

Berlin Brothersvalley School District
Berlin Brothersvalley High School
11th Grade College Preparation English Curriculum Framework
Full Year Course

Big Idea(s) for 1st nine weeks	Concept(s) of 1st nine weeks	Competencies of 1st nine weeks	Essential Questions for 1st nine weeks
<p>Writing personal narratives allows a writer to express themselves while captivating a reader through a personal story.</p> <p>The writing process includes various steps to ensure a piece of writing is focused, organized, and includes style and voice.</p> <p>Studying early American literature exposes readers to diverse perspectives that form the foundation of America's literary history, deepening understanding of indigenous people's traditions, values, and experiences, which are essential for appreciating American identity.</p>	<p>Students will know...</p> <ul style="list-style-type: none"> ● reflective writing ● the writing process ● narrative writing ● comparisons of different mediums ● personal narrative ● early American Lit: Native American Voices Through Literature ● Informational Text ● Myths ● literary analysis ● evidence and citation ● Shakespearean Drama ● Elements of tragedy ● Tragic Hero 	<p>Students will be able to...</p> <ul style="list-style-type: none"> ● write a reflection ● outline a textbook ● write a personal narrative ● compare narratives told through different mediums ● analyze and discuss creation myths ● analyze and discuss themes in a work of fiction ● write a literary analysis and cite evidence using MLA format ● Analyze and discuss characters and themes in a Shakespearean drama ● Recognize various elements of tragedy ● Examine a tragic hero ● Read and act out a Shakespearean play ● Paraphrase lines from a Shakespearean tragedy 	<p>How does reflecting on personal experiences and growth as a writer contribute to developing a deeper understanding of one's own writing process?</p> <p>In what ways can the act of writing a reflective piece about being a writer enhance self-awareness and improve future writing endeavors?</p> <p>What are some ways writers can organize their ideas during the prewriting phase?</p> <p>What can we learn about Native American societies, values, and perspectives from studying their early and modern literature?</p> <p>How does Shakespeare use the themes of ambition, power, and the supernatural in <i>Macbeth</i> to explore the complexities of human nature and the consequences of unchecked ambition?</p> <p>What literary techniques does</p>

Berlin Brothersvalley School District
Berlin Brothersvalley High School
11th Grade College Preparation English Curriculum Framework
Full Year Course

			<p>Shakespeare employ in <i>Macbeth</i> to create tension and suspense, and how do these elements contribute to the play's exploration of guilt, fate, and moral corruption?</p> <p>How do authors use literary elements such as plot, character, symbolism, and theme to convey deeper meanings and messages in their works, and how can understanding these elements enhance our appreciation and analysis of literature?</p>
<p><u>Unit/Chapter/Selection of Study</u></p> <p>Writing a Reflection</p> <ul style="list-style-type: none"> Informational Text: "Is Everyone an Author?" 	<p><u>Approx # of weeks - % of time</u></p> <p>1 week</p>	<p><u>PA Core Standards</u></p> <p>CC.1.4.11–12.G Write arguments to support claims in an analysis of substantive topics.</p> <p>CC.1.4.11–12.H Write with a sharp, distinct focus identifying topic, task, and audience. Introduce the precise, knowledgeable claim.</p> <p>CC.1.4.11–12.I Distinguish the claim(s) from alternate or opposing claims; develop claim(s) and counterclaims fairly and thoroughly, supplying the most relevant evidence for each while pointing out the strengths and limitations of both in a manner that anticipates the audience's knowledge level, concerns, values, and possible biases.</p>	<p><u>Assessment Anchors & Eligible Content</u></p> <p>N/A</p>

**Berlin Brothersvalley School District
Berlin Brothersvalley High School
11th Grade College Preparation English Curriculum Framework
Full Year Course**

		<p>CC.1.4.11–12.J Create organization that logically sequences claim(s), counterclaims, reasons, and evidence; use words, phrases, and clauses as well as varied syntax to link the major sections of the text to create cohesion and clarify the relationships between claim(s) and reasons, between reasons and evidence, and between claim(s) and counterclaims; provide a concluding statement or section that follows from and supports the argument presented.</p> <p>CC.1.4.11–12.K Write with an awareness of the stylistic aspects of composition. Use precise language, domain specific vocabulary, and techniques such as metaphor, simile, and analogy to manage the complexity of the topic. Establish and maintain a formal style and objective tone while attending to the norms of the discipline in which they are writing.</p> <p>CC.1.4.11–12.L Demonstrate a grade-appropriate command of the conventions of standard English grammar, usage, capitalization, punctuation, and spelling.</p>	
<p><u>Unit/Chapter/Selection of Study</u></p> <p>Outlining a Textbook <ul style="list-style-type: none"> “Managing the Writing Process” </p>	<p><u>Approx # of weeks - % of time</u></p> <p>.5 week</p>	<p><u>PA Core Standards</u></p> <p>CC.1.4.11–12.C Develop and analyze the topic thoroughly by selecting the most significant and relevant facts, extended definitions, concrete details, quotations, or other information and examples appropriate to the audience’s knowledge of the topic; include graphics and</p>	<p><u>Assessment Anchors & Eligible Content</u></p> <p>N/A</p>

Berlin Brothersvalley School District
Berlin Brothersvalley High School
11th Grade College Preparation English Curriculum Framework
Full Year Course

		<p>multimedia when useful to aiding comprehension.</p> <p>CC.1.4.11–12.D Organize complex ideas, concepts, and information so that each new element builds on that which precedes it to create a whole; use appropriate and varied transitions and syntax to link the major sections of the text; provide a concluding statement or section that supports the information presented; include formatting when useful to aiding comprehension.</p>	
<p><u>Unit/Chapter/Selection of Study</u></p> <p>Writing a Narrative</p> <ul style="list-style-type: none"> Comparing narratives told through different mediums Personal narrative examples Write a personal narrative 	<p><u>Approx # of weeks - % of time</u></p> <p>2.5 weeks</p>	<p><u>PA Core Standards</u></p> <p>CC.1.2.11–12.D Evaluate how an author's point of view or purpose shapes the content and style of a text.</p> <p>CC.1.2.11–12.G Integrate and evaluate multiple sources of information presented in different media or formats (e.g., visually, quantitatively) as well as in words in order to address a question or solve a problem.</p> <p>CC.1.4.11–12.R Demonstrate a grade-appropriate command of the conventions of standard English grammar, usage, capitalization, punctuation, and spelling</p> <p>CC.1.4.11–12.M Write narratives to develop real or imagined experiences or events.</p>	<p><u>Assessment Anchors & Eligible Content</u></p> <p>N/A</p>

Berlin Brothersvalley School District
Berlin Brothersvalley High School
11th Grade College Preparation English Curriculum Framework
Full Year Course

		<p>CC.1.4.11–12.N Engage and orient the reader by setting out a problem, situation, or observation and its significance, establishing one or multiple points of view, and introducing a narrator and/or characters.</p> <p>CC.1.4.11–12.O Use narrative techniques such as dialogue, description, reflection, multiple plotlines, and pacing to develop experiences, events, and/or characters; use precise words and phrases, telling details, and sensory language to convey a vivid picture of the experiences, events, settings, and/or characters.</p> <p>CC.1.4.11–12.P Create a smooth progression of experiences or events using a variety of techniques to sequence events so that they build on one another to create a coherent whole and build toward a particular tone and outcome; provide a conclusion that follows from and reflects on what is experienced, observed, or resolved over the course of the narrative.</p> <p>CC.1.4.11–12.Q Write with an awareness of the stylistic aspects of writing. • Use parallel structure. • Use various types of phrases and clauses to convey specific meanings and add variety and interest. • Use precise language, domain specific vocabulary, and techniques such as metaphor, simile, and analogy to manage the complexity of the topic.</p>	
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Berlin Brothersvalley School District
Berlin Brothersvalley High School
11th Grade College Preparation English Curriculum Framework
Full Year Course

<u>Unit/Chapter/Selection of Study</u>	<u>Approx # of weeks - % of time</u>	<u>PA Core Standards</u>	<u>Assessment Anchors & Eligible Content</u>
<p>Early American Lit: Native American Voices Through Literature</p> <p>Informational Text - BG and characteristics</p> <p>Creation Myths</p> <ul style="list-style-type: none"> ○ “The World on a Turtle’s Back” ○ “How Stories Came to Be” ○ “The Sun, The Stars, and the Moon” <p>Novel Study: <i>The Absolutely True Diary of a Part-Time Indian</i> by Sherman Alexie OR <i>House Made of Dawn</i> by N. Scott Momaday</p> <ul style="list-style-type: none"> ○ Write a literary analysis ○ Embed evidence and cite correctly 	<p style="text-align: center;">4 weeks</p>	<p>CC.1.3.11–12.B Cite strong and thorough textual evidence to support analysis of what the text says explicitly, as well as inferences and conclusions based on and related to an author’s implicit and explicit assumptions and beliefs.</p> <p>CC.1.3.11–12.D Evaluate how an author’s point of view or purpose shapes the content and style of a text.</p> <p>CC.1.3.11–12.F Evaluate how words and phrases shape meaning and tone in texts</p> <p>CC.1.3.11–12.J Acquire and use accurately general academic and domain-specific words and phrases, sufficient for reading, writing, speaking, and listening at the college- and career readiness level; demonstrate independence in gathering vocabulary knowledge when considering a word or phrase important to comprehension or expression.</p> <p>CC.1.3.11–12.K Read and comprehend literary fiction on grade level, reading independently and proficiently</p> <p>CC.1.4.11–12.A Write informative/explanatory texts to examine and convey complex ideas, concepts, and information clearly and accurately.</p> <p>CC.1.4.11–12.B Write with a sharp, distinct focus identifying topic, task, and</p>	<p style="text-align: center;">N/A</p>

Berlin Brothersvalley School District
Berlin Brothersvalley High School
11th Grade College Preparation English Curriculum Framework
Full Year Course

		<p>audience.</p> <p>CC.1.4.11–12.C Develop and analyze the topic thoroughly by selecting the most significant and relevant facts, extended definitions, concrete details, quotations, or other information and examples appropriate to the audience's knowledge of the topic; include graphics and multimedia when useful to aiding comprehension.</p> <p>CC.1.4.11–12.D Organize complex ideas, concepts, and information so that each new element builds on that which precedes it to create a whole; use appropriate and varied transitions and syntax to link the major sections of the text; provide a concluding statement or section that supports the information presented; include formatting when useful to aiding comprehension.</p> <p>CC.1.4.11–12.E Write with an awareness of the stylistic aspects of composition. Use precise language, domain specific vocabulary, and techniques such as metaphor, simile, and analogy to manage the complexity of the topic. Establish and maintain a formal style and objective tone while attending to the norms of the discipline in which they are writing.</p> <p>CC.1.4.11–12.F Demonstrate a grade-appropriate command of the conventions of standard English grammar, usage, capitalization, punctuation, and spelling.</p>	
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Berlin Brothersvalley School District
Berlin Brothersvalley High School
11th Grade College Preparation English Curriculum Framework
Full Year Course

		<p>CC.1.4.11–12.S Draw evidence from literary or informational texts to support analysis, reflection, and research applying grade-level reading standards for literature and literary Nonfiction.</p> <p>CC.1.4.11–12.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.</p> <p>CC.1.4.11–12.X Write routinely over extended time frames (time for research, reflection, and revision) and shorter time frames (a single sitting or a day or two) for a range of discipline-specific tasks, purposes, and audiences.</p>	
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Berlin Brothersvalley School District
Berlin Brothersvalley High School
11th Grade College Preparation English Curriculum Framework
Full Year Course

<u>Unit/Chapter/Selection of Study</u>	<u>Approx # of weeks - % of time</u>	<u>PA Core Standards</u>	<u>Assessment Anchors & Eligible Content</u>
<p><i>Macbeth</i></p> <ul style="list-style-type: none"> ○ Elements of tragedy ○ Tragic Hero ○ Shakespearean Drama 	<p>1 week (continues into 2nd nine weeks)</p>	<p>CC.1.3.11–12.C Analyze the impact of the author's choices regarding how to develop and relate elements of a story or drama.</p> <p>CC.1.3.11–12.G Analyze multiple interpretations of a story, drama, or poem (e.g., recorded or live production of a play or recorded novel or poetry), evaluating how each version interprets the source text. (Include at least one play by Shakespeare and one play by an American dramatist.)</p> <p>CC.1.3.11–12.I 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.</p> <p>CC.1.3.11–12.J Acquire and use accurately general academic and domain-specific words and phrases, sufficient for reading, writing, speaking, and listening at the college- and career readiness level; demonstrate independence in gathering vocabulary knowledge when considering a word or phrase important to comprehension or expression.</p> <p>CC.1.3.11–12.K Read and comprehend literary fiction on grade level, reading independently and proficiently</p> <p>CC.1.4.11–12.S</p>	<p>N/A</p>

Berlin Brothersvalley School District
Berlin Brothersvalley High School
11th Grade College Preparation English Curriculum Framework
Full Year Course

		<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> <p>CC.1.4.11–12.X Write routinely over extended time frames (time for research, reflection, and revision) and shorter time frames (a single sitting or a day or two) for a range of discipline-specific tasks, purposes, and audiences.</p> <p>CC.1.5.11–12.A Initiate and participate effectively in a range of collaborative discussions on grade-level topics, texts, and issues, building on others' ideas and expressing their own clearly and persuasively.</p>	
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Big Idea(s) for 2nd nine weeks	Concept(s) of 2nd nine weeks	Competencies of 2nd nine weeks	Essential Questions for 2nd nine weeks
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Berlin Brothersvalley School District
Berlin Brothersvalley High School
11th Grade College Preparation English Curriculum Framework
Full Year Course

<p>The Shakespearean tragedy allows readers to engage with timeless themes and complex characters that continue to resonate in contemporary society. Studying Shakespeare encourages critical thinking and analytical skills while readers explore the depths of human emotion and the consequences of ambition. Shakespeare's works also foster a deeper appreciation for the enduring impact of Shakespeare's contributes to literature and drama.</p> <p>Reading <i>The Crucible</i> by Arthur Miller encourages readers to consider the dangers of hysteria and the importance of moral integrity. By examining the Salem Witch Trials, readers learn about historical and social pressures, and the importance of truth and justice, which are still relevant today.</p> <p>Studying transcendental literature allows readers to explore themes of individualism, nature, and self-reliance. This focus fosters a</p>	<p>Students will know...</p> <ul style="list-style-type: none"> • the elements of a tragedy • tragic Hero • the elements of the Shakespearean Drama • Allegory • Stage Directions • The characteristics of Transcendentalism • Popular transcendentalist writers and poets • Characteristics of dark romantic literature • Popular dark romantic writers 	<p>Students will be able to...</p> <ul style="list-style-type: none"> • Analyze and discuss characters and themes in a Shakespearean drama • write a literary analysis and cite evidence using MLA format • Recognize various elements of tragedy • Examine a tragic hero • Read and act out a Shakespearean play • Paraphrase lines from a Shakespearean tragedy • Read and understand an allegory • Connect past events with more recent ones • Read and comprehend informational seminal texts • Explain transcendentalism and recognize it in literature and the world • Prepare and deliver a presentation about a Dark Romantic writer and one of his short stories 	<p>How does Shakespeare use the themes of ambition, power, and the supernatural in <i>Macbeth</i> to explore the complexities of human nature and the consequences of unchecked ambition?</p> <p>What literary techniques does Shakespeare employ in <i>Macbeth</i> to create tension and suspense, and how do these elements contribute to the play's exploration of guilt, fate, and moral corruption?</p> <p>How do authors use literary elements such as plot, character, symbolism, and theme to convey deeper meanings and messages in their works, and how can understanding these elements enhance our appreciation and analysis of literature?</p> <p>How does Arthur Miller use the events of the Salem Witch Trials in <i>The Crucible</i> to explore themes of hysteria, fear, and the dangers of unchecked authority? How do these themes resonate with modern audiences?</p> <p>In what ways does Miller employ dramatic techniques such as</p>
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Berlin Brothersvalley School District
Berlin Brothersvalley High School
11th Grade College Preparation English Curriculum Framework
Full Year Course

greater appreciation for the power of personal insight and the connections between humanity and nature, and provides connections between the past and present.			<p>characterization, dialogue, and symbolism to convey the play's deeper messages about morality, justice, and the human condition in <i>The Crucible</i>?</p> <p>How did transcendentalist writers and poets such as Emerson, Thoreau, Whitman, and Dickinson challenge conventional beliefs about society, nature, and the individual, and how did their ideas and writing styles influence American literature and culture?</p> <p>What are the key characteristics of transcendentalism, and how do works from this period reflect these beliefs?</p>
<p><u>Unit/Chapter/Selection of Study</u></p> <p><i>Macbeth</i></p> <ul style="list-style-type: none"> ○ Elements of tragedy ○ Tragic Hero ○ Shakespearean Drama 	<p><u>Approx # of weeks - % of time</u></p> <p>3 weeks (continued from 1st nine weeks)</p>	<p><u>PA Core Standards</u></p> <p>CC.1.3.11–12.C Analyze the impact of the author's choices regarding how to develop and relate elements of a story or drama.</p> <p>CC.1.3.11–12.G Analyze multiple interpretations of a story, drama, or poem (e.g., recorded or live production of a play or recorded novel or poetry), evaluating how each version interprets the source text. (Include</p>	<p><u>Assessment Anchors & Eligible Content</u></p> <p>N/A</p>

Berlin Brothersvalley School District
Berlin Brothersvalley High School
11th Grade College Preparation English Curriculum Framework
Full Year Course

		<p>at least one play by Shakespeare and one play by an American dramatist.)</p> <p>CC.1.3.11–12.A Determine and analyze the relationship between two or more themes or central ideas of a text, including the development and interaction of the themes; provide an objective summary of the text.</p> <p>CC.1.3.11–12.I 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.</p> <p>CC.1.3.11–12.J Acquire and use accurately general academic and domain-specific words and phrases, sufficient for reading, writing, speaking, and listening at the college- and career readiness level; demonstrate independence in gathering vocabulary knowledge when considering a word or phrase important to comprehension or expression.</p> <p>CC.1.3.11–12.K Read and comprehend literary fiction on grade</p>	
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Berlin Brothersvalley School District
Berlin Brothersvalley High School
11th Grade College Preparation English Curriculum Framework
Full Year Course

		<p>level, reading independently and proficiently</p> <p>CC.1.4.11–12.S Draw evidence from literary or informational texts to support analysis, reflection, and research applying grade-level reading standards for literature and literary Nonfiction.</p> <p>CC.1.4.11–12.X Write routinely over extended time frames (time for research, reflection, and revision) and shorter time frames (a single sitting or a day or two) for a range of discipline-specific tasks, purposes, and audiences.</p> <p>CC.1.5.11–12.A Initiate and participate effectively in a range of collaborative discussions on grade-level topics, texts, and issues, building on others' ideas and expressing their own clearly and persuasively.</p>	
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Berlin Brothersvalley School District
Berlin Brothersvalley High School
11th Grade College Preparation English Curriculum Framework
Full Year Course

<u>Unit/Chapter/Selection of Study</u>	<u>Approx # of weeks - % of time</u>	<u>PA Core Standards</u>	<u>Assessment Anchors & Eligible Content</u>
<p><i>The Crucible</i></p> <ul style="list-style-type: none"> ○ Allegory ○ Stage Directions <p>Informational Texts and Media</p>	<p>4 weeks</p>	<p>CC.1.3.11–12.A Determine and analyze the relationship between two or more themes or central ideas of a text, including the development and interaction of the themes; provide an objective summary of the text.</p> <p>CC.1.3.11–12.C Analyze the impact of the author's choices regarding how to develop and relate elements of a story or drama.</p> <p>CC.1.3.11–12.G Analyze multiple interpretations of a story, drama, or poem (e.g., recorded or live production of a play or recorded novel or poetry), evaluating how each version interprets the source text. (Include at least one play by Shakespeare and one play by an American dramatist.)</p> <p>CC.1.3.11–12.J Acquire and use accurately general academic and domain-specific words and phrases, sufficient for reading, writing, speaking, and listening at the college- and career readiness level; demonstrate independence in gathering vocabulary knowledge</p>	<p>N/A</p>

Berlin Brothersvalley School District
Berlin Brothersvalley High School
11th Grade College Preparation English Curriculum Framework
Full Year Course

		<p>when considering a word or phrase important to comprehension or expression.</p> <p>CC.1.3.11–12.K Read and comprehend literary fiction on grade level, reading independently and proficiently</p> <p>CC.1.4.11–12.S Draw evidence from literary or informational texts to support analysis, reflection, and research applying grade-level reading standards for literature and literary Nonfiction.</p> <p>CC.1.4.11–12.X Write routinely over extended time frames (time for research, reflection, and revision) and shorter time frames (a single sitting or a day or two) for a range of discipline-specific tasks, purposes, and audiences.</p> <p>CC.1.5.11–12.A Initiate and participate effectively in a range of collaborative discussions on grade-level topics, texts, and issues, building on others' ideas and expressing their own clearly and</p>	
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Berlin Brothersvalley School District
Berlin Brothersvalley High School
11th Grade College Preparation English Curriculum Framework
Full Year Course

		persuasively.	
<u>Unit/Chapter/Selection of Study</u>	<u>Approx # of weeks - % of time</u>	<u>PA Core Standards</u>	<u>Assessment Anchors & Eligible Content</u>
Transcendentalism <ul style="list-style-type: none"> Informational Texts (Essays) Emerson "Nature" and "Self-Reliance" Dark Romantics <ul style="list-style-type: none"> Short stories 	2 weeks (continues into 3rd nine weeks)	<p>CC.1.2.11–12.D Evaluate how an author's point of view or purpose shapes the content and style of a text.</p> <p>CC.1.2.11–12.E Analyze and evaluate the effectiveness of the structure an author uses in his or her exposition or argument, including whether the structure makes points clear, convincing, and engaging.</p> <p>CC.1.2.11–12.L Read and comprehend literary nonfiction and informational text on grade level, reading independently and proficiently.</p> <p>CC.1.2.11–12.I Analyze foundational U.S. and world documents of historical, political, and literary significance for their themes, purposes, and rhetorical features.</p> <p>CC.1.2.11–12.H Analyze seminal texts based upon reasoning, premises, purposes, and arguments.</p>	N/A

Berlin Brothersvalley School District
Berlin Brothersvalley High School
11th Grade College Preparation English Curriculum Framework
Full Year Course

		<p>CC.1.3.11–12.H Demonstrate knowledge of foundational works of literature that reflect a variety of genres in the respective major periods of literature, including how two or more texts from the same period treat similar themes or topics.</p> <p>CC.1.2.11–12.A Determine and analyze the relationship between two or more central ideas of a text, including the development and interaction of the central ideas; provide an objective summary of the text.</p> <p>CC.1.2.11–12.B Cite strong and thorough textual evidence to support analysis of what the text says explicitly, as well as inferences and conclusions based on and related to an author's implicit and explicit assumptions and beliefs.</p> <p>CC.1.2.11–12.F Evaluate how words and phrases shape meaning and tone in texts.</p> <p>CC.1.3.11–12.J Acquire and use accurately general academic and domain-specific words and phrases, sufficient for reading, writing,</p>	
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Berlin Brothersvalley School District
Berlin Brothersvalley High School
11th Grade College Preparation English Curriculum Framework
Full Year Course

		<p>speaking, and listening at the college- and career readiness level; demonstrate independence in gathering vocabulary knowledge when considering a word or phrase important to comprehension or expression.</p> <p>CC.1.3.11–12.K Read and comprehend literary fiction on grade level, reading independently and proficiently</p> <p>CC.1.4.11–12.V Conduct short as well as more sustained research projects to answer a question (including a self generated question) or solve a problem; narrow or broaden the inquiry when appropriate; synthesize multiple sources on the subject, demonstrating understanding of the subject under investigation.</p> <p>CC.1.4.11–12.S Draw evidence from literary or informational texts to support analysis, reflection, and research applying grade-level reading standards for literature and literary Nonfiction.</p>	
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Berlin Brothersvalley School District
Berlin Brothersvalley High School
11th Grade College Preparation English Curriculum Framework
Full Year Course

		<p>CC.1.4.11–12.X Write routinely over extended time frames (time for research, reflection, and revision) and shorter time frames (a single sitting or a day or two) for a range of discipline-specific tasks, purposes, and audiences.</p> <p>CC.1.5.11–12.D Present information, findings, and supporting evidence, conveying a clear and distinct perspective; organization, development, substance, and style are appropriate to purpose, audience, and task.</p> <p>CC.1.5.11–12.E Adapt speech to a variety of contexts and tasks.</p> <p>CC.1.5.11–12.F Make strategic use of digital media in presentations to add interest and enhance understanding of findings, reasoning, and evidence.</p> <p>CC.1.5.11–12.G Demonstrate command of the conventions of standard English when speaking based on Grades 11–12 level and content.</p>	
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Berlin Brothersvalley School District
Berlin Brothersvalley High School
11th Grade College Preparation English Curriculum Framework
Full Year Course

Big Idea(s) for 3rd nine weeks	Concept(s) of 3rd nine weeks	Competencies of 3rd nine weeks	Essential Questions for 3rd nine weeks
<p><i>The Great Gatsby</i> explores the American Dream, society values, and human nature. This novel develops critical thinking and an appreciation for Fitzgerald's timeless work.</p> <p>Writing a literary analysis focused on symbols deepens a writer's understanding of the text's themes and enhances his/her ability to interpret complex ideas.</p> <p>Examining realistic war literature provides profound insights into the experiences of soldiers during the Vietnam War, exploring themes of courage, trauma, and the burdens people carry. This helps readers understand the human side of conflict and the enduring impact of war on individuals and society.</p>	<p>Students will know...</p> <ul style="list-style-type: none"> • Key characteristics of the transcendental movement • Some popular American writers and characteristics of their writing • Characteristics of dark romantic literature • Popular dark romantic writers • Symbols • Color symbolism • Motifs • Realistic fiction • War literature • Rhetorical strategies • Grammar and mechanics • SAT test-taking strategies • Parts of the literary analysis • Parts of the research paper 	<p>Students will be able to...</p> <ul style="list-style-type: none"> • Read and comprehend informational seminal texts • Explain transcendentalism and recognize it in literature and the world • Prepare and deliver a presentation about a Dark Romantic writer and one of his short stories • Read and comprehend a literary classic • Analyze and explain the importance of specific excerpts from a novel • Analyze and explain symbols and motifs in a work of fiction • Write a literary analysis that explores the color symbolism within a text • Use Bluebook to practice taking the digital SAT • Use Khan Academy to practice reading and writing skills • Read and comprehend a work of realistic fiction • Gather, cite, and organize information for a research paper • Write an argumentative essay 	<p>How did transcendentalist writers and poets such as Emerson, Thoreau, Whitman, and Dickinson challenge conventional beliefs about society, nature, and the individual, and how did their ideas and writing styles influence American literature and culture?</p> <p>What are the key tenets of transcendentalism, and how do works from this period reflect these beliefs?</p> <p>How do the works of Dark Romantic writers in American literature explore themes of guilt, sin, and the darkness of the human psyche, and what insights can we gain into the cultural and historical context of the time through their writings?</p> <p>How does F. Scott Fitzgerald use symbolism, characterization, and setting in <i>The Great Gatsby</i> to explore the American Dream, societal decadence, and the complexities of love and identity during the Jazz Age?</p> <p>How do the stories in <i>The Things They Carried</i> by Tim O'Brien present</p>

Berlin Brothersvalley School District
Berlin Brothersvalley High School
11th Grade College Preparation English Curriculum Framework
Full Year Course

		<p>with sound, credible support in the form of a research paper</p> <ul style="list-style-type: none"> • Cite sources using MLA format • Read and comprehend nonfiction texts and speeches • Recognize how writers and speakers use language to deliver a message 	<p>truth, reality, and storytelling, and what insights do they provide into the psychological and emotional toll of war on soldiers and the human experience?</p> <p>How can researching a concept - like the military draft - deepen our understanding of war, the world, and war literature?</p>
<p><u>Unit/Chapter/Selection of Study</u></p> <p>Transcendentalism</p> <ul style="list-style-type: none"> ○ Informational Texts (Essays) ○ Emerson “Nature” and “Self-Reliance” ○ “Civil Disobedience” and from <i>Walden: The Pond</i>. <p>Dark Romantics - Research Project and presentation</p> <ul style="list-style-type: none"> ○ Short stories 	<p><u>Approx # of weeks - % of time</u></p> <p>1 week (continued from 2nd nine weeks)</p>	<p><u>PA Core Standards</u></p> <p>CC.1.2.11–12.D Evaluate how an author’s point of view or purpose shapes the content and style of a text.</p> <p>CC.1.2.11–12.E Analyze and evaluate the effectiveness of the structure an author uses in his or her exposition or argument, including whether the structure makes points clear, convincing, and engaging.</p> <p>CC.1.2.11–12.L Read and comprehend literary nonfiction and informational text on grade level, reading independently and proficiently.</p>	<p><u>Assessment Anchors & Eligible Content</u></p> <p>N/A</p>

Berlin Brothersvalley School District
Berlin Brothersvalley High School
11th Grade College Preparation English Curriculum Framework
Full Year Course

		<p>CC.1.2.11–12.I Analyze foundational U.S. and world documents of historical, political, and literary significance for their themes, purposes, and rhetorical features.</p> <p>CC.1.2.11–12.H Analyze seminal texts based upon reasoning, premises, purposes, and arguments.</p> <p>CC.1.3.11–12.H Demonstrate knowledge of foundational works of literature that reflect a variety of genres in the respective major periods of literature, including how two or more texts from the same period treat similar themes or topics.</p> <p>CC.1.2.11–12.A Determine and analyze the relationship between two or more central ideas of a text, including the development and interaction of the central ideas; provide an objective summary of the text.</p> <p>CC.1.2.11–12.B Cite strong and thorough textual evidence to support analysis of what the text says explicitly, as well as inferences and conclusions based on and related to an author's implicit and explicit</p>	
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Berlin Brothersvalley School District
Berlin Brothersvalley High School
11th Grade College Preparation English Curriculum Framework
Full Year Course

		<p>assumptions and beliefs.</p> <p>CC.1.2.11–12.F Evaluate how words and phrases shape meaning and tone in texts.</p> <p>CC.1.3.11–12.H Demonstrate knowledge of foundational works of literature that reflect a variety of genres in the respective major periods of literature, including how two or more texts from the same period treat similar themes or topics.</p> <p>CC.1.3.11–12.J Acquire and use accurately general academic and domain-specific words and phrases, sufficient for reading, writing, speaking, and listening at the college- and career readiness level; demonstrate independence in gathering vocabulary knowledge when considering a word or phrase important to comprehension or expression.</p> <p>CC.1.3.11–12.K Read and comprehend literary fiction on grade level, reading independently and proficiently</p>	
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Berlin Brothersvalley School District
Berlin Brothersvalley High School
11th Grade College Preparation English Curriculum Framework
Full Year Course

		<p>CC.1.4.11–12.S Draw evidence from literary or informational texts to support analysis, reflection, and research applying grade-level reading standards for literature and literary Nonfiction.</p> <p>CC.1.4.11–12.X Write routinely over extended time frames (time for research, reflection, and revision) and shorter time frames (a single sitting or a day or two) for a range of discipline-specific tasks, purposes, and audiences.</p> <p>CC.1.4.11–12.V Conduct short as well as more sustained research projects to answer a question (including a self generated question) or solve a problem; narrow or broaden the inquiry when appropriate; synthesize multiple sources on the subject, demonstrating understanding of the subject under investigation.</p> <p>CC.1.5.11–12.D Present information, findings, and supporting evidence, conveying a clear and distinct</p>	
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**Berlin Brothersvalley School District
Berlin Brothersvalley High School
11th Grade College Preparation English Curriculum Framework
Full Year Course**

		<p>perspective; organization, development, substance, and style are appropriate to purpose, audience, and task.</p> <p>CC.1.5.11–12E Adapt speech to a variety of contexts and tasks.</p> <p>CC.1.5.11–12.F Make strategic use of digital media in presentations to add interest and enhance understanding of findings, reasoning, and evidence.</p> <p>CC.1.5.11–12.G Demonstrate command of the conventions of standard English when speaking based on Grades 11–12 level and content.</p>	
<p><u>Unit/Chapter/Selection of Study</u></p> <p>Novel Study: <i>The Great Gatsby</i></p>	<p><u>Approx # of weeks - % of time</u></p> <p>4 weeks</p>	<p><u>PA Core Standards</u></p> <p>CC.1.3.11–12.K Read and comprehend literary fiction on grade level, reading independently and proficiently.</p> <p>CC.1.3.11–12.A Determine and analyze the relationship between two or more themes or central ideas of a text, including the development and interaction of the themes; provide an objective summary of the text.</p>	<p><u>Assessment Anchors & Eligible Content</u></p> <p>N/A</p>

Berlin Brothersvalley School District
Berlin Brothersvalley High School
11th Grade College Preparation English Curriculum Framework
Full Year Course

		<p>CC.1.3.11–12.B Cite strong and thorough textual evidence to support analysis of what the text says explicitly, as well as inferences and conclusions based on and related to an author's implicit and explicit assumptions and beliefs.</p> <p>CC.1.3.11–12.D Evaluate how an author's point of view or purpose shapes the content and style of a text.</p> <p>CC.1.3.11–12.F Evaluate how words and phrases shape meaning and tone in texts</p> <p>CC.1.3.11–12.H Demonstrate knowledge of foundational works of literature that reflect a variety of genres in the respective major periods of literature, including how two or more texts from the same period treat similar themes or topics.</p> <p>CC.1.3.11–12.J Acquire and use accurately general academic and domain-specific words and phrases, sufficient for reading, writing, speaking, and listening at the college- and career readiness level; demonstrate independence in</p>	
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Berlin Brothersvalley School District
Berlin Brothersvalley High School
11th Grade College Preparation English Curriculum Framework
Full Year Course

		<p>gathering vocabulary knowledge when considering a word or phrase important to comprehension or expression.</p> <p>CC.1.3.11–12.K Read and comprehend literary fiction on grade level, reading independently and proficiently</p> <p>CC.1.4.11–12.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.</p> <p>CC.1.4.11–12.A Write informative/explanatory texts to examine and convey complex ideas, concepts, and information clearly and accurately.</p> <p>CC.1.4.11–12.B Write with a sharp, distinct focus identifying topic, task, and audience.</p> <p>CC.1.4.11–12.C Develop and analyze the topic thoroughly by selecting the most significant and relevant facts,</p>	
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Berlin Brothersvalley School District
Berlin Brothersvalley High School
11th Grade College Preparation English Curriculum Framework
Full Year Course

		<p>extended definitions, concrete details, quotations, or other information and examples appropriate to the audience's knowledge of the topic; include graphics and multimedia when useful to aiding comprehension.</p> <p>CC.1.4.11–12.D Organize complex ideas, concepts, and information so that each new element builds on that which precedes it to create a whole; use appropriate and varied transitions and syntax to link the major sections of the text; provide a concluding statement or section that supports the information presented; include formatting when useful to aiding comprehension.</p> <p>CC.1.4.11–12.E Write with an awareness of the stylistic aspects of composition. Use precise language, domain specific vocabulary, and techniques such as metaphor, simile, and analogy to manage the complexity of the topic. Establish and maintain a formal style and objective tone while attending to the norms of the discipline in which they are writing.</p> <p>CC.1.4.11–12.F Demonstrate a grade-appropriate command of the conventions of standard English</p>	
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Berlin Brothersvalley School District
Berlin Brothersvalley High School
11th Grade College Preparation English Curriculum Framework
Full Year Course

		<p>grammar, usage, capitalization, punctuation, and spelling.</p> <p>CC.1.4.11–12.S Draw evidence from literary or informational texts to support analysis, reflection, and research applying grade-level reading standards for literature and literary Nonfiction.</p> <p>CC.1.4.11–12.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.</p> <p>CC.1.4.11–12.X Write routinely over extended time frames (time for research, reflection, and revision) and shorter time frames (a single sitting or a day or two) for a range of discipline-specific tasks, purposes, and audiences.</p> <p>CC.1.5.11–12.A Initiate and participate effectively in a range of collaborative discussions on grade-level topics,</p>	
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Berlin Brothersvalley School District
Berlin Brothersvalley High School
11th Grade College Preparation English Curriculum Framework
Full Year Course

		<p>texts, and issues, building on others' ideas and expressing their own clearly and persuasively.</p> <p>CC.1.5.11–12.B Evaluate how the speaker's perspective, reasoning, and use of evidence and rhetoric affect the credibility of an argument through the author's stance, premises, links among ideas, word choice, points of emphasis, and tone</p> <p>CC.1.5.11–12.D Present information, findings, and supporting evidence, conveying a clear and distinct perspective; organization, development, substance, and style are appropriate to purpose, audience, and task.</p> <p>CC.1.5.11–12E Adapt speech to a variety of contexts and tasks.</p> <p>CC.1.5.11–12.F Make strategic use of digital media in presentations to add interest and enhance understanding of findings, reasoning, and evidence.</p> <p>CC.1.5.11–12.G Demonstrate command of the conventions of standard English when speaking based on Grades 11–12 level and content.</p>	
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Berlin Brothersvalley School District
Berlin Brothersvalley High School
11th Grade College Preparation English Curriculum Framework
Full Year Course

<u>Unit/Chapter/Selection of Study</u>	<u>Approx # of weeks - % of time</u>	<u>PA Core Standards</u>	<u>Assessment Anchors & Eligible Content</u>
SAT Reading/Writing Prep	2 weeks	<p>CC.1.2.11–12.L Read and comprehend literary nonfiction and informational text on grade level, reading independently and proficiently.</p> <p>CC.1.2.11–12.K 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.</p> <p>CC.1.2.11–12.J Acquire and use accurately general academic and domain specific words and phrases, sufficient for reading, writing, speaking, and listening at the college- and career-readiness level; demonstrate independence in gathering vocabulary knowledge when considering a word or phrase important to comprehension or expression.</p> <p>CC.1.2.11–12.C Analyze the interaction and development of a complex set of ideas, sequence of events, or specific individuals over the course of the text.</p>	N/A

Berlin Brothersvalley School District
Berlin Brothersvalley High School
11th Grade College Preparation English Curriculum Framework
Full Year Course

		CC.1.3.11–12.I 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.	
<u>Unit/Chapter/Selection of Study</u> Novel Study: <i>The Things They Carried</i> or <i>The Nightingale</i> Nonfiction texts and speeches Argumentative Writing	<u>Approx # of weeks - % of time</u> 2 weeks (continues into 4th nine weeks)	<u>PA Core Standards</u> CC.1.2.11–12.D Evaluate how an author’s point of view or purpose shapes the content and style of a text. CC.1.2.11–12.E Analyze and evaluate the effectiveness of the structure an author uses in his or her exposition or argument, including whether the structure makes points clear, convincing, and engaging. CC.1.3.11–12.K Read and comprehend literary fiction on grade level, reading independently and proficiently. CC.1.3.11–12.A Determine and analyze the relationship between two or more themes or central ideas of a text, including the development	<u>Assessment Anchors & Eligible Content</u> N/A

Berlin Brothersvalley School District
Berlin Brothersvalley High School
11th Grade College Preparation English Curriculum Framework
Full Year Course

		<p>and interaction of the themes; provide an objective summary of the text.</p> <p>CC.1.3.11–12.B Cite strong and thorough textual evidence to support analysis of what the text says explicitly, as well as inferences and conclusions based on and related to an author's implicit and explicit assumptions and beliefs.</p> <p>CC.1.3.11–12.F Evaluate how words and phrases shape meaning and tone in texts</p> <p>CC.1.3.11–12.J Acquire and use accurately general academic and domain-specific words and phrases, sufficient for reading, writing, speaking, and listening at the college- and career readiness level; demonstrate independence in gathering vocabulary knowledge when considering a word or phrase important to comprehension or expression.</p> <p>CC.1.3.11–12.K Read and comprehend literary fiction on grade level, reading independently and proficiently</p>	
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Berlin Brothersvalley School District
Berlin Brothersvalley High School
11th Grade College Preparation English Curriculum Framework
Full Year Course

		<p>CC.1.4.11–12.G Write arguments to support claims in an analysis of substantive topics.</p> <p>CC.1.4.11–12.H Write with a sharp, distinct focus identifying topic, task, and audience. Introduce the precise, knowledgeable claim.</p> <p>CC.1.4.11–12.I Distinguish the claim(s) from alternate or opposing claims; develop claim(s) and counterclaims fairly and thoroughly, supplying the most relevant evidence for each while pointing out the strengths and limitations of both in a manner that anticipates the audience's knowledge level, concerns, values, and possible biases.</p> <p>CC.1.4.11–12.J Create organization that logically sequences claim(s), counterclaims, reasons, and evidence; use words, phrases, and clauses as well as varied syntax to link the major sections of the text to create cohesion and clarify the relationships between claim(s) and reasons, between reasons and evidence, and between claim(s) and counterclaims; provide a concluding statement or section that follows from and supports the argument presented.</p>	
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Berlin Brothersvalley School District
Berlin Brothersvalley High School
11th Grade College Preparation English Curriculum Framework
Full Year Course

		<p>CC.1.4.11–12.K Write with an awareness of the stylistic aspects of composition. Use precise language, domain specific vocabulary, and techniques such as metaphor, simile, and analogy to manage the complexity of the topic. Establish and maintain a formal style and objective tone while attending to the norms of the discipline in which they are writing.</p> <p>CC.1.4.11–12.L Demonstrate a grade-appropriate command of the conventions of standard English grammar, usage, capitalization, punctuation, and spelling.</p> <p>CC.1.4.11–12.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.</p> <p>CC.1.4.11–12.U Use technology, including the Internet, to produce, publish, and update individual or shared writing products in response to ongoing feedback,</p>	
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Berlin Brothersvalley School District
Berlin Brothersvalley High School
11th Grade College Preparation English Curriculum Framework
Full Year Course

		<p>including new arguments and information.</p> <p>CC.1.4.11–12.V Conduct short as well as more sustained research projects to answer a question (including a self generated question) or solve a problem; narrow or broaden the inquiry when appropriate; synthesize multiple sources on the subject, demonstrating understanding of the subject under investigation.</p> <p>CC.1.4.11–12.W Gather relevant information from multiple authoritative print and digital sources, using advanced searches effectively; assess the strengths and limitations of each source in terms of the task, purpose, and audience; integrate information into the text selectively to maintain the flow of ideas, avoiding plagiarism and overreliance on any one source and following a standard format for citation.</p>	
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Berlin Brothersvalley School District
Berlin Brothersvalley High School
11th Grade College Preparation English Curriculum Framework
Full Year Course

		<p>CC.1.4.11–12.X Write routinely over extended time frames (time for research, reflection, and revision) and shorter time frames (a single sitting or a day or two) for a range of discipline-specific tasks, purposes, and audiences.</p> <p>CC.1.5.11–12.A Initiate and participate effectively in a range of collaborative discussions on grade-level topics, texts, and issues, building on others' ideas and expressing their own clearly and persuasively.</p> <p>CC.1.5.11–12.C Integrate multiple sources of information presented in diverse formats and media (e.g., visually, quantitative, orally) in order to make informed decisions and solve problems, evaluating the credibility and accuracy of each source and noting any discrepancies among the data.</p>	
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Berlin Brothersvalley School District
Berlin Brothersvalley High School
11th Grade College Preparation English Curriculum Framework
Full Year Course

Big Idea(s) for 4th nine weeks	Concept(s) of 4th nine weeks	Competencies of 4th nine weeks	Essential Questions for 4th nine weeks
<p>Developing a literary analysis supported by research lends credibility to interpretations, enriches understanding with additional context, and fosters deeper insights into the intricacies of a text.</p> <p>Studying poetry cultivates critical thinking, fosters appreciation for language and literary devices, and provides a unique avenue for exploring complex themes and emotions, enriching a reader's understanding of both literature and the human experience.</p> <p>Allusions in literature serve as powerful tools, enriching texts by drawing on shared cultural, historical, or literary references. They deepen meaning, evoke emotions, and connect readers to broader contexts, enhancing understanding and inviting exploration of complex themes and ideas.</p>	<p>Students will know...</p> <ul style="list-style-type: none"> • Symbols • Motifs • Realistic fiction • War literature • Parts of the research paper • Popular Biblical allusions • Popular Literary allusions • Poetic Forms • Sound Devices • Meter and Rhyme • Diction and Tone • Imagery • Parts of the literary analysis 	<p>Students will be able to...</p> <ul style="list-style-type: none"> • Read and comprehend a work of realistic fiction • Read and comprehend nonfiction texts and speeches • Recognize how writers and speakers use language to deliver a message • Gather, cite, and organize information for a research paper • Write an argumentative essay with sound, credible support in the form of a research paper • Cite sources using MLA format • Analyze and explain the importance of specific excerpts from a novel • Make personal connections with works of literature • Define and explain what an allusion is • Recognize and explain how an allusion is used in a work of literature • Analyze and explain symbols and motifs in a work of fiction 	<p>How do the stories in <i>The Things They Carried</i> by Tim O'Brien present truth, reality, and storytelling, and what insights do they provide into the psychological and emotional toll of war on soldiers and the human experience?</p> <p>How can researching a concept - like the military draft - deepen our understanding of war, the world, and war literature?</p> <p>How do poets use language, imagery, and structure to convey themes and emotions in their works, and how does analyzing these elements enhance our appreciation and understanding of poetry?</p> <p>In what ways do different poetic forms, such as sonnets, free verse, and haiku, contribute to the expression of ideas and emotions, and how can we interpret and compare them effectively?</p> <p>How does <i>Where Things Come Back</i> by John Corey Whaley explore themes of loss, identity, and the</p>

Berlin Brothersvalley School District
Berlin Brothersvalley High School
11th Grade College Preparation English Curriculum Framework
Full Year Course

		<ul style="list-style-type: none">• Write a literary analysis that examines the use of allusions• Analyze and explain how poets use literary elements and devices to create meaning	<p>search for meaning, and what insights does it offer into the complexity of human relationships and the journey toward self-discovery?</p> <p>How do the allusions in <i>Where Things Come Back</i> enrich the text's themes and deepen our understanding of the characters and their experiences?</p>
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Berlin Brothersvalley School District
Berlin Brothersvalley High School
11th Grade College Preparation English Curriculum Framework
Full Year Course

<u>Unit/Chapter/Selection of Study</u>	<u>Approx # of weeks - % of time</u>	<u>PA Core Standards</u>	<u>Assessment Anchors & Eligible Content</u>
<p>Novel Study: <i>The Things They Carried</i> or <i>The Nightingale</i></p> <p>Nonfiction texts and speeches</p>	<p>3 weeks (continues from 3rd nine weeks)</p>	<p>CC.1.2.11–12.D Evaluate how an author’s point of view or purpose shapes the content and style of a text.</p> <p>CC.1.2.11–12.E Analyze and evaluate the effectiveness of the structure an author uses in his or her exposition or argument, including whether the structure makes points clear, convincing, and engaging.</p> <p>CC.1.3.11–12.K Read and comprehend literary fiction on grade level, reading independently and proficiently.</p> <p>CC.1.3.11–12.A Determine and analyze the relationship between two or more themes or central ideas of a text, including the development and interaction of the themes; provide an objective summary of the text.</p> <p>CC.1.3.11–12.B Cite strong and thorough textual evidence</p>	<p>N/A</p>

Berlin Brothersvalley School District
Berlin Brothersvalley High School
11th Grade College Preparation English Curriculum Framework
Full Year Course

		<p>to support analysis of what the text says explicitly, as well as inferences and conclusions based on and related to an author's implicit and explicit assumptions and beliefs.</p> <p>CC.1.3.11–12.F Evaluate how words and phrases shape meaning and tone in texts</p> <p>CC.1.3.11–12.J Acquire and use accurately general academic and domain-specific words and phrases, sufficient for reading, writing, speaking, and listening at the college- and career readiness level; demonstrate independence in gathering vocabulary knowledge when considering a word or phrase important to comprehension or expression.</p> <p>CC.1.4.11–12.G Write arguments to support claims in an analysis of substantive topics.</p> <p>CC.1.4.11–12.H Write with a sharp, distinct focus identifying topic, task, and audience. Introduce the precise, knowledgeable claim.</p> <p>CC.1.4.11–12.I Distinguish the</p>	
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Berlin Brothersvalley School District
Berlin Brothersvalley High School
11th Grade College Preparation English Curriculum Framework
Full Year Course

		<p>claim(s) from alternate or opposing claims; develop claim(s) and counterclaims fairly and thoroughly, supplying the most relevant evidence for each while pointing out the strengths and limitations of both in a manner that anticipates the audience's knowledge level, concerns, values, and possible biases.</p> <p>CC.1.4.11–12.J Create organization that logically sequences claim(s), counterclaims, reasons, and evidence; use words, phrases, and clauses as well as varied syntax to link the major sections of the text to create cohesion and clarify the relationships between claim(s) and reasons, between reasons and evidence, and between claim(s) and counterclaims; provide a concluding statement or section that follows from and supports the argument presented.</p> <p>CC.1.4.11–12.K Write with an awareness of the stylistic aspects of composition. Use precise language, domain specific vocabulary, and techniques such as metaphor, simile, and analogy to manage the complexity of the topic. Establish</p>	
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Berlin Brothersvalley School District
Berlin Brothersvalley High School
11th Grade College Preparation English Curriculum Framework
Full Year Course

		<p>and maintain a formal style and objective tone while attending to the norms of the discipline in which they are writing.</p> <p>CC.1.4.11–12.L Demonstrate a grade-appropriate command of the conventions of standard English grammar, usage, capitalization, punctuation, and spelling.</p> <p>CC.1.4.11–12.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.</p> <p>CC.1.4.11–12.U Use technology, including the Internet, to produce, publish, and update individual or shared writing products in response to ongoing feedback, including new arguments and information.</p> <p>CC.1.4.11–12.V Conduct short as well as more sustained research projects to</p>	
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Berlin Brothersvalley School District
Berlin Brothersvalley High School
11th Grade College Preparation English Curriculum Framework
Full Year Course

		<p>answer a question (including a self-generated question) or solve a problem; narrow or broaden the inquiry when appropriate; synthesize multiple sources on the subject, demonstrating understanding of the subject under investigation.</p> <p>CC.1.4.11–12.W Gather relevant information from multiple authoritative print and digital sources, using advanced searches effectively; assess the strengths and limitations of each source in terms of the task, purpose, and audience; integrate information into the text selectively to maintain the flow of ideas, avoiding plagiarism and overreliance on any one source and following a standard format for citation.</p> <p>CC.1.4.11–12.X Write routinely over extended time frames (time for research, reflection, and revision) and shorter time frames (a single sitting or a day or</p>	
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Berlin Brothersvalley School District
Berlin Brothersvalley High School
11th Grade College Preparation English Curriculum Framework
Full Year Course

		<p>two) for a range of discipline-specific tasks, purposes, and audiences.</p> <p>CC.1.5.11–12.A Initiate and participate effectively in a range of collaborative discussions on grade-level topics, texts, and issues, building on others' ideas and expressing their own clearly and persuasively.</p> <p>CC.1.5.11–12.C Integrate multiple sources of information presented in diverse formats and media (e.g., visually, quantitative, orally) in order to make informed decisions and solve problems, evaluating the credibility and accuracy of each source and noting any discrepancies among the data.</p>	
<u>Unit/Chapter/Selection of Study</u> Poetry Study <ul style="list-style-type: none"> ○ Poetic Forms ○ Sound Devices ○ Meter and Rhyme ○ Diction and Tone ○ Imagery 	<u>Approx # of weeks - % of time</u> 2 weeks	<u>PA Core Standards</u> <p>CC.1.2.11–12.D Evaluate how an author's point of view or purpose shapes the content and style of a text.</p> <p>CC.1.3.11–12.E Evaluate the structure of texts including how specific sentences, paragraphs, and</p>	<u>Assessment Anchors & Eligible Content</u> N/A

Berlin Brothersvalley School District
Berlin Brothersvalley High School
11th Grade College Preparation English Curriculum Framework
Full Year Course

		<p>larger portions of the texts relate to each other and the whole</p> <p>CC.1.3.11–12.F Evaluate how words and phrases shape meaning and tone in texts</p> <p>CC.1.3.11–12.I 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.</p> <p>CC.1.3.11–12.J Acquire and use accurately general academic and domain-specific words and phrases, sufficient for reading, writing, speaking, and listening at the college- and career readiness level; demonstrate independence in gathering vocabulary knowledge when considering a word or phrase important to comprehension or expression.</p> <p>CC.1.3.11–12.K Read and comprehend literary fiction on grade level, reading independently and proficiently</p> <p>CC.1.5.11–12.A Initiate and</p>	
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Berlin Brothersvalley School District
Berlin Brothersvalley High School
11th Grade College Preparation English Curriculum Framework
Full Year Course

		<p>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> <p>CC.1.4.11–12.A Write informative/explanatory texts to examine and convey complex ideas, concepts, and information clearly and accurately.</p> <p>CC.1.4.11–12.B Write with a sharp, distinct focus identifying topic, task, and audience.</p> <p>CC.1.4.11–12.C Develop and analyze the topic thoroughly by selecting the most significant and relevant facts, extended definitions, concrete details, quotations, or other information and examples appropriate to the audience's knowledge of the topic; include graphics and multimedia when useful to aiding comprehension.</p> <p>CC.1.4.11–12.D Organize complex ideas, concepts, and information so that each new element builds on that which precedes it to create a whole; use appropriate and varied</p>	
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Berlin Brothersvalley School District
Berlin Brothersvalley High School
11th Grade College Preparation English Curriculum Framework
Full Year Course

		<p>transitions and syntax to link the major sections of the text; provide a concluding statement or section that supports the information presented; include formatting when useful to aiding comprehension.</p> <p>CC.1.4.11–12.E Write with an awareness of the stylistic aspects of composition. Use precise language, domain specific vocabulary, and techniques such as metaphor, simile, and analogy to manage the complexity of the topic. Establish and maintain a formal style and objective tone while attending to the norms of the discipline in which they are writing.</p> <p>CC.1.4.11–12.F Demonstrate a grade-appropriate command of the conventions of standard English grammar, usage, capitalization, punctuation, and spelling.</p>	
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Berlin Brothersvalley School District
Berlin Brothersvalley High School
11th Grade College Preparation English Curriculum Framework
Full Year Course

<u>Unit/Chapter/Selection of Study</u>	<u>Approx # of weeks - % of time</u>	<u>PA Core Standards</u>	<u>Assessment Anchors & Eligible Content</u>
Novel Study: <i>Where Things Come Back</i> by John Corey Whaley <ul style="list-style-type: none"> ○ Biblical Allusions ○ Symbols ○ Literary Analysis 	4 weeks	<p>CC.1.3.11–12.A Determine and analyze the relationship between two or more themes or central ideas of a text, including the development and interaction of the themes; provide an objective summary of the text.</p> <p>CC.1.3.11–12.J Acquire and use accurately general academic and domain-specific words and phrases, sufficient for reading, writing, speaking, and listening at the college- and career readiness level; demonstrate independence in gathering vocabulary knowledge when considering a word or phrase important to comprehension or expression.</p> <p>CC.1.3.11–12.K Read and comprehend literary fiction on grade level, reading independently and proficiently</p> <p>CC.1.4.11–12.S Draw evidence from literary or informational texts to support analysis, reflection, and research applying grade-level reading</p>	N/A

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Berlin Brothersvalley High School
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		<p>standards for literature and literary Nonfiction.</p> <p>CC.1.4.11–12.X Write routinely over extended time frames (time for research, reflection, and revision) and shorter time frames (a single sitting or a day or two) for a range of discipline-specific tasks, purposes, and audiences.</p> <p>CC.1.5.11–12.A Initiate and participate effectively in a range of collaborative discussions on grade-level topics, texts, and issues, building on others' ideas and expressing their own clearly and persuasively.</p>	
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Standards Legend: Essential Important Supplementary

Revised 5/30/24