS-TCW.W.1 112.3e.	Provide a conclusion that follows from and reflects on what is experienced, observed, or resolved over the course of the narrative.
THEME		Survey of Twentieth Century Writing
SUBJECT		Writing

STANDARD	HS-TCW.W.1.112.4.	Produce clear and coherent writing in which the development, organization, and style are appropriate to task, purpose, and audience. (Grade-specific expectations for writing types are defined in standards 1–3 above.)
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STANDARD	HS-TCW.W.1.112.5.	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. (Editing for conventions should demonstrate command of Language standards 1–3 up to and including grades 11–12.)
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**THEME** **Survey of Twentieth Century Writing**

SUBJECT		Writing
STANDARD	HS-TCW.W.1112.9.	Draw evidence from literary or informational texts to support analysis, reflection, and research.

OBJECTIVE	HS-TCW.W.1.112.9a.	Apply grades 11–12 Reading standards to literature (e.g., “Demonstrate knowledge of twentieth-century foundational works of American literature, including how two or more texts from the same period treat similar themes or topics”).
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**THEME** **Survey of Twentieth Century Writing**

SUBJECT		Writing
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STANDARD	HS-TCW.W.1.112.10.	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 tasks, purposes, and audiences.
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**THEME** **Technical and Workplace Writing**

SUBJECT		Reading Informational Text
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STANDARD	HS-TWW.RI.1112.2.	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.
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STANDARD	HS-TWW.RI.1112.4.	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 (e.g., how Madison defines faction in Federalist No. 10).
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**THEME** **Technical and Workplace Writing**

SUBJECT		Writing
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STANDARD	HS-TWW.W.1112.4.	Produce clear and coherent writing in which the development, organization, and style are appropriate to task, purpose, and audience. (Grade-specific expectations for writing types are defined in standards 1–3 above.)
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STANDARD	HS-TWW.W.1112.5.	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. (Editing for conventions should demonstrate command of Language standards 1–3 up to and including grades 11–12.)
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STANDARD	HS-TWW.W.1112.10.	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 tasks, purposes, and audiences.
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**THEME** **Technical and Workplace Writing**

SUBJECT		Language
STANDARD	HS-TWW.L.11-12.4.	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.
OBJECTIVE	HS-TWW.L.11-12.4a.	Use context (e.g., the overall meaning of a sentence, paragraph, or text; a word's position or function in a sentence) as a clue to the meaning of a word or phrase.
OBJECTIVE	HS-TWW.L.11-12.4d.	Verify the preliminary determination of the meaning of a word or phrase (e.g., by checking the inferred meaning in context or in a dictionary).

**THEME** **Technical and Workplace Writing**

SUBJECT		Language
STANDARD	HS-TWW.L.11-12.6.	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.

**THEME** **World Literature**

SUBJECT		Reading Literature
STANDARD	HS-WL.RL.9-10.4.	Determine the meaning of words and phrases as they are used in the text, including figurative and connotative meanings; analyze the cumulative impact of specific word choices on meaning and tone (e.g., how the language evokes a sense of time and place; how it sets a formal or informal tone).
STANDARD	HS-WL.RL.9-10.7.	Analyze the representation of a subject or a key scene in two different artistic mediums, including what is emphasized or absent in each treatment (e.g., Auden's "Musée des Beaux Arts" and Breughel's Landscape with the Fall of Icarus).

**THEME** **World Literature**

SUBJECT		Writing
STANDARD	HS-WL.W.9-10.3.	Write narratives to develop real or imagined experiences or events using effective technique, well-chosen details, and well-structured event sequences.
OBJECTIVE	HS-WL.W.9-10.3c.	Use a variety of techniques to sequence events so that they build on one another to create a coherent whole.
OBJECTIVE	HS-WL.W.9-10.3d.	Use precise words and phrases, telling details, and sensory language to convey a vivid picture of the experiences, events, setting, and/or characters.
OBJECTIVE	HS-WL.W.9-10.3e.	Provide a conclusion that follows from and reflects on what is experienced, observed, or resolved over the course of the narrative.

**THEME** **World Literature**

SUBJECT		Writing
STANDARD	HS-WL.W.9-10.4.	Produce clear and coherent writing in which the development, organization, and style are appropriate to task, purpose, and audience. (Grade-specific expectations for writing types are defined in standards 1–3 above.)
STANDARD	HS-WL.W.9-10.5.	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. (Editing for conventions should demonstrate command of Language standards 1–3 up to and including grades 9–10.)
STANDARD	HS-WL.W.9-10.10.	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 tasks, purposes, and audiences.