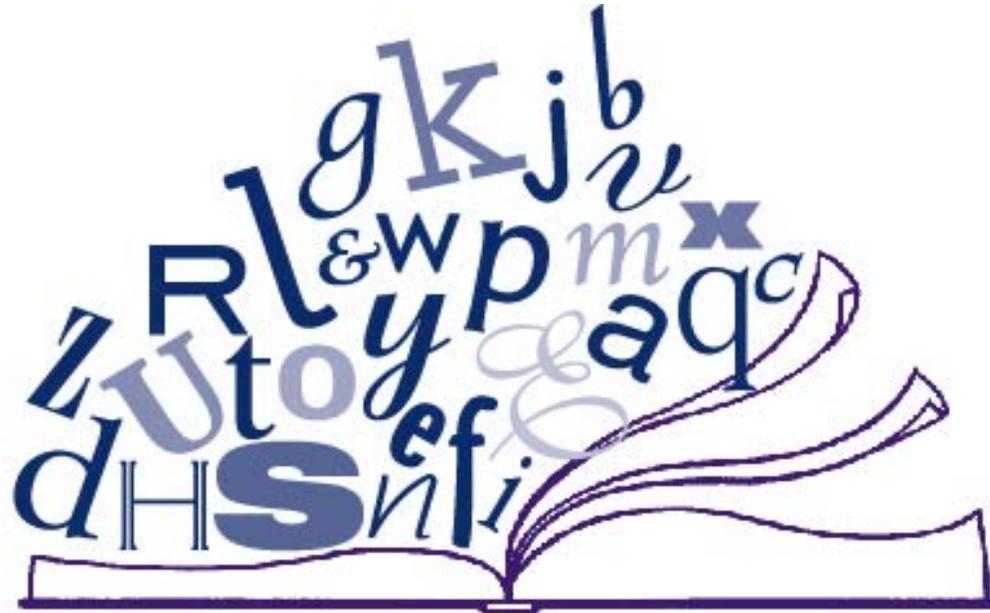


ENGLISH STANDARDS OF LEARNING CURRICULUM FRAMEWORK

Grade Eleven



Commonwealth of Virginia
Board of Education
Richmond, Virginia
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At the eleventh-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.

- 11.1 The student will make informative and persuasive presentations.**
- a) Gather and organize evidence to support a position.**
 - b) Present evidence clearly and convincingly.**
 - c) Support and defend ideas in public forums.**
 - d) Use grammatically correct language, including vocabulary appropriate to the topic, audience, and purpose.**

UNDERSTANDING THE STANDARD (Teacher Notes)	ESSENTIAL UNDERSTANDINGS	ESSENTIAL KNOWLEDGE, SKILLS, AND PROCESSES
<ul style="list-style-type: none"> • Students will give effective informative and persuasive presentations, using appropriate oral-communication skills. • Students will use grammatically correct language in preparation and presentation of ideas and thoughts. 	<p>All students should</p> <ul style="list-style-type: none"> • understand how reading, writing, and discussion can be used to generate ideas and plan presentations • understand how to support and defend their ideas • understand rhetorical devices and techniques • identify speech appropriate for audience, topic, and situation. 	<p>To be successful with this standard, students are expected to</p> <ul style="list-style-type: none"> • define a position and select evidence to support that position through reading, writing, and discussion • develop well-organized presentations to defend a position or present information • apply persuasive rhetorical devices and techniques • use effective evidence and oral-delivery skills to convince an audience • make oral-language choices based on target audience response.

- 11.2 The student will analyze and evaluate informative and persuasive presentations.**
- a) Critique the accuracy, relevance, and organization of evidence.**
 - b) Critique the clarity and effectiveness of delivery.**

UNDERSTANDING THE STANDARD (Teacher Notes)	ESSENTIAL UNDERSTANDINGS	ESSENTIAL KNOWLEDGE, SKILLS, AND PROCESSES
<ul style="list-style-type: none"> • Students will become critical listeners by assessing the effectiveness of oral presentations. 	<p>All students should</p> <ul style="list-style-type: none"> • understand effective oral-delivery techniques • evaluate and critique content and delivery of oral presentations. 	<p>To be successful with this standard, students are expected to</p> <ul style="list-style-type: none"> • establish a purpose • maintain appropriate eye contact • address an audience with appropriate <ul style="list-style-type: none"> ◦ volume ◦ enunciation ◦ language choices ◦ poise • adopt appropriate tone • maintain appropriate rhythm • evaluate the use of persuasive techniques, such as <ul style="list-style-type: none"> ◦ introduction (for securing interest and establishing unity) ◦ organization ◦ proof/support ◦ logic ◦ loaded language ◦ rhetorical devices, such as <ul style="list-style-type: none"> - call to action - elevated language - rhetorical question - appeals to emotion - repetition - figurative language ◦ conclusion <p>CONTINUED</p>

- 11.2 The student will analyze and evaluate informative and persuasive presentations.**
- a) Critique the accuracy, relevance, and organization of evidence.**
 - b) Critique the clarity and effectiveness of delivery.**

UNDERSTANDING THE STANDARD (Teacher Notes)	ESSENTIAL UNDERSTANDINGS	ESSENTIAL KNOWLEDGE, SKILLS, AND PROCESSES
		<p>To be successful with this standard, students are expected to</p> <ul style="list-style-type: none"> • critique the accuracy, relevance, and organization of evidence • critique the clarity and effectiveness of delivery.

At the eleventh-grade level, students will enhance their appreciation for literature by studying American literature, both classic and contemporary. They will read a variety of literary genres and informational texts to identify the prevalent themes in American literature that are reflective of American history and culture. They will continue to develop reading comprehension skills and will apply those skills in other content areas, including history and social science, science, and mathematics. In addition, students will identify the contributions of other cultures to the development of American literature.

- 11.3 The student will read and analyze relationships among American literature, history, and culture.**
- Describe contributions of different cultures to the development of American literature.**
 - Compare and contrast the development of American literature in its historical context.**
 - Discuss American literature as it reflects traditional and contemporary themes, motifs, universal characters, and genres.**
 - Describe how use of context and language structures conveys an author's intent and viewpoint in contemporary and historical essays, speeches, and critical reviews.**

UNDERSTANDING THE STANDARD (Teacher Notes)	ESSENTIAL UNDERSTANDINGS	ESSENTIAL KNOWLEDGE, SKILLS, AND PROCESSES
<ul style="list-style-type: none"> Students will understand literature as it relates to the cultural and historical period in which it was written. More specifically, students will recognize how authors are influenced by the ideas and values of their times. For this reason, literary selections typically reflect not only the values and ideas of the authors who wrote them but also the values and ideas of the times in which they were written. Students will also learn how the ideas presented in literary works may influence the values or conditions of the society in which the works were written. 	<p>All students should</p> <ul style="list-style-type: none"> understand characteristics and cultures of historical periods and literary movements associated with each century recognize and understand universal characters, themes, and motifs in American literature understand how an author's intent is achieved by the use of context and language. 	<p>To be successful with this standard, students are expected to</p> <ul style="list-style-type: none"> 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 describe and contrast historical periods from which particular literary pieces derive and the cultures that they portray describe and contrast literary movements associated with each century, such as <ul style="list-style-type: none"> Colonialism/Puritanism (17th century) Revolutionary movement/Rationalism (18th century) Romanticism, Transcendentalism, Regionalism, Realism, Naturalism (19th century) Symbolism/Modernism, Harlem Renaissance, Postmodernism (20th century) differentiate among universal characters in American literature, such as the <ul style="list-style-type: none"> hero/heroine trickster faithful companion outsider/outcast rugged individualist innocent villain caretaker Earth mother rebel

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 - b) Compare and contrast the development of American literature in its historical context.**
 - c) Discuss American literature as it reflects traditional and contemporary themes, motifs, universal characters, and genres.**
 - d) Describe how use of context and language structures conveys an author's intent and viewpoint in contemporary and historical essays, speeches, and critical reviews.**

UNDERSTANDING THE STANDARD (Teacher Notes)	ESSENTIAL UNDERSTANDINGS	ESSENTIAL KNOWLEDGE, SKILLS, AND PROCESSES
		<p>To be successful with this standard, students are expected to</p> <ul style="list-style-type: none"> • differentiate among universal characters in American literature, such as the <ul style="list-style-type: none"> ◦ misfit ◦ lonely orphan looking for a home • identify major themes in American literature, such as <ul style="list-style-type: none"> ◦ the American Dream ◦ loss of innocence ◦ coming of age ◦ relationship with nature ◦ relationship with society ◦ relationship with science ◦ alienation and isolation ◦ survival of the fittest ◦ disillusionment ◦ rebellion and protest • describe the language choices and devices that authors use, such as <ul style="list-style-type: none"> ◦ rhetorical question ◦ sarcasm ◦ satire ◦ parallelism ◦ connotation/denotation ◦ pun ◦ irony <p>CONTINUED</p>

- 11.3 The student will read 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) Discuss American literature as it reflects traditional and contemporary themes, motifs, universal characters, and genres.**
 - d) Describe how use of context and language structures conveys an author's intent and viewpoint in contemporary and historical essays, speeches, and critical reviews.**

UNDERSTANDING THE STANDARD (Teacher Notes)	ESSENTIAL UNDERSTANDINGS	ESSENTIAL KNOWLEDGE, SKILLS, AND PROCESSES
		<p>To be successful with this standard, students are expected to</p> <ul style="list-style-type: none"> • describe the language choices and devices that authors use, such as <ul style="list-style-type: none"> ◦ literal and figurative language ◦ tone ◦ word choice (diction) ◦ dialect • describe how the use of context and language structures conveys an author's intent and viewpoint.

- 11.4 The student will read and analyze a variety of informational materials.**
- a) Use information from texts to clarify or refine understanding of academic concepts.**
 - b) Read and follow directions to complete an application for college admission, for a scholarship, or for employment.**
 - c) Apply concepts and use vocabulary in informational and technical materials to complete a task.**
 - d) Generalize ideas from selections to make predictions about other texts.**
 - e) Analyze information from a text to draw conclusions.**

UNDERSTANDING THE STANDARD (Teacher Notes)	ESSENTIAL UNDERSTANDINGS	ESSENTIAL KNOWLEDGE, SKILLS, AND PROCESSES
<ul style="list-style-type: none"> • Students will read, understand, and use a variety of informational texts. They will develop specific reading skills in order to generalize ideas, make predictions, and follow directions. They will identify and analyze the steps in their own reading process in order to broaden their critical understanding. 	<p>All students should</p> <ul style="list-style-type: none"> • understand how to analyze informational material • understand reading strategies and use those strategies to analyze text. 	<p>To be successful with this standard, students are expected to</p> <ul style="list-style-type: none"> • analyze and use the basic vocabulary and concepts of informational texts in all disciplines • develop effective applications, essays, résumés, and employment forms through simulations and real-life opportunities • analyze key vocabulary, such as jargon, technical terms, and content-specific vocabulary • know the purpose of the text they are to read and their own purpose in reading it • identify main ideas and supporting details • use format (page design and layout) to aid in understanding of text • understand how an organizational pattern enhances the meaning of a text • apply their knowledge of specific genres and forms to other texts • make predictions about other texts • analyze information from a text to draw conclusions.

- 11.5 The student will read and critique a variety of poetry.**
- a) Analyze the poetic elements of contemporary and traditional poems.**
 - b) Identify the poetic elements and techniques that are most appealing and that make poetry enjoyable.**
 - c) Compare and contrast the works of contemporary and past American poets.**

UNDERSTANDING THE STANDARD (Teacher Notes)	ESSENTIAL UNDERSTANDINGS	ESSENTIAL KNOWLEDGE, SKILLS, AND PROCESSES
<ul style="list-style-type: none"> • Students will read, analyze, critique, and compare a variety of contemporary and traditional poetry. • A list of poetic elements and techniques is included in the “Essential Knowledge, Skills, and Processes” column for English SOL 10.5 	<p>All students should</p> <ul style="list-style-type: none"> • understand that classic poetry is poetry that has withstood the test of time, is written by recognized poets, and uses traditional elements. 	<p>To be successful with this standard, students are expected to</p> <ul style="list-style-type: none"> • identify and understand the elements of classic poetry: <ul style="list-style-type: none"> ◦ elevated language/style ◦ figurative language ◦ rhyme ◦ strong regularity in metrical patterns • identify and discuss the elements and techniques that poets use to achieve a desired result, such as <ul style="list-style-type: none"> ◦ imagery ◦ precise word choice ◦ sound devices ◦ metrical patterns ◦ metaphorical/figurative language • use poetic elements to explain, analyze, and evaluate poetry • compare and contrast the subject matter, theme, form, language, and purpose of works of classic poets with those of contemporary poets • read works by significant and representative poets from each literary movement associated with each century, such as <ul style="list-style-type: none"> ◦ Colonialism/Puritanism (17th century) ◦ Revolutionary movement/Rationalism (18th century) ◦ Romanticism, Transcendentalism, Regionalism, Realism, Naturalism (19th century) ◦ Symbolism/Modernism, Harlem Renaissance, Postmodernism (20th century) ◦ Contemporary poetry (21st century).

- 11.6 The student will read and critique a variety of dramatic selections.**
- a) Describe the dramatic conventions or devices used by playwrights to present ideas.**
 - b) Compare and evaluate adaptations and interpretations of a script for stage, film, or television.**
 - c) Explain the use of verbal, situational, and dramatic irony.**

UNDERSTANDING THE STANDARD (Teacher Notes)	ESSENTIAL UNDERSTANDINGS	ESSENTIAL KNOWLEDGE, SKILLS, AND PROCESSES
<ul style="list-style-type: none"> • Students will read and critique a variety of dramatic selections. • Students will identify and explain specific dramatic conventions or devices used by playwrights to present ideas. • Lists of staging components and scripting components are included in the “Essential Knowledge, Skills, and Processes” column for English SOL 9.5. 	<p>All students should</p> <ul style="list-style-type: none"> • understand dramatic conventions and devices used by playwrights to present ideas • understand verbal, situational, and dramatic irony. 	<p>To be successful with this standard, students are expected to</p> <ul style="list-style-type: none"> • identify and describe dramatic conventions, such as <ul style="list-style-type: none"> ◦ stage directions ◦ soliloquy ◦ monologue ◦ aside ◦ irony <ul style="list-style-type: none"> - verbal - situational - dramatic • compare and evaluate adaptations and interpretations of a script for stage, film, or television.

At the eleventh-grade level, students will write in a variety of forms with an emphasis on persuasive essays and professional correspondence. 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.

- 11.7 The student will write in a variety of forms, with an emphasis on persuasion.**
- a) Generate, gather, plan, and organize ideas for writing.**
 - b) Develop a focus for writing.**
 - c) Evaluate and cite applicable information.**
 - d) Organize ideas in a logical manner.**
 - e) Elaborate ideas clearly and accurately.**
 - f) Adapt content, vocabulary, voice, and tone to audience, purpose, and situation.**
 - g) Revise writing for accuracy and depth of information.**
 - h) Proofread final copy and prepare document for intended audience and purpose.**

UNDERSTANDING THE STANDARD (Teacher Notes)	ESSENTIAL UNDERSTANDINGS	ESSENTIAL KNOWLEDGE, SKILLS, AND PROCESSES
<ul style="list-style-type: none"> • Students will use a process for writing to communicate clearly and persuasively. • Students will support a position by selecting valid information and amplifying their text logically. • Students will collect, organize, and evaluate information to produce a documented research product. 	<p>All students should</p> <ul style="list-style-type: none"> • understand a writing process • locate and select appropriate information that clearly supports a definite purpose and position • understand that vocabulary is used to develop voice and tone for a specific audience, purpose, or situation. 	<p>To be successful with this standard, students are expected to</p> <ul style="list-style-type: none"> • plan and organize ideas for writing • develop a clear focus for writing • understand a variety of organizational patterns • elaborate ideas clearly and accurately • use specific revision strategies and adapt content, vocabulary, voice, and tone to audience, purpose, and situation • revise writing for accuracy and depth of information • use MLA (Modern Language Association) or APA (American Psychological Association) style for documentation.

- 11.8 The student will edit writing for correct grammar, capitalization, punctuation, spelling, sentence structure, and paragraphing.**
- a) Use a style manual, such as that of the Modern Language Association (MLA) or the American Psychological Association (APA), for producing research projects.**
 - b) Use verbals and verbal phrases to achieve sentence conciseness and variety.**
 - c) Adjust sentence and paragraph structures for a variety of purposes and audiences.**

UNDERSTANDING THE STANDARD (Teacher Notes)	ESSENTIAL UNDERSTANDINGS	ESSENTIAL KNOWLEDGE, SKILLS, AND PROCESSES
<ul style="list-style-type: none"> • Students will use a style manual, such as MLA or APA, in producing research projects. • Students will understand and apply rules for the use of verbals and verbal phrases. 	<p>All students should</p> <ul style="list-style-type: none"> • understand and apply the rules of the MLA, APA, or other style manual in producing research projects • understand verbals and verbal phrases and use them appropriately in writing • use grammatical conventions to adjust sentence and paragraph structures for a variety of purposes and audiences. 	<p>To be successful with this standard, students are expected to</p> <ul style="list-style-type: none"> • apply MLA or APA style for producing research projects. • apply rules for the following verbals: <ul style="list-style-type: none"> ◦ gerund ◦ infinitive ◦ participle • apply rules for the following verbal phrases: <ul style="list-style-type: none"> ◦ gerund phrase ◦ infinitive phrase ◦ participial phrase ◦ absolute phrase.

11.9 The student will write, revise, and edit personal, professional, and informational correspondence to a standard acceptable in the workplace and higher education.

- a) Apply a variety of planning strategies to generate and organize ideas.**
- b) Organize information to support purpose and form of writing.**
- c) Present information in a logical manner.**
- d) Revise writing for clarity.**
- e) Use technology to access information, organize ideas, and develop writing.**

UNDERSTANDING THE STANDARD (Teacher Notes)	ESSENTIAL UNDERSTANDINGS	ESSENTIAL KNOWLEDGE, SKILLS, AND PROCESSES
<ul style="list-style-type: none"> • Students will write clear and accurate personal, professional, and informational correspondence. They will use a writing process to develop real-world, practical products. 	<p>All students should</p> <ul style="list-style-type: none"> • understand a writing process • understand a variety of organizational patterns • understand revision strategies • understand how to adapt models of professional and personal correspondence for their own purposes • understand how technology can be used to access, develop, and modify documents. 	<p>To be successful with this standard, students are expected to</p> <ul style="list-style-type: none"> • apply a variety of planning strategies to generate and organize ideas • present information in a logical manner • revise writing for style and language • understand and use models of professional, personal, and informational correspondence and other writings, such as <ul style="list-style-type: none"> ◦ business letters, including <ul style="list-style-type: none"> - letters of recommendation - cover letters for résumés ◦ personal letters ◦ memos ◦ proposals ◦ résumés • use technology to access, develop, and modify documents for professional and informational purposes.

At the eleventh-grade level, students will engage in research that requires the selection, evaluation, use, and documentation of a variety of sources. Each student will present a research product that is clearly written and accurately documented.

- 11.10 The student will analyze, evaluate, synthesize, and organize information from a variety of sources to produce a research product.**
- a) Narrow a topic.**
 - b) Develop a plan for research.**
 - c) Collect information to support a thesis.**
 - d) Evaluate quality and accuracy of information.**
 - e) Synthesize information in a logical sequence.**
 - f) Document sources of information, using a style sheet, such as that of the Modern Language Association (MLA) or the American Psychological Association (APA).**
 - g) Edit writing for clarity of content and effect.**
 - h) Edit copy for grammatically correct use of language, spelling, punctuation, and capitalization.**
 - i) Proofread final copy and prepare document for publication or submission.**
 - j) Use technology to access information, organize ideas, and develop writing.**

UNDERSTANDING THE STANDARD (Teacher Notes)	ESSENTIAL UNDERSTANDINGS	ESSENTIAL KNOWLEDGE, SKILLS, AND PROCESSES
<ul style="list-style-type: none"> • Students will compose a documented research product that is based on valid resources and procedures. • Students will evaluate the quality and accuracy of information to ensure that it is up-to-date, factual, and reliable. 	<p>All students should</p> <ul style="list-style-type: none"> • understand how to evaluate sources of information to determine reliability • understand how to develop a plan and collect information • understand how to use technology to access, organize, and develop writing. 	<p>To be successful with this standard, students are expected to</p> <ul style="list-style-type: none"> • identify a topic for research through a variety of strategies, such as mapping, listing, brainstorming, and webbing • preview resource materials to aid in selection of a suitable topic • develop a plan to locate and collect relevant information about the chosen topic • synthesize information in a logical sequence • document sources, using MLA or APA style • edit materials to ensure correct grammar, spelling, punctuation, and capitalization, and for clarity of content and effect • utilize technology to conduct research, organize information, and develop writing.