

**11<sup>th</sup> Grade English Curriculum Guide**  
**Lunenburg County Public Schools**  
**June 2014**

1st Six weeks/Ongoing

Days: 30

Reporting Category/Strand: Writing

<p><b>SOL 11.6</b></p>	<p><b>The student will write in a variety of forms, with an emphasis on persuasion.</b></p> <ul style="list-style-type: none"> <li><b>a) Generate, gather, plan, and organize ideas for writing to address a specific audience and purpose.</b></li> <li><b>b) Produce arguments in writing that develop a thesis that demonstrates knowledgeable judgments, addresses counter claims, and provides effective conclusions.</b></li> <li><b>c) Organize ideas in a sustained and logical manner.</b></li> <li><b>d) Clarify and defend position with precise and relevant evidence elaborating ideas clearly and accurately.</b></li> <li><b>e) Adapt content, vocabulary, voice, and tone to audience, purpose, and situation.</b></li> <li><b>f) Revise writing for clarity of content, accuracy and depth of information.</b></li> <li><b>g) Use computer technology to plan, draft, revise, edit, and publish writing.</b></li> <li><b>h) Write and revise correspondence to a standard acceptable both in the workplace and in postsecondary education.</b></li> </ul>
<p><b>Essential Knowledge/Skills/Understandings</b></p>	<p>All students should</p> <ul style="list-style-type: none"> <li>● Understand that writing is a process.</li> <li>● Locate and select appropriate information that clearly supports a definite purpose and position.</li> <li>● Understand that vocabulary is used to develop voice and tone for a specific audience, purpose, or situation.</li> <li>● Understand revision strategies.</li> <li>● To be successful with this standard, students are expected to apply a variety of planning strategies to generate and organize ideas.</li> <li>● Present a thesis that focuses on the problem or argument to be solved.</li> <li>● Anticipate and address the counter evidence, counterclaims, and counterarguments.</li> <li>● Use effective rhetorical appeals, to establish credibility and persuade intended audience.</li> <li>● Refine the thesis by considering whether the claim is relevant, interesting, logical, and meaningful.</li> <li>● Understand a variety of organizational patterns. use appropriate and varied transitions to link sentences and paragraphs.</li> <li>● Elaborate ideas clearly and accurately. Show how evidence supports each main point of the argument and justify why the evidence credibly supports the claims.</li> <li>● Introduce claim(s), acknowledge and distinguish the claim(s) from alternate or opposing claims.</li> <li>● Organize the reasons and evidence logically.</li> <li>● Use specific revision strategies and adapt content, vocabulary, voice, and tone to audience, purpose, and situation.</li> </ul>
<p><b>Essential Questions</b></p>	<p>How does the writing process contribute to meaningful content?          Why do writers use different modes of writing?          What patterns and connections can I see between the various pieces of my ideas?</p>

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<b>Primary Resources</b>	<p>Writing strategy <a href="#">Keyhole strategy</a>  Owl @ Purdue <a href="https://owl.english.purdue.edu/owl/resource/677/01/">https://owl.english.purdue.edu/owl/resource/677/01/</a>  Writing prompts <a href="http://www.misd.net/languageart/grammarinaction/501writingprompts.pdf">http://www.misd.net/languageart/grammarinaction/501writingprompts.pdf</a>  Textbook <a href="http://my.hrw.com/support/hos/hostpdf/hostsprompts.pdf">http://my.hrw.com/support/hos/hostpdf/hostsprompts.pdf</a>  Citations <a href="http://www.citationmachine.net/">http://www.citationmachine.net/</a></p>
<b>Essential Vocabulary</b>	<p>audience- The listener, viewer, or reader of a text.  purpose-The goal the speaker wants to achieve  counterclaims- The opposing argument  occasion-- The time or place Where a speech is written or a piece is written.</p>

2<sup>nd</sup>/3<sup>rd</sup> Six Weeks:

Days: 30

Reporting Category/Strand: Literature

<b>SOL 11.4</b>	<p>The student will read, comprehend, and analyze relationships among American literature, history, and culture.</p> <ol style="list-style-type: none"> <li>a) Describe contributions of different cultures to the development of American literature.</li> <li>b) Compare and contrast the development of American literature in its historical context.</li> <li>c) Discuss American literature as it reflects traditional and contemporary themes, motifs, universal characters, and genres.</li> <li>d) Analyze the social or cultural function of American literature.</li> <li>e) Analyze how context and language structures convey an author's intent and viewpoint.</li> <li>f) Explain how the sound of a poem (rhyme, rhythm, onomatopoeia, repetition, alliteration, assonance, and parallelism) supports the subject, mood, and theme.</li> <li>g) Explain how imagery and figures of speech appeal to the reader's senses and experience.</li> <li>h) Explain how an author's specific word choices, syntax, tone, and voice support the author's purpose.</li> <li>i) Read and analyze a variety of American dramatic selections.</li> <li>j) Analyze the use of literary elements and dramatic conventions including verbal, situational and dramatic irony used in American literature.</li> <li>k) Generate and respond logically to literal, inferential, evaluative, synthesizing, and critical thinking questions before, during, and after reading texts.</li> </ol>
<b>Essential Knowledge/Skills/Understandings</b>	<p>All students should</p> <ul style="list-style-type: none"> <li>● Analyze the representation of a subject or a key scene in two different media.</li> <li>● Describe how the use of context and language structures conveys an author's intent and viewpoint.</li> </ul>

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	<ul style="list-style-type: none"> <li>● Analyze the impact of the author’s choices in developing the elements of a story or drama (e.g., setting, plot structure, and character development).</li> <li>● Demonstrate knowledge of eighteenth-, nineteenth- and early-twentieth-century foundational works of American literature, including how two or more texts from the same period treat similar themes or topics.</li> <li>● Analyze a case in which a point of view requires distinguishing what is directly stated in a text from what is really meant (e.g., satire, irony, sarcasm, understatement).</li> <li>● Use poetic elements to explain, analyze, and evaluate poetry.</li> <li>● Compare and contrast the subject matter, theme, form, language, development, and purpose of works of classic poets with those of contemporary poets.</li> </ul>
<b>Essential Questions</b>	<p>How does American literature reflect life? How do short stories, novels, and drama explore the multicultural and historical perspectives of our human experience?</p>
<b>Primary Resources</b>	<p>American Literature Resources <a href="http://www.iptv.org/classroom/story.cfm/story/8786/ed_20111006_im_american_lit_teacher_what">http://www.iptv.org/classroom/story.cfm/story/8786/ed_20111006_im_american_lit_teacher_what</a> PBS <a href="http://www.pbslearningmedia.org/">http://www.pbslearningmedia.org/</a> <a href="#">Short stories and classic literature</a> Prentice Hall Literature: The American Experience (textbook)</p>
<b>Essential Vocabulary</b>	<p>comprehend- to understand a concept analyze- to study and to look into a topic</p>

**2nd Six Weeks:**

**Days: 30**

**Reporting Category/Strand: Literature**

<b>SOL 11.8</b>	<p><b>The student will analyze, evaluate, synthesize, and organize information from a variety of sources to produce a research product.</b></p> <ul style="list-style-type: none"> <li>a) Use technology as a tool to research, organize, evaluate, and communicate information.</li> <li>b) Narrow a topic and develop a plan for research.</li> <li>c) Collect information to support a thesis.</li> <li>d) Critically evaluate quality, accuracy, and validity of information.</li> <li>e) Make sense of information gathered from diverse sources by identifying misconceptions, main and supporting ideas, conflicting information, point of view or bias.</li> <li>f) Synthesize and present information in a logical sequence.</li> <li>g) Cite sources for both quoted and paraphrased ideas using a standard method of documentation, such as that of the</li> </ul>
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	<p><b>Modern Language Association (MLA) or the American Psychological Association (APA).</b>  <b>h) Revise writing for clarity of content, accuracy, and depth of information.</b>  <b>i) Edit writing for grammatically correct use of language, spelling, punctuation, capitalization, and sentence/paragraph structure.</b>  <b>j) Define the meaning and consequences of plagiarism and follow ethical and legal guidelines for gathering and using information.</b></p>
<p><b>Essential Knowledge/Skills/Understandings</b></p>	<p><b>To be successful with this standard, students are expected to</b></p> <ul style="list-style-type: none"> <li>utilize technology to conduct research, organize information, and develop writing.</li> <li>identify and narrow a topic for research through a variety of strategies, such as mapping, listing, brainstorming, webbing, and using an Internet search engine.</li> <li>develop a plan to locate and collect relevant information about the chosen topic.</li> <li>identify a variety of primary and secondary sources of information.</li> <li>generate notes while following a logical note-taking system.</li> <li>preview resource materials to aid in selection of a suitable topic.</li> <li>identify valid main and supporting ideas in various sources and distinguish them from misconceptions and biased points of view when information conflicts.</li> <li>synthesize information in a logical sequence.</li> <li>document print and electronic sources using MLA or APA style, including in-text citation and corresponding works cited list.</li> <li>incorporate ideas and quotations skillfully by directly quoting, paraphrasing, or summarizing text from reliable sources and citing them appropriately.</li> <li>revise writing for effect, clarity, depth, and accuracy of information.</li> <li>follow style manual conventions to edit materials for correct grammar, spelling, punctuation, and capitalization.</li> <li>avoid plagiarism by understanding that <i>plagiarism</i> is the act of presenting someone else's ideas as one's own;</li> <li>recognizing that one must correctly cite sources to give credit to the author of an original work;</li> <li>recognizing that sources of information must be cited even when the information has been paraphrased; and</li> <li>using quotation marks when someone Else's exact words are quoted.</li> </ul> <p><b>All students should</b></p> <ul style="list-style-type: none"> <li>understand how to evaluate sources of information to determine reliability.</li> <li>understand how to develop a plan and collect information.</li> <li>understand how to use technology to access, organize, and develop writing.</li> <li>understand plagiarism has meaningful consequences.</li> </ul>
<p><b>Essential Questions</b></p>	<p>Why is the research process necessary?          Why do writers use different modes of writing?</p>
<p><b>Primary Resources</b></p>	<p>Citations <a href="http://www.citationmachine.net/">http://www.citationmachine.net/</a>          Thesis statements <a href="http://writingcenter.unc.edu/handouts/thesis-statements/">http://writingcenter.unc.edu/handouts/thesis-statements/</a></p>

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	Avoiding Plagiarism <a href="https://owl.english.purdue.edu/owl/resource/589/01/">https://owl.english.purdue.edu/owl/resource/589/01/</a> Evaluating sources <a href="http://www.sagepub.com/upm-data/17810_5052_Pierce_Ch07.pdf">http://www.sagepub.com/upm-data/17810_5052_Pierce_Ch07.pdf</a>
<b>Essential Vocabulary</b>	plagiarism- To copy verbatim or paraphrase from a work that is not your own.

**1st Six Weeks/ Ongoing: Grammar and Writing**  
**Days: 30**  
**Reporting Category/Strand**

<b>SOL 11.7, 11.1</b>	<b>The student will self- and peer-edit writing for correct grammar, capitalization, punctuation, spelling, sentence structure, and paragraphing.</b> <b>a) Use a style manual, such as that of the Modern Language Association (MLA) or the American Psychological Association (APA), to apply rules for punctuation and formatting of direct quotations.</b> <b>b) Use verbals and verbal phrases to achieve sentence conciseness and variety.</b> <b>c) Distinguish between active and passive voice.</b> <b>d) Differentiate between in-text citations and works cited on the bibliography page.</b> <b>e) Adjust sentence and paragraph structures for a variety of purposes and audiences.</b> <b>f) Proofread and edit writing for intended audience and purpose.</b>
<b>Essential Knowledge/Skills/Understandings</b>	All students should <ul style="list-style-type: none"> <li>● Understand and apply the rules of the MLA, APA, or other style manual in producing research projects.</li> <li>● Understand verbals and verbal phrases and use them appropriately in writing.</li> <li>● Use grammatical conventions to vary syntax and paragraph structures for a variety of purposes and audiences.</li> <li>● To be successful with this standard, students are expected to apply MLA or APA style for punctuation conventions and formatting direct quotations.</li> <li>● Use correctly the following verbal phrases in writing: gerund phrase; infinitive phrase; participial phrase; and absolute phrase.</li> <li>● Place main subjects of sentences in front of strong, active verbs and avoid forms of the verb “to be”. [The baseball was thrown by the pitcher (passive construction); better: The pitcher threw the baseball (active construction).]</li> <li>● Use in-text citations including parenthetical references and a corresponding list of works cited at the end of the paper. Use clauses and phrases for sentence variety.</li> <li>● Revise and edit writing for appropriate style and language in informal and formal contexts.</li> </ul>
<b>Essential Questions</b>	How do effective writers use grammar? Why is grammar important? How can I use my understanding of the structure and rules of English to communicate more effectively?

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<b>Primary Resources</b>	Verbal <a href="http://wps.pearsoncustom.com/wps/media/objects/3388/3469470/ch43.pdf">http://wps.pearsoncustom.com/wps/media/objects/3388/3469470/ch43.pdf</a> Owl @Purdue <a href="https://owl.english.purdue.edu/owl/resource/677/01/">https://owl.english.purdue.edu/owl/resource/677/01/</a> Verbal practice Exercise <a href="http://www.grammaruntied.com/">http://www.grammaruntied.com/</a> Avoidance of passive voice <a href="http://guinlist.wordpress.com/2012/05/27/21-how-to-avoid-passive-verbs/">http://guinlist.wordpress.com/2012/05/27/21-how-to-avoid-passive-verbs/</a> Active/ Passive Voice <a href="http://www.uark.edu/campus-resources/qwrtcntr/resources/handouts/activepassive.htm">http://www.uark.edu/campus-resources/qwrtcntr/resources/handouts/activepassive.htm</a> Citations <a href="http://www.citationmachine.net/">http://www.citationmachine.net/</a> Phrases and clauses <a href="http://teachersites.schoolworld.com/webpages/ELyons/files/phraseclause.pptx">teachersites.schoolworld.com/webpages/ELyons/files/phraseclause.pptx</a>
<b>Essential Vocabulary</b>	parenthetical documentation- to cite information within a work of writing.

**Marking Period: 3<sup>rd</sup> Six Weeks**

**Days: 31**

**Reporting Category/Strand: Literature/ American Drama**

<b>SOL: 11.4 (Drama)</b>	<p><b>The student will read, comprehend, and analyze relationships among American literature, history, and culture.</b></p> <ul style="list-style-type: none"> <li>a) Describe contributions of different cultures to the development of American literature.</li> <li>b) Compare and contrast the development of American literature in its historical context.</li> <li>c) Discuss American literature as it reflects traditional and contemporary themes, motifs, universal characters, and genres.</li> <li>d) Analyze the social or cultural function of American literature.</li> <li>e) Analyze how context and language structures convey an author's intent and viewpoint.</li> <li>f) Explain how the sound of a poem (rhyme, rhythm, onomatopoeia, repetition, alliteration, assonance, and parallelism) supports the subject, mood, and theme.</li> <li>g) Explain how imagery and figures of speech appeal to the reader's senses and experience.</li> <li>h) Explain how an author's specific word choices, syntax, tone, and voice support the author's purpose.</li> <li>i) Read and analyze a variety of American dramatic selections.</li> <li>j) Analyze the use of literary elements and dramatic conventions including verbal, situational and dramatic irony used in American literature.</li> <li>k) Generate and respond logically to literal, inferential, evaluative, synthesizing, and critical thinking questions before, during, and after reading texts.</li> </ul>
<b>Essential Knowledge/Skills/Understandings</b>	<p><b>All students should</b></p> <ul style="list-style-type: none"> <li>understand characteristics and cultures of historical periods and literary movements associated with each century.</li> <li>recognize and understand universal characters, themes, and motifs in American literature.</li> <li>understand how an author's intent is achieved by the use of context and language.</li> <li>understand dramatic conventions and devices</li> </ul> <p><b>To be successful with this standard, students are expected to</b></p>

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	<p>use reading strategies to improve comprehension and to achieve the purposes for reading: predicting and adjusting predictions; questioning the text; restating main ideas and summarizing supporting details; and close reading.</p> <p>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.</p> <p>analyze how connections among motifs, setting, character traits, character development, and plot suggest multiple themes.</p> <p>analyze and critique themes across texts and within various social, cultural, and historical contexts.</p> <p>describe and contrast literary movements and representative texts associated with each literary movement, including how two or more texts from the same period treat similar themes or topics. Literary movements include: Colonialism/Puritanism (17th century); Revolutionary movement/Rationalism (18th century); Romanticism, Transcendentalism, Regionalism, Realism, Naturalism (19th century); Symbolism/Modernism, Harlem Renaissance, Postmodernism (20<sup>th</sup> century); and Contemporary poetry (21<sup>st</sup> Century)</p> <p>differentiate among archetypal characters in American literature, such as the hero, heroine, trickster faithful companion outsider, outcast, rugged individualist, innocent villain caretaker, Earth mother, rebel misfit lonely orphan, shrew, mother/father figure<sup>o</sup> monster/villain<sup>o</sup> scapegoat</p> <p>identify major themes in American literature, such as<sup>o</sup> coming of age; relationship with nature relationship with society relationship with science alienation and isolation survival of the fittest disillusionment rebellion and protest</p> <p>analyze texts to identify the author's attitudes, viewpoints, and beliefs and critique how these relate to larger historical, social, and cultural contexts.</p>
<b>Essential Questions</b>	<p>What is the American Dream and to what extent is it achievable for all Americans?</p> <p>In what ways does the American Dream mean different things for different Americans?</p> <p>How is our understanding of culture and society constructed through and by language?</p>
<b>Primary Resources</b>	<p>Plays <a href="http://guides.library.yale.edu">guides.library.yale.edu &gt; ... &gt; Arts</a></p> <p><i>Prentice Hall: The American Experience</i> (textbook)</p> <p>Stephen Crane: <i>The Red Badge of Courage</i></p> <p>Arthur Miller: <i>The Crucible</i></p> <p>Arthur Miller: <i>Death of a Salesman</i></p> <p>John Steinbeck: <i>Of Mice and Men</i></p>
<b>Essential Vocabulary</b>	<p>No new vocabulary here.</p>

**Marking Period: 3<sup>rd</sup> Six Weeks/ Ongoing**

**Days: 31**

**Reporting Category/Strand: Media**

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<b>SOL: 11.2(Media)</b>	<p>The student will examine how values and points of view are included or excluded and how media influences beliefs and behaviors.</p> <ul style="list-style-type: none"> <li>a) Use technology and other information tools to organize and display knowledge in ways others can view, use, and assess.</li> <li>b) Use media, visual literacy, and technology skills to create products.</li> <li>c) Evaluate sources including advertisements, editorials, blogs, Web sites, and other media for relationships between intent, factual content, and opinion.</li> <li>d) Determine the author’s purpose and intended effect on the audience for media messages</li> </ul>
<b>Essential Knowledge/Skills/Understandings</b>	<p>All students should</p> <ul style="list-style-type: none"> <li>recognize that media messages express viewpoints and contain values to influence the beliefs and behaviors of the intended audience.</li> <li>understand the difference between <i>objectivity</i>, or fact, and <i>subjectivity</i>, or bias, in media messages.</li> <li>realize the purposeful use of persuasive language and word connotations to convey viewpoint and bias.</li> <li>analyze how the media’s use of symbol, imagery, and metaphor affects the message.</li> </ul> <p>To be successful with this standard, students are expected to</p> <ul style="list-style-type: none"> <li>organize knowledge and display learning using visual images, text, graphics, and/or music to create media messages with visual, audio, and graphic effects.</li> <li>demonstrate an awareness of the transactional and interactive nature of media by considering audience, context, and purpose in all stages of media production.</li> <li>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).</li> <li>determine author’s purpose and distinguish factual content from opinion and possible bias.</li> <li>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.</li> </ul>
<b>Essential Questions</b>	How is objectivity and subjectivity necessary in the use of technology and other information tools?
<b>Primary Resources</b>	PBS Media Literacy <a href="http://www.pbs.org/wgbh/pages/frontline/teach/categories/media.html">http://www.pbs.org/wgbh/pages/frontline/teach/categories/media.html</a> Objectivity vs. Subjectivity <a href="http://www.lib.odu.edu/genedinfoit/1infobasics/subjective_vs_objective.html">http://www.lib.odu.edu/genedinfoit/1infobasics/subjective_vs_objective.html</a>
<b>Essential Vocabulary</b>	objectivity- factual information subjectivity- The bias within information presented

**Marking Period: 3<sup>rd</sup> Six Weeks**  
**Days:**

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**Reporting Category/Strand: Nonfiction**

<p><b>SOL 11.5</b></p>	<p><b>The student will read and analyze a variety of nonfiction texts.</b></p> <ul style="list-style-type: none"> <li>a) Use information from texts to clarify understanding of concepts.</li> <li>b) Read and follow directions to complete an application for college admission, for a scholarship, or for employment.</li> <li>c) Generalize ideas from selections to make predictions about other texts.</li> <li>d) Draw conclusions and make inferences on explicit and implied information using textual support.</li> <li>e) Analyze two or more texts addressing the same topic to identify authors' purpose and determine how authors reach similar or different conclusions.</li> <li>f) Identify false premises in persuasive writing.</li> <li>g) Recognize and analyze use of ambiguity, contradiction, paradox, irony, overstatement, and understatement in text.</li> <li>h) Generate and respond logically to literal, inferential, evaluative, synthesizing, and critical thinking questions before, during, and after reading texts.</li> </ul>
<p><b>Essential Knowledge/Skills/Understandings</b></p>	<p>All students should</p> <ul style="list-style-type: none"> <li>understand how to analyze informational material.</li> <li>understand reading strategies and use those strategies to analyze text.</li> </ul> <p>To be successful with this standard, students are expected to</p> <ul style="list-style-type: none"> <li>analyze the vocabulary (jargon, technical terminology, and content-specific) and ideas of informational texts from various academic disciplines in order to clarify understandings of concepts.</li> <li>know the purpose of the text they are to read and their own purpose in reading it.</li> <li>use format (page design and layout), text structures, and features to aid in understanding of text.</li> <li>understand how an organizational pattern enhances the meaning of a text.</li> <li>distinguish main ideas from supporting details in complex informational text to generalize ideas and make predictions about other texts</li> <li>analyze information from a text to make inferences and draw conclusions.</li> <li>analyze a complex set of ideas or sequence of events and explain how specific individuals, ideas, or events interact and develop over the course of the text.</li> <li>compare and contrast how two or more texts treat two or more of the same ideas and analyze the development of those ideas including how they interact and build on one another to provide a complex analysis.</li> <li>provide an objective summary of the text.</li> </ul>
<p><b>Essential Questions</b></p>	<p>How does the study of fiction and nonfiction texts help individuals construct their understanding of reality? In what ways are all narratives influenced by bias and perspective?</p>
<p><b>Primary Resources</b></p>	<p>I-Search Paper format <a href="http://www.readwritethink.org/professional-development/strategy-guides/promoting-student-directed-">http://www.readwritethink.org/professional-development/strategy-guides/promoting-student-directed-</a></p>

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	<p><a href="#">inquiry</a>          Analyzing Speeches <a href="http://www.readwritethink.org/classroom-resources/lesson-plans/analyzing-famous-speeches-arguments-30526.html">http://www.readwritethink.org/classroom-resources/lesson-plans/analyzing-famous-speeches-arguments-30526.html</a>          Writing technical instructions <a href="http://www.readwritethink.org/classroom-resources/lesson-plans/writing-technical-instructions-1101.html">http://www.readwritethink.org/classroom-resources/lesson-plans/writing-technical-instructions-1101.html</a>          Prentice Hall: The American Experience (textbook)          Basic Literature Resources (Literary Terms) <a href="http://web.cn.edu/kwheeler/resource_literature.html">http://web.cn.edu/kwheeler/resource_literature.html</a></p>
<b>Essential Vocabulary</b>	See literary term definitions from grade 9.

**Marking Period: Ongoing**

**Days:**

**Reporting Category/Strand: Research**

<b>SOL: 11.1 11.8</b>	<p><b>The student will analyze, evaluate, synthesize, and organize information from a variety of sources to produce a research product.</b></p> <p><b>g) 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).</b></p>
<b>Essential Knowledge/Skills/Understandings</b>	<p>All students should</p> <ul style="list-style-type: none"> <li>understand how to evaluate sources of information to determine reliability.</li> <li>understand how to develop a plan and collect information.</li> <li>understand how to use technology to access, organize, and develop writing.</li> <li>understand plagiarism has meaningful consequences.</li> </ul> <p>To be successful with this standard, students are expected to</p> <ul style="list-style-type: none"> <li>utilize technology to conduct research, organize information, and develop writing.</li> <li>identify and narrow a topic for research through a variety of strategies, such as mapping, listing, brainstorming, webbing, and using an Internet search engine.</li> <li>develop a plan to locate and collect relevant information about the chosen topic.</li> <li>identify a variety of primary and secondary sources of information.</li> <li>generate notes while following a logical note-taking system.</li> <li>preview resource materials to aid in selection of a suitable topic.</li> <li>identify valid main and supporting ideas in various sources and distinguish them from misconceptions and biased points of view when information conflicts.</li> <li>synthesize information in a logical sequence.</li> </ul>

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<b>Essential Questions</b>	How does one evaluate sources to determine validity and reliability when using informational texts? Why is research valuable? How can a topic of interest be developed into a research paper? What is the structure of a research paper? How does a thesis drive a research paper?
<b>Primary Resources</b>	Basic Literature Resources <a href="http://web.cn.edu/kwheeler/resource_literature.html">http://web.cn.edu/kwheeler/resource_literature.html</a> Citations <a href="http://citationmachine.net">citationmachine.net</a>
<b>Essential Vocabulary</b>	See the vocabulary from above.

**Marking Period: 3<sup>rd</sup> Six Weeks**

**Days:**

**Reporting Category/Strand: Literature**

<b>SOL: 11.4 (Modernism/Post Modernism)</b>	<b>The student will read, comprehend, and analyze relationships among American literature, history, and culture.</b> <b>a) Describe contributions of different cultures to the development of American literature.</b> <b>b) Compare and contrast the development of American literature in its historical context.</b> <b>c) Discuss American literature as it reflects traditional and contemporary themes, motifs, universal characters, and genres.</b> <b>d) Analyze the social or cultural function of American literature.</b> <b>e) Analyze how context and language structures convey an author's intent and viewpoint.</b> <b>f) Explain how the sound of a poem (rhyme, rhythm, onomatopoeia, repetition, alliteration, assonance, and parallelism) supports the subject, mood, and theme.</b>
<b>Essential Knowledge/Skills/Understandings</b>	Describe and contrast literary movements and representative texts associated with each literary movement, including how two or more texts from the same period treat similar themes or topics. Literary movements include: Symbolism/Modernism, Harlem Renaissance, Postmodernism
<b>Essential Questions</b>	How might we interpret a literary text to show that the reader's response is, or is analogous to, the topic of the story?
<b>Primary Resources</b>	The Revolutionary War Era <a href="http://www.pbs.org/ktca/liberty/teachers.html">http://www.pbs.org/ktca/liberty/teachers.html</a> American Romanticism PPT <a href="http://www.newauburn.k12.wi.us/english/amerlit/Romanticism.ppt">http://www.newauburn.k12.wi.us/english/amerlit/Romanticism.ppt</a> Transcendentalism <a href="http://thoreau.eserver.org/amertran.html">http://thoreau.eserver.org/amertran.html</a> Realism, Regionalism, Naturalism <a href="http://www.slideshare.net/joant/realism-naturalism-and-regionalism">http://www.slideshare.net/joant/realism-naturalism-and-regionalism</a> American Modernism <a href="http://www.pbs.org/wnet/americannovel/timeline/modernism.html">http://www.pbs.org/wnet/americannovel/timeline/modernism.html</a>

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	American Contemporary Literature <a href="http://www.shelbyed.k12.al.us/schools/phs/faculty/cnolen/Modern%20&amp;%20Cont.%20Characteristics.pdf">http://www.shelbyed.k12.al.us/schools/phs/faculty/cnolen/Modern%20&amp;%20Cont.%20Characteristics.pdf</a> <a href="http://www.shelbyed.k12.al.us/schools/phs/faculty/cnolen/Modern%20&amp;%20Cont.%20Characteristics.pdf">http://www.shelbyed.k12.al.us/schools/phs/faculty/cnolen/Modern%20&amp;%20Cont.%20Characteristics.pdf</a>
<b>Essential Vocabulary</b>	Definitions of each literary American time period

**Marking Period: 1<sup>st</sup> Six Weeks**

**Days:**

**Reporting Category/Strand: Communication/Oral Strand**

<b>SOL: 11.1 Ongoing Communication/Oral Strand</b>	<p>The student will make informative and persuasive presentations.</p> <ul style="list-style-type: none"> <li>a) Gather and organize evidence to support a position.</li> <li>b) Present evidence clearly and convincingly.</li> <li>c) Address counterclaims.</li> <li>d) Support and defend ideas in public forums.</li> <li>e) Use grammatically correct language, including vocabulary appropriate to the topic, audience, and purpose.</li> <li>f) Monitor listening and use a variety of active listening strategies to make evaluations.</li> <li>g) Use presentation technology.</li> <li>h) Collaborate and report on small-group learning activities.</li> </ul>
<b>Essential Knowledge/Skills/Understandings</b>	All students should understand effective oral-delivery techniques. evaluate and critique content and delivery of oral presentations To be successful with this standard, students are expected to maintain appropriate eye contact. address an audience with appropriate: volume; enunciation; language choices; and poise. adopt appropriate tone. maintain appropriate rhythm. evaluate the use of persuasive techniques, such as: introduction (for establishing unity);organization; proof/support; logic; loaded language; rhetorical devices, such as: call to action, elevated language, rhetorical question, appeals to emotion, repetition, figurative language, counterclaims conclusion.
<b>Essential Questions</b>	.
<b>Primary Resources</b>	Speech Resources <a href="http://www.pbs.org/greatspeeches">http://www.pbs.org/greatspeeches</a> Great Speeches <a href="http://www.historychannel.com/speeches/index.html">http://www.historychannel.com/speeches/index.html</a>

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<b>Essential Vocabulary</b>	See the above definitions.
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