**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. District marking period assessments are 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](https://www.education.pa.gov/Educators/Certification/Staffing%20Guidelines/Pages/default.aspx)

**Certification verified by the WCSD Human Resources Department:** [x] Yes [ ] No

**WCSD STUDENT DATA SYSTEM INFORMATION**

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

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

[x] F – Final Average [x] MP – Marking Period [x] EXM – Final Exam

**GPA Type**: [ ]  GPAEL-GPA Elementary [ ]  GPAML-GPA for Middle Level [x]  NHS-National Honor Society

[x]  UGPA-Non-Weighted Grade Point Average [x]  GPA-Weighted Grade Point Average

**State Course Code**: 01003

To find the State Course Code, go to [State Course Code](https://nces.ed.gov/forum/sced.asp), download the Excel file for *SCED*, click on SCED 6.0 tab, and choose the correct code that corresponds with the course.

**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

**Date(s) Revised:** 6/12/2023

**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).

**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 *The 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

**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

**Standards/Eligible Content and Skills**

| **Performance Indicator** | **PA Core Standard and/or Eligible Content** | **Marking Period Taught**  |
| --- | --- | --- |
| 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 |
| 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. * 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.E | MP1 |
| 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 |
| 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 |
| 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. * 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.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 |
| 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 |
| 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.* 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.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 |
| 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.* 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.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 |
| 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 |
| 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.* 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.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 |
| 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