

## WARREN COUNTY SCHOOL DISTRICT

### PLANNED INSTRUCTION

#### **COURSE DESCRIPTION**

**Course Title:** English 11 Honors

**Course Number:** 00016

**Course Prerequisites:** Successful completion of English 9 and 10 Honors **or** English 9 and 10 college preparatory courses **and** teacher recommendation

**Course Description:** This course is the third level of a four-year program ending with Advanced Placement English Literature and Composition in grade 12 or a dual enrollment program. Based on American Literature, the course is a cross section of literature including letters, journals, novels, speeches, poetry and plays. This course provides instruction in the analysis of literature 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—analytical, reflective, informative, and argumentative. Composition skills will be further expanded with students reading and responding to a wide variety of readings. Students will establish a mastery of language conventions and mechanics. Through various discussion and a required formal speech, students will be proficient public speakers. Students choosing this course should be advised that the reading load is extensive, and a research paper is required.

**Suggested Grade Level:** Grade 11

**Length of Course:** Two Semesters

**Units of Credit:** 1

**PDE Certification and Staffing Policies and Guidelines (CSPG) Required Teacher Certifications:**

CSPG 42 English (7-12) or CSPG 36 Communications (7-12)

To find the CSPG information, go to [CSPG](#)

**Certification verified by the WCSD Human Resources Department:** ☒ Yes ☐ No

#### **WCSD STUDENT DATA SYSTEM INFORMATION**

**Course Level:** Honors & Dual Enrollment (1) GPA +5%

**Mark Types:** Check all that apply.

☒ F – Final Average ☒ MP – Marking Period ☒ EXM – Final Exam

**GPA Type:** ☐ GPAEL-GPA Elementary ☐ GPAML-GPA for Middle Level ☒ NHS-National Honor Society

☒ UGPA-Non-Weighted Grade Point Average ☒ GPA-Weighted Grade Point Average

**State Course Code:** 01003

To find the State Course Code, go to [State Course Code](#), download the Excel file for SCED, click on SCED 6.0 tab, and choose the correct code that corresponds with the course.

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#### **TEXTBOOKS AND SUPPLEMENTAL MATERIALS**

##### **Board Approved Textbooks, Software, and Materials:**

**Title:** Into Literature: American Literature (Grade 11)  
**Publisher:** Houghton Mifflin Harcourt  
**ISBN #:** Volume 1: 978-1-328-47482-7/Online license: 9781328607010  
Volume 2: 978-1-328-51106-5/Online license: 9781328607010  
**Copyright Date:** 2020  
**WCSD Board Approval Date:** 06/29/2020

**Supplemental Materials:** *The Scarlet Letter*  
*Ethan Frome*  
*The Crucible*  
*Selections from Autobiography of Ben Franklin*  
*The Adventures of Huckleberry Finn*  
*The Red Badge of Courage*  
*A Tree Grows in Brooklyn*  
*The Jungle*  
*Selections from Walden*  
*The Great Gatsby*  
*Of Mice and Men*  
*The Grapes of Wrath*  
*The Kite Runner*  
*Death of a Salesman*  
*Fences*  
*A Raisin in the Sun*  
*Into the Wild*

#### **Curriculum Document**

**WCSD Board Approval:**  
**Date Finalized:** 5/23/2022  
**Date Approved:** 6/13/2022  
**Implementation Year:** 2022-2023

#### **SPECIAL EDUCATION, 504, and GIFTED REQUIREMENTS**

The teacher shall make appropriate modifications to instruction and assessment based on a student's Individual Education Plan (IEP), Chapter 15 Section 504 Plan (504), and/or Gifted Individual Education Plan (GIEP).

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**SCOPE AND SEQUENCE OF CONTENT AND CONCEPTS**

**Summer Reading**

**Novels:** *The Scarlet Letter* and *Ethan Frome*      **OR**      *The Grapes of Wrath*

Project/essay due the first day of school

**Marking Period 1**

**Fiction:** Short Stories/Poetry: Native American and Puritanical Literature

Novels: Discussion and Projects/Tests of Summer Reading

*Scarlet Letter* or *Ethan Frome* (if not summer reading)

Drama: *The Crucible*

**Nonfiction:** Native American and Puritanical Writing

Excerpts from *Autobiography of Ben Franklin*

Historical Speeches

**Writing:** Text Analysis

Narrative

**Speaking/Listening:** Discussions

Informal Speeches

Socratic Seminars

**Marking Period 2**

**Fiction:** Short Stories/Poetry

Novels: *The Adventures of Huckleberry Finn*, *The Red Badge of Courage* **or** *A Tree Grows in Brooklyn*

Social Criticism: *The Jungle* (entire novel or excerpts)

**Nonfiction:** *Into the Wild*

Slave Narratives

Selections by Thoreau/Emerson

Civil War Narratives/Diaries

**Writing:** Informative/Explanatory

**Speaking/Listening:** Discussions

Informal Speeches

Socratic Seminars

**Marking Period 3**

**Fiction:** Novels: *The Great Gatsby* and *Of Mice and Men*

*The Grapes of Wrath* (excerpts if not summer reading)

**Nonfiction:** Related Articles

Presidential Speeches

**Writing:** Analytical Research

**Speaking/Listening:** Discussions

Informal Speeches

Socratic Seminars

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**Marking Period 4**

**Fiction:** Novel: *The Kite Runner*

Drama: *Death of a Salesman* **and** *Fences* or *A Raisin in the Sun*

**Nonfiction:** Related Articles

**Writing:** Argumentative

Digital Portfolio

**Speaking/Listening:** Formal Persuasive Speech

Discussions

Socratic Seminars

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**Standards/Eligible Content and Skills**

<b>Performance Indicator</b>	<b>PA Core Standard and/or Eligible Content</b>	<b>Marking Period Taught</b>
Determine and analyze the relationship between two or more themes or central ideas of a text, including the development and interaction of the themes; provide an objective summary of the text.	CC.1.3.11-12.A	MP1
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.1.3.11-12.B	MP1
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.C	MP1
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.E	MP1
Evaluate how words and phrases shape meaning and tone in texts.	CC.1.3.11-12.F	MP1
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 an American dramatist.	CC.1.3.11-12.G	MP1
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.	CC.1.3.11-12.H	MP1
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.	CC.1.3.11-12.I	MP1
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.	CC.1.3.11-12.J	MP1
Read and comprehend literary fiction on grade level, reading independently and proficiently.	CC.1.3.11-12.K	MP1
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.A	MP1
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.B	MP1
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.C	MP1

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<b>Performance Indicator</b>	<b>PA Core Standard and/or Eligible Content</b>	<b>Marking Period Taught</b>
Evaluate how an author's point of view or purpose shapes the content and style of a text.	CC.1.2.11-12.D	MP1
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.E	MP1
Evaluate how words and phrases shape meaning and tone in texts.	CC.1.2.11-12.F	MP1
Analyze seminal texts based upon reasoning, premises, purposes, and arguments.	CC.1.2.11-12.H	MP1
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.I	MP1
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.	CC.1.2.11-12.J	MP1
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.	CC.1.2.11-12.K	MP1
Read and comprehend literary nonfiction and informational text on grade level, reading independently and proficiently.	CC.1.2.11-12.L	MP1
Write informative/explanatory texts to examine and convey complex ideas, concepts, and information clearly and accurately.	CC.1.4.11-12.A	MP1
Write with a sharp, distinct focus identifying topic, task, and audience.	CC.1.4.11-12.B	MP1
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.C	MP1
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.D	MP1
Write with an awareness of the stylistic aspects of composition. <ul style="list-style-type: none"> <li>Use precise language, domain specific vocabulary, and techniques such as metaphor, simile, and analogy to manage the complexity of the topic.</li> <li>Establish and maintain a formal style and objective tone while attending to the norms of the discipline in which they are writing.</li> </ul>	CC.1.4.11-12.E	MP1

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<b>Performance Indicator</b>	<b>PA Core Standard and/or Eligible Content</b>	<b>Marking Period Taught</b>
Demonstrate a grade-appropriate command of the conventions of standard English grammar, usage, capitalization, punctuation, and spelling.	CC.1.4.11-12.F	MP1
Write narratives to develop real or imagined experiences or events.	CC.1.4.11-12.M	MP1
Engage and orient the reader by setting out a problem, situation, or observation and its significance, establishing one or multiple points of view, and introducing a narrator and/or characters.	CC.1.4.11-12.N	MP1
Use narrative techniques such as dialogue, description, reflection, multiple plotlines, and pacing to develop experiences, events, and/or characters; use precise words and phrases, telling details, and sensory language to convey a vivid picture of the experiences, events, settings, and/or characters.	CC.1.4.11-12.O	MP1
Create a smooth progression of experiences or events using 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; provide a conclusion that follows from and reflects on what is experienced, observed, or resolved over the course of the narrative.	CC.1.4.11-12.P	MP1
Draw evidence from literary or informational texts to support analysis, reflection, and research, applying grade-level reading standards for literature and literary nonfiction.	CC.1.4.11-12.S	MP1
Write routinely over extended time frames (time for research, reflection, and revision) and shorter time frames (a single sitting or a day or two) for a range of discipline-specific tasks, purposes, and audiences.	CC.1.4.11-12.X	MP1
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.A	MP1
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.B	MP1
Adapt speech to a variety of contexts and tasks.	CC.1.5.11-12.E	MP1
Demonstrate command of the conventions of standard English when speaking based on Grades 11–12 level and content.	CC.1.5.11-12.G	MP1
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.1.3.11-12.B	MP2
Evaluate how an author's point of view or purpose shapes the content and style of a text.	CC.1.3.11-12.D	MP2
Evaluate how words and phrases shape meaning and tone in texts.	CC.1.3.11-12.F	MP2

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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.	CC.1.3.11-12.H	MP2
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.	CC.1.3.11-12.I	MP2
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.	CC.1.3.11-12.J	MP2
Read and comprehend literary fiction on grade level, reading independently and proficiently.	CC.1.3.11-12.K	MP2
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.A	MP2
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.B	MP2
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.C	MP2
Evaluate how an author's point of view or purpose shapes the content and style of a text.	CC.1.2.11-12.D	MP2
Evaluate how words and phrases shape meaning and tone in texts.	CC.1.2.11-12.F	MP2
Analyze seminal texts based upon reasoning, premises, purposes, and arguments.	CC.1.2.11-12.H	MP2
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.	CC.1.2.11-12.J	MP2
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.	CC.1.2.11-12.K	MP2
Read and comprehend literary nonfiction and informational text on grade level, reading independently and proficiently.	CC.1.2.11-12.L	MP2
Write informative/explanatory texts to examine and convey complex ideas, concepts, and information clearly and accurately.	CC.1.4.11-12.A	MP2
Write with a sharp, distinct focus identifying topic, task, and audience.	CC.1.4.11-12.B	MP2



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<b>Performance Indicator</b>	<b>PA Core Standard and/or Eligible Content</b>	<b>Marking Period Taught</b>
Develop and analyze the topic thoroughly by selecting the most significant and relevant facts, extended definitions, concrete details, quotations, or other information and examples appropriate to the audience's knowledge of the topic; include graphics and multimedia when useful to aiding comprehension.	CC.1.4.11-12.C	MP2
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.D	MP2
Write with an awareness of the stylistic aspects of composition. <ul style="list-style-type: none"> <li>• Use precise language, domain specific vocabulary, and techniques such as metaphor, simile, and analogy to manage the complexity of the topic.</li> <li>• Establish and maintain a formal style and objective tone while attending to the norms of the discipline in which they are writing.</li> </ul>	CC.1.4.11-12.E	MP2
Demonstrate a grade-appropriate command of the conventions of standard English grammar, usage, capitalization, punctuation, and spelling.	CC.1.4.11-12.F	MP2
Draw evidence from literary or informational texts to support analysis, reflection, and research, applying grade-level reading standards for literature and literary nonfiction.	CC.1.4.11-12.S	MP2
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.	CC.1.4.11-12.T	MP2
Write routinely over extended time frames (time for research, reflection, and revision) and shorter time frames (a single sitting or a day or two) for a range of discipline-specific tasks, purposes, and audiences.	CC.1.4.11-12.X	MP2
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.A	MP2
Adapt speech to a variety of contexts and tasks.	CC.1.5.11-12.E	MP2
Demonstrate command of the conventions of standard English when speaking based on Grades 11-12 level and content.	CC.1.5.11-12.G	MP2
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.A	MP3

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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.1.3.11-12.B	MP3
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.C	MP3
Evaluate how an author's point of view or purpose shapes the content and style of a text.	CC.1.3.11-12.D	MP3
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.E	MP3
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.	CC.1.3.11-12.H	MP3
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.	CC.1.3.11-12.I	MP3
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.	CC.1.3.11-12.J	MP3
Read and comprehend literary fiction on grade level, reading independently and proficiently.	CC.1.3.11-12.K	MP3
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.B	MP3
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.E	MP3
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.	CC.1.2.11-12.G	MP3
Analyze seminal texts based upon reasoning, premises, purposes, and arguments.	CC.1.2.11-12.H	MP3
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.I	MP3

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<b>Performance Indicator</b>	<b>PA Core Standard and/or Eligible Content</b>	<b>Marking Period Taught</b>
Acquire and use accurately general academic and domain specific words and phrases, sufficient for reading, writing, speaking, and listening at the college- and career-readiness level; demonstrate independence in gathering vocabulary knowledge when considering a word or phrase important to comprehension or expression.	CC.1.2.11-12.J	MP3
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.	CC.1.2.11-12.K	MP3
Read and comprehend literary nonfiction and informational text on grade level, reading independently and proficiently.	CC.1.2.11-12.L	MP3
Write informative/explanatory texts to examine and convey complex ideas, concepts, and information clearly and accurately.	CC.1.4.11-12.A	MP3
Write with a sharp, distinct focus identifying topic, task, and audience.	CC.1.4.11-12.B	MP3
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.C	MP3
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.D	MP3
Write with an awareness of the stylistic aspects of composition. <ul style="list-style-type: none"> <li>• Use precise language, domain specific vocabulary, and techniques such as metaphor, simile, and analogy to manage the complexity of the topic.</li> <li>• Establish and maintain a formal style and objective tone while attending to the norms of the discipline in which they are writing.</li> </ul>	CC.1.4.11-12.E	MP3
Demonstrate a grade-appropriate command of the conventions of standard English grammar, usage, capitalization, punctuation, and spelling.	CC.1.4.11-12.F	MP3
Write arguments to support claims in an analysis of substantive topics.	CC.1.4.11-12.G	MP3
Write with a sharp, distinct focus identifying topic, task, and audience. Introduce the precise, knowledgeable claim.	CC.1.4.11-12.H	MP3

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<b>Performance Indicator</b>	<b>PA Core Standard and/or Eligible Content</b>	<b>Marking Period Taught</b>
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.I	MP3
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.J	MP3
Write with an awareness of the stylistic aspects of composition. <ul style="list-style-type: none"> <li>Use precise language, domain specific vocabulary, and techniques such as metaphor, simile, and analogy to manage the complexity of the topic.</li> <li>Establish and maintain a formal style and objective tone while attending to the norms of the discipline in which they are writing.</li> </ul>	CC.1.4.11-12.K	MP3
Demonstrate a grade-appropriate command of the conventions of standard English grammar, usage, capitalization, punctuation, and spelling.	CC.1.4.11-12.L	MP3
Draw evidence from literary or informational texts to support analysis, reflection, and research, applying grade-level reading standards for literature and literary nonfiction.	CC.1.4.11-12.S	MP3
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.	CC.1.4.11-12.V	MP3
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.	CC.1.4.11-12.W	MP3
Write routinely over extended time frames (time for research, reflection, and revision) and shorter time frames (a single sitting or a day or two) for a range of discipline-specific tasks, purposes, and audiences.	CC.1.4.11-12.X	MP3
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.A	MP3

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<b>Performance Indicator</b>	<b>PA Core Standard and/or Eligible Content</b>	<b>Marking Period Taught</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.B	MP3
Adapt speech to a variety of contexts and tasks.	CC.1.5.11.-12.E	MP3
Demonstrate command of the conventions of standard English when speaking based on Grades 11–12 level and content.	CC.1.5.11.-12.G	MP3
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.1.3.11-12.B	MP4
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 an American dramatist.)	CC.1.3.11-12.G	MP4
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.	CC.1.3.11-12.I	MP4
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.	CC.1.3.11-12.J	MP4
Read and comprehend literary fiction on grade level, reading independently and proficiently.	CC.1.3.11-12.K	MP4
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.B	MP4
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.	CC.1.2.11-12.G	MP4
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.	CC.1.2.11-12.J	MP4
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.	CC.1.2.11-12.K	MP4
Read and comprehend literary nonfiction and informational text on grade level, reading independently and proficiently.	CC.1.2.11-12.L	MP4

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<b>Performance Indicator</b>	<b>PA Core Standard and/or Eligible Content</b>	<b>Marking Period Taught</b>
Write arguments to support claims in an analysis of substantive topics.	CC.1.4.11-12.G	MP4
Write with a sharp, distinct focus identifying topic, task, and audience. Introduce the precise, knowledgeable claim	CC.1.4.11-12.H	MP4
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.I	MP4
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.J	MP4
Write with an awareness of the stylistic aspects of composition. <ul style="list-style-type: none"> <li>Use precise language, domain specific vocabulary, and techniques such as metaphor, simile, and analogy to manage the complexity of the topic.</li> <li>Establish and maintain a formal style and objective tone while attending to the norms of the discipline in which they are writing.</li> </ul>	CC.1.4.11-12.K	MP4
Demonstrate a grade-appropriate command of the conventions of standard English grammar, usage, capitalization, punctuation, and spelling.	CC.1.4.11-12.L	MP4
Draw evidence from literary or informational texts to support analysis, reflection, and research, applying grade-level reading standards for literature and literary nonfiction.	CC.1.4.11-12.S	MP4
Use technology, including the Internet, to produce, publish, and update individual or shared writing products in response to ongoing feedback, including new arguments and information.	CC.1.4.11-12.U	MP4
Write routinely over extended time frames (time for research, reflection, and revision) and shorter time frames (a single sitting or a day or two) for a range of discipline-specific tasks, purposes, and audiences.	CC.1.4.11-12.X	MP4
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.A	MP4
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.B	MP4

**WARREN COUNTY SCHOOL DISTRICT****PLANNED INSTRUCTION**

<b>Performance Indicator</b>	<b>PA Core Standard and/or Eligible Content</b>	<b>Marking Period Taught</b>
Integrate multiple sources of information presented in diverse formats and media (e.g., visually, quantitative, orally) in order to make informed decisions and solve problems, evaluating the credibility and accuracy of each source and noting any discrepancies among the data.	CC.1.5.11-12.C	MP4
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.1.5.11-12.D	MP4
Adapt speech to a variety of contexts and tasks.	CC.1.5.11-12.E	MP4
Make strategic use of digital media in presentations to add interest and enhance understanding of findings, reasoning, and evidence.	CC.1.5.11-12.F	MP4
Demonstrate command of the conventions of standard English when speaking based on Grades 11–12 level and content.	CC.1.5.11-12.G	MP4

## **ASSESSMENTS**

**PDE Academic Standards, Assessment Anchors, and Eligible Content:** The teacher must be knowledgeable of the PDE Academic Standards, Assessment Anchors, and Eligible Content and incorporate them regularly into planned instruction.

**Formative Assessments:** The teacher will utilize a variety of assessment methods to conduct in-process evaluations of student learning.

**Effective formative assessments for this course include but are not limited to:**

- Pre-Assessments of Prior Knowledge
- Bell ringers/Problem of the Day
- Discussions
- Teacher Observation/Questioning
- Graphic Organizers
- Summarizing
- Notetaking
- Oral Presentations
- Outlining
- Journaling
- Student Presentations/Projects
- Constructed Responses

**Summative Assessments:** The teacher will utilize a variety of assessment methods to evaluate student learning at the end of an instructional task, lesson, and/or unit.

**Effective summative assessments for this course include but are not limited to:**

- Essays
- Constructed Responses
- Projects
- Quizzes/Tests
- Student Presentations
- Portfolios
- District Marking Period Assessments
- District Final Exam