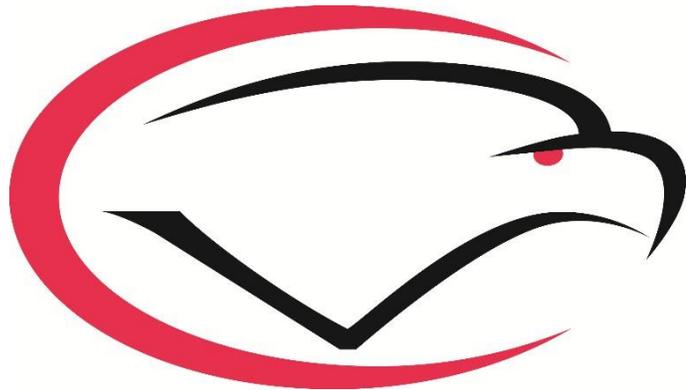


# Secondary Curriculum Maps



Cumberland Valley School  
District

Soaring to Greatness, Committed to  
Excellence

12<sup>th</sup> Grade English

## CVSD Secondary Curriculum Map ~ PA Core Standards without Eligible Content

Common Core State Standard		
CC.1.2.11–12.B	Cite strong and thorough textual evidence to support analysis of what the text says explicitly, as well as inferences and conclusions based on and related to an author’s implicit and explicit assumptions and beliefs.	
Taught in Unit(s)		
Unit 1: Origins and Traditions of World Literature Unit 2: Decay and Rebirth Unit 4: Voices of Change		
Explanation/Example of Standard		
<p>Students will be able to evaluate, select, and use effective evidence that illustrates the strategies of non-fiction authors. They continue to determine purpose and audience, but need to demonstrate how an author’s choices impact meaning and convey the author’s position.</p> <p>Read closely to be able to paraphrase the text and to make logical inferences from it; cite specific textual evidence to support conclusions drawn from the text.</p>		
Common Misconceptions		
<p>Students have struggles paraphrasing a text.            Students may misinterpret the author’s intent thereby losing perspective of the logical inferences and conclusions.            Students may select evidence that does not support a logical inference.</p>		
Big Idea(s)	Essential Question(s)	
<ul style="list-style-type: none"> <li>Cite strong and thorough textual evidence to support analysis of what the text explicitly says as well as inferences drawn from the text.</li> </ul>	<ul style="list-style-type: none"> <li>How can we use evidence from (informational) text to support both obvious and implied meaning?</li> <li>How can we determine fact from opinions, evidence and inference in information text?</li> </ul>	
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"> <li>How to closely read informational text</li> <li>How to identify evidence that supports an inference</li> <li>How to cite evidence</li> <li>How to draw inferences</li> <li>How to support inferences using textual evidence</li> </ul>	<ul style="list-style-type: none"> <li>Citing textual evidence</li> <li>Paraphrasing</li> <li>Determine fact from opinion</li> <li>Making inferences and conclusions</li> </ul>	

## CVSD Secondary Curriculum Map ~ PA Core Standards without Eligible Content

Common Core State Standard		
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)		
Unit 1: Origins and Traditions of World Literature Unit 2: Decay and Rebirth Unit 4: Voices of Change		
Explanation/Example of Standard		
Determine an author’s point of view in an (informational) text by analyzing the style, rhetoric, diction and content of the text.		
Common Misconceptions		
Author’s style/rhetoric may be confusing Students may misunderstand the writer’s message and style.		
Big Idea(s)	Essential Question(s)	
The use of rich and effective evidence is essential to establishing and supporting more developed arguments.	<ul style="list-style-type: none"> <li>● How can we identify the author’s point of view in an informational text using his/her style, rhetoric, diction?</li>   <li>● How do we distinguish between using textual evidence to illustrate a main or literal idea and using textual evidence for the analysis of authorial technique?</li> </ul>	
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"> <li>● How to identify the author’s point of view</li> <li>● How writers create style through use of devices and words.</li> </ul>	<ul style="list-style-type: none"> <li>● Evaluating authorial purpose</li> <li>● Shapes point of view and content</li> </ul>	

## CVSD Secondary Curriculum Map ~ PA Core Standards without Eligible Content

Common Core State Standard		
CC.1.3.11–12.B	Cite strong and thorough textual evidence to support analysis of what the text says explicitly, as well as inferences and conclusions based on and related to an author’s implicit and explicit assumptions and beliefs.	
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		
Students will make inferences and conclusions based on their analysis of literature.		
Common Misconceptions		
Students may not be able to identify what strong textual evidence is.		
Big Idea(s)	Essential Question(s)	
Making inferences and conclusions from textual evidence in literature.	<ul style="list-style-type: none"> <li>What inferences and conclusions can be made from literature?</li> </ul>	
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"> <li>How to identify important passages from a text</li> <li>How to make inferences and conclusions</li> </ul>	<ul style="list-style-type: none"> <li>Make inferences, assumptions, and conclusions</li> <li>Determine the true message in a text</li> </ul>	

## CVSD Secondary Curriculum Map ~ PA Core Standards without Eligible Content

Common Core State Standard		
CC.1.3.11–12.E	Evaluate the structure of texts including how specific sentences, paragraphs, and larger portions of the texts relate to each other and the whole.	
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		
Analyze how an author’s choices concerning the structure of the text contribute to the overall structure and meaning of the text.		
Common Misconceptions		
If students do not understand the text as a whole, they will not see the value in the organizational aspects.		
Big Idea(s)	Essential Question(s)	
The choices that a writer makes (structurally) have an impact on the meaning of the entire text.	<ul style="list-style-type: none"> <li>● How does the structure of a text help convey the meaning of the overall text?</li> <li>● Why do writers choose to make changes to the structure of their writing?</li> <li>● What impact does the structure have on a reader’s understanding of the text?</li> </ul>	
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"> <li>● Structural aspects in literature</li> <li>● Why and how writers make specific (structural) choices within their works</li> <li>● Identify the different choices writers can make</li> </ul>	<ul style="list-style-type: none"> <li>● Evaluate the structure of a text</li> <li>● Identify choices the writer/s made within a text</li> <li>● Analyze what effect those choices about structure make with and to the overall text</li> </ul>	

## 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		
<p>Students will analyze multiple versions of a text and compare and contrast the forms of the medium</p> <p>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.</p>		
Common Misconceptions		
<p>Students may confuse the notion that a work may have more than one interpretation.</p> <p>Students may not realize the impact the choices that directors make</p>		
Big Idea(s)	Essential Question(s)	
<ul style="list-style-type: none"> <li>Literature lends itself to various interpretations- with varying amounts of impact</li> </ul>	<ul style="list-style-type: none"> <li>How do multiple interpretations of a text enhance or take away the reader's understanding?</li> <li>What are there multiple interpretations of original texts?</li> <li>Why do directors, writers, performers choose to interpret the original text?</li> <li>Why is Shakespeare's work so open to interpretation?</li> <li>What is the benefit to reading/viewing different interpretations of original work?</li> </ul>	
Assessments		
See unit map for specific unit common assessments		

<b>Concepts</b> (what students need to know)	<b>Skills</b> (what students must be able to do)
<ul style="list-style-type: none"> <li>How to recognize themes in an interpretation of an original text source.</li> </ul>	<ul style="list-style-type: none"> <li>Analyze multiple interpretations</li> <li>How to analyze various treatments of the same original text source.</li> <li>How to evaluate the interpretation</li> </ul>

### CVSD Secondary Curriculum Map ~ PA Core Standards without Eligible Content

<b>Common Core State Standard</b>	
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.
<b>Taught in Unit(s)</b>	
Unit 1: Origins and Traditions of World Literature	
<b>Explanation/Example of Standard</b>	
<p>Students will recognize a work of literature in relation to its respective literary period.</p> <p>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>	
<b>Common Misconceptions</b>	
<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>	
<b>Big Idea(s)</b>	<b>Essential Question(s)</b>
<ul style="list-style-type: none"> <li>Recognizing a work of literature in respect to its literary period.</li> </ul>	<ul style="list-style-type: none"> <li>How does the work of a literary period convey the characteristics of that specific period?</li> </ul>

<ul style="list-style-type: none"> <li>Despite the genre, works written within the same period of literature share common characteristics.</li> </ul>	
<b>Assessments</b>	
See unit map for specific unit common assessments	
<b>Concepts</b> (what students need to know)	<b>Skills</b> (what students must be able to do)
<ul style="list-style-type: none"> <li>Knowledge of the characteristics within a specific literary period</li> </ul>	<ul style="list-style-type: none"> <li>Be able to identify the characteristics of specific literary periods.</li> <li>Be able to identify and analyze how those specific characteristics are conveyed throughout different genres</li> </ul>

## CVSD Secondary Curriculum Map ~ PA Core Standards without Eligible Content

<b>Common Core State Standard</b>	
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.
<b>Taught in Unit(s)</b>	
Unit 1: Origins and Traditions of World Literature Unit 2: Decay and Rebirth Unit 3: The Modern World Unit 4: Voices of Change	
<b>Explanation/Example of Standard</b>	
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.	
<b>Common Misconceptions</b>	
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"> <li>• What inferences and conclusions can be made from literature?</li> <li>• How do you make logical inference?</li> </ul>
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"> <li>• How to identify important passages from a text</li> <li>• How to make inferences and conclusions</li> <li>• What kind of textual evidence best supports inferences/conclusions</li> </ul>	<ul style="list-style-type: none"> <li>• Make inferences, assumptions, and conclusions</li> <li>• Support the true message in a text</li> <li>• Cite evidence</li> </ul>

## CVSD Secondary Curriculum Map ~ PA Core Standards without Eligible Content

Common Core State Standard	
CC.1.4.11–12.F	Demonstrate a grade-appropriate command of the conventions of standard English grammar, usage, capitalization, punctuation, and spelling.
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	
Students will correctly use standard conventions of English.	
Common Misconceptions	
Students may not have command of English conventions.	
Big Idea(s)	Essential Question(s)

Writing compositions that are grammatically-correct	<ul style="list-style-type: none"> <li>How can we elevate our use of English conventions within writing?</li> </ul>
<b>Assessments</b>	
See unit map for specific unit common assessments	
<b>Concepts</b> (what students need to know)	<b>Skills</b> (what students must be able to do)
<ul style="list-style-type: none"> <li>English conventions</li> </ul>	<ul style="list-style-type: none"> <li>Writing essays using elevated English conventions</li> </ul>

### CVSD Secondary Curriculum Map ~ PA Core Standards without Eligible Content

<b>Common Core State Standard</b>	
CC.1.4.11-12.A	Write informative/explanatory texts to examine and convey complex ideas, concepts, and information clearly and accurately.
<b>Taught in Unit(s)</b>	
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	
<b>Explanation/Example of Standard</b>	
Write complex informational pieces (research papers, literary analytical essays, evaluations) that make and support inferences with relevant and substantial details.	
<b>Common Misconceptions</b>	
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"> <li>● How can we convey complex ideas through writing?</li> <li>● How do you write using an objective tone?</li> </ul>
<b>Assessments</b>	
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"> <li>● Depth of analysis in student writing</li> <li>● What is an objective tone?</li> <li>● How to write using an objective tone</li> <li>● Know the formal style of writing</li> <li>● How to use transitions to establish cohesion among ideas and concepts</li> <li>● Introduce a thesis argument</li> <li>● Use various organization structures</li> </ul>	<ul style="list-style-type: none"> <li>● Writing in-depth essays</li> </ul>

### 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.
<b>Taught in Unit(s)</b>	
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	

<b>Explanation/Example of Standard</b>	
Develop content appropriate for the topic. Gather, organize, and determine validity and reliability of information. Employ the most effective format for purpose and audience.	
<b>Common Misconceptions</b>	
Students may not recognize effective supporting details within a text. Students may be unaware of the correct writing format for their audience.	
<b>Big Idea(s)</b>	<b>Essential Question(s)</b>
Evaluating facts for relevancy.  Incorporating graphics and multimedia as supporting evidence.	<ul style="list-style-type: none"> <li>● How do you locate reliable sources?</li> <li>● How does the information drawn from various sources provide an answer to your thesis argument?</li> <li>● How do you effectively use graphics and multimedia to strengthen the reader's understanding of your topic?</li> </ul>
<b>Assessments</b>	
See unit map for specific unit common assessments	
<b>Concepts</b> (what students need to know)	<b>Skills</b> (what students must be able to do)
<ul style="list-style-type: none"> <li>● How to evaluate sources for reliability and relevancy.</li> <li>● How to locate and effectively use graphics and multimedia within writing.</li> </ul>	<ul style="list-style-type: none"> <li>● Write for a specific audience</li> <li>● Use relevant facts/information from various sources.</li> </ul>

### CVSD Secondary Curriculum Map ~ PA Core Standards without Eligible Content

<b>Common Core State Standard</b>	
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"> <li>● How does good research contribute to a well-written paper?</li> <li>● How will you locate information from both print and digital sources?</li> <li>● How do you properly cite print and digital sources?</li> <li>● How do you know that the source is credible and accurate?</li> <li>● Are your sources equally utilized (avoiding overreliance on any single source)?</li> </ul>
Assessments	
See unit map for specific unit common assessments	
Concepts	Skills
(what students need to know)	(what students must be able to do)
<ul style="list-style-type: none"> <li>● How to extract quality materials to support writing</li> <li>● How to correctly cite digital and print sources</li> <li>● The definition of Academic Honesty</li> <li>● How to paraphrase</li> </ul>	<ul style="list-style-type: none"> <li>● Integrate material effectively into their own original writing</li> <li>● Locate and identify reliable and relevant evidence</li> <li>● Correctly cite using the MLA format</li> </ul>

<ul style="list-style-type: none"> <li>• Reliable search engines</li> <li>• How to evaluate digital and print sources</li> <li>• What makes a source “reliable,” “relevant,” and “accurate?”</li> </ul>	
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## 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.
<b>Taught in Unit(s)</b>	
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	
<b>Explanation/Example of Standard</b>	
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.	
<b>Common Misconceptions</b>	
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"> <li>• Habits of Discussion (during an academic discourse)</li> <li>• Group norms for the discussion</li> <li>• How to Pose and respond to questions in a manner that is open-ended and will propel</li> </ul>	<ul style="list-style-type: none"> <li>• How does a speaker’s rhetoric affect the credibility of the message?</li> </ul>

conversations forward	
<b>Assessments</b>	
See unit map for specific unit common assessments	
<b>Concepts</b> (what students need to know)	<b>Skills</b> (what students must be able to do)
<ul style="list-style-type: none"> <li>● How to engage in an academic discourse (Habits of Discussion)</li> <li>● How to initiate a discussion</li> <li>● How to create open-ended, meaningful questions</li> <li>● Evaluate responses and determine if additional information or research is required</li> <li>● What reading or research needs to be completed prior to the discussion in order to be prepared?</li> <li>● How to respond to diverse perspectives</li> </ul>	<ul style="list-style-type: none"> <li>● Build on each other's ideas in a respectful and meaningful way</li> <li>● Prepare in advance for class discussions</li> <li>● Utilize Habits of Discussion</li> <li>● Synthesize comments from participants during the discussion</li> <li>● Work with peers to promote a civil, democratic discussion</li> <li>● Explicitly draw on prepared materials by referring to evidence from the texts and other research conducted on the topic</li> </ul>