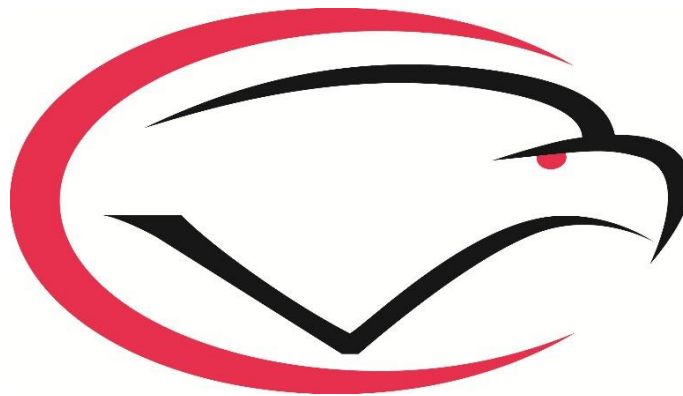


# Secondary Curriculum Maps



Cumberland Valley School  
District

Soaring to Greatness, Committed to  
Excellence

9<sup>th</sup> Grade English

## CVSD Secondary Curriculum Map ~ PA Core Standards

Common Core State Standard	PA Core Standard
SL.9-10.2	<b>CC.1.5.9–10.C</b> <b>Integrate multiple sources of information presented in diverse media or formats (e.g., visually, quantitatively, orally) evaluating the credibility and accuracy of each source</b>
<b>Taught in Unit(s)</b>	
1,2,3,4,5	
<b>Explanation/Example of Standard</b>	
Students should evaluate a source for its credibility and/or accuracy. Students should use multiple sources, selecting only those that are credible and appropriate. Students should support their views with reputable outside sources from diverse media or formats.	
<b>Common Misconceptions</b>	
Students often do not evaluate a source for its credibility or accuracy. Students often do not use multiple sources to verify information from an individual source. Students frequently do not use any outside source material to verify information.	
Big Idea(s)	Essential Question(s)
Identify various sources with similar information to check for accuracy and credibility.  Identify the source of the information and evaluate its accuracy on the topic.  Combine information from various sources to create a well-reasoned and well-supported argument or presentation on a topic.	How do speakers present their ideas using credible, effective outside sources?  How do speakers determine which sources (from media, texts etc.) are most appropriate to build an effective speech or presentation?  How do speakers incorporate and integrate their own ideas with information from outside sources to create a seamless, effective presentation?  Why is it important to use credible/quality sources?
<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)
<b>Sources</b> include digital and print media used to provide information on a specific topic. <b>Diverse media</b> includes outside texts and digital sources <b>Credibility and accuracy:</b> The validity and appropriateness of the sources.	<b>Integrate</b> information from several different sources to support findings and opinions.  <b>Evaluate</b> credibility and accuracy of a source using outside texts and other media to verify and develop a presentation.

## CVSD Secondary Curriculum Map ~ PA Core Standards

Common Core State Standard	PA Core Standard
RI.9-10.2	CC.1.2.9-10.A Determine a central idea of a text and analyze its development over the course of the text, including how it emerges and is shaped and refined by specific details; provide an objective summary of the text. L.N.1.3.1 L.N.1.3.2 L.N.2.3.3
Taught in Unit(s)	
1	
Explanation/Example of Standard	
<p>Students first need to determine the main idea and be able to summarize it without opinion. Students should also be able to identify how a main idea is structured and developed through the course of the text.</p> <p>Students should be able to cite specific details to provide an objective summary of the text that is free of personal bias, opinion and unsubstantiated views.</p>	
Common Misconceptions	
<p><b>Students often incorrectly paraphrase the main idea of a text.</b>  <b>Students do not write objectively, but write with opinions/bias/emotions.</b>  <b>Students fail to analyze the development of a central idea over the course of the text.</b>  <b>Students do not identify specific details that the author uses to convey his or her theme.</b></p>	
Big Idea(s)	Essential Question(s)
<p>Identify and explain the main idea of a nonfiction work, including memoirs, nonfiction articles, and/or digital sources.</p> <p>The main idea of non-fiction/informational texts is directly stated.</p> <p>Track development of a main idea throughout a text and identify how the author shapes and refines that idea through word choice and specific details.</p> <p>When reading informational text, the main idea is not inferred or implied.</p>	<p>What strategies do authors use to convey their main idea in an informational text?</p> <p>How does the structure of informational texts/nonfiction support the main idea?</p> <p>How do authors incorporate rhetorical devices to convey their theme?</p> <p>How do authors structure their text and determine which details they will use to successfully convey their theme?</p>
Assessments	
See unit map for specific unit common assessments	
Concepts (what students need to know)	Skills (what students must be able to do)
Central idea - The main idea which is directly stated in informational texts	Determine how the structure of the informational text supports the main idea.

<p>Development - How the author uses facts in the informational text support the main idea          Specific details          Summary - The difference between summarizing and paraphrasing</p>	<p>Analyze how the structure of the informational text and specific details supports the main idea.          Provide details- cite evidence          Objectively Summarize- Write using an unbiased tone</p>
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## CVSD Secondary Curriculum Map ~ PA Core Standards

Common Core State Standard	PA Core Standard
CC 1.2.9-10 B	<p>Cite strong and thorough textual evidence to support analysis of what the text says explicitly, as well as inferences and conclusions based on an author's explicit assumptions and beliefs about a subject.</p> <p>L.N.1.3.1            L.N.2.1.1            L.N.2.1.2</p>
<b>Taught in Unit(s)</b>	
Non-Fiction (secondary content in other units)	
<b>Explanation/Example of Standard</b>	
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.	
<b>Common Misconceptions</b>	
Students struggle to move beyond identification into analysis. Their quote selections and explanations are frequently appropriate for establishing main purpose or literal meaning but less appropriate for breaking down <i>how</i> an author conveys their ideas or justifying an inference or conclusion.	
<b>Big Idea(s)</b>	<b>Essential Question(s)</b>
The use of rich and effective evidence is essential to establishing and supporting more developed arguments.	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?
<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)
<p><b>Textual evidence</b> taken from the source material to demonstrate meaning  <b>Explicit meaning</b> the author's directly stated meaning, as defined by the context of the text  <b>Analysis</b> the critical thinking and development of ideas by the reader based on the text  <b>Inferences</b> the use of context clues from the text and outside knowledge to gather and</p>	<p><b>Cite</b> and select evidence from the text using appropriate styles of citation  <b>Support</b> conclusions using evidence from the text <b>Analyze</b> and think critically about an author's choices in the text and how they impact meaning</p>

<p>predict</p> <p><b>Conclusions</b> decisions about the text based on textual evidence, analysis, and inferences</p> <p><b>Assumptions and Beliefs</b> decisions made about the text based on textual evidence, analysis, and personal interpretation</p>	
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### CVSD Secondary Curriculum Map ~ PA Core Standards

Common Core State Standard	PA Core Standard
PACC.1.3.9-10.B	Cite strong and thorough textual evidence to support analysis of what the text says explicitly, as well as inferences and conclusions based on an author’s explicit assumptions and beliefs about a subject.
<b>Taught in Unit(s)</b>	
Fiction	
<b>Explanation/Example of Standard</b>	
<p>Students at this grade level need to be able to select and use strong evidence to illustrate a text’s explicit position and to support their interpretation of an author’s implied assumptions and beliefs.</p> <p>Introduce ideas of:</p> <p>“Best evidence”</p> <p>There are often multiple correct interpretations of a text but there are unfounded interpretations.</p>	
<b>Common Misconceptions</b>	
<p>All quotes from a work are equal in supporting an argument/interpretation.</p> <p>A quote must be something a character speaks rather than any passage taken from a work.</p>	
<b>Big Idea(s)</b>	<b>Essential Question(s)</b>

<p>The use of rich and effective evidence is essential to establishing and supporting developed arguments.</p>	<p>Why is strong textual evidence important to my argument?</p> <p>Can my argument be supported by the text?</p> <p>What is the best textual evidence to support my argument?</p> <p>How can I best use textual evidence to support my position/argument?</p>
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<b>Assessments</b>
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<p>See unit map for specific unit common assessments</p>
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<b>Concepts</b>	<b>Skills</b>
(what students need to know)	(what students must be able to do)

<p><b>Textual evidence</b> taken from the source material to demonstrate meaning</p> <p><b>Explicit meaning</b> the author’s directly stated meaning, as defined by the context of the text</p> <p><b>Analysis</b> the critical thinking and development of ideas by the reader based on the text</p> <p><b>Inferences</b> the use of context clues from the text and outside knowledge to gather and predict</p> <p><b>Conclusions</b> decisions about the text based on textual evidence, analysis, and inferences</p> <p><b>Assumptions and Beliefs</b> decisions made about the text based on textual evidence, analysis, and personal interpretation</p>	<p><b>Cite</b> textual evidence to demonstrate and understanding of the text while developing arguments based in textual analysis</p> <p><b>Support</b> analysis of the text using textual evidence</p>
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## CVSD Secondary Curriculum Map ~ PA Core Standards

Common Core State Standard	PA Core Standard
L.9-10.4	<p><b>CC.1.3.9-10.I</b>  <b>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.</b></p> <p>L.F.1.2.1  L.F.1.2.2  L.F.1.2.3  L.F.1.2.4</p>
<b>Taught in Unit(s)</b>	
1, 2, 3, 4, 5	
<b>Explanation/Example of Standard</b>	
Students should be able to identify and interpret unknown words and phrases based on contextual evidence, inference, and other vocabulary strategies.	
<b>Common Misconceptions</b>	
<p>Students often move hastily through the text ignoring unfamiliar words and phrases, which leads to misinterpretation and incorrect analysis of the text.</p> <p>Students often misinterpret the meaning of unfamiliar words without employing strategies to assist in understanding.</p>	
<b>Big Idea(s)</b>	<b>Essential Question(s)</b>
<p>Identify unknown words and phrases by using tools and strategies to assist in understanding.</p> <p>Clarify the meaning of unknown words and phrases using vocabulary in context (context clues) strategies.</p>	<p>How does author's word choice to help convey meaning in the text?</p> <p>How do readers employ strategies to clarify the meaning of unknown words and phrases?</p>

<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)
<p><b>Meaning</b> of words in the text understanding both denotation and connotation</p> <p><b>Range</b> of strategies employed by the reader to determine the meaning of words in context</p>	<p><b>Determine</b> the meaning of unknown words.</p> <p><b>Clarify</b> confusing words and phrases</p> <p><b>Choose</b> the most effective strategy to understand new/unfamiliar words.</p>

### CVSD Secondary Curriculum Map ~ PA Core Standards

Common Core State Standard	PA Core Standard
W.9-10.2	<p><b>CC.1.4.9-10.A</b>  <b>Write informative/explanatory texts to examine and convey complex ideas, concepts, and information clearly and accurately.</b></p>
<b>Taught in Unit(s)</b>	
2, 3, 4, 5	
<b>Explanation/Example of Standard</b>	
<p>Students should clearly write explanatory essays that explain the viewpoint or situation in detail and attempts to clarify any confusing or difficult to interpret facts and summaries that convey complex ideas.</p> <p>Students should write accurate explanatory texts that clearly present information and concepts.</p>	
<b>Common Misconceptions</b>	
<p>Students often do not provide adequate support in their writing.</p> <p>Students provide shallow analysis that results in inadequate examination of a topic or concept.</p>	



Students often provide unclear analysis or confused ideas in their writing.

Big Idea(s)	Essential Question(s)
<p>Identify major concept/main idea of the writer's explanatory text.</p> <p>Organize and structure information that is appropriate for writer's purpose.</p> <p>Develop clear and accurate analysis of a topic or idea.</p>	<p>How do writers organize information to before writing informative/explanatory texts?</p> <p>How do writers decide which information to include in an informational/explanatory text?</p> <p>How do writers clearly convey their ideas using adequate/accurate support and analysis?</p>

**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)
<p><b>Informational and explanatory texts:</b> Types of writing that convey and/or explain complex ideas and concepts accurately and clearly.</p> <p><b>Complex ideas and concepts:</b> Main ideas conveyed by a writer that are well-reasoned and supported with carefully selected evidence.</p>	<p><b>Examine</b> information and decide what details are important and necessary for a well-written informational/explanatory text.</p> <p><b>Convey</b> ideas accurately and clearly.</p> <p><b>Write</b> a well-constructed informational/explanatory text that conveys complex ideas.</p>

## CVSD Secondary Curriculum Map ~ PA Core Standards

Common Core State Standard	PA Core Standard
	<p>CC.1.4.9-10.F  <b>Demonstrate a grade-appropriate command of the conventions of standard English grammar, usage, capitalization, punctuation, and spelling.</b></p> <p>C.E.1.1.5            C.E.3.1.1            C.E.3.1.2            C.E.3.1.3            C.E.3.1.4            C.E.3.1.5</p>
<b>Taught in Unit(s)</b>	
1,2,3,4,5	
<b>Explanation/Example of Standard</b>	
<p>Students should be able to use grammatical skills appropriate to their grade level.            Students should be able to demonstrate in writing and practice the correct use of English grammatical skills.</p>	
<b>Common Misconceptions</b>	
<p><b>Students often do not use correct grammatical rules in their writing.</b>  <b>Students often do not demonstrate a correct understanding of grammatical rules</b></p>	
Big Idea(s)	Essential Question(s)
<p>Identify proper use of grammar, punctuation, capitalization, usage, and spelling in sample texts.</p> <p>Apply proper grammar to student writing and correct grammar when needed as part of the writing process.</p>	<p>How does grammar impact the clarity of student writing?</p> <p>How do grammatical skills impact effective communication?</p>
<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)
<p><b>Command:</b> demonstrated by the appropriate and correct use of grammatical standards during the writing process and in grammar practice</p> <p><b>Conventions</b> of standard English grammar include the proper usage of words, capitalization, punctuation, and spelling and the commonly accepted understanding of correct grammar in the English language.</p> <p><b>Usage:</b> The commonly accepted understanding of correct grammar and syntax in the English language.</p>	<p><b>Demonstrate</b> a command of skills through proper use in student writing and during skills practice and assessments</p>

<p><b>Capitalization:</b> appropriately capitalized first letters in words that follow the accepted use and practice in English grammar</p> <p><b>Punctuation:</b> the use of periods, commas, colons, semicolons, and other markings to indicate a pause, end of an idea, or provides clarification and that follows the accepted use and practice in English grammar</p> <p><b>Spelling:</b> Correctly spelled words that follow the accepted use and practice in English grammar</p>	
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### CVSD Secondary Curriculum Map ~ PA Core Standards

Common Core State Standard	PA Core Standard
W.9-10.1	<p><b>CC.1.4.9-10.G</b>  <b>Write arguments to support claims in an analysis of substantive topics.</b></p>
<b>Taught in Unit(s)</b>	
4	
<b>Explanation/Example of Standard</b>	
Students should be able to write persuasively on a variety of topics using valid reasoning and relevant, sufficient evidence.	
<b>Common Misconceptions</b>	
Students often do not appropriately support claims with well-reasoned and well-developed arguments.	
<b>Big Idea(s)</b>	<b>Essential Question(s)</b>
<p>Clarify and defend positions with precise and relevant evidence.</p> <p>Use a variety of devices to support an argument on a variety of topics.</p>	<p>How do writers create a clear, well-reasoned argument in an essay?</p> <p>How do writers organize their ideas in an effective way by using and relevant and sufficient evidence?</p>
<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)
<p><b>Arguments-</b> A well-reasoned and well-supported development of ideas that supports the writer’s claim.</p> <p><b>Claims-</b> The writer’s position on a topic supported by a well reasoned argument</p> <p><b>Analysis-</b> Development of ideas and arguments that integrates and critically evaluates information to support a claim</p> <p><b>Substantive topics-</b> Assigned writing topics that have a variety of possible positions that can be developed</p>	<p><b>Write</b> arguments to support claims</p> <p><b>Use</b> valid reasoning and relevant and sufficient evidence to support claims</p>

### CVSD Secondary Curriculum Map ~ PA Core Standards

<b>Common Core State Standard</b>	<b>PA Core Standard</b>
CC 1.4.9-10.T	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.
<b>Taught in Unit(s)</b>	
<b>Explanation/Example of Standard</b>	
It is important for students to understand that the writing process works best as something completed in stages. By allowing time to think, investigate, draft, revise, and reconsider their work, students grow as both writers and thinkers.	
<b>Common Misconceptions</b>	
<p>Students want to generate full-length essays in a single sitting or with only a brief revision. Students can have difficulty revisiting their position and finding new evidence.</p> <p>Students sometimes believe that all writing needs the same approach, regardless of task, audience, and purpose.</p>	
<b>Big Idea(s)</b>	<b>Essential Question(s)</b>
The writing process works best as something completed in stages. Planning and drafting are critical steps in collecting what we know. They allow us to take stock of our material and begin organizing it. Through drafting our work begins to take more definite and defined shape. Revision and editing allows us time to revisit and evaluate what we have produced. It should expose sections where we need to add or modify our content.	How do we use the writing process to improve our writing at every stage in its composition?

<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)
<p><b>Purpose</b> the reason the author is writing that is communicated through the text</p> <p><b>Audience</b> the reader that the writer considers while developing their writing</p> <p><b>Writing Process</b> the planning, editing, revising, and rewriting process that an author uses to develop their writing</p>	<p><b>Plan</b> writing using prewriting through graphic organizers and drafting</p> <p><b>Revise</b> and draft several versions of a work by checking for clarity and meaning of writing</p> <p><b>Edit</b> writing for grammatical and mechanical errors</p>

## CVSD Secondary Curriculum Map ~ PA Core Standards with Eligible Content

Common Core State Standard	PA Core Standard
CC 1.4.9-10.S	CC.1.4.9–10.S Draw evidence from literary or informational texts to support analysis, reflection, and research, applying grade-level reading standards for literature and literary nonfiction.
<b>Taught in Unit(s)</b>	
Fiction, non-fiction, poetry, as well as writing units	
<b>Explanation/Example of Standard</b>	
Making sense of any text relies primarily on selecting and using appropriate evidence to support a student's ideas. Students write more focused and substantive pieces when they are capable of evaluating and identifying strong evidence to suit their goals.	
<b>Common Misconceptions</b>	
<p>Students often believe that all textual evidence is equal – believing that if a quote comes from the text, it is evidence and is therefore valuable.</p> <p>Students associate more evidence with a stronger essay, e.g. block quotes are always beneficial because they add length and a good deal of evidence.</p> <p>Students assume that presenting evidence will allow the reader to draw the same conclusions that they, students, have drawn.</p>	
<b>Big Idea(s)</b>	<b>Essential Question(s)</b>
Evidence with both literal and figurative implications provides material with the greatest opportunity for insightful analysis.  It is important to examine evidence with both the perspective of context and word-level analysis.	How do we distinguish more useful evidence from less useful evidence?  How can we discuss evidence in a way that helps our reader to understand the same things that we do?

<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)
Evidence, literary texts, informational texts, analysis, reflection, research	Draw evidence from texts, support analysis, apply knowledge of literature and non-fiction

## CVSD Secondary Curriculum Map ~ PA Core Standards

Common Core State Standard	PA Core Standard
CC 1.4.9-10.M	Write narratives to develop real or imagined experiences or events.
<b>Taught in Unit(s)</b>	
1	
<b>Explanation/Example of Standard</b>	
Composing narrative allows for students to organize and revise their thoughts. To put distance between themselves and their ideas, then reevaluate, revise, and craft their understanding of a topic.	
<b>Common Misconceptions</b>	
Students regard personal writing as a wholly creative task and misunderstand the relationship between giving language to some experience, idea, or topic and sharpening their understanding of that subject.	
<b>Big Idea(s)</b>	<b>Essential Question(s)</b>
Narrative enables me to articulate what I understand and believe by using precise language to pin down my thoughts.	How do I use language to express what I know?

<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)
<b>Narrative writing</b> - writing that focuses on the development of a story either real or imagined	<b>Develop</b> real or imagined experiences through writing

### CVSD Secondary Curriculum Map ~ PA Core Standards

Common Core State Standard	PA Core Standard
W.9-10.1a/W.9-10.1b	<b>CC.1.4.9–10.I</b> <b>Distinguish the claim(s) from alternate or opposing claims; develop claim(s) fairly, supplying evidence for each while pointing out the strengths and limitations of both in a manner that anticipates the audience’s knowledge level and concerns.</b> <b>C.P.1.1.2</b> <b>C.P.1.1.3</b>
Taught in Unit(s)	
4	
Explanation/Example of Standard	
<p>Students should write an organized, effective persuasive essay that includes appeals to logic, reason and/or emotion.</p> <p>Students should be able to supply sufficient evidence to support a claim.</p> <p>Students should anticipate the arguments of the opposing side and address the strengths and weaknesses of those arguments.</p> <p>Students should anticipate the reader’s knowledge of the topic and concerns about an issue when writing a persuasive essay.</p>	
Common Misconceptions	

Students often fail to address the possible viewpoints of a single topic and recognize possible counterarguments to their claim.

Students often fail to address the limitations of a claim or counter-argument.

Students often fail to collect and supply appropriate evidence to appropriately support both the validity of the claim and the counter-argument.

Big Idea(s)	Essential Question(s)
<p>Identify possible counter-arguments to a stated claim.</p> <p>Address the limitations of both the claim and counter-argument by examining their validity.</p> <p>Examine the validity of both the claim and the counter-argument by providing evidence for the support of both.</p> <p>Refute the counter-argument by providing sound reasoning and evidence.</p>	<p>How do writers develop an effective persuasive essay with sufficient evidence to support their opinion?</p> <p>How do writers refute the opposing side of an argument by using supporting evidence and claims?</p>

**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)
<p><b>Arguments-</b> A well-reasoned and well-supported development of ideas that supports the writer’s claim.</p> <p><b>Claims-</b> The writer’s position on a topic supported by a well reasoned argument</p> <p><b>Alternate claims-</b> Other possible positions that can be taken on a topic and supported using sound evidence and reasoning.</p> <p><b>Evidence-</b> Textual support that validates the writer’s opinion.</p>	<p><b>Develop-</b> Students should organize their arguments with organized ideas and appeals</p> <p><b>Supply-</b> Provide adequate, relevant information to defend a position</p> <p><b>Distinguish-</b> Acknowledging the counter-argument of an issue and concede or refute that information, ultimately conveying why the position is correct.</p>



<p><b>Strengths-</b> The portions of a claim that are easily supported using using evidence and reasoning.</p> <p><b>Limitations-</b> The portions of a claim that are difficult to support or can be refuted by an alternate claim.</p> <p><b>Audience-</b> The individual/group that the writer is attempting to persuade.</p>	
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### CVSD Secondary Curriculum Map ~ PA Core Standards

Common Core State Standard	PA Core Standard
W.9-10-8.	<p><b>CC.1.4.9-10.W</b>  <b>Gather relevant information from multiple authoritative print and digital sources, using advanced searches effectively; assess the usefulness of each source in answering the research question; integrate information into the text selectively to maintain the flow of ideas, avoiding plagiarism and following a standard format for citation.</b></p>
<b>Taught in Unit(s)</b>	
1,2,3,4,5	
<b>Explanation/Example of Standard</b>	
<p>Students should use advanced search methods to gather reputable, relevant sources from numerous print and digital sources.</p> <p>Students should be able to assess the value of print and digital sources to answer research questions.</p> <p>Students should be able to seamlessly integrate outside information into their text to support their main idea(s).</p> <p>Students should know which actions constitute plagiarism.</p> <p>Students should be able to properly pull outside material from print and digital sources by using properly cited pull quotes and a works cited page.</p>	

**Common Misconceptions**

Students often do not use multiple sources to gather accurate and reliable data and research.

Students often do not select academically appropriate sources for their research.

Students often do not evaluate sources for their relevance for their research.

Students often fail to select relevant portions of information when integrating it into their writing.

Students often fail to properly integrate outside information into their writing without disrupting the focus and flow of ideas.

Students fail to recognize what constitutes as plagiarism and utilize standard citation practices.

**Big Idea(s)****Essential Question(s)**

Identify sources that are academically appropriate for the purpose of research and writing.

How do writers use advanced search methods to gather reputable, relevant print and digital sources for their writing?

Evaluate each source for its relevance to the topic and for any bias present in the source.

How do writers seamlessly and sophisticatedly integrate outside information into their text to support their main idea?

Effectively integrate information found in research, using appropriate transitions, signal phrases, and necessary punctuation.

What is plagiarism, and how can writers avoid it?

Effectively integrate information found in research to support and develop the writer's position on a topic.

How do writers use pull quotes and create a works cited page?

Avoid plagiarism by demonstrating a command of standard practices and appropriate citation techniques.

**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)
<p><b>Relevant information-</b> Information chosen that is appropriate to the topic and task that has been evaluated for its accuracy and its usefulness</p> <p><b>Print and digital sources-</b> Various forms of media that are used by the writer to support the topic</p> <p><b>Searches-</b> Collection of accurate and reliable sources that are appropriate and relevant to the task</p> <p><b>Flow of ideas-</b> Clear development and support of a writer’s ideas</p> <p><b>Plagiarism-</b>Not properly citing an outside source</p>	<p><b>Gather</b> relevant information from various print and digital sources</p> <p><b>Use</b> advance search methods to gather information from print and digital sources</p> <p><b>Correctly</b> integrate information</p> <p><b>Avoid</b> plagiarism and correctly cite information from print and digital sources</p>

## CVSD Secondary Curriculum Map ~ PA Core Standards with Eligible Content

<b>Common Core State Standard</b>	<b>PA Core Standard</b>
PACC.1.5.9-10.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>	
Skills taught and developed across all units. Particularly covered through the implementation and use of Socratic seminars and group discussions. Units:	
<b>Explanation/Example of Standard</b>	
Sophomores are expected to engage cooperatively in group discussions on a wide range of topics. Within those discussions, students need to demonstrate an ability to clearly present their own views, to use support to compel others to share their view, and to listen to, build on, and respect others’ views.	
<b>Common Misconceptions</b>	
<p>Any talking or contribution during a group discussion “counts” as effective participation.</p> <p>Excessive participation in a group discussion means a student is doing well.</p> <p>If there is support for my view, I do not need to listen to others.</p>	

Big Idea(s)	Essential Question(s)
<p>Through group discussion and “inquiry” based methods, students become better thinkers.</p> <p>Effective participation in a group discussion involves:</p> <ul style="list-style-type: none"> <li>-presenting my own views clearly</li> <li>-providing compelling evidence to support my views in order to persuade other</li> <li>-hearing and giving consideration to the views of others with a willingness to modify by original view/position in light of new evidence.</li> </ul>	<p>How does group discussion enable me to better understand a topic and to think better for myself?</p> <p>What are strategies for effective participation in a group discussion?</p>
<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)
<p><b>Collaborative discussion</b> involves large and small group student participation to encourage open communication between students to form opinions through well reasoned arguments.</p>	<p><b>Initiate</b> students will begin discussion with classmates about the text and extension beyond the text</p> <p><b>Participate</b> students will take part in class discussion about the text and extension beyond the text</p> <p><b>Build</b> students will use analysis and collaboration to develop discussion and ideas</p> <p><b>Express</b> students will develop arguments and speak within a group discussion format to clearly and effectively convey ideas</p>