NT – Not Tested		First Nine Weeks	
Grade: 11	**Subject: English**		**Year: 2016-2017**

# Days	SOL	Student Essential Knowledge and Skills	Resources	Vocabulary	Bloom's

3	**Communication: Speaking, Listening, Media Literacy** The student will make informative and persuasive presentations.
	• Gather and organize evidence to support a position. **(11.1a)**
	• Present evidence clearly and convincingly. **(11.1b)**
	• Address counterclaims. **(11.1c)**
	• Support and defend ideas in public forums. **(11.1d)**
	• Use grammatically correct language, including vocabulary appropriate to the topic, audience, and purpose. **(11.1e)**
	• Monitor listening and use a variety of active listening strategies to make evaluations. **(11.1f)**
	• Use presentation technology. **(11.1g)**
	• Collaborate and report on small-group learning activities. **(11.1h)**
		• define a position and select evidence to support that position through reading, writing, and discussion.
		
		• establish a purpose.
		
		• develop well organized presentations to defend a position or present information.
		
		• apply and evaluate persuasive rhetorical devices and techniques including rhetorical questioning, parallel structuring, metaphor, imagery, figures of speech, alliterative expressions, etc.
		
		• use effective evidence and oral-delivery skills to convince an audience.
		
		• make oral-language choices based on predictions of target audience response.
		
		• listen actively by asking clarifying and elaborating questions.
		
		• develop effective multimedia presentations.
		
		• demonstrate mastery of content through small group collaboration.
		
		• maintain appropriate eye contact.
		
		• address an audience with appropriate:
		   ° volume;
		   ° enunciation;
		   ° language choices; and
		   ° poise.			

# Days	SOL	Student Essential Knowledge and Skills	Resources	Vocabulary	Bloom's

		° adopt appropriate tone.
		
		   ° maintain appropriate rhythm.
		
		   ° evaluate the use of persuasive techniques, such as:
		   ° introduction (for securing interest and 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
		° addressing counterclaims
		   ° conclusion.
		
		• critique the accuracy, relevance, and organization of evidence.
		
		• critique the clarity and effectiveness of delivery.			

1	The student will examine how values and points of view are included or excluded and how media influences beliefs and behaviors. • Use technology and other information tools to organize and display knowledge in ways others can view, use, and assess. **(11.2a)**	• 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.			

# Days	SOL	Student Essential Knowledge and Skills	Resources	Vocabulary	Bloom's
	• Use media, visual literacy, and technology skills to create products. **(11.2b)** • Evaluate sources including advertisements, editorials, blogs, Web sites, and other media for relationships between intent, factual content, and opinion. **(11.2c)** • Determine the author's purpose and intended effect on the audience for media messages. **(11.2d)**	• 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.).			
	Reading **Vocabulary - SOLs 11.3a-g will be covered in 9th grade and 10th grade pacing guides.**				
	Reading The student will read, comprehend, and analyze relationships among American literature, history, and culture. **Reading - SOLs 11.4a-k will be covered in 9th grade and 10th grade pacing guides.**				

# Days	SOL	Student Essential Knowledge and Skills	Resources	Vocabulary	Bloom's
	Reading The student will read and analyze a variety of nonfiction texts. **Reading - SOLs 11.5a-h will be covered in 9th grade and 10th grade pacing guides.**				
	Writing – Persuasive Essay The student will write in a variety of forms, with an emphasis on persuasion. • Generate, gather, plan, and organize ideas for writing to address a specific audience and purpose. **(11.6a)** • Produce arguments in writing that develop a thesis that demonstrates knowledgeable judgments, addresses counterclaims, and provides effective conclusions. **(11.6b)** • Organize ideas in a sustained and logical manner. **(11.6c)** • Clarify and defend position with precise and relevant evidence elaborating ideas clearly and accurately. **(11.6d)**	• apply a variety of planning strategies to generate and organize ideas. • present a thesis that focuses on the problem or argument to be solved. • anticipate and address the counterevidence, counterclaims, and counterarguments. • use effective rhetorical appeals, to establish credibility and persuade intended audience**.** • refine the thesis by considering whether the claim is relevant, interesting, logical, and meaningful. • understand a variety of organizational patterns. • use appropriate and varied transitions to link sentences and paragraphs. • elaborate ideas clearly and accurately. • show how evidence supports each main point of the argument and justify why the evidence credibly supports the claims.			

# Days	SOL	Student Essential Knowledge and Skills	Resources	Vocabulary	Bloom's
	• Adapt content, vocabulary, voice, and tone to audience, purpose, and situation. **(11.6e)** • Revise writing for clarity of content, accuracy and depth of information. **(11.6f)** • Use computer technology to plan, draft, revise, edit, and publish writing. **(11.6g)** • Write and revise correspondence to a standard acceptable both in the workplace and in postsecondary education. **(11.6h)**	• introduce claim(s), acknowledge and distinguish the claim(s) from alternate or opposing claims. • organize the reasons and evidence logically. • use specific revision strategies and adapt content, vocabulary, voice, and tone to audience, purpose, and situation. • select an appropriate audience by analyzing assumptions, values, and background knowledge. • develop the topic thoroughly by selecting facts, details, quotations, and appropriate examples for the audience and purpose. • use MLA (Modern Language Association) or APA (American Psychological Association) style for formatting rules and documentation.			
	Writing – Writing SOLs 10.6a-g will be covered in 11th grade pacing guide.	http://www.doe.virginia.gov/ testing/sol/frameworks/ english_framewks/2010/ framework_english_9-12.doc Follow the above link to access the curriculum framework to see the Essential Knowledge and Skills for 10.6a-g.			

# Days	SOL	Student Essential Knowledge and Skills	Resources	Vocabulary	Bloom's

	Grammar/Usage/Mechanics The student will self- and peer-edit writing for correct grammar, capitalization, punctuation, spelling, sentence structure, and paragraphing.
	• 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. **(11.7a)**
	• Use verbals and verbal phrases to achieve sentence conciseness and variety. **(11.7b)**
	• Distinguish between active and passive voice. **(11.7c)**
	• Differentiate between in-text citations and works cited on the bibliography page. **(11.7d)**
	• Adjust sentence and paragraph structures for a variety of purposes and audiences. **(11.7e)**
	• Proofread and edit writing for intended audience and purpose. **(11.7f)**
		• apply MLA or APA style for punctuation conventions and formatting direct quotations.
		
		• use correctly the following verbal phrases in writing:
		  ° gerund phrase;
		  ° infinitive phrase;
		  ° participial phrase; and
		  ° absolute phrase.
		
		• 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).]
		
		• 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.
		
		• revise and edit writing for appropriate style and language in informal and formal contexts.			

# Days	SOL	Student Essential Knowledge and Skills	Resources	Vocabulary	Bloom's
	Grammar/Usage/Mechanics **SOLs 10.7a-h will be introduced in 10th grade but emphasized in 11th grade pacing guide.**	http://www.doe.virginia.gov/ testing/sol/frameworks/ english_framewks/2010/ framework_english_9-12.doc Follow the above link to access the curriculum framework to see the Essential Knowledge and Skills for 10.7a-h.			
	<u>Research</u> The student will analyze, evaluate, synthesize, and organize information from a variety of sources to produce a research product. • Use technology as a tool to research, organize, evaluate, and communicate information. **(11.8a)** • Narrow a topic and develop a plan for research. **(11.8b)** • Collect information to support a thesis. **(11.8c)** • Critically evaluate quality, accuracy, and validity of information. **(11.8d)**	• utilize technology to conduct research, organize information, and develop writing. • identify and narrow a topic for research through a variety of strategies, such as mapping, listing, brainstorming, webbing, and using an Internet search engine. • develop a plan to locate and collect relevant information about the chosen topic. • identify a variety of primary and secondary sources of information. • generate notes while following a logical note-taking system. • preview resource materials to aid in selection of a suitable topic. • identify valid main and supporting ideas in various sources and distinguish them from misconceptions and biased points of view when information conflicts. • synthesize information in a logical sequence.			

# Days	SOL	Student Essential Knowledge and Skills	Resources	Vocabulary	Bloom's

	• Make sense of information gathered from diverse sources by identifying misconceptions, main and supporting ideas, conflicting information, point of view or bias. **(11.8e)**
	• Synthesize and present information in a logical sequence. **(11.8f)**
	• 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). **(11.8g)**
	• Revise writing for clarity of content, accuracy, and depth of information. **(11.8h)**
	• Edit writing for grammatically correct use of language, spelling, punctuation, capitalization, and sentence/paragraph structure. **(11.8i)**
		• document print and electronic sources using MLA or APA style, including in-text citation and corresponding works cited list.
		
		• incorporate ideas and quotations skillfully by directly quoting, paraphrasing, or summarizing text from reliable sources and citing them appropriately.
		
		• revise writing for effect, clarity, accuracy, and depth of information.
		
		• follow style manual conventions to edit materials for correct grammar, spelling, punctuation, and capitalization.
		
		• avoid plagiarism by:
		  ° understanding that *plagiarism* is the act of presenting someone else's ideas as one's own;
		  ° recognizing that one must correctly cite sources to give credit to the author of an original work;
		  ° recognizing that sources of information must be cited even when the information has been paraphrased; and
		  ° using quotation marks when someone else's exact words are quoted.			

# Days	SOL	Student Essential Knowledge and Skills	Resources	Vocabulary	Bloom's
	• Define the meaning and consequences of plagiarism and follow ethical and legal guidelines for gathering and using information. **(11.8j)**				
	Research **Research SOLs 10.8a-f will be covered in 11th grade pacing guide.**	http://www.doe.virginia.gov/ testing/sol/frameworks/ english_framewks/2010/ framework_english_9-12.doc Follow the above link to access the curriculum framework to see the Essential Knowledge and Skills for 10.8a-f			
	Review • Differentiate between in-text citations and works cited on the bibliography page. **(10.7d)**				

Second Nine Weeks

# Days	SOL	Student Essential Knowledge and Skills	Resources	Vocabulary	Bloom's
	Review Writing SOLs 11.6a-h 11.7a-f				
	Review Research SOLs 11.8a-j				