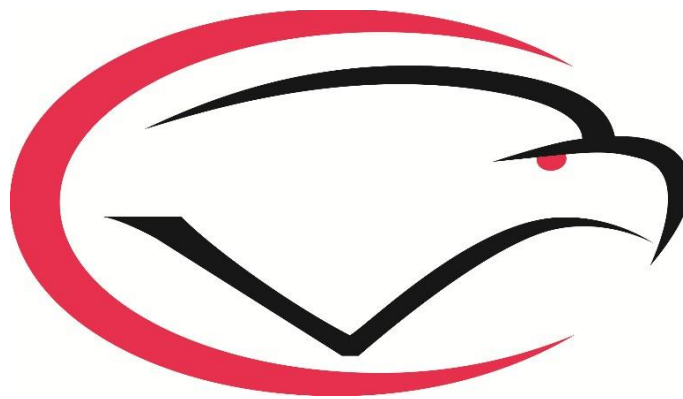


Secondary Curriculum Maps



Cumberland Valley School
District

Soaring to Greatness, Committed to
Excellence

11th Grade English

CVSD Secondary Curriculum Map ~ PA Core Standards without Eligible Content

Common Core State Standard	1.2 Reading Informational Text	
CC.1.2.11-12.1	Analyze foundational U.S. and world documents of historical, political, and literary significance for their themes, purposes, and rhetorical features.	
Taught in Unit(s)		
Units 1, 3, 4, 5		
Explanation/Example of Standard		
Students will examine and analyze various primary source documents in order to identify their main/central ideas, purposes, and rhetorical features.		
Common Misconceptions		
Foundational US documents are not literature.		
Big Idea(s)	Essential Question(s)	
US foundational documents can be analyzed for their themes, purposes, and rhetorical features. Primary sources provide important historical context for American Literature.	<ul style="list-style-type: none"> ● How have foundational US documents contributed to history, politics and literature? ● How do foundational US documents demonstrate historical, political and / or literary significance? ● How does the historical time period impact literature (written during the time). 	
Assessments		
See unit map for specific unit common assessments		
Concepts (what students need to know)	Skills (what students must be able to do)	
<ul style="list-style-type: none"> ● How to identify a theme in foundational documents ● How to determine the purpose of a historical document ● How to identify and analyze the impact of rhetorical devices in historical documents ● The difference between primary and secondary sources ● Strategies needed to read and analyze primary sources (APPARTS) 	<ul style="list-style-type: none"> ● Use strategies (APPARTS) to read and analyze historical documents ● Annotate political cartoons along with other types of historical documents 	

CVSD Secondary Curriculum Map ~ PA Core Standards without Eligible Content

Common Core State Standard	1.2 Reading Informational Text	
CC.1.2.11–12.A	Determine and analyze the relationship between two or more central ideas of a text, including the development and interaction of the central ideas; provide an objective summary of the text.	
Taught in Unit(s)		
Units 1-6		
Explanation/Example of Standard		
Determine the central/main idea or themes of a text and analyze their development; objectively summarize the key supporting details and ideas.		
Common Misconceptions		
There is only one central idea in a text.		
Big Idea(s)	Essential Question(s)	
<p>How to write an objective summary</p> <p>How to find the main idea/central ideas and themes in an informational text</p>	<ul style="list-style-type: none"> ● How are the development and interaction of central ideas within a text related? ● What skills are necessary to determine the relationship between central ideas of a text? ● Why is an objective summary necessary for analysis? 	
Assessments		
See unit map for specific unit common assessments		
Concepts (what students need to know)	Skills (what students must be able to do)	
<ul style="list-style-type: none"> ● Relationship between multiple central idea ● Development and interaction of the ideas ● How to write using an objective tone ● The difference between objective and subjective ● The difference between a paraphrase and a summary 	<ul style="list-style-type: none"> ● Summarize using an objective tone ● How to find the main/central ideas in an informational text 	

CVSD Secondary Curriculum Map ~ PA Core Standards without Eligible Content

Common Core State Standard	1.2 Reading Informational Text	
CC.1.2.11-12.D	Evaluate how an author’s point of view or purpose shapes the content and style of a text.	
Taught in Unit(s)		
Units 1-6		
Explanation/Example of Standard		
An author’s style and content is shaped by his / her point of view or purpose.		
Common Misconceptions		
Style and content chosen by an author ultimately shapes his or her point of view and purpose.		
Big Idea(s)	Essential Question(s)	
An author’s point of view or purpose deliberately shapes content and style.	<ul style="list-style-type: none"> ● How can the author’s point of view or purpose have an effect on the content / style of a text? 	
Assessments		
See unit map for specific unit common assessments		
Concepts (what students need to know)	Skills (what students must be able to do)	
<ul style="list-style-type: none"> ● Point of view ● Purpose ● Style 	<ul style="list-style-type: none"> ● Evaluate 	

VSD Secondary Curriculum Map ~ PA Core Standards without Eligible Content

Common Core State Standard	
CC.1.3.11-12.A	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.
Taught in Unit(s)	
Unit 1: Origins and Traditions of World Literature Unit 2: Decay and Rebirth Unit 3: The Modern World Unit 4: Voices of Change	
Explanation/Example of Standard	
Read closely to determine what the text says explicitly (be able to paraphrase) and to make logical inferences from it; cite specific textual evidence to support conclusions drawn from the text.	
Common Misconceptions	
Students may not be able to identify what strong textual evidence is. Students may not be able to draw a logical conclusion (inference) Students may not be able to paraphrase the text Students may not be able to find evidence that supports their inferences	
Big Idea(s)	Essential Question(s)
Making inferences and conclusions from textual evidence in literature.	<ul style="list-style-type: none"> ● What inferences and conclusions can be made from literature? ● How do you make logical inference?
Assessments	
See unit map for specific unit common assessments	
Concepts (what students need to know)	Skills (what students must be able to do)

<ul style="list-style-type: none"> • How to identify important passages from a text • How to make inferences and conclusions • What kind of textual evidence best supports inferences/conclusions. 	<ul style="list-style-type: none"> • Make inferences, assumptions, and conclusions • Support the true message in a text • Cite evidence
---	--

CVSD Secondary Curriculum Map ~ PA Core Standards without Eligible Content

Common Core State Standard	
CC.1.3.11–12.G	Analyze multiple interpretations of a story, drama, or poem (e.g., recorded or live production of a play or recorded novel or poetry), evaluating how each version interprets the source text. (Include at least one play by Shakespeare and one play by an American dramatist.)
Taught in Unit(s)	
Unit 1: Origins and Traditions of World Literature	
Explanation/Example of Standard	
Students will analyze multiple versions of a text and compare and contrast the forms of the medium	
Analyze multiple interpretations of literature presented in different formats and media (live productions, recorded performances, recorded novel or poetry,) in order to evaluate how each medium treats the original source text.	
Common Misconceptions	
Students may confuse the notion that a work may have more than one interpretation.	
Students may not realize the impact the choices that directors make	
Big Idea(s)	Essential Question(s)
<ul style="list-style-type: none"> • Literature lends itself to various interpretations- with varying amounts of impact 	<ul style="list-style-type: none"> • How do multiple interpretations of a text enhance or take away the reader's understanding? • What are there multiple interpretations of original texts? • Why do directors, writers, performers choose to

	<p>interpret the original text?</p> <ul style="list-style-type: none"> • Why is Shakespeare’s work so open to interpretation? • What is the benefit to reading/viewing different interpretations of original work?
Assessments	
See unit map for specific unit common assessments	
Concepts (what students need to know)	Skills (what students must be able to do)
<ul style="list-style-type: none"> • How to recognize themes in an interpretation of an original text source. 	<ul style="list-style-type: none"> • Analyze multiple interpretations • How to analyze various treatments of the same original text source. • How to evaluate the interpretation

CVSD Secondary Curriculum Map ~ PA Core Standards without Eligible Content

Common Core State Standard	
CC.1.3.11–12.H	Demonstrate knowledge of foundational works of literature that reflect a variety of genres in the respective major periods of literature, including how two or more texts from the same period treat similar themes or topics.
Taught in Unit(s)	
Unit 1: Origins and Traditions of World Literature	
Explanation/Example of Standard	
<p>Students will recognize a work of literature in relation to its respective literary period.</p> <p>Maybe: Analyze how two or more texts in the same major periods of literature, address similar themes or topics in order to build knowledge or to compare the approaches the authors take.</p>	

Common Misconceptions	
<p>Students may confuse the characteristics of literary periods.</p> <p>Students may fail to realize the commonalities between different genres written within the same literary period.</p>	
Big Idea(s)	Essential Question(s)
<ul style="list-style-type: none"> Recognizing a work of literature in respect to its literary period. Despite the genre, works written within the same period of literature share common characteristics. 	<ul style="list-style-type: none"> How does the work of a literary period convey the characteristics of that specific period?
Assessments	
See unit map for specific unit common assessments	
Concepts (what students need to know)	Skills (what students must be able to do)
<ul style="list-style-type: none"> Knowledge of the characteristics within a specific literary period 	<ul style="list-style-type: none"> Be able to identify the characteristics of specific literary periods. Be able to identify and analyze how those specific characteristics are conveyed throughout different genres

CVSD Secondary Curriculum Map ~ PA Core Standards without Eligible Content

Common Core State Standard	1.3 Reading Literature
CC.1.3.11-12.D	Evaluate how an author's point of view or purpose shapes the content and style of a text.
Taught in Unit(s)	
Units 1-6	

Explanation/Example of Standard	
Students will identify and analyze the author's point of view (tone) and purpose in order to determine the overall impact on the content and style of the text.	
Common Misconceptions	
Style and content chosen by an author ultimately shapes his or her point of view and purpose.	
Big Idea(s)	Essential Question(s)
<p>An author's point of view or purpose deliberately shapes content and style.</p> <p>An author's tone is expressed through word choice and style</p> <p>The author's tone is how he/she feels about the topic</p>	<ul style="list-style-type: none"> ● How can the author's point of view or purpose have an effect on the content / style of a text? ● How can readers determine an author's tone? ● How does the tone of the author impact the content and style of text?
Assessments	
See unit map for specific unit common assessments	
Concepts (what students need to know)	Skills (what students must be able to do)
<ul style="list-style-type: none"> ● Author's point of view is tone ● How to identify an author's purpose ● How tone or purpose shapes the content and style of a text 	<ul style="list-style-type: none"> ● Evaluate the text for tone ● Evaluate the text for author's purpose

CVSD Secondary Curriculum Map ~ PA Core Standards without Eligible Content

Common Core State Standard		
CC.1.4.11–12.A	Write informative/explanatory texts to examine and convey complex ideas, concepts, and information clearly and accurately.	
Taught in Unit(s)		
<p>Unit 1: Origins and Traditions of World Literature</p> <p>Unit 2: Decay and Rebirth</p> <p>Unit 3: The Modern World</p> <p>Unit 4: Voices of Change</p> <p>Unit 5: Philosophy of Life</p>		
Explanation/Example of Standard		
Write complex informational pieces (research papers, literary analytical essays, evaluations) that make and support inferences with relevant and substantial details.		
Common Misconceptions		
<p>Students may not recognize what constitutes “depth” in writing</p> <p>Students may not know/understand the characteristics of informative/explanatory writing</p> <p>Students may not have written much within this genre</p>		
Big Idea(s)	Essential Question(s)	
Informative/explanatory essays use facts, concrete details, quotations, examples to develop the topic (thesis argument)	<ul style="list-style-type: none"> ● How can we convey complex ideas through writing? ● How do you write using an objective tone? 	
Assessments		
See unit map for specific unit common assessments		
Concepts (what students need to know)	Skills (what students must be able to do)	
<ul style="list-style-type: none"> ● Depth of analysis in student writing 	<ul style="list-style-type: none"> ● Writing in-depth essays 	

<ul style="list-style-type: none"> • What is an objective tone? • How to write using an objective tone • Know the formal style of writing • How to use transitions to establish cohesion among ideas and concepts • Introduce a thesis argument • Use various organization structures 	
---	--

CVSD Secondary Curriculum Map ~ PA Core Standards without Eligible Content

Common Core State Standard	
CC.1.4.11-12.A	Write informative/explanatory texts to examine and convey complex ideas, concepts, and information clearly and accurately.
Taught in Unit(s)	
Unit 1: Origins and Traditions of World Literature Unit 2: Decay and Rebirth Unit 3: The Modern World Unit 4: Voices of Change Unit 5: Philosophy of Life	
Explanation/Example of Standard	
Write complex informational pieces (research papers, literary analytical essays, evaluations) that make and support inferences with relevant and substantial details.	
Common Misconceptions	
Students may not recognize what constitutes “depth” in writing Students may not know/understand the characteristics of informative/explanatory writing Students may not have written much within this genre	

Big Idea(s)	Essential Question(s)
Informative/explanatory essays use facts, concrete details, quotations, examples to develop the topic (thesis argument)	<ul style="list-style-type: none"> ● How can we convey complex ideas through writing? ● How do you write using an objective tone?
Assessments	
See unit map for specific unit common assessments	
Concepts (what students need to know)	Skills (what students must be able to do)
<ul style="list-style-type: none"> ● Depth of analysis in student writing ● What is an objective tone? ● How to write using an objective tone ● Know the formal style of writing ● How to use transitions to establish cohesion among ideas and concepts ● Introduce a thesis argument ● Use various organization structures 	<ul style="list-style-type: none"> ● Writing in-depth essays

CVSD Secondary Curriculum Map ~ PA Core Standards without Eligible Content

Common Core State Standard	
CC.1.4.11–12.C	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.
Taught in Unit(s)	
Unit 1: Origins and Traditions of World Literature Unit 2: Decay and Rebirth	

Unit 3: The Modern World

Unit 4: Voices of Change

Unit 5: Philosophy of Life

Explanation/Example of Standard

Develop content appropriate for the topic. Gather, organize, and determine validity and reliability of information. Employ the most effective format for purpose and audience.

Common Misconceptions

Students may not recognize effective supporting details within a text.

Students may be unaware of the correct writing format for their audience.

Big Idea(s)

Evaluating facts for relevancy.
Incorporating graphics and multimedia as supporting evidence.

Essential Question(s)

- How do you locate reliable sources?
- How does the information drawn from various sources provide an answer to your thesis argument?
- How do you effectively use graphics and multimedia to strengthen the reader's understanding of your topic?

Assessments

See unit map for specific unit common assessments

Concepts

(what students need to know)

- How to evaluate sources for reliability and relevancy.
- How to locate and effectively use graphics and multimedia within writing.

Skills

(what students must be able to do)

- Write for a specific audience
- Use relevant facts/information from various sources.

CVSD Secondary Curriculum Map ~ PA Core Standards without Eligible Content

Common Core State Standard		
CC.1.4.11-12.W	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.	
Taught in Unit(s)		
Unit 1: Origins and Traditions of World Literature Unit 5: Philosophy of Life		
Explanation/Example of Standard		
Gather relevant information from multiple print and digital sources, assess the credibility and accuracy of each source, and integrate the information while avoiding plagiarism.		
Common Misconceptions		
Students may not have the ability to determine what constitutes a reliable or unreliable source. Some students may also be unaware of citation rules, MLA citation requirements.		
Big Idea(s)	Essential Question(s)	
Academic Honesty Evaluating facts for relevancy Proper MLA citation for digital and print sources How to paraphrase How to convey a <i>writer's</i> voice while using <i>the expert's</i> evidence to support an original claim How to evaluate sources	<ul style="list-style-type: none"> ● How does good research contribute to a well-written paper? ● How will you locate information from both print and digital sources? ● How do you properly cite print and digital sources? ● How do you know that the source is credible and accurate? ● Are your sources equally utilized (avoiding overreliance on any single source)? 	

Assessments

See unit map for specific unit common assessments

Concepts (what students need to know)	Skills (what students must be able to do)
<ul style="list-style-type: none"> ● How to extract quality materials to support writing ● How to correctly cite digital and print sources ● The definition of Academic Honesty ● How to paraphrase ● Reliable search engines ● How to evaluate digital and print sources ● What makes a source “reliable,” “relevant,” and “accurate?” 	<ul style="list-style-type: none"> ● Integrate material effectively into their own original writing ● Locate and identify reliable and relevant evidence ● Correctly cite using the MLA format

CVSD Secondary Curriculum Map ~ PA Core Standards without Eligible Content

Common Core State Standard	1.4 Writing
CC.1.4.11-12. D	Organize complex ideas, concepts, and information so that each new element builds on that which precedes it to create a whole; use appropriate and varied transitions and syntax to link the major sections of the text; provide a concluding statement or section that supports the information presented; include formatting when useful to aiding comprehension.
Taught in Unit(s)	
Units 1-6	
Explanation/Example of Standard	
Write with control and organization. Establish coherence within and among paragraphs through effective transitions, parallel structures, and formatting.	

Common Misconceptions	
There is a standard organization that will work for all structures of complex ideas, concepts, and information.	
Big Idea(s)	Essential Question(s)
<ul style="list-style-type: none"> • Organization of complex ideas, concepts, and information builds in a text. • Transitions and syntax can be used to link major sections. • Concluding statements are used to confirm information presented. • Formatting is useful to aid comprehension. 	<ul style="list-style-type: none"> • Why are structure and organization important in creating a cohesive whole? • Why are concluding statements important? • How does formatting aid comprehension? • How can writers effectively use transitions?
Assessments	
See unit map for specific unit common assessments	
Concepts (what students need to know)	Skills (what students must be able to do)
<ul style="list-style-type: none"> • Which ideas and elements support previous elements • Transitions • Syntax • How a conclusion supports prior information • Correct formatting for comprehension 	<ul style="list-style-type: none"> • Organize • Build • Use • Conclude • Format • Support

CVSD Secondary Curriculum Map ~ PA Core Standards without Eligible Content

Common Core State Standard	1.4 Writing	
CC.1.4.11-12. J	Create organization that logically sequences claim(s), counterclaims, reasons, and evidence; use words, phrases, and clauses as well as varied syntax to link the major sections of the text to create cohesion and clarify the relationships between claim(s) and reasons, between reasons and evidence, and between claim(s) and counterclaims; provide a concluding statement or section that follows from and supports the argument presented.	
Taught in Unit(s)		
Unit 4		
Explanation/Example of Standard		
In an argumentative essay, the argument needs to be organized in a logically sequential fashion by using words, phrases, and clauses, as well as varied syntax to create cohesion, to clarify the relationships between claims/counterclaims/reasons and evidence. A clear conclusion needs to logically follow from the argument and support the argument's claim.		
Common Misconceptions		
There is a specific formula that is sufficient for all argumentative essays.		
Big Idea(s)	Essential Question(s)	
<p>To create a logically sequenced organization for an argument essay.</p> <p>To create clarity and cohesion in the relationships between the claim and reasons, between reason and evidence, and between the claims and counterclaims.</p> <p>To write a conclusion that follows from and supports the argument presented.</p>	<ul style="list-style-type: none"> ● How does organization of an argument essay help to create cohesion and to clarify the relationships between the claim and reason, between reasons and evidence, and between claims and counterclaims? 	
Assessments		
See unit map for specific unit common assessments		

Concepts (what students need to know)	Skills (what students must be able to do)
<ul style="list-style-type: none"> ● Logical sequencing ● Claims ● Counterclaims ● Reason ● Evidence ● Relationship between the claim and counterclaim ● Relationship between reason and evidence 	<ul style="list-style-type: none"> ● Create an organization ● Use words, phrase, clauses, syntax to link sections ● Create cohesion ● Clarify relationships ● Provide an appropriate conclusion

CVSD Secondary Curriculum Map ~ PA Core Standards without Eligible Content

Common Core State Standard	1.4 Writing
CC.1.4.11–12. S	Draw evidence from literary or informational texts to support analysis, reflection, and research, applying grade-level reading standards for literature and literary nonfiction.
Taught in Unit(s)	
Units 1-6	
Explanation/Example of Standard	
Draw evidence from appropriate grade level literature and literary nonfiction to support analysis, reflection, and research.	
Common Misconceptions	
Grade-level reading standards for literature and literary nonfiction are not considered when drawing evidence from literary or informational texts to support analysis, reflection, and research.	
Big Idea(s)	Essential Question(s)
Evidence should be reliable and relevant Evidence should be used to support analysis, reflection, and research for literary and informational text	<ul style="list-style-type: none"> ● How do we evaluate evidence (for relevancy and reliability?)

Assessments	
See unit map for specific unit common assessments	
Concepts (what students need to know)	Skills (what students must be able to do)
<ul style="list-style-type: none"> How to recognize and understand text organizational structures (literary/informational text) How to assess the reliability and relevance of evidence How to analyze literary or informational text How to utilize evidence to support analysis or research Evidence needs to support analysis, reflection and research 	<ul style="list-style-type: none"> Draw evidence from literary or informational text Evaluate evidence for relevancy and reliability Identify text structure for literary/informational text

CVSD Secondary Curriculum Map ~ PA Core Standards without Eligible Content

Common Core State Standard	
CC.1.5.11-12.A	Initiate and participate effectively in a range of collaborative discussions on grade level topics, texts, and issues, building on others' ideas and expressing their own clearly and persuasively.
Taught in Unit(s)	
Unit 1: Origins and Traditions of World Literature	
Unit 2: Decay and Rebirth	
Unit 3: The Modern World	
Unit 4: Voices of Change	
Unit 5: Philosophy of Life	

Explanation/Example of Standard	
During student-led discussions, they should listen critically, respond to others, and participate collegially in small and large group situations. Students should respond with grade-level appropriate questions, ideas, information, and opinions.	
Common Misconceptions	
Students may under utilize verbal transitions during class discussions	
Student may be inexperienced in 'hands down' discussions that are not teacher-led	
Big Idea(s)	Essential Question(s)
<ul style="list-style-type: none"> • Habits of Discussion (during an academic discourse) • Group norms for the discussion • How to Pose and respond to questions in a manner that is open-ended and will propel conversations forward 	<ul style="list-style-type: none"> • How does a speaker's rhetoric affect the credibility of the message?
Assessments	
See unit map for specific unit common assessments	
Concepts (what students need to know)	Skills (what students must be able to do)
<ul style="list-style-type: none"> • How to engage in an academic discourse (Habits of Discussion) • How to initiate a discussion • How to create open-ended, meaningful questions • Evaluate responses and determine if additional information or research is required • What reading or research needs to be completed prior to the discussion in order to be prepared? • How to respond to diverse perspectives 	<ul style="list-style-type: none"> • Build on each other's ideas in a respectful and meaningful way • Prepare in advance for class discussions • Utilize Habits of Discussion • Synthesize comments from participants during the discussion • Work with peers to promote a civil, democratic discussion • Explicitly draw on prepared materials by referring to evidence from the texts and other research conducted on the topic

CVSD Secondary Curriculum Map ~ PA Core Standards without Eligible Content

Common Core State Standard	1.5 Speaking and Listening	
CC.1.5.11–12.B	Evaluate how the speaker’s perspective, reasoning, and use of evidence and rhetoric affect the credibility of an argument through the author’s stance, premises, links among ideas, word choice, points of emphasis, and tone.	
Taught in Unit(s)		
Units 1, 2, 4		
Explanation/Example of Standard		
Evaluate how a speaker’s perspective, reasoning, and use of evidence and rhetoric affect the credibility of an argument.		
Common Misconceptions		
Careful use of perspective, reasoning, and carefully planned evidence and rhetoric have no impact on the credibility of an argument.		
Big Idea(s)	Essential Question(s)	
<p>Word choice and tone influence the perception of point of view, reasoning and evidence.</p> <p>A speaker’s use of rhetorical devices, reasoning and tone affect the audience’s perception of an argument’s credibility.</p>	<ul style="list-style-type: none"> ● How does one evaluate the credibility and impact of a speaker? ● What elements of a strong argument determine the credibility and impact of a speaker’s delivery? 	
Assessments		
See unit map for specific unit common assessments		
Concepts (what students need to know)	Skills (what students must be able to do)	
<ul style="list-style-type: none"> ● Explain the difference between evidence and rhetoric ● Identify the speaker’s tone (pro/con) ● Identify Rhetorical devices used by speakers 	<ul style="list-style-type: none"> ● Identify the rhetorical devices used by the speaker and evaluate them for effectiveness ● Determine if the speaker’s evidence is credible ● Evaluate and explain the speaker’s point of view 	

<ul style="list-style-type: none">● Elements of a strong (verbal) argument● Elements of speech	<ul style="list-style-type: none">● Determine the speaker's stance and analyze if the evidence supports it● Determine if the speaker's reasoning is sound and logical.● Analyze how word choice and tone influence the perception of point of view, reasoning and evidence.
---	---