Time Frame:
This is an ongoing activity that should be completed in conjunction with preparation for the Reading SOL.

At the 11th grade level, students will use a variety of oral-communication skills and provide accurate evidence to give informative and persuasive oral presentations. They will also critique and assess the effectiveness of persuasive presentations by others. In addition, students will examine how persuasive media messages influence audiences' beliefs and behaviors.
Assignments: Students can plan and present throughout the semester ranging from larger, preplanned projects, such as a presentation of their research paper, to unplanned presentations of written work, classwork, or homework assignments. Students should also become active listeners by critiquing their classmates' work in comparison to their own.

11.1 The student will make planned informative and persuasive multimodal, interactive presentations collaboratively and individually.
   a) Select and effectively use multimodal tools to design and develop presentation content.
   b) Credit information sources.
   c) Demonstrate the ability to work collaboratively with diverse teams.
   d) Respond thoughtfully and tactfully to diverse perspectives, summarizing points of agreement and disagreement.
   e) Use a variety of strategies to listen actively and speak using appropriate discussion rules with awareness of verbal and nonverbal cues.
   f) Anticipate and address alternative or opposing perspectives and counterclaims.
   g) Evaluate the various techniques used to construct arguments in multimodal presentations.
   h) Use vocabulary appropriate to the topic, audience, and purpose.
   i) Evaluate effectiveness of multimodal presentations.

TOPIC	EXPLANATION	APPLICATION
Prepare Informative Presentations	▪ Define information, give details and examples, organize presentation in a structure appropriate for audience and purpose, include anecdotal information	o Students can present research findings through oral presentations with visual aids, brochures, posters, power points, etc. o Appropriately credit researched information
Planned and Unplanned Individual Presentations	▪ Be natural and use appropriate eye contact, tone, diction, and articulation.	o Students can present classwork, homework, and planned presentations including brochures, posters, power points, etc. o Respond to classmates' questions following presentations
Analyze Presentations of Others	▪ Critique classmates and themselves using a checklist or a rubric ▪ Demonstrate active listening skills ▪ Give appropriate feedback	o Provide an opportunity for classmate and personal review in planned larger presentations o Summarize or paraphrase presentations to show attentiveness
Group Presentations	Collaborate with peers for presentations and discussions	o Define individual roles for group work and presentation
Prepare Persuasive Presentations	▪ Plan presentations that defend a position and use effective evidence to convince an audience ▪ Use appropriate persuasive techniques	o Debates, speeches, letters to editors o Provide proof, support, logic, loaded language, call to action, emotional and logical appeals, figurative language

This is an ongoing activity that should be completed in conjunction with other units of study throughout the semester.

At the 11th grade level, students will use a variety of oral-communication skills and provide accurate evidence to give informative and persuasive oral presentations. They will also critique and assess the effectiveness of persuasive presentations by others. In addition, students will examine how persuasive media messages influence audiences' beliefs and behaviors.

Assignments: Students can plan and present throughout the semester ranging from larger, preplanned projects, such as a presentation of their research paper, to unplanned presentations of written work, classwork, or homework assignments. Students should also become active listeners by critiquing their classmates' work in comparison to their own.

11.2 The student will examine how values and points of view are included or excluded and how media influences beliefs and behaviors.
  a) Describe possible cause and effect relationships between mass media coverage and public opinion trends.
  b) Create media messages with a specific point of view.
  c) Evaluate media sources for relationships between intent and content.
  d) Analyze the impact of selected media formats on meaning.
  e) Determine the author's purpose and intended effect on the audience for media messages.
  f) Manage, analyze, and synthesize multiple streams of simultaneous information.
  g) Demonstrate ethical use of the Internet when evaluating or producing creative or informational media messages.

TOPIC	EXPLANATION	APPLICATION
Read and analyze various genres of media. Use various technologies and media genres to present information.	▪ Organize knowledge and display learning using visual images, text, graphics, and/or music to create media messages with visual, audio, and graphic effects. ▪ Demonstrate an awareness of the transactional and interactive nature of media by considering audience, context, and purpose in all stages of media production. ▪ Evaluate visual and verbal media messages for content (word choice and choice of information), intent (persuasive techniques), impact (public opinion trends), and effectiveness (effect on the audience). ▪ Determine author's purpose and distinguish factual content from opinion and possible bias. ▪ Analyze and critique how media reach the targeted audience for specific purposes (to persuade, to entertain, to provoke to action, to appeal to ethics or beliefs, etc.).	o Use the internet to do research. o Create videos—advertisements, PSA's, presentation of research, dramatic performances, reading/presentation of literature. o Participate in online discussions/work. o Create webpages or web-based presentations. o Analyze the purpose/effectiveness of various websites. o Determine bias/opinion in various media. o Analyze web-based information for clarity, purpose, etc.

11th Grade Reading
11.3
Time Frame:

The purpose of this section is to ensure that students gain an understanding of word parts, context clues, and vocabulary that is part of common cultural literacy.

11.3 The student will apply knowledge of word origins, derivations, and figurative language to extend vocabulary development in authentic texts.
  a) Use structural analysis of roots, affixes, synonyms, and antonyms to understand complex words.
  b) Use context, structure, and connotations to determine meanings of words and phrases.
  c) Discriminate between connotative and denotative meanings and interpret the connotation.
  d) Explain the meaning of common idioms.
  e) Explain the meaning of literary and classical allusions and figurative language in text.
  f) Extend general and cross-curricular vocabulary through speaking, listening, reading, and writing.

TOPIC	EXPLANATION	APPLICATION
Prefixes Suffixes Root words	▪ Identify and become familiar with common word parts ▪ Determine meaning based on word parts.	o Matching definition to word part o Defining a word based on word parts o Creating words based on word parts
Context Clues	▪ Identify common context clues (defining, antonym/synonym, example, details, etc.) ▪ Define words based on their usage in a sentence	o Analyze analogies to determine word meaning. o Define words in the context of a short story or nonfiction piece. o Answer open-ended and multiple choice questions about word meanings.

11th Grade Reading
11.4
Time Frame:
Conclusion of Writing SOL—Reading SOL
(specific times will vary on semester and testing schedule)

After the completion of the writing SOL, the focus becomes reading, literature, and research

11.4 The student will read, comprehend, and analyze relationships among American literature, history, and culture.
   a)   Describe contributions of different cultures to the development of American literature.
   b)   Compare and contrast the development of American literature in its historical context.
   c)   Analyze American literature, as it reflects traditional and contemporary themes, motifs, universal characters, and genres.
   d)   Interpret the social or cultural function of American literature.
   e)   Analyze how context and language structures convey an author's intent and viewpoint.
   f)   Critique how authors use key literary elements to contribute to meaning including character development, theme, conflict, and archetypes within and across texts .
   g)   Interpret how the sound and imagery of poetry support the subject, mood, and theme, and appeal to the reader's senses.
   h)   Evaluate how specific word choices, syntax, tone, and voice support the author's purpose.
   i)   Analyze the use of dramatic conventions in American literature.
   j)   Generate and respond logically to literal, inferential, evaluative, synthesizing, and critical thinking questions about the text(s).
   k)   Compare/contrast literary and informational nonfiction texts.

TOPIC	EXPLANATION	APPLICATION
Analyze relationship between culture and literature.	Discuss how the subject matter, style, literary type, theme, and purpose of literary works often reflect the culture and events of the times in which the works were written.	o Read about/research the various historical time periods. Students use this information to analyze various types of literature.
Compare and contrast cultural events and beliefs.	Describe and contrast historical periods from which particular literary pieces derive and the cultures that they portray. ▪ Colonialism/Puritanism (17th century) ▪ Revolutionary movement/Rationalism (18th century) ▪ Romanticism, Transcendentalism, Regionalism, Realism, Naturalism (19th century) ▪ Symbolism/Modernism, Harlem Renaissance, Postmodernism (20th ▪ century)	o Create graphic organizers comparing and contrasting the various cultural events, beliefs, and genres of historical time periods. o Answer multiple choice and short answer questions about the relationship between various time periods.
Identify /explain character types and their roles in various types of literature.	Differentiate among universal characters (archetypes) in American literature: ▪ caretaker ▪ Earth mother ▪ faithful companion ▪ hero/heroine ▪ innocent ▪ lonely orphan ▪ misfit ▪ outsider/outcast ▪ rebel ▪ rugged individualist ▪ trickster ▪ villain	o Identify archetypes in various types of literature. o Place archetypes within a historical time period. o Analyze various characters to determine their particular archetypes. o Identify contemporary uses of character archetypes. o Identify/analyze use of archetypes across time periods and cultures.
Identify, explain, and analyze themes and how	Identify major themes in American literature: ▪ alienation and isolation	o Explain how universal characters/themes are

		related.
they are illustrated through literature.	▪ American dream ▪ coming of age ▪ disillusionment ▪ loss of innocence ▪ rebellion and protest ▪ relationship with nature ▪ relationship with science ▪ relationship with society ▪ survival of the fittest	o Identify themes in various types of literature. o Place themes within a historical time period. o Explain how a particular story illustrates a theme. o Identify/analyze use of archetypes across time periods and cultures.
TOPIC	**EXPLANATION**	**APPLICATION**
Author's word choice and use of language	Describe how the use of context and language structures conveys an author's intent and viewpoint. Describe the language choices and devices that authors use, such as ▪ diction ▪ rhetorical question ▪ sarcasm ▪ satire ▪ parallelism ▪ connotation/denotation ▪ plain writing ▪ pun ▪ irony ▪ tone ▪ literal vs. figurative language ▪ dialect	o Answer multiple choice/short answer questions identifying and analyzing author's word choice. o Describe the relationship between word choice and creation of character, tone, mood, etc. o Correctly identify various language structures in a piece of literature. o Explain the relationship between the use of language in a historical context.
Character development and characterization	Identify and analyze an author's use of both direct and indirect characterization. Identify a character's relationship to the theme and conflict within a story. Identify character types and how/why they are used ▪ dynamic ▪ static ▪ flat ▪ round	o Analyze character by identifying the motivation for specific behaviors. o Recognize the difference between direct and indirect characterization and how the author uses these techniques to create character.

Identify and analyze literary elements in literature.	Correctly identify literary elements, the relationships between them, and their use within a piece of literature.
	
	▪ ALLUSION
	▪ CLIMAX
	▪ CONFLICT
	  o EXTERNAL
	  o INTERNAL
	▪ FIGURATIVE LANGUAGE:
	  o METAPHOR
	  o SIMILE
	  o PERSONIFICATION
	  o HYPERBOLE
		o Identify literary elements through multiple choice and short answer questions.
		o Analyze the relationship between various literary elements.

	▪ EXPOSITION
	▪ FORESHADOW
	    ▪ IRONY
	        o DRAMATIC
	        o SITUATIONAL
	        o VERBAL
	    ▪ POINT OF VIEW:
	        o 1ST PERSON
	        o LIMITED
	        o OMNISCIENT
	    ▪ MOOD
	    ▪ PROTAGONIST
	    ▪ SETTING
	    ▪ SYMBOL
	    ▪ THEME
	    ▪ TONE
	    ▪ RESOLUTION	

11th Grade Reading

11.5

Time Frame: Conclusion of Writing SOL—Reading SOL

(specific times will vary on semester and testing schedule)

11.5 The student will read, interpret, analyze, and evaluate a variety of nonfiction texts including employment documents and technical writing.

    a) Apply information from texts to clarify understanding of concepts.

    b) Read and correctly interpret an application for employment, workplace documents, or an application for

college admission.
c) Analyze technical writing for clarity.
d) Paraphrase and synthesize ideas within and between texts.
e) Draw conclusions and make inferences on explicit and implied information using textual support.
f) Analyze multiple texts addressing the same topic to determine how authors reach similar or different conclusions.
g) Analyze false premises, claims, counterclaims, and other evidence in persuasive writing.
h) Recognize and analyze use of ambiguity, contradiction, paradox, irony, sarcasm, overstatement, and understatement in text.
i) Generate and respond logically to literal, inferential, evaluative, synthesizing, and critical thinking questions about the text(s).

TOPIC	EXPLANATION	APPLICATION
Read, analyze, and apply informational texts.	Students are expected to ▪ Analyze and use the basic vocabulary and concepts of informational texts. ▪ Know the purpose of the specific texts and their uses by identifying main ideas and supporting details. ▪ Draw conclusions based on analyzing the text. ▪ Use format and organizational structure to analyze and demonstrate understanding of various informational texts. ▪ Develop effective applications, essays, resumes, and employment forms through simulations and real-life applications.	o Read a variety of informational texts—brochures, advertisements. o Use appropriate vocabulary and jargon to analyze informational texts. o Create examples of informational texts. o Answer multiple choice and short answer questions about informational texts. o Students find examples of informational texts in their daily lives.

11th Grade Writing
11.6
<u>Time Frame:</u>
Writing and grammar should be covered exclusively before the Writing SOL, which is approximately 5 to 6 weeks into the semester (specific times will vary on semester and testing schedule).

At the eleventh-grade level, students will write in a variety of forms with an emphasis on persuasion. They will produce arguments in writing that demonstrate knowledgeable judgments and address counterclaims. Students will use their knowledge of genres, formats, purposes, audiences, and situations to produce clear and effective products that reflect use of all stages of a writing process.

<u>Assignments:</u> Students should complete three essays (narrative, expository, and persuasive) and a persuasive letter before the scheduled Writing SOL. They should follow the writing process throughout. Students should complete essays using word processing programs.

11.6 The student will write in a variety of forms, to include persuasive/argumentative, reflective, interpretive, and analytic with an emphasis on persuasion/argumentation.
   a) Apply components of a recursive writing process for multiple purposes to create a focused, organized, and coherent piece of writing to address a specific audience and purpose.
   b) Produce arguments in writing developing a thesis that demonstrates knowledgeable judgments, addresses counterclaims, and provides effective conclusions.
   c) Organize claims, counterclaims, and evidence in a sustained and logical sequence.
   d) Adapt evidence, vocabulary, voice, and tone to audience, purpose, and situation.
   e) Use words, phrases, clauses, and varied syntax to create a cohesive argument.
   f) Blend multiple forms of writing including embedding narratives to produce effective essays.
   g) Revise writing for clarity of content, accuracy, and depth of information.
   h) Write and revise to a standard acceptable both in the workplace and in postsecondary education.

TOPIC	EXPLANATION	APPLICATION
Prewriting	▪ Use a variety of techniques to generate ideas for writing ▪ Identify the purpose of writing (narrative, expository, persuasive)	o Brainstorming, listing, webbing, thinking maps, free-writing, etc. o Identify key words for the three writing types
Organization	▪ Use a variety of outlining techniques to organize thoughts ▪ Use appropriate organizational techniques for the purpose of writing (chronological, logical, spatial, order of importance)	o Traditional five-paragraph outlines o Identify different organization techniques in writing
Composition Elaboration	▪ Utilize outline to compose a first draft of essay, focus on an engaging introduction and a clear thesis statement, follow through with specific examples and details through to conclusion ▪ Identify appropriate point of view for essay type	o Engaging introduction techniques, clear and correct thesis statement, well-developed paragraphs, organization throughout o Reflect an appropriate audience and purpose o Develop the topic with appropriate information, details, and examples
Revision/Editing	▪ Read draft and thoroughly revise at the sentence and paragraph level. ▪ Edit for correct grammar and punctuation. ▪ Practice using spell check, review functions, and testing software	o Conference with teacher, peer revision, focus on clear and varied sentences, convey vivid imagery, utilize correct grammatical and mechanical conventions (see grammar pacing guide), and use appropriate transitions between paragraphs

Publication	▪ Use computer technology to draft, revise, edit, and publish writing	o Student chromebooks, peer edit, make corrections
Persuasion	▪ Select and defend a position using clear and accurate evidence and examples	o Anticipate and address counterarguments, establish credibility, select appropriate facts, details, and examples to support claim

11th Grade Writing
11.7
<u>Time Frame:</u>
Writing and grammar should be covered exclusively before the Writing SOL, which is approximately 5 to 6 weeks

into the semester (specific times will vary on semester and testing.)

11.7 The student will self- and peer-edit writing for capitalization, punctuation, spelling, sentence structure, paragraphing, and Standard English.
    a) Use complex sentence structure to infuse sentence variety in writing.
    b) Use verbals and verbal phrases correctly to achieve sentence conciseness and variety.
    c) Distinguish between active and passive voice.

TOPIC	EXPLANATION	APPLICATION
Subject/Verb Agreement	▪ Students should correctly match subjects and verbs based on number	o Identify subjects and verbs (singular and plural) o Recognize and follow specific rules regarding collective and compound subjects as well as indefinite pronouns
Irregular Verbs and Use Verb Forms	▪ Use of correct verb forms and tenses in writing ▪ Utilize the correct tense of irregular verbs at sentence and paragraph level	o Lie/lay; sit/set; rise/raise; avoid passive voice
Pronoun/ Antecedent Agreement	▪ Students should correctly match pronouns and antecedents based on number and gender	o Identify pronouns and antecedents (singular and plural) o Identify which are male and female o Recognize and follow specific rules regarding collective and compound antecedents as well as indefinite pronouns
Commas	▪ Students should follow rules governing the comma	o Items in a series, adjectives preceding nouns, between independent clauses joined by a conjunction, around interrupters and parenthetical information, after introductory clauses, and everyday usage (dates, greetings, abbreviations)
Apostrophes, Possessives, and Plurals	▪ Students should follow apostrophe rules concerning possessives and contractions	o Singular and plural possessives, compound and collective nouns, proper nouns, name possessives
Sentences	▪ Avoiding and correcting run-on sentences and fragments	o Identify the parts of the sentences to identify fragments and correct them; Use punctuation and conjunctions to correct run-on sentences.

TOPIC	EXPLANATION	APPLICATION
Spelling and Capitalization	▪ Basic spelling rules, adding affixes	o Commonly misspelled words, capitals in titles and otherwise
Quotations	▪ In dialogue and in titles	o Correct use of punctuation incorporated with quotations

Parallelism and Sentence Variety	▪ Parallel structure and sentence variety when writing essays	o Use clauses and phrases for sentence variety, utilize correct parallel structure with verbs and verb phrases
Misused Words	▪ Modifiers, homophones, contractions	o To/too, than/then, except/accept, their/they're, its/it's, etc.
Semicolons and Colons	▪ To link closely related clauses and in between transitional expressions ▪ To indicate a list ▪ To link explanatory independent clauses	o Identify independent clauses and use appropriate transitional expressions; everyday usage of colons (before a list, after a greeting, etc.).

11th Grade Research
11.8
<u>Time Frame:</u>
Research skills should be learned and practiced during preparation for the Reading SOL. Spending time writing a research paper should not occur until after both the Writing and the Reading SOL have been completed.

At the eleventh-grade level, students will engage in research that requires the selection, evaluation, use, and documentation of a variety of sources. Students will verify the validity of all information and follow ethical and legal guidelines for using and gathering information. Each student will present a research product that is clearly written and accurately documented according to a standard form of documentation.

<u>Assignments:</u> Research assignments should be completed in conjunction with studying American literature and analyzing relationships among literature, history, and culture. Assignments should be short in length and paired with speaking. In addition, a culminating research paper may be completed post Reading SOL during the remainder of the semester. The length should vary based on skill level of current students. Paper length should fall between 3 and 8 pages depending on ability level of your students.

11.8 The student will analyze, evaluate, synthesize, and organize information from a variety of credible resources to produce a research product.
   a)   Critically evaluate quality, accuracy, and validity of information.
   b)   Make sense of information gathered from diverse sources by identifying misconceptions, main and supporting ideas, conflicting information, point of view, or bias.
   c)   Synthesize relevant information from primary and secondary sources and present it in a logical sequence.
   d)   Cite sources for both quoted and paraphrased ideas using a standard method of documentation, such as that of the Modern Language Association (MLA) or the American Psychological Association (APA).
   e)   Define the meaning and consequences of plagiarism and follow ethical and legal guidelines for gathering and using information.
   f)   Demonstrate ethical use of the Internet.

Topic	Explanation	Application
Access, Organize, and Present Information	▪ Use the internet and resources in the media center to gather information about a given topic	o Create summaries, Power Points, brochures, essays, etc. to present information
Reliable vs. Unreliable Sources	▪ Question validity and accuracy of information—especially online. ▪ Identify valid sources and distinguish from biased points of view	o Search for information to question the accuracy of online information including author, sponsor, purpose, primary vs. secondary, copyright, dates,and ability to be verified
Narrow and Focus Broad Topics	▪ Selecting a topic and then narrowing it for appropriate length, focusing research. Generate notes using a logical system	o Asking research questions followed up by finding reliable sources to obtain answers
Avoid Plagiarism	▪ Do not present ideas or words that belong to someone else	o Practice paraphrasing and incorporating quotes, creating in-text citations and works cited pages