

English 3 (CP, Accelerated, and Honors Levels)

LEARNING GOALS AND SCALES: Unit Eight: Research Writing (2015-2016)

ESSENTIAL QUESTIONS

What makes a source reliable?

How do researchers find quality source material and document it?

How does a researcher develop an effective thesis and organize ideas and information efficiently?

What is the effectiveness and rationale of multiple revisions?

What is the significance of citing text to support an argument?

Learning Goal #1: Acquire and demonstrate skills in critical analysis of primary and secondary literary sources.

Level 4	<p>In addition to satisfying the elements of a 3.0 benchmark, the student is able to demonstrate in-depth inferences and applications that go beyond what was taught.</p> <p><i>The student will connect the research question to the existing primary and secondary sources and moves beyond methods that were explicitly taught.</i></p> <p>Students make no major errors or omissions regarding the score 4 content</p>
Level 3	<p>TARGET LEARNING GOAL: <i>The student will be able to employ appropriate research writing skills.</i></p> <p>The student will:</p> <ul style="list-style-type: none">✓ Rationalize why a primary source is the ideal choice.✓ Further develop thought-provoking research questions and can explain its significance to literary analysis study.✓ Evaluate the viability of how secondary sources address the research question.
Level 2	<p>The student understands how to identify and practice researching writing skills, but is still working to master the application of the concepts.</p> <p>The student will:</p> <ul style="list-style-type: none">✓ Identify an appropriate primary source.✓ Write a research question that directly addresses the primary source.✓ Identify appropriate secondary sources that directly address the research question.
Level 1	<p>The student is able to identify and develop research-writing skills with support from teacher.</p>
Level 0	<p>Even with assistance from the teacher, the student is not able to identify elements of the research writing process.</p>

Learning Goal #2: Produce written papers of well-reasoned arguments/claims, supported by a judicious use of sources.

Level 4	<p>In addition to satisfying the elements of a 3.0 benchmark, the student is able to demonstrate in-depth inferences and applications that go beyond what was taught.</p> <p><i>The student will produce a well-reasoned product that moves beyond methods that were explicitly taught.</i></p> <p>Students make no major errors or omissions regarding the score 4 content</p>
Level 3	<p>TARGET LEARNING GOAL: <i>The student will be able employ appropriate research writing skills.</i></p> <p>The student will:</p> <ul style="list-style-type: none"> ✓ Further develop a claim/thesis statement that is persuasive and supported with convincing evidence and analysis. ✓ Further develop a literary analysis paper, indicative in-depth analysis that is rationalized by the support of thought provoking secondary sources. ✓ Follow ethical guidelines for research and academic honesty/integrity.
Level 2	<p>The student understands how to identify and practice researching writing skills, but is still working to master the application of the concepts.</p> <p>The student will:</p> <ul style="list-style-type: none"> ✓ Write a clear claim/thesis statement that directly addresses the research question. ✓ Write a literary analysis paper that addresses and supports the claim/thesis statement. ✓ Cite sources in appropriate format.
Level 1	<p>The student is able to identify and develop research-writing skills with support from the teacher.</p>
Level 0	<p>Even with assistance from the teacher, the student is not able to identify elements of the research writing process.</p>