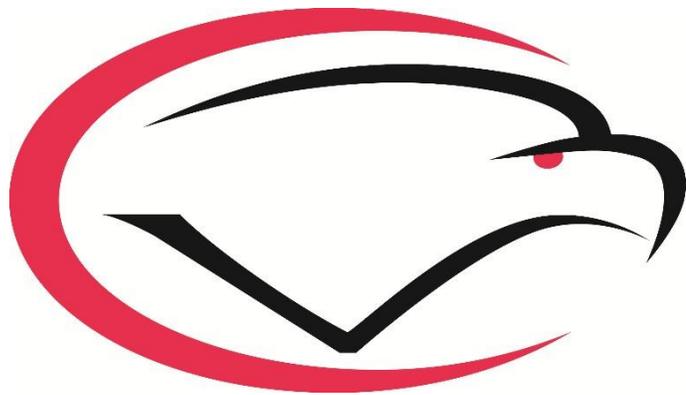


# Secondary Curriculum Maps



Cumberland Valley School  
District

Soaring to Greatness, Committed to  
Excellence

10<sup>th</sup> Grade English

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

Common Core State Standard		PA Core Standard	
CC 1.2.9-10 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. L.N.1.3.1 L.N.2.1.1 L.N.2.1.2	
Taught in Unit(s)			
Topics in Nonfiction (secondary content in other units)			
Explanation/Example of Standard			
In tenth grade, students need 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.			
Common Misconceptions			
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.			
Big Idea(s)		Essential Question(s)	
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? How can I best use textual evidence to support my position/argument?	
Assessments			
Constructed Responses			
Assessment Anchor		Eligible Content	
L.N.1.3	Use appropriate strategies to comprehend literature during the reading process.	L.N.1.3.1	Identify and/or explain stated or implied main ideas and relevant supporting details from a text. Note: Items may target specific paragraphs
<a href="#">Click here to enter text.</a>	<a href="#">Click here to enter text.</a>	L.N.1.3.2	Summarize the key details and events of a nonfictional text, in part or as a whole.
<a href="#">Click here to enter text.</a>	<a href="#">Click here to enter text.</a>	L.N.1.3.3	Analyze the interrelationships of ideas and events in a text to determine how one idea or event may interact and influence another.
L.N.2.1	Use appropriate strategies to make and support interpretations of literature.	L.N.2.1.1	<a href="#">Click here to enter text.</a>

Click here to enter text.	Click here to enter text.	L.N.2.1.2	Cite evidence from a text to support generalizations.
<b>Concepts</b> (what students need to know)		<b>Skills</b> (what students must be able to do)	
textual evidence, analysis, inference, conclusions		cite and support conclusions; analyze an author's choices	

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

Common Core State Standard	PA Core Standard
CC 1.2.9-10.C	<p>Apply appropriate strategies to analyze, interpret, and evaluate how an author unfolds an analysis or series of ideas or events, including the order in which the points are made, how they are introduced and developed, and the connections that are drawn between them.</p> <p>L.N.1.1.3 L.N.1.3.3 L.N.2.3.3 L.N.2.3.5 L.N.2.4.1 L.N.2.4.3</p>
<b>Taught in Unit(s)</b>	
Topics in Nonfiction	
<b>Explanation/Example of Standard</b>	
Students need a variety of skills to make sense of a text and how to critique its development and structure. Authors present their content in a way that shapes the readers' understanding of it. Assessing those strategies enables students to better understand how a text works and to evaluate its meaning.	
<b>Common Misconceptions</b>	
Students often have a singular approach to thinking about an author's goals and techniques. They assume structure is natural, unintentional, or unconscious.	

Big Idea(s)	Essential Question(s)
<p>Authors arrange their content and compose with intent. Approaching and thinking about a text in a different way can help us to better understand it or understand it in different ways.</p>	<p>How does an author’s approach or structure affect the reader’s understanding of the text?</p>

**Assessments**

See unit map for specific unit common assessments.

Assessment Anchor		Eligible Content	
<b>L.N.1.1</b>	Use appropriate strategies to analyze an author’s purpose and how it is achieved in literature.	<b>L.N.1.1.1</b>	Identify and/or analyze the author’s intended purpose of a text.
Click here to enter text.	Click here to enter text.	<b>L.N.1.1.2</b>	Explain, describe, and/or analyze examples of a text that support the author’s intended purpose.
Click here to enter text.	Click here to enter text.	<b>L.N.1.1.3</b>	Analyze, interpret, and evaluate how authors use techniques and elements of nonfiction to effectively communicate an idea or concept.
Click here to enter text.	Click here to enter text.	<b>L.N.1.1.4</b>	Explain how an author’s use of key words or phrases in text informs and influences the reader.
<b>L.N.1.3</b>	Use appropriate strategies to comprehend literature during the reading process.	<b>L.N.1.3.1</b>	Identify and/or explain stated or implied main ideas and relevant supporting details from a text.  Note: Items may target specific paragraphs.
Click here to enter text.	Click here to enter text.	<b>L.N.1.3.2</b>	Summarize the key details and events of a nonfictional text, in part or as a whole.
Click here to enter text.	Click here to enter text.	<b>L.N.1.3.3</b>	Analyze the interrelationships of ideas and events in a text to determine how one idea or event

			may interact and influence another.
<b>L.N.2.3</b>	Use appropriate strategies to compare, analyze, and evaluate literary elements.	<b>L.N.2.3.1</b>	<p>Explain, interpret, compare, describe, analyze, and/or evaluate character in a variety of nonfiction:</p> <p><b>Note:</b> Character may also be called narrator, speaker, or subject of a biography.</p> <ul style="list-style-type: none"> <li>● the actions, motives, dialogue, emotions/feelings, traits, and relationships between characters within nonfictional text</li> <li>● the relationship between characters and other components of a text</li> <li>● the development of complex characters and their roles and functions within a text</li> </ul>
Click here to enter text.	Click here to enter text.	<b>L.N.2.3.2</b>	<p>Explain, interpret, compare, describe, analyze, and/or evaluate setting in a variety of nonfiction:</p> <ul style="list-style-type: none"> <li>● the relationship between setting and other components of a text (character, plot, and other key literary elements)</li> </ul>
Click here to enter text.	Click here to enter text.	<b>L.N.2.3.3</b>	<p>Explain, interpret, compare, describe, analyze, and/or evaluate <u>plot</u> in a variety of nonfiction:</p> <p><b>Note:</b> Plot may also be called action.</p> <ul style="list-style-type: none"> <li>● elements of the plot (e.g., exposition, conflict, rising action, climax, falling action, and/or resolution)</li> <li>● the relationship between elements of the plot and other components of a text</li> <li>● how the author structures plot to advance the action</li> </ul>
Click here to enter text.	Click here to enter text.	<b>L.N.2.3.4</b>	<p>Explain, interpret, compare, describe, analyze, and/or evaluate <u>theme</u> in a variety of nonfiction:</p> <ul style="list-style-type: none"> <li>● the relationship between the theme and other components of a text</li> <li>● comparing and contrasting how major themes are developed across genres</li> <li>● the reflection of traditional and contemporary issues, themes, motifs, universal characters, and genres</li> </ul>

		<b>L.N.2.3.5</b>	<p>Explain, interpret, compare, describe, analyze, and/or evaluate <u>tone, style, and/or mood</u> in a variety of nonfiction:</p> <ul style="list-style-type: none"> <li>● the relationship between the tone, style, and/or mood and other components of a text</li> <li>● how voice and choice of speaker (narrator) affect the mood, tone, and/or meaning of a text</li> <li>● how diction, syntax, figurative language, sentence variety, etc., determine the author’s style</li> </ul>
		<b>L.N.2.3.6</b>	<p>Explain, interpret, compare, describe, analyze, and/or evaluate <u>point of view</u> in a variety of nonfiction:</p> <ul style="list-style-type: none"> <li>● the point of view of the narrator as first person or third person point of view</li> <li>● the impact of point of view on the meaning of a text as a whole</li> </ul>
<b>L.N.2.4</b>	Use appropriate strategies to identify and analyze text organization and structure in literary nonfiction.	<b>L.N.2.4.1</b>	Identify, analyze, and evaluate the structure and format of complex informational texts.
		<b>L.N.2.4.2</b>	Identify, explain, compare, interpret, describe, and/or analyze the sequence of steps in a list of directions.
		<b>L.N.2.4.3</b>	Explain, interpret, and/or analyze the effect of text organization, including headings, graphics, and charts.
		<b>L.N.2.4.4</b>	Make connections between a text and the content of graphics and charts.
		<b>L.N.2.4.5</b>	Analyze and evaluate how graphics and charts clarify, simplify, and organize complex informational texts.
<b>Concepts</b> (what students need to know)		<b>Skills</b> (what students must be able to do)	
strategies for analysis, narrative structure, textual connections		analyze, interpret, and evaluating non-fiction	

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

Common Core State Standard	PA Core Standard		
CC 1.2.9-10 H	Delineate and evaluate the argument and specific claims in a text, assessing the validity of reasoning and relevance of evidence. L.N.2.5.4 L.N.2.5.5 L.N.2.5.6		
Taught in Unit(s)			
Topics in Non-fiction (secondary content in other units); Multimedia/Digital Literacy Unit			
Explanation/Example of Standard			
Especially with higher-level texts or with non-fiction pieces which are less direct in their goals, students need to be able to articulate the precise position of a non-fiction work. Furthermore, that ability is tied to explicit identification of evidence, reasoning, and techniques used. When students can explicate those pieces, they are better able to grasp and assess a text.			
Common Misconceptions			
Students believe that an author should and will “say what they mean and mean what they say.” Students are not always immediately able to describe the relationship (or lack thereof) between evidence presented and the position taken. The ability to recognize logical inconsistencies or subtext			
Big Idea(s)		Essential Question(s)	
Through close reading we can best assess the reasons why an author has chosen to write their work and how well they have supported their ideas.		How can we identify and evaluate an author’s explicit and implicit goals? How do we determine if an author has coherently supported their position?	
Assessments			
Non-Fiction Constructed Responses; Rhetorical Devices Presentation; Discourse Map			
Assessment Anchor		Eligible Content	
L.N.2.5	Use appropriate strategies to identify and analyze essential and nonessential	L.N.2.5.1	Differentiate between fact and opinion.

	information in literary nonfiction.		
Click here to enter text.	Click here to enter text.	<b>L.N.2.5.2</b>	Explain, interpret, describe, and/or analyze the use of facts and opinions in a text.
Click here to enter text.	Click here to enter text.	<b>L.N.2.5.3</b>	Distinguish essential from nonessential information.
Click here to enter text.	Click here to enter text.	<b>L.N.2.5.4</b>	Identify, explain, and/or interpret bias and propaganda techniques in nonfictional text.
Click here to enter text.	Click here to enter text.	<b>L.N.2.5.5</b>	Explain, describe, and/or analyze the effectiveness of bias (explicit and implicit) and propaganda techniques in nonfictional text.
Click here to enter text.	Click here to enter text.	<b>L.N.2.5.6</b>	Explain, interpret, describe, and/or analyze the author's defense of a claim to make a point or construct an argument in nonfictional text.
<b>Concepts</b> (what students need to know)		<b>Skills</b> (what students must be able to do)	
Claims, reasoning, evidence		Delineating arguments and evidence Evaluating arguments and evidence	

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

Common Core State Standard	PA Core Standard
PACC.1.3.9-10.A	Determine a theme or central idea of a text and analyze in detail 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.
<b>Taught in Unit(s)</b>	
Fiction (Dreaming in America, Literature of Social Change, "Vaulting Ambition")	
<b>Explanation/Example of Standard</b>	
In tenth grade, students need to be able to determine central themes and track their development through	

specific details over the course of a larger work.

Use questions and prompts such as:

What are the central messages of the text?

How do various events in a text help to further a theme?

Students will need to be able to prioritize key events in a text and present them in an organized manner.

### Common Misconceptions

Students often struggle to recognize key details which carry larger significance within the work. Additionally, students are often only superficial in their discussion of theme.

Students do not always understand a summary does not include all details and events in a literary work; they must evaluate which elements are more important to the text.

Big Idea(s)	Essential Question(s)
<p>Authors use specific details to develop themes over the course of a text.</p> <p>Skilled readers can succinctly condense a text.</p>	<p>How does an author use details to develop a theme?</p> <p>How are central themes developed over the course of a work?</p>

### Assessments

See unit map for specific unit common assessments

Assessment Anchor		Eligible Content	
<b>L.F.1.1</b>	Use appropriate strategies to analyze an author's purpose and how it is achieved in literature.	<b>L.F.1.1.1</b>	Identify and/or analyze the author's intended purpose of a text.
Click here to enter text.	Click here to enter text.	<b>L.F.1.1.2</b>	Explain, describe, and/or analyze examples of a text that support the author's intended purpose.
Click here to enter text.	Click here to enter text.	<b>L.F.1.1.3</b>	Analyze, interpret, and evaluate how authors use techniques and elements of fiction to effectively communicate an idea or concept.
<b>L.F.1.3</b>	Click here to enter text.	<b>L.F.1.3.1</b>	Identify and/or explain stated or implied main ideas and relevant supporting details from a text. <u>Note</u> : Items may target specific paragraphs.

Click here to enter text.	Click here to enter text.	<b>L.F.1.3.2</b>	Summarize the key details and events of a fictional text, in part or as a whole.
<b>L.F.2.3</b>	Use appropriate strategies to compare, analyze, and evaluate literary elements.	<b>L.F.2.3.1</b>	<p>Explain, interpret, compare, describe, analyze, and/or evaluate <u>character</u> in a variety of fiction:</p> <p><u>Note:</u> Character may also be called narrator or speaker.</p> <ul style="list-style-type: none"> <li>• the actions, motives, dialogue, emotions/feelings, traits, and relationships between characters within fictional text</li> <li>• the relationship between characters and other components of a text</li> <li>• the development of complex characters and their roles and functions within a text</li> </ul>
Click here to enter text.	Click here to enter text.	<b>L.F.2.3.2</b>	<p>Explain, interpret, compare, describe, analyze, and/or evaluate <u>setting</u> in a variety of fiction:</p> <ul style="list-style-type: none"> <li>• the relationship between setting and other components of a text (character, plot, and other key literary elements)</li> </ul>
Click here to enter text.	Click here to enter text.	<b>L.F.2.3.3</b>	<p>Explain, interpret, compare, describe, analyze, and/or evaluate <u>plot</u> in a variety of fiction:</p> <p><u>Note:</u> Plot may also be called action.</p> <ul style="list-style-type: none"> <li>• elements of the plot (e.g., exposition, conflict, rising action, climax, falling action, and/or resolution)</li> <li>• the relationship between elements of the plot and other components of a text</li> <li>• how the author structures plot to advance the action</li> </ul>
Click here to enter text.	Click here to enter text.	<b>L.F.2.3.4</b>	<p>Explain, interpret, compare, describe, analyze, and/or evaluate <u>theme</u> in a variety of fiction:</p> <ul style="list-style-type: none"> <li>• the relationship between the theme and other components of a text</li> <li>• comparing and contrasting how major themes are developed across genres</li> <li>• the reflection of traditional and contemporary issues, themes, motifs, universal characters, and genres</li> </ul>
<b>Concepts</b> (what students need to know)		<b>Skills</b> (what students must be able to do)	
theme, central idea, details, summary		determine theme, analyze theme, provide details	

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

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.
Taught in Unit(s)	
Fiction (Dreaming in America, Literature of Social Change, “Vaulting Ambition”)	
Explanation/Example of Standard	
<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>	
Common Misconceptions	
<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>	
Big Idea(s)	Essential Question(s)
The use of rich and effective evidence is essential to establishing and supporting developed arguments.	<p>Why is strong textual evidence important to my argument?</p> <p>Can my argument be supported by the text?</p> <p>How can I best use textual evidence to support my position/argument?</p>
Assessments	
See unit map for specific unit common assessments	

Assessment Anchor		Eligible Content	
<b>L.F.1.1</b>	Use appropriate strategies to analyze an author's purpose and how it is achieved in literature.	<b>L.F.1.1.1</b>	Identify and/or analyze the author's intended purpose of a text.
Click here to enter text.	Click here to enter text.	<b>L.F.1.1.2</b>	Explain, describe, and/or analyze examples of a text that support the author's intended purpose.
Click here to enter text.	Click here to enter text.	<b>L.F.1.1.3</b>	Analyze, interpret, and evaluate how authors use techniques and elements of fiction to effectively communicate an idea or concept.
<b>L.F.1.3</b>	Use appropriate strategies to comprehend literature during the reading process.	<b>L.F.1.3.1</b>	Identify and/or explain stated or implied main ideas and relevant supporting details from a text. <u>Note</u> : Items may target specific paragraphs.
Click here to enter text.	Click here to enter text.	<b>L.F.1.3.2</b>	Summarize the key details and events of a fictional text, in part or as a whole.
<b>L.F.2.1</b>	Use appropriate strategies to make and support interpretations of literature.	<b>L.F.2.1.1</b>	Make inferences and/or draw conclusions based on analysis of a text.
		<b>L.F.2.1.2</b>	Cite evidence from a text to support generalizations.
Concepts (what students need to know)		Skills (what students must be able to do)	
textual evidence, explicit meaning, analysis, inferences, conclusions, assumptions, and beliefs		cite textual evidence, support analysis	

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

Common Core State Standard	PA Core Standard		
PACC.1.3.9-10.K	Read and comprehend literary fiction on grade level, reading independently and proficiently.		
<b>Taught in Unit(s)</b>			
Any/all fiction units (Dreaming in America, Literature of Social Change, "Vaulting Ambition" and Independent reading unit)			
<b>Explanation/Example of Standard</b>			
Sophomores must be able to adequately understand fiction appropriate to their age on their own.			
<b>Common Misconceptions</b>			
<p>Sophomores often believe they cannot understand the plot of a novel without aid.</p> <p>Sophomores arrive already knowing how to read and understand literature on their own.</p> <p>Students sometimes believe they can properly understand a text without a full and close reading.</p>			
<b>Big Idea(s)</b>		<b>Essential Question(s)</b>	
<p>Reading independently builds comprehension skills.</p> <p>Students should use a variety of active reading strategies to approach a text (e.g. making connections, making predictions, asking questions)</p>		<p>How can I best approach a reading assignment in order to ensure I understand it?</p> <p>How can I utilize active reading strategies to help me understand a reading assignment?</p>	
<b>Assessments</b>			
See unit map for specific unit common assessments			
<b>Assessment Anchor</b>		<b>Eligible Content</b>	
<b>L.N.1.2</b>	Use appropriate strategies to determine and clarify meaning of vocabulary in literature.	<b>L.N.1.2.1</b>	Identify and/or apply a synonym or antonym of a word used in a text.
Click here to enter	Click here to enter text.	<b>L.N.1.2.2</b>	Identify how the meaning of a word is changed when an affix is added; identify the meaning of a word with

text.			an affix from a text.
Click here to enter text.	Click here to enter text.	<b>L.N.1.2.3</b>	Use context clues to determine or clarify the meaning of unfamiliar, multiple-meaning, or ambiguous words.
Click here to enter text.	Click here to enter text.	<b>L.N.1.2.4</b>	Draw conclusions about connotations of words.
Click here to enter text.	Click here to enter text.	Click here to enter text.	Click here to enter text.
<b>Concepts</b> (what students need to know)		<b>Skills</b> (what students must be able to do)	
literary fiction		read and comprehend fiction (independently and proficiently)	

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

Common Core State Standard	PA Core Standard
PACC.1.4.9-10.A	Write informative/explanatory texts to examine and convey complex ideas, concepts, and information clearly and accurately.
Taught in Unit(s)	
Fiction (Dreaming in America, Literature of Social Change, "Vaulting Ambition"), poetry, and Topics in Non-fiction	
Explanation/Example of Standard	
Students must be able to produce clear and accurate writing which presents advanced concepts.	
Common Misconceptions	
Students believe that because they understand their own intent and meaning, then it will be clear to their readers as well.	

Big Idea(s)	Essential Question(s)
<p>Writing breaks down complex ideas into more readily accessible components.</p> <p>Writers must take audience and occasion in account when composing informative and explanatory texts.</p>	<p>How can I clearly convey a complex idea in writing?</p> <p>How can I make sure my information and ideas are clearly and effectively presented?</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)
Informative/explanatory texts	Write, examine, convey

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

Common Core State Standard	PA Core Standard
PACC.1.4.9-10.G	Write arguments to support claims in an analysis of substantive topics.
<b>Taught in Unit(s)</b>	
Fiction (Dreaming in America, Literature of Social Change, "Vaulting Ambition"), Topics in Non-fiction, poetry, writing	
<b>Explanation/Example of Standard</b>	
Sophomore students are expected to construct analytical and/or persuasive arguments which present claims and then support those claims with relevant and accurate details.	

<b>Common Misconceptions</b>	
<p>Literature says different things to different people and any interpretation is valid.</p> <p>All support for an argument is equal.</p> <p>Simply including details that support a claim is thorough analysis.</p>	
<b>Big Idea(s)</b>	<b>Essential Question(s)</b>
<p>Written claims must be supported by a clear position, concrete support, and logical reasoning.</p> <p>An argument must support its claims.</p> <p>Close, careful, and accurate analysis of a topic can provide support for an argument or allow one to view a topic from a new perspective.</p>	<p>How do I write an argument to support my claims about a topic?</p> <p>Why is support for a claim necessary when writing an argument?</p> <p>How can I effectively analyze a topic to find support for my argument or to better understand a topic?</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)
Argument, claim, analysis	Write arguments, support positions

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

<b>Common Core State Standard</b>	<b>PA Core Standard</b>
CC 1.4.9-10.S	<p>CC.1.4.9–10.S</p> <p>Draw evidence from literary or informational texts to support analysis, reflection, and research, applying grade-level reading standards for literature and literary nonfiction.</p>

Taught in Unit(s)	
Fiction (Dreaming in America, Literature of Social Change, “Vaulting Ambition”), Topics Non-fiction, poetry, as well as writing units	
Explanation/Example of Standard	
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.	
Common Misconceptions	
<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>	
Big Idea(s)	Essential Question(s)
<p>Evidence with both literal and figurative implications provides material with the greatest opportunity for insightful analysis.</p> <p>It is important to examine evidence with both the perspective of context and word-level analysis.</p>	<p>How do we distinguish more useful evidence from less useful evidence?</p> <p>How can we discuss evidence in a way that helps our reader to understand the same things that we do?</p>
Assessments	
See unit map for specific unit common assessments	
Concepts (what students need to know)	Skills (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 with Eligible Content

Common Core State Standard	PA Core Standard
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.
Taught in Unit(s)	
Writing Units	
Explanation/Example of Standard	
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.	
Common Misconceptions	
<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>	
Big Idea(s)	Essential Question(s)
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)
Approach, purpose, audience,	Planning, revising, editing, rewriting through the writing process

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

<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>	
Writing Units	
<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>	
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.	
Students sometimes believe that all writing needs the same approach, regardless of task, audience, and purpose.	

Big Idea(s)	Essential Question(s)
<p>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.</p>	<p>How do we use the writing process to improve our writing at every stage in its composition?</p>
Assessments	
<p>See unit map for specific unit common assessments</p>	
Concepts (what students need to know)	Skills (what students must be able to do)
<p>Approach, purpose, audience,</p>	<p>Planning, revising, editing, rewriting through the writing process</p>

### CVSD Secondary Curriculum Map ~ PA Core Standards

Common Core State Standard	PA Core Standard
PACC.1.4.9-10.A	Write informative/explanatory texts to examine and convey complex ideas, concepts, and information clearly and accurately.
Taught in Unit(s)	
Fiction (Dreaming in America, Literature of Social Change, "Vaulting Ambition"), poetry, and Topics in Non-fiction	
Explanation/Example of Standard	
Students must be able to produce clear and accurate writing which presents advanced concepts.	
Common Misconceptions	
Students believe that because they understand their own intent and meaning, then it will be clear to their readers as well.	

<b>Big Idea(s)</b>	<b>Essential Question(s)</b>
Writing breaks down complex ideas into more readily accessible components.	How can I clearly convey a complex idea in writing?
Writers must take audience and occasion in account when composing informative and explanatory texts.	How can I make sure my information and ideas are clearly and effectively presented?
<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>Informative text: A written text meant to present facts to its readers, to inform on a topic.</p> <p>Explanatory text: A written text meant to share knowledge and ideas</p> <p>*Informative and explanatory are (relatively) synonymous terms and can often be used interchangeably.*</p>	<p>Write informative/explanatory texts</p> <p>Examine complex ideas in order to break them into more clearly conveyed components</p> <p>Convey complex ideas clearly in writing</p>

## CVSD Secondary Curriculum Map ~ PA Core Standards

<b>Common Core State Standard</b>	<b>PA Core Standard</b>
PACC.1.4.9-10.G	Write arguments to support claims in an analysis of substantive topics.
<b>Taught in Unit(s)</b>	
Sophomore students are expected to construct analytical and/or persuasive arguments which present claims and then support those claims with relevant and accurate details.	
<b>Explanation/Example of Standard</b>	
<p>Literature says different things to different people and any interpretation is valid.</p> <p>All support for an argument is equal.</p> <p>Simply including details that support a claim is thorough analysis.</p>	

<b>Common Misconceptions</b>	
<p>Literature says different things to different people and any interpretation is valid.</p> <p>All support for an argument is equal.</p> <p>Simply including details that support a claim is thorough analysis.</p>	
<b>Big Idea(s)</b>	<b>Essential Question(s)</b>
<p>Written claims must be supported by a clear position, concrete support, and logical reasoning.</p> <p>An argument must support its claims.</p> <p>Close, careful, and accurate analysis of a topic can provide support for an argument or allow one to view a topic from a new perspective.</p>	<p>How do I write an argument to support my claims about a topic?</p> <p>Why is support for a claim necessary when writing an argument?</p> <p>How can I effectively analyze a topic to find support for my argument or to better understand a topic?</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>Argument- A well-reasoned and well-supported development of ideas that supports the writer's claim</p> <p>Claims- The writer's position on a topic supported by a well reasoned argument</p> <p>Analysis- Development of ideas and arguments that integrates and critically evaluates information to support a claim</p> <p>Substantive topics- Assigned writing (Cara's)</p>	<p>Write arguments to support claims</p> <p>Use valid reasoning and relevant/sufficient evidence to support claims</p>

## CVSD Secondary Curriculum Map ~ PA Core Standards

Common Core State Standard	PA Core Standard
PACC.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 (Dreaming in America, Literature of Social Change, “Vaulting Ambition”), Topics in 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>	
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.	
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.	
Students assume that presenting evidence will allow the reader to draw the same conclusions that they, students, have drawn.	
Big Idea(s)	Essential Question(s)
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	
Concepts (what students need to know)	Skills (what students must be able to do)
Evidence: available facts/information indicating whether a claim is true or valid  Literary texts: a piece of written material, such as a book or poem, that has the purpose of telling a story;	Identify relevant evidence that supports a claim  Evaluate the strength and validity of evidence

<p>a text with lasting literary and artistic merit</p> <p>Informational texts: A written text meant to present facts to its readers, to inform on a topic; an informative text</p> <p>Analysis: detailed examination of the elements or structure of a literary work,</p> <p>Reflection: consideration of some subject matter, idea, or purpose</p> <p>Research: the systematic investigation into and study of materials and sources in order to establish facts and reach new conclusions.</p>	<p>Select precise and poignant evidence</p> <p>Integrate evidence into your own prose to support your analysis</p> <p>Read and understand literary fiction/non-fiction independently</p>
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### CVSD Secondary Curriculum Map ~ PA Core Standards

Common Core State Standard	PA Core Standard
PACC.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>	
Writing Units	
<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>	
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.	
Students sometimes believe that all writing needs the same approach, regardless of task, audience, and purpose.	

Big Idea(s)	Essential Question(s)
<p>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.</p>	<p>How do we use the writing process to improve our writing at every stage in its composition?</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>Approach: a way of dealing with something</p> <p>Purpose: intent; the reason for which something is done or created</p> <p>Audience: the spectators, listeners, and intended readers of a writing, performance, or speech</p>	<p>Plan and essay including making decisions about its structure and content.</p> <p>Revise an essay plan/essay by reading closely for flaws and weaknesses.</p> <p>Edit and essay/piece of writing in order to strengthen and polish everything from mechanical/grammatical issues to stylistic choices that impact effectiveness.</p> <p>Rewrite an essay integrating suggestions for improvement from various sources of feedback.</p>

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

Common Core State Standard	PA Core Standard
PACC.1.4.9-10.A	Write informative/explanatory texts to examine and convey complex ideas, concepts, and information clearly and accurately.
<b>Taught in Unit(s)</b>	
Fiction (Dreaming in America, Literature of Social Change, "Vaulting Ambition"), poetry, and Topics in Non-fiction	

<b>Explanation/Example of Standard</b>	
Students must be able to produce clear and accurate writing which presents advanced concepts.	
<b>Common Misconceptions</b>	
Students believe that because they understand their own intent and meaning, then it will be clear to their readers as well.	
<b>Big Idea(s)</b>	<b>Essential Question(s)</b>
<p>Writing breaks down complex ideas into more readily accessible components.</p> <p>Writers must take audience and occasion in account when composing informative and explanatory texts.</p>	<p>How can I clearly convey a complex idea in writing?</p> <p>How can I make sure my information and ideas are clearly and effectively presented?</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)
Informative/explanatory texts	Write, examine, convey

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

Common Core State Standard	PA Core Standard	
PACC.1.4.9-10.G	Write arguments to support claims in an analysis of substantive topics.	
Taught in Unit(s)		
Fiction (Dreaming in America, Literature of Social Change, "Vaulting Ambition"), Topics in Non-fiction, poetry, writing		
Explanation/Example of Standard		
Sophomore students are expected to construct analytical and/or persuasive arguments which present claims and then support those claims with relevant and accurate details.		
Common Misconceptions		
<p>Literature says different things to different people and any interpretation is valid.</p> <p>All support for an argument is equal.</p> <p>Simply including details that support a claim is thorough analysis.</p>		
Big Idea(s)	Essential Question(s)	
<p>Written claims must be supported by a clear position, concrete support, and logical reasoning.</p> <p>An argument must support its claims.</p> <p>Close, careful, and accurate analysis of a topic can provide support for an argument or allow one to view a topic from a new perspective.</p>	<p>How do I write an argument to support my claims about a topic?</p> <p>Why is support for a claim necessary when writing an argument?</p> <p>How can I effectively analyze a topic to find support for my argument or to better understand a topic?</p>	
Assessments		
See unit map for specific unit common assessments		
Concepts (what students need to know)	Skills (what students must be able to do)	
Argument, claim, analysis	Write arguments, support positions	

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

Common Core State Standard	PA Core Standard
CC.1.4.9-10.S	<p>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.</p>
Taught in Unit(s)	
<p>Fiction (Dreaming in America, Literature of Social Change, "Vaulting Ambition"), Topics Non-fiction, poetry, as well as writing units</p>	
Explanation/Example of Standard	
<p>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.</p>	
Common Misconceptions	
<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>	
Big Idea(s)	Essential Question(s)
<p>Evidence with both literal and figurative implications provides material with the greatest opportunity for insightful analysis.</p> <p>It is important to examine evidence with both the perspective of context and word-level analysis.</p>	<p>How do we distinguish more useful evidence from less useful evidence?</p> <p>How can we discuss evidence in a way that helps our reader to understand the same things that we do?</p>

Assessments	
See unit map for specific unit common assessments	
Concepts (what students need to know)	Skills (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 with Eligible Content

Common Core State Standard	PA Core Standard
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.
Taught in Unit(s)	
Writing Units	
Explanation/Example of Standard	
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.	
Common Misconceptions	
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.	
Students sometimes believe that all writing needs the same approach, regardless of task, audience, and purpose.	

Big Idea(s)	Essential Question(s)
<p>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.</p>	<p>How do we use the writing process to improve our writing at every stage in its composition?</p>
Assessments	
<p>See unit map for specific unit common assessments</p>	
Concepts (what students need to know)	Skills (what students must be able to do)
<p>Approach, purpose, audience,</p>	<p>Planning, revising, editing, rewriting through the writing process</p>

### CVSD Secondary Curriculum Map ~ PA Core Standards

Common Core State Standard	PA Core Standard
PACC.1.4.9-10.A	Write informative/explanatory texts to examine and convey complex ideas, concepts, and information clearly and accurately.
Taught in Unit(s)	
Fiction (Dreaming in America, Literature of Social Change, "Vaulting Ambition"), poetry, and Topics in Non-fiction	
Explanation/Example of Standard	
Students must be able to produce clear and accurate writing which presents advanced concepts.	

<b>Common Misconceptions</b>	
Students believe that because they understand their own intent and meaning, then it will be clear to their readers as well.	
<b>Big Idea(s)</b>	<b>Essential Question(s)</b>
Writing breaks down complex ideas into more readily accessible components.	How can I clearly convey a complex idea in writing?
Writers must take audience and occasion in account when composing informative and explanatory texts.	How can I make sure my information and ideas are clearly and effectively presented?
<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>Informative text: A written text meant to present facts to its readers, to inform on a topic.</p> <p>Explanatory text: A written text meant to share knowledge and ideas</p> <p>*Informative and explanatory are (relatively) synonymous terms and can often be used interchangeably.*</p>	<p>Write informative/explanatory texts</p> <p>Examine complex ideas in order to break them into more clearly conveyed components</p> <p>Convey complex ideas clearly in writing</p>

### CVSD Secondary Curriculum Map ~ PA Core Standards

<b>Common Core State Standard</b>	<b>PA Core Standard</b>
PACC.1.4.9-10.G	Write arguments to support claims in an analysis of substantive topics.
<b>Taught in Unit(s)</b>	
Sophomore students are expected to construct analytical and/or persuasive arguments which present claims and then support those claims with relevant and accurate details.	

<b>Explanation/Example of Standard</b>	
<p>Literature says different things to different people and any interpretation is valid.</p> <p>All support for an argument is equal.</p> <p>Simply including details that support a claim is thorough analysis.</p>	
<b>Common Misconceptions</b>	
<p>Literature says different things to different people and any interpretation is valid.</p> <p>All support for an argument is equal.</p> <p>Simply including details that support a claim is thorough analysis.</p>	
<b>Big Idea(s)</b>	<b>Essential Question(s)</b>
<p>Written claims must be supported by a clear position, concrete support, and logical reasoning.</p> <p>An argument must support its claims.</p> <p>Close, careful, and accurate analysis of a topic can provide support for an argument or allow one to view a topic from a new perspective.</p>	<p>How do I write an argument to support my claims about a topic?</p> <p>Why is support for a claim necessary when writing an argument?</p> <p>How can I effectively analyze a topic to find support for my argument or to better understand a topic?</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>Argument- A well-reasoned and well-supported development of ideas that supports the writer's claim</p> <p>Claims- The writer's position on a topic supported by a well reasoned argument</p> <p>Analysis- Development of ideas and arguments that integrates and critically evaluates information to support a claim</p> <p>Substantive topics- Assigned writing</p>	<p>Write arguments to support claims</p> <p>Use valid reasoning and relevant/sufficient evidence to support claims</p>

## CVSD Secondary Curriculum Map ~ PA Core Standards

Common Core State Standard	PA Core Standard
PACC.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 (Dreaming in America, Literature of Social Change, “Vaulting Ambition”), Topics in 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>	
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.	
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.	
Students assume that presenting evidence will allow the reader to draw the same conclusions that they, students, have drawn.	
Big Idea(s)	Essential Question(s)
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	
Concepts (what students need to know)	Skills (what students must be able to do)
Evidence: available facts/information indicating whether a claim is true or valid  Literary texts: a piece of written material, such as a book or poem, that has the purpose of telling a story;	Identify relevant evidence that supports a claim  Evaluate the strength and validity of evidence

<p>a text with lasting literary and artistic merit</p> <p>Informational texts: A written text meant to present facts to its readers, to inform on a topic; an informative text</p> <p>Analysis: detailed examination of the elements or structure of a literary work,</p> <p>Reflection: consideration of some subject matter, idea, or purpose</p> <p>Research: the systematic investigation into and study of materials and sources in order to establish facts and reach new conclusions.</p>	<p>Select precise and poignant evidence</p> <p>Integrate evidence into your own prose to support your analysis</p> <p>Read and understand literary fiction/non-fiction independently</p>
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### CVSD Secondary Curriculum Map ~ PA Core Standards

Common Core State Standard	PA Core Standard
PACC.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>	
Writing Units	
<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>	
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.	
Students sometimes believe that all writing needs the same approach, regardless of task, audience, and purpose.	

Big Idea(s)	Essential Question(s)
<p>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.</p>	<p>How do we use the writing process to improve our writing at every stage in its composition?</p>
<b>Assessments</b>	
<p>See unit map for specific unit common assessments</p>	
<b>Concepts</b> (what students need to know)	<b>Skills</b> (what students must be able to do)
<p>Approach: a way of dealing with something</p> <p>Purpose: intent; the reason for which something is done or created</p> <p>Audience: the spectators, listeners, and intended readers of a writing, performance, or speech</p>	<p>Plan and essay including making decisions about its structure and content.</p> <p>Revise an essay plan/essay by reading closely for flaws and weaknesses.</p> <p>Edit and essay/piece of writing in order to strengthen and polish everything from mechanical/grammatical issues to stylistic choices that impact effectiveness.</p> <p>Rewrite an essay integrating suggestions for improvement from various sources of feedback.</p>

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

Common Core State Standard	PA Core Standard
<p>PACC.1.5.9-10.A</p>	<p>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.</p>
<b>Taught in Unit(s)</b>	
<p>Skills taught and developed across all units. Particularly covered through the implementation and use of Socratic seminars and group discussions. Units:</p>	

<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>	
Any talking or contribution during a group discussion "counts" as effective participation.	
Excessive participation in a group discussion means a student is doing well.	
If there is support for my view, I do not need to listen to others.	
<b>Big Idea(s)</b>	<b>Essential Question(s)</b>
Through group discussion and "inquiry" based methods, students become better thinkers.  Effective verbal expression involves:  -presenting my own views clearly  -providing compelling evidence to support my views in order to persuade other  -hearing and giving consideration to the views of others with a willingness to modify by original view/position in light of new evidence.	What are strategies for effective participation in a discussion?  How can I be an active listener?  How do I verbally express meaningful and substantive ideas?
<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)
Collaborative discussion	Initiate, participate, build, express

## 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.D	Present information, findings, and supporting evidence clearly, concisely, and logically such that listeners can follow the line of reasoning; ensure that the presentation is appropriate to purpose, audience, and task.
<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.	

<b>Explanation/Example of Standard</b>	
Sophomores are expected to convey their ideas and knowledge with precise language and modes appropriate to audience and venue.	
<b>Common Misconceptions</b>	
Students often believe that effective verbal communication is the same in every situation.	
<b>Big Idea(s)</b>	<b>Essential Question(s)</b>
Students must adapt their presentation strategies and delivery to suit the situation. Audience and task affect what strategies are most effective.	How does the presentation of our ideas affect their reception?
<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)
Poise, Posture, Diction, Pace, Eye Contact	Students must be able to adapt their verbal expression and personal presentation in order to suit the specific task