

Grade Eleven

The eleventh-grade student will be able to make and analyze informative and persuasive oral presentations, with attention to the accuracy of evidence and the effectiveness of delivery. An examination of how media influences beliefs and behaviors will be introduced. The student will continue to develop and expand vocabulary. The study of both classic and contemporary American literature will enhance the student's appreciation for literature. The student will be able to identify the prevalent themes and characterizations present in American literature, which are reflective of ~~the~~ history and culture. Students will also use nonfiction texts to draw conclusions and make inferences citing ~~textual~~ textual support. The student will be able to write clear and accurate personal, professional, and informational correspondence and reports for research and other applications. Grammar development will continue through the application of rules for sentence formation, usage, spelling, and mechanics. The student will develop informative and persuasive ~~compositions~~ writings by locating, evaluating, synthesizing, and ~~editing~~ documenting ~~applicable~~ information ~~with careful attention to organization and accuracy~~ following ethical and legal guidelines.

* The bodies of literature for grades 10, 11, and 12 are interchangeable and may be taught in any of these grades.*

Oral Language Communication: Speaking, Listening, Media Literacy

- 11.1 The student will make informative and persuasive presentations.
- Gather and organize evidence to support a position.
 - Present evidence clearly and convincingly.
 - Address counterclaims. Support and defend ideas in public forums. [Moved to SOL 11.1d]
 - Support and defend ideas in public forums. Use grammatically correct language, including vocabulary appropriate to the topic, audience, and purpose. [Moved to SOL 11.1e]
 - Use grammatically correct language, including vocabulary appropriate to the topic, audience, and purpose.
 - Monitor listening and use a variety of active listening strategies to make evaluations.
 - Use presentation technology.
 - Collaborate and report on small-group learning activities.
- 11.2 ~~The student will analyze and evaluate informative and persuasive presentations.~~
- ~~Critique the accuracy, relevance, and organization of evidence.~~
 - ~~Critique the clarity and effectiveness of delivery.~~
- 11.2 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.
 - Use media, visual literacy, and technology skills to create products.
 - Evaluate sources including advertisements, editorials, blogs, Web sites, and other media for relationships between intent, factual content, and opinion.
 - Determine the author's purpose and intended effect on the audience for media messages.

Reading Analysis

- 11.3 ~~The student will read and analyze relationships among American literature, history, and culture. [Moved to SOL 11.4]~~
- ~~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.~~
- 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, antonyms, and cognates 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 ~~connotative~~ power of words connotation.
 - d) Identify the meaning of common idioms.
 - e) Identify literary and classical allusions and figurative language in text.
 - f) Extend general and specialized vocabulary through speaking, reading, and writing.
 - g) Use knowledge of the evolution, diversity, and effects of language to comprehend and elaborate the meaning of texts.
- 11.4 ~~The student will read and analyze a variety of informational materials. [Moved to SOL 11.5]~~
- ~~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.~~
- 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) Discuss American literature as it reflects traditional and contemporary themes, motifs, universal characters, and genres.
 - d) Analyze the social or cultural function of American literature.
 - e) Analyze how context and language structures convey an author's intent and viewpoint.
 - f) Explain how the sound of a poem (rhyme, rhythm, onomatopoeia, repetition, alliteration, assonance, and parallelism) supports the subject, mood, and theme.
 - g) Explain how imagery and figures of speech appeal to the reader's senses and experience.
 - h) Explain how an author's specific word choices, syntax, tone, and voice support the author's purpose.
 - i) Read and analyze a variety of American dramatic selections.
 - j) Analyze the use of literary elements and dramatic conventions including verbal, situational and dramatic irony used in American literature.
 - k) Generate and respond logically to literal, inferential, evaluative, synthesizing, and critical thinking questions before, during, and after reading texts.

- 11.5 ~~The student will read and critique a variety of poetry.~~ [Moved to SOL 11.4]
- ~~Analyze the poetic elements of contemporary and traditional poems.~~
 - ~~Identify the poetic elements and techniques that are most appealing and that make poetry enjoyable.~~
 - ~~Compare and contrast the works of contemporary and past American poets.~~
- 11.5 The student will read and analyze a variety of nonfictional texts.
- Use information from texts to clarify understanding of concepts.
 - Read and follow directions to complete an application for college admission, for a scholarship, or for employment.
 - Generalize ideas from selections to make predictions about other texts.
 - Draw conclusions and make inferences on explicit and implied information using ~~textural~~ textual support.
 - Analyze two or more texts addressing the same topic to identify authors' purpose and determine how authors reach similar or different conclusions.
 - Identify false premises in persuasive writing.
 - Recognize and analyze use of ambiguity, contradiction, paradox, irony, overstatement, and understatement in text.
 - Generate and respond logically to literal, inferential, evaluative, synthesizing, and critical thinking questions before, during, and after reading texts.
- 11.6 ~~The student will read and critique a variety of dramatic selections.~~ [Moved to SOL 11.4]
- ~~Describe the dramatic conventions or devices used by playwrights to present ideas.~~
 - ~~Compare and evaluate adaptations and interpretations of a script for stage, film, or television.~~
 - ~~Explain the use of verbal, situational, and dramatic irony.~~

Writing

- 11.7 11.6 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.
 - Produce arguments in writing that develop a thesis that demonstrates knowledgeable judgments, addresses counterclaims, and provides effective conclusions. ~~Develop a focus for writing.~~
 - Organize ideas in a sustained and logical manner. ~~Evaluate and cite applicable information.~~ [Moved to SOL 11.7a]
 - Clarify and defend position with precise and relevant evidence elaborating ideas clearly and accurately. ~~Organize ideas in a logical manner.~~ [Moved to SOL 11.6c]
 - Adapt content, vocabulary, voice and tone to audience, purpose, and situation. ~~Elaborate ideas clearly and accurately.~~ [Moved to SOL 11.6d]
 - Revise writing for clarity of content, accuracy and depth of information. ~~Adapt content, vocabulary, voice, and tone to audience, purpose, and situation.~~ [Moved to SOL 11.6e]
 - Use computer technology to plan, draft, revise, edit, and publish writing. ~~Revise writing for accuracy and depth of information.~~ [Moved to SOL 11.6f]
 - Write and revise correspondence to a standard acceptable both in the workplace and in postsecondary education. ~~Proofread final copy and prepare document for intended audience and purpose.~~ [Moved to SOL 11.7f]

- ~~11.8~~ 11.7 The student will self- and peer-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), to apply rules for punctuation and formatting of direct quotations. ~~Use a style manual, such as that of the Modern Language Association (MLA) or the American Psychological Association (APA), for producing research projects.~~ [Moved to SOL 11.8]
 - b) Use verbals and verbal phrases to achieve sentence conciseness and variety.
 - c) Distinguish between active and passive voice. ~~Adjust sentence and paragraph structures for a variety of purposes and audiences.~~ [Moved to SOL 11.7e]
 - d) Differentiate between in-text citations and works cited on the bibliography page.
 - e) Adjust sentence and paragraph structures for a variety of purposes and audiences.
 - f) Proofread and edit writing for intended audience and purpose.
- 11.9 The student will write, revise, and edit personal, professional, and informational correspondence to a standard acceptable in the workplace and higher education. [Moved to 11.7]
- a) ~~Apply a variety of planning strategies to generate and organize ideas.~~
 - b) ~~Organize information to support purpose and form of writing.~~
 - e) ~~Present information in a logical manner.~~
 - d) ~~Revise writing for clarity.~~
 - e) ~~Use technology to access information, organize ideas, and develop writing.~~

Research

- ~~11.10~~ 11.8 The student will analyze, evaluate, synthesize, and organize information from a variety of sources to produce a research product.
- a) Use technology as a tool to research, organize, evaluate, and communicate information. Narrow a topic. [Moved to SOL 11.8b]
 - b) Narrow a topic and develop a plan for research.
 - c) Collect information to support a thesis.
 - d) Critically evaluate quality, and accuracy, and validity of information.
 - e) Make sense of information gathered from diverse sources by identifying misconceptions, main and supporting ideas, conflicting information, point of view or bias. Synthesize information in a logical sequence. [Moved to SOL 11.8f]
 - f) Synthesize and present information in a logical sequence. Document sources of information, using a style sheet, such as that of the Modern Language Association (MLA) or the American Psychological Association (APA). [Moved to SOL 11.8g]
 - 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). Edit writing for clarity of content and effect. [Moved to 11.8h]
 - h) Revise writing for clarity of content, accuracy, and depth of information. Edit copy for grammatically correct use of language, spelling, punctuation, and capitalization. [Moved to SOL 11.8i]
 - i) Edit writing for grammatically correct use of language, spelling, punctuation, capitalization, and sentence/paragraph structure. Proofread final copy and prepare document for publication or submission.
 - j) Define the meaning and consequences of plagiarism and follow ~~ing~~ ethical and legal guidelines for gathering and using information. Use technology to access information, organize ideas, and develop writing.