COURSE DESCRIPTION

Course Title: English 11 College Preparatory

Course Number: 00015

Course Prerequisites: Successful completion of required English 9 and 10 courses

Course Description: This course is designed to prepare students for post-secondary education and continues to build upon skills acquired in College Preparatory English 10. Students in this college-bound class will examine major American themes as reflected in American literature and culture. This course provides instruction in the reading of fiction and nonfiction texts with a focus on genres, universal themes, character development, and literary devices to give each student a foundation for critical reading in future academic courses. Students will write effectively and with a purpose appropriate to their audience, while incorporating the essential types of writing – narrative, informative, and argumentative. Composition skills will be further expanded with students reading and responding to a wide variety of readings. Basic research techniques will be introduced to students. Students will establish a mastery of language conventions and mechanics. With a focus on post-secondary education readiness, the class will aid students in developing a command of general, academic, and domain-specific vocabulary. Through various discussions and a required formal speech, students will be proficient public speakers. Using the Pennsylvania Common Core Standards as a guide, the course will prepare students for the state standardized assessments.

Suggested Grade Level: 11

Length of Course: _____ One Semester   __X__ Two Semesters   _____Other (Describe)

Units of Credit: _____1_____ (Insert **_NONE_** if appropriate.)

PDE *Certification and Staffing Policies and Guidelines (CSPG)* **Required Teacher Certification(s):** English 7-12 or Communications 7-12

Certification verified by WCSD Human Resources Department:
        __X__ Yes   _____ No

Board Approved Textbooks, Software, Materials:
Title:
Publisher:
ISBN #:
Copyright Date:
Date of WCSD Board Approval:

Required dramas (min of 1):
-The Crucible
-The Taming of the Shrew (Abridged version)
Required Novels (3 of the 6):
-The Adventures of Huckleberry Finn
-Of Mice and Men
-The Great Gatsby
-Killer Angels
-The Kite Runner
-Into the Wild

BOARD APPROVAL:

Date Written: January 2015

Date Approved:

Implementation Year: 2015-2016

SPECIAL EDUCATION AND GIFTED REQUIREMENTS

The teacher shall make appropriate modifications to instruction and assessment based on a student's Individual Education Plan (IEP) or Gifted Individual Education Plan (GIEP).

SPECIFIC EDUCATIONAL STANDARDS, ESSENTIAL QUESTIONS, CONTENT, & SKILLS

	Standard	Eligible Content	Skills
L.F.1 Reading for Meaning— Fiction **L.F.1.1 Use appropriate strategies to analyze an author's purpose and how it is achieved in literature.**	**CC.1.2.11–12.A** Determine and analyze the relationship between two or more central ideas of a text, including the development and interaction of the central ideas; provide an objective summary of the text. **CC.1.2.11–12.B** Cite strong and thorough textual evidence to support analysis of what the text says explicitly, as well as inferences and conclusions based on and related to an author's implicit and explicit assumptions and beliefs. **CC.1.2.11–12.C**	L.F.1.1.1 Identify and/or analyze the author's intended purpose of a text. L.F.1.1.2 Explain, describe, and/or analyze examples of a text that support the author's intended purpose. L.F.1.1.3 Analyze, interpret, and evaluate how authors use techniques and elements of fiction to effectively communicate an idea or concept.	-Key ideas and details: literary elements, text analysis, and theme

	Analyze the interaction and development of a complex set of ideas, sequence of events, or specific individuals over the course of the text. **CC.1.2.11–12.E** Analyze and evaluate the effectiveness of the structure an author uses in his or her exposition or argument, including whether the structure makes points clear, convincing, and engaging.		
L.F.1.2 Use appropriate strategies to determine and clarify meaning of vocabulary in literature.	**CC.1.2.11–12.I** Analyze foundational U.S. and world documents of historical, political, and literary significance for their themes, purposes, and rhetorical features. **CC.1.2.11–12.J** 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.	L.F.1.2.1 Identify and/or apply a synonym or antonym of a word used in a text. L.F.1.2.2 Identify how the meaning of a word is changed when an affix is added; identify the meaning of a word with an affix from a text. L.F.1.2.3 Use context clues to determine or clarify the meaning of unfamiliar, multiple-meaning, or ambiguous words. L.F.1.2.4 Draw conclusions about connotations of words.	-Range of Reading -Vocabulary Acquisition and Use strategies
L.F.1.3 Use appropriate strategies to comprehend literature during the reading process.	**CC.1.2.11–12.A** Determine and analyze the relationship between two or more central ideas of a text, including the development and interaction of the central ideas; provide an objective summary of the text. **CC.1.2.11–12.B** Cite strong and thorough textual evidence to support analysis of what the text says explicitly, as well as inferences and conclusions based on and related to an author's implicit and explicit assumptions and beliefs.	L.F.1.3.1 Identify and/or explain stated or implied main ideas and relevant supporting details from a text. Note: Items may target specific paragraphs. L.F.1.3.2 Summarize the key details and events of a fictional text, in part or as a whole.	-Craft and Structure: text structure and point of view
L.F.2 Analyzing and Interpreting Literature—Fiction **L.F.2.1 Use appropriate strategies to make and support interpretations of literature.**	**CC.1.2.11–12.B** Cite strong and thorough textual evidence to support analysis of what the text says explicitly, as well as inferences and conclusions based on and related to an author's implicit and explicit assumptions and beliefs.	L.F.2.1.1 Make inferences and/or draw conclusions based on analysis of a text. L.F.2.1.2 Cite evidence from a text to support generalizations.	-Integration of Knowledge and Ideas: sources of information

L.F.2.2 Use appropriate strategies to compare, analyze, and evaluate literary forms.	**CC.1.3.11–12.G** 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. **CC.1.3.11–12.H** Demonstrate knowledge of foundational works of literature that reflect a variety of genres in the respective major periods of literature, including how two or more texts from the same period treat similar themes or topics.	L.F.2.2.1 Analyze how literary form relates to and/or influences meaning of a text. L.F.2.2.2 Compare and evaluate the characteristics that distinguish fiction from literary nonfiction. L.F.2.2.3 Explain, interpret, compare, describe, analyze, and/or evaluate connections between texts. L.F.2.2.4 Compare and evaluate the characteristics that distinguish narrative, poetry, and drama.	-Integration of Knowledge and Ideas: text analysis
L.F.2.3 Use appropriate strategies to compare, analyze, and evaluate literary elements.	**CC.1.3.11–12.A** Determine and analyze the relationship between two or more themes or central ideas of a text, including the development and interaction of the themes; provide an objective summary of the text. **CC.1.3.11–12.C** Analyze the impact of the author's choices regarding how to develop and relate elements of a story or drama. **CC.1.3.11–12.D** Evaluate how an author's point of view or purpose shapes the content and style of a text **CC.1.3.11–12.E** Evaluate the structure of texts including how specific sentences, paragraphs, and larger portions of the texts relate to each other and the whole. **CC.1.3.11–12.F** Evaluate how words and phrases shape meaning and tone in texts	L.F.2.3.1 Explain, interpret, compare, describe, analyze, and/or evaluate character in a variety of fiction: Note: Character may also be called narrator or speaker. • the actions, motives, dialogue, emotions/feelings, traits, and relationships between characters within fictional text • the relationship between characters and other components of a text • the development of complex characters and their roles and functions within a text L.F.2.3.2 Explain, interpret, compare, describe, analyze, and/or evaluate setting in a variety of fiction: • the relationship between setting and other components of a text (character, plot, and other key literary elements) L.F.2.3.3 Explain, interpret, compare, describe, analyze, and/or evaluate plot in a variety of fiction: Note: Plot may also be called action.	-Key Ideas and Details: Theme, Text Analysis, and Literary Elements -Craft and Structure: text structure, point of view, and vocabulary

			• elements of the plot (e.g., exposition, conflict, rising action, climax, falling action, and/or resolution) • the relationship between elements of the plot and other components of a text • how the author structures plot to advance the action L.F.2.3.4 Explain, interpret, compare, describe, analyze, and/or evaluate theme in a variety of fiction: • the relationship between the theme and other components of a text • comparing and contrasting how major themes are developed across genres • the reflection of traditional and contemporary issues, themes, motifs, universal characters, and genres • the way in which a work of literature is related to the themes and issues of its historical period L.F.2.3.5 Explain, interpret, compare, describe, analyze, and/or evaluate tone, style, and/or mood in a variety of fiction: • the relationship between the tone, style, and/or mood and other components of a text • how voice and choice of speaker (narrator) affect the mood, tone, and/or meaning of a text • how diction, syntax, figurative language, sentence variety, etc., determine the author's style L.F.2.3.6 Explain, interpret, compare, describe, analyze, and/or evaluate point of view in a variety of fiction:	

		• the point of view of the narrator as first person or third person point of view • the impact of point of view on the meaning of a text as a whole	
L.F.2.4 Use appropriate strategies to interpret and analyze the universal significance of literary fiction.	**CC.1.3.11–12.H** Demonstrate knowledge of foundational works of literature that reflect a variety of genres in the respective major periods of literature, including how two or more texts from the same period treat similar themes or topics.	L.F.2.4.1 Interpret and analyze works from a variety of genres for literary, historical, and/or cultural significance.	-Integration of Knowledge and Ideas: text analysis
L.F.2.5 Use appropriate strategies to identify and analyze literary devices and patterns in literary fiction.	**CC.1.3.11–12.E** Evaluate the structure of texts including how specific sentences, paragraphs, and larger portions of the texts relate to each other and the whole. **CC.1.3.11–12.F** Evaluate how words and phrases shape meaning and tone in texts	L.F.2.5.1 Identify, explain, interpret, describe, and/or analyze the effects of personification, simile, metaphor, hyperbole, satire, foreshadowing, flashback, imagery, allegory, symbolism, dialect, allusion, and irony in a text. L.F.2.5.2 Identify, explain, and analyze the structure of poems and sound devices. L.F.2.5.3 Identify and analyze how stage directions, monologue, dialogue, soliloquy, and dialect support dramatic script.	-Craft and Structure: vocabulary and text structure
L.N.1.1 Use appropriate strategies to analyze an author's purpose and how it is achieved in literature.	**CC.1.2.11–12.C** Analyze the interaction and development of a complex set of ideas, sequence of events, or specific individuals over the course of the text. **CC.1.2.11–12.E** Analyze and evaluate the effectiveness of the structure an author uses in his or her exposition or argument, including whether the structure makes points clear, convincing, and engaging. **CC.1.2.11–12.F** Evaluate how words and phrases shape meaning and tone in texts.	L.N.1.1.1 Identify and/or analyze the author's intended purpose of a text. L.N.1.1.2 Explain, describe, and/or analyze examples of a text that support the author's intended purpose. L.N.1.1.3 Analyze, interpret, and evaluate how authors use techniques and elements of nonfiction to effectively communicate an idea or concept. L.N.1.1.4 Explain how an author's use of key words or phrases in text informs and influences the reader.	Key Ideas and Details: text analysis -Craft and Structure: point of view and text structure
L.N.1.2 Use appropriate	**CC.1.2.11–12.J** Acquire and use accurately general	L.N.1.2.1 Identify and/or apply a synonym or antonym	-Vocabulary: Acquisition and Use

strategies to determine and clarify meaning of vocabulary in literature.	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. **CC.1.2.11–12.K** Determine or clarify the meaning of unknown and multiple-meaning words and phrases based on grade-level reading and content, choosing flexibly from a range of strategies and tools	of a word used in a text. L.N.1.2.2 Identify how the meaning of a word is changed when an affix is added; identify the meaning of a word with an affix from a text. L.N.1.2.3 Use context clues to determine or clarify the meaning of unfamiliar, multiple-meaning, or ambiguous words. L.N.1.2.4 Draw conclusions about connotations of words.	
L.N.1.3 Use appropriate strategies to comprehend literature during the reading process.	**CC.1.2.11–12.A** Determine and analyze the relationship between two or more central ideas of a text, including the development and interaction of the central ideas; provide an objective summary of the text. **CC.1.2.11–12.B** Cite strong and thorough textual evidence to support analysis of what the text says explicitly, as well as inferences and conclusions based on and related to an author's implicit and explicit assumptions and beliefs. **CC.1.2.11–12.C** Analyze the interaction and development of a complex set of ideas, sequence of events, or specific individuals over the course of the text.	L.N.1.3.1 Identify and/or explain stated or implied main ideas and relevant supporting details from a text. Note: Items may target specific paragraphs. L.N.1.3.2 Summarize the key details and events of a nonfictional text, in part or as a whole. L.N.1.3.3 Analyze the interrelationships of ideas and events in a text to determine how one idea or event may interact and influence another.	-Key Ideas and Details: Main Idea and Text Analysis
L.N.2 Analyzing and Interpreting Literature—Nonfiction **L.N.2.1 Use appropriate strategies to make and support interpretations of literature.**	**CC.1.2.11–12.B** Cite strong and thorough textual evidence to support analysis of what the text says explicitly, as well as inferences and conclusions based on and related to an author's implicit and explicit assumptions and beliefs.	L.N.2.1.1 Make inferences and/or draw conclusions based on analysis of a text. L.N.2.1.2 Cite evidence from a text to support generalizations.	-Key Ideas and Details: text analysis
L.N.2.2 Use appropriate strategies to compare, analyze, and evaluate literary forms.	**CC.1.2.11–12.G** 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	L.N.2.2.1 Analyze how literary form relates to and/or influences meaning of a text. L.N.2.2.2 Compare and evaluate the characteristics that distinguish fiction from literary nonfiction. L.N.2.2.3 Explain, interpret,	Integration of Knowledge and Ideas: diverse media

		compare, describe, analyze, and/or evaluate connections between texts.	
L.N.2.3 Use appropriate strategies to compare, analyze, and evaluate literary elements.	**CC.1.2.11–12.A** Determine and analyze the relationship between two or more central ideas of a text, including the development and interaction of the central ideas; provide an objective summary of the text. **CC.1.2.11–12.C** Analyze the interaction and development of a complex set of ideas, sequence of events, or specific individuals over the course of the text. **CC.1.2.11–12.D** Evaluate how an author's point of view or purpose shapes the content and style of a text.	L.N.2.3.1 Explain, interpret, compare, describe, analyze, and/or evaluate character in a variety of nonfiction: Note: Character may also be called narrator, speaker, or subject of a biography. • the actions, motives, dialogue, emotions/feelings, traits, and relationships between characters within nonfictional text • the relationship between characters and other components of a text • the development of complex characters and their roles and functions within a text L.F.2.3.2 Explain, interpret, compare, describe, analyze, and/or evaluate setting in a variety of fiction: • the relationship between setting and other components of a text (character, plot, and other key literary elements) L.F.2.3.3 Explain, interpret, compare, describe, analyze, and/or evaluate plot in a variety of fiction: Note: Plot may also be called action. • elements of the plot (e.g., exposition, conflict, rising action, climax, falling action, and/or resolution) • the relationship between elements of the plot and other components of a text • how the author structures plot to advance the action L.F.2.3.4 Explain, interpret, compare, describe, analyze, and/or evaluate theme in a variety of fiction:	Details: main idea and text analysis -Craft and Structure: point of view

		• the relationship between the theme and other components of a text	
		• comparing and contrasting how major themes are developed across genres	
		• the reflection of traditional and contemporary issues, themes, motifs, universal characters, and genres	
		• the way in which a work of literature is related to the themes and issues of its historical period	
		L.F.2.3.5 Explain, interpret, compare, describe, analyze, and/or evaluate tone, style, and/or mood in a variety of fiction:	
		• the relationship between the tone, style, and/or mood and other components of a text	
		• how voice and choice of speaker (narrator) affect the mood, tone, and/or meaning of a text	
		• how diction, syntax, figurative language, sentence variety, etc., determine the author's style	
		L.F.2.3.6 Explain, interpret, compare, describe, analyze, and/or evaluate point of view in a variety of fiction:	
		• the point of view of the narrator as first person or third person point of view	
		• the impact of point of view on the meaning of a text as a whole	
L.N.2.4 Use appropriate strategies to identify and analyze text	**CC.1.2.11–12.C** Analyze the interaction and development of a complex set of ideas, sequence of events, or specific individuals over the course of the text.	L.N.2.4.1 Identify, analyze, and evaluate the structure and format of complex informational texts.	-Key Idea and Details: text analysis -Craft and Structure: text structure

organization and structure in literary nonfiction.	**CC.1.2.11–12.E** Analyze and evaluate the effectiveness of the structure an author uses in his or her exposition or argument, including whether the structure makes points clear, convincing, and engaging.	L.N.2.4.2 Identify, explain, compare, interpret, describe, and/or analyze the sequence of steps in a list of directions. L.N.2.4.3 Explain, interpret, and/or analyze the effect of text organization, including headings, graphics, and charts. L.N.2.4.4 Make connections between a text and the content of graphics and charts. L.N.2.4.5 Analyze and evaluate how graphics and charts clarify, simplify, and organize complex informational texts.	
L.N.2.5 Use appropriate strategies to identify and analyze essential and nonessential information in literary nonfiction.	**CC.1.2.11–12.H** Analyze seminal texts based upon reasoning, premises, purposes, and arguments	L.N.2.5.1 Differentiate between fact and opinion. L.N.2.5.2 Explain, interpret, describe, and/or analyze the use of facts and opinions in a text. L.N.2.5.3 Distinguish essential from nonessential information. L.N.2.5.4 Identify, explain, and/or interpret bias and propaganda techniques in nonfictional text. L.N.2.5.5 Explain, describe, and/or analyze the effectiveness of bias (explicit and implicit) and propaganda techniques in nonfictional text. L.N.2.5.6 Explain, interpret, describe, and/or analyze the author's defense of a claim to make a point or construct an argument in nonfictional text.	-Integration of Knowledge and Ideas: evaluation arguments
C.IE.1.Text Type and Purposes— Informative/ Explanatory	**CC.1.4.11–12.A** Write informative/explanatory texts to examine and convey complex ideas, concepts, and information clearly and accurately. **CC.1.4.11–12.B** Write with a sharp distinct focus identifying topic, task, and audience. **CC.1.4.11–12.C**	**C.IE.1.1.1** Write with a sharp controlling point and an awareness of the audience and task. **C.IE.1.1.2** Demonstrate an understanding of the purpose with relevant information, content, and details.	• Focus • Content • Organization • Style • Conventions of Language

Develop and analyze the topic thoroughly by selecting the most significant and relevant facts, extended definitions, concrete details, quotations, or other information and examples appropriate to the audience's knowledge of the topic; include graphics and multimedia when useful to aiding comprehension. **CC.1.4.11–12.D** Organize complex ideas, concepts, and information so that each new element builds on that which precedes it to create a whole; use appropriate and varied transitions and syntax to link the major sections of the text; provide a concluding statement or section that supports the information presented; include formatting when useful to aiding comprehension **CC.1.4.11–12.E** Write with an awareness of the stylistic aspects of composition. •Use precise language, domain-specific vocabulary, and techniques such as metaphor, simile, and analogy to manage the complexity of the topic. •Establish and maintain a formal style and objective tone while attending to the norms of the discipline in which they are writing. **CC.1.4.11–12.F** Demonstrate a grade-appropriate command of the conventions of standard English grammar, usage, capitalization, punctuation, and spelling.	**C.IE.1.1.3** Use appropriate organizational strategies for informational and explanatory writing (e.g., compare/contrast, cause/effect, problem/solution, process analysis). **C.IE.1.1.4** Use precise language, stylistic techniques, and a variety of sentence structures to develop and maintain an appropriate, objective tone. **C.IE.1.1.5** Write with control of grammar, mechanics, spelling, usage, and sentence formation. **C.IE.2.1.1** Use a variety of sentence structures. **C.IE.2.1.2** Use precise language to create clarity, voice, and tone. **C.IE.2.1.3** Revise to eliminate wordiness and redundancy. **C.IE.2.1.4** Revise to delete irrelevant details. **C.IE.2.1.5** Use the correct form of commonly confused words; use logical transitions. **C.IE.2.1.6** Combine sentences for cohesiveness and unity. **C.IE.2.1.7** Revise sentences for clarity. **C.IE.3.1.1** Spell all words correctly. **C.IE.3.1.2** Use capital letters correctly. **C.IE.3.1.3** Punctuate correctly (e.g., correctly use commas, semicolons, quotation marks, apostrophes). **C.IE.3.1.4** Demonstrate correct grammar and usage (e.g., verb and pronoun form and agreement, modifiers and transitions, word order and

		syntax). **C.IE.3.1.5** Demonstrate correct sentence formation.	
C.A.1 Text Types and Purposes—Argumentative **C.A.1.1** Write argumentative pieces that include a clearly stated ostion made convincing through the use of appropriate methods. **C.A.2.1** Revise writing to improve style, meaning, word choice, and sentence variety. **C.A.3.1.** Editing for conventions of standard written language.	**CC.1.4.11–12.G** Write arguments to support claims in an analysis of substantive topics. **CC.1.4.11–12.H** Write with a sharp distinct focus identifying topic, task, and audience. •Introduce the precise, knowledgeable claim. **CC.1.4.11–12.I** Distinguish the claim(s) from alternate or opposing claims; 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 **CC.1.4.11–12.J** Create organization that logically sequences claim(s), counterclaims, reasons, and evidence; use words, phrases, and clauses as well as varied syntax to link the major sections of the text to create cohesion and clarify the relationships between claim(s) and reasons, between reasons and evidence, and between claim(s) and counterclaims; provide a concluding statement or section that follows from and supports the argument presented. **CC.1.4.11–12.K** Write with an awareness of the stylistic aspects of composition. •Use precise language, domain-specific vocabulary, and techniques such as metaphor, simile, and analogy to manage the complexity of the topic. •Establish and maintain a formal style and objective tone while attending to the norms of the discipline in which they are writing. **CC.1.4.11–12.L** Demonstrate a grade-appropriate command of the conventions of standard English grammar, usage, capitalization, punctuation, and spelling.	**C.A.1.1.1** Write with a sharp, distinct controlling point that clearly states a position and demonstrates awareness of task, purpose, and audience. **C.A.1.1.2** Construct a thorough argument with consistent, relevant support through the use of argumentative/ persuasive strategies; address opposing viewpoints. **C.A.1.1.3** Organize the argument using effective strategies to develop a strong, well supported position. **C.A.1.1.4** Maintain an effective and consistent tone through precise control of language and a variety of sentence structures. **C.A.1.1.5** Write with control of grammar, mechanics, spelling, usage, and sentence formation. **C.A.2.1.1** Use a variety of sentence structures. **C.A.2.1.2** Use precise language to create clarity, voice, and tone. **C.A.2.1.3** Revise to eliminate wordiness and redundancy. **C.A.2.1.4** Revise to delete irrelevant details. **C.A.2.1.5** Use the correct form of commonly confused words; use logical transitions. **C.A.2.1.6** Combine sentences for cohesiveness and unity. **C.A.2.1.7** Revise sentences for clarity.	• Focus • Content • Organization • Style • Conventions of Language

		C.A.3.1.1 Spell all words correctly.	
		C.A.3.1.2 Use capital letters correctly.	
		C.A.3.1.3 Punctuate correctly (e.g., correctly use commas, semi-colons, quotation marks, apostrophes).	
		C.A.3.1.4 Demonstrate correct grammar and usage (e.g., verb and pronoun form and agreement, modifiers and transitions, word order and syntax).	
		C.A.3.1.5 Demonstrate correct sentence formation.	
1.5 Speaking and Listening Students present appropriately in formal speaking situations, listen critically, and respond intelligently as individuals or in group discussions	**CC.1.5.11–12.A** Initiate and participate effectively in a range of collaborative discussions on grade-level topics, texts, and issues, building on others' ideas and expressing their own clearly and persuasively. **CC.1.5.11–12.B** Evaluate how the speaker's perspective, reasoning, and use of evidence and rhetoric affect the credibility of an argument through the author's stance, premises, links among ideas, word choice, points of emphasis, and tone. **CC.1.5.11–12.C** Integrate multiple sources of information presented in diverse formats and media (e.g. visually, quantitative, orally) in order to make informed decisions and solve problems, evaluating the credibility and accuracy of each source and noting any discrepancies among the data. **CC.1.5.11–12.D** Present information, findings, and supporting evidence, conveying a clear and distinct perspective; organization, development, substance, and style are appropriate to purpose, audience, and task. **CC.1.5.11–12E** Adapt speech to a variety of contexts and tasks. **CC.1.5.11–12.F**	-Comprehension and Collaboration: -Presentation of Knowledge and Ideas -Integration of Knowledge and Ideas -Conventions of Standard English	*Collaborative Discussion *Evaluating Information *Critical Listening *Purpose, Audience and Task *Context *Multimedia

	Make strategic use of digital media in presentations to add interest and enhance understanding of findings, reasoning, and evidence. **CC.1.5.11–12.G** Demonstrate command of the conventions of standard English when speaking based on Grades 11–12 level and content		

See Curriculum Map - <College Prep English 11>

ASSESSMENTS

Suggested Formative Assessments: The teacher will develop and use standards-based assessments throughout the course.

- Pre-Assessments of prior knowledge (e.g. entrance cards or KWL chart)
- Labs/lab reports
- Bell ringers/Problems of the Day(PODs)
- Discussions
- Teacher observation/Questioning
- Graphic organizers (e.g. Venn diagrams, word mapping, webbing, KWL chart, etc.)
- Summarizing
- Retelling
- Notetaking
- Problem-based learning modules
- Authentic assessment
- Oral presentations
- Outlining
- Journaling
- Student presentations/projects
- Open-ended response
- Classroom Performance System (CPS)

Suggested Summative Assessments:
- Essays
- Open-Ended Responses
- Projects
- Quizzes/tests
- Student presentations
- Portfolios

District Approved Assessment Instruments
- Any district approved assessment instrument

Portfolio Assessment: _____ Yes ___X___ No

District-wide Final Examination Required: _____ Yes ___X___ No

Course Challenge Assessment (Describe): Not applicable

WRITING TEAM: District Language Arts Teachers

WCSD STUDENT DATA SYSTEM INFORMATION

1. Is there a required final examination? ___X___ Yes _____ No

2. Does this course issue a mark/grade for the report card?

   ___X___ Yes _____ No

3. Does this course issue a Pass/Fail mark? _____ Yes ___X___ No

4. Is the course mark/grade part of the GPA calculation?

   ___X___ Yes _____ No

5. Is the course eligible for Honor Roll calculation? ___X___ Yes _____ No

6. What is the academic weight of the course?

   _____ No weight/Non credit ___X___ Standard weight

   _____ Enhanced weight (Describe)