

WARREN COUNTY SCHOOL DISTRICT

PLANNED INSTRUCTION

COURSE DESCRIPTION

Course Title: AP English Literature and Composition
Course Number: 00019
Course Prerequisites: Successful completion of Honors 9, 10 and 11.

Course Description: This course is the final of a four-year program and follows the College Board's suggested curriculum designed to parallel college-level English courses. This curriculum covers English and multi-cultural novels and poetry, along with a variety of plays primarily from the thirteenth to the twenty-first century. A topical/thematic as well as chronological approach, which emphasizes social, political and intellectual themes in an appropriate historical context, is essential. Students should expect extensive reading and writing assignments. This course is designed to prepare students to take the AP examination in May which may result in college credit. The completion of Honors 9, 10 and 11 are necessary prerequisites to this course in order to establish the correct basis for reading, writing and discussion. Because of the expectations for this level of achievement, exception to these prerequisites must be approved by the English department head and a panel of English teachers to ascertain the student's knowledge of the concepts and skills required for the course. District marking period assessments are required.

Suggested Grade Level: Grade 12

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: AP (1) GPA +10%

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: 01006 AP English Literature and Composition

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: Literature: Reading Fiction, Poetry and Drama
Publisher: McGraw Hill
ISBN #: 978-0-07-299624-1
Copyright Date: 2002
WCSD Board Approval Date: 6/29/2020

Supplemental Materials: *Their Eyes Were Watching God*
Things Fall Apart
Hamlet
Macbeth
Othello
Oedipus
Antigone
Medea
The Odyssey
Frankenstein
Beowulf
Invisible Man
Wuthering Heights
Sir Gawain and the Green Knight
Crime and Punishment
Heart of Darkness
The Canterbury Tales
The Decameron
The Dubliners
A Doll's House
Obasan
Murder in the Cathedral
Tess of D'Urbervilles

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).

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SCOPE AND SEQUENCE OF CONTENT AND CONCEPTS

Summer Reading

Novels: *Their Eyes Were Watching God* **and** *Things Fall Apart*

Project/essay due the first day of school

Marking Period 1

Fiction: Drama: *Oedipus*, *Antigone* and *Medea*

Poetry: *The Odyssey* and *Beowulf*, Celebratory Odes

Short Stories to go with Summer Reading by Hurston and Achebe

Writing: Narrative

Informative/Explanatory Essays

Argumentative Essay

Cover Letter and Resume

Speaking/Listening:

Discussion

Marking Period 2

Fiction: Tales: portions of *The Decameron*, *The Canterbury Tales*, **and** *Sir Gawain and the Green Knight*

Drama: *Hamlet* **and** *Macbeth* or *Othello*

Novella: *The Heart of Darkness*

Poetry: Ballads and Sonnets

Nonfiction: Related Articles

Writing: Analytical, Informative, Explanatory Essays, Critical Analysis

Speaking/Listening: Poetry Research Presentation

Socratic Seminars

Discussion

Marking Period 3

Fiction: Novels: *Crime and Punishment* **and** *Wuthering Heights*

Short Stories:

Suggested Authors-- Flannery O'Connor, Charlotte Perkins Gilman, James Joyce

Poetry

Nonfiction: Related Articles

Critical Analysis and Review documents

Writing: Critical Analysis Essays

Novel Critical Analysis-- Research Paper

Speaking/Listening: Socratic Seminars

Discussion

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Marking Period 4

Fiction: Novels: (Choose 2) *Invisible Man*, *Frankenstein*, *Tess of D'Urbervilles* **or** *Obasan*

Drama: *A Doll's House* **or** *Murder in the Cathedral*

Poetry

Short Stories

Nonfiction: Related Articles

Writing: Continuation of Novel Critical Analysis Research Paper

Informative, Analytical Essays

Speaking/Listening: Discussions

Socratic Seminars

Research Project/Paper Presentation

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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.1.3.11-2.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.1.3.11-2.B	MP1
Analyze the impact of the author's choices regarding how to develop and relate elements of a story or drama.	CC.1.3.11-2.C	MP1
Evaluate how an author's point of view or purpose shapes the content and style of a text.	CC.1.3.11-2.D	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.1.3.11-2.E	MP1
Evaluate how words and phrases shape meaning and tone in texts.	CC.1.3.11-2.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.	CC.1.3.11-2.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.1.3.11-2.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.1.3.11-2.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.1.3.11-2.J	MP1
Read and comprehend literary fiction on grade level, reading independently and proficiently.	CC.1.3.11-12.K	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

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Performance Indicator	PA Core Standard and/or Eligible Content	Marking Period Taught
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"> 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 arguments to support claims in an analysis of substantive topics.	CC.1.4.11-12.G	MP1
Write with a sharp, distinct focus identifying topic, task, and audience. Introduce the precise, knowledgeable claim.	CC.1.4.11-12.H	MP1
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	MP1
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	MP1
Write with an awareness of the stylistic aspects of composition. <ul style="list-style-type: none"> 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	MP1
Demonstrate a grade-appropriate command of the conventions of standard English grammar, usage, capitalization, punctuation, and spelling.	CC.1.4.11-12.L	MP1
Write narratives to develop real or imagined experiences or events.	CC.1.4.11-12.M	MP1

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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
Write with an awareness of the stylistic aspects of writing. <ul style="list-style-type: none"> • Use parallel structure. • Use various types of phrases and clauses to convey specific meanings and add variety and interest. • Use precise language, domain specific vocabulary, and techniques such as metaphor, simile, and analogy to manage the complexity of the topic. 	CC.1.4.11-12.Q	MP1
Demonstrate a grade-appropriate command of the conventions of standard English grammar, usage, capitalization, punctuation, and spelling.	CC.1.4.11-12.R	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
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	MP1
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	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

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Performance Indicator	PA Core Standard and/or Eligible Content	Marking Period Taught
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
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	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.1.3.11-12.B	MP2
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	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 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	MP2
Evaluate how words and phrases shape meaning and tone in texts.	CC.1.3.11-12.F	MP2
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.)	CC.1.3.11-12.G	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

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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.1.2.11-12.B	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
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	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. <ul style="list-style-type: none"> 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

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Demonstrate a grade-appropriate command of the conventions of standard English grammar, usage, capitalization, punctuation, and spelling.	CC.1.4.11-12.F	MP2
Write arguments to support claims in an analysis of substantive topics.	CC.1.4.11-12.G	MP2
Write with a sharp, distinct focus identifying topic, task, and audience. Introduce the precise, knowledgeable claim.	CC.1.4.11-12.H	MP2
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	MP2
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	MP2
Write with an awareness of the stylistic aspects of composition. <ul style="list-style-type: none"> 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	MP2
Demonstrate a grade-appropriate command of the conventions of standard English grammar, usage, capitalization, punctuation, and spelling.	CC.1.4.11-12.L	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
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
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	MP2

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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	MP2
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	MP2
Adapt speech to a variety of contexts and tasks.	CC.1.5.11-12.E	MP2
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	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
Evaluate how words and phrases shape meaning and tone in texts.	CC.1.3.11-12.F	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
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	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

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Performance Indicator	PA Core Standard and/or Eligible Content	Marking Period Taught
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
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 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. <ul style="list-style-type: none"> 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

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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	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
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
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	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.1.3.11-12.B	MP4
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	MP4
Evaluate how an author's point of view or purpose shapes the content and style of a text.	CC.1.3.11-12.D	MP4
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	MP4
Evaluate how words and phrases shape meaning and tone in texts.	CC.1.3.11-12.F	MP4
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	MP4

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Performance Indicator	PA Core Standard and/or Eligible Content	Marking Period Taught
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
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	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
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 informative/explanatory texts to examine and convey complex ideas, concepts, and information clearly and accurately.	CC.1.4.11-12.A	MP4
Write with a sharp, distinct focus identifying topic, task, and audience.	CC.1.4.11-12.B	MP4
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	MP4
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	MP4

WARREN COUNTY SCHOOL DISTRICT

PLANNED INSTRUCTION

Performance Indicator	PA Core Standard and/or Eligible Content	Marking Period Taught
<p>Write with an awareness of the stylistic aspects of composition.</p> <ul style="list-style-type: none"> • 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	MP4
Demonstrate a grade-appropriate command of the conventions of standard English grammar, usage, capitalization, punctuation, and spelling.	CC.1.4.11-12.F	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
<p>Write with an awareness of the stylistic aspects of composition.</p> <ul style="list-style-type: none"> • 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
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	MP4

WARREN COUNTY SCHOOL DISTRICT

PLANNED INSTRUCTION

Performance Indicator	PA Core Standard and/or Eligible Content	Marking Period Taught
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
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	MP4
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	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
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