

English 11 Curriculum Pacing Guide

Montgomery County Public Schools

1st Quarter Pacing:

4X4 Block (4.5 weeks)

A/B Block and Traditional

11.1 The student will make informative and persuasive presentations.

Content Strand	Essential Knowledge, Skills & Processes	Academic Vocabulary	Conceptual Understandings
<p><u>Communication:</u> Speaking, Listening, Media Literacy</p> <p>Students will give effective informative and persuasive presentations, using appropriate oral-communication skills</p> <p>Students will use a variety of oral-communication skills and provide accurate evidence to give informative and persuasive oral presentations.</p> <p>Students will also critique and assess the effectiveness of persuasive presentations by others.</p>	<p>To be successful with this standard, students are expected to</p> <p>a) Gather and organize evidence to support a position.</p> <ul style="list-style-type: none"> • understand how reading, writing, and discussion can be used to generate ideas and plan presentations • define a position and select evidence to support that position through reading, writing, and discussion. • establish a purpose. <p>b) Present evidence clearly and convincingly.</p> <ul style="list-style-type: none"> • use effective evidence and oral-delivery skills to convince an audience. • make oral-language choices based on predictions of target audience response. • understand effective oral-delivery techniques. • maintain appropriate eye contact. • address an audience with appropriate: <ul style="list-style-type: none"> ◦ volume; ◦ enunciation; ◦ language choices; and ◦ poise. ◦ adopt appropriate tone. • apply persuasive rhetorical devices and techniques including <ul style="list-style-type: none"> ◦ rhetorical questioning, ◦ parallel structuring, ◦ metaphor, ◦ imagery, ◦ figures of speech, ◦ alliterative expressions, etc. ◦ maintain appropriate rhythm. • understand rhetorical devices and techniques <p>c) Address counterclaims.</p> <p>d) Support and defend ideas in public forums.</p> <ul style="list-style-type: none"> • develop well organized presentations to defend a position or present information. • understand how to support and defend their ideas. 	<ul style="list-style-type: none"> • purpose • position • audience • tone • enunciation • poise • persuasion • parallelism • rhetoric • critique • loaded language • call to action • rhythm 	<ul style="list-style-type: none"> • what makes an effective speech • eye contact • voice modulation • pacing

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Students will use presentation technology to develop and present multimedia presentations

- e) Use grammatically correct language, including vocabulary appropriate to the topic, audience, and purpose.**
 - use grammatically correct language in presentation of ideas and thoughts.
 - identify speech appropriate for audience, topic, and situation.

- f) Monitor listening and use a variety of active listening strategies to make evaluations.**
 - listen actively by asking clarifying and elaborating questions.
 - become critical listeners by assessing the effectiveness of oral presentations.
 - evaluate and critique content and delivery of oral presentations.
 - critique the accuracy, relevance, and organization of evidence.
 - critique the clarity and effectiveness of delivery.
 - evaluate persuasive rhetorical devices and techniques including
 - rhetorical questioning,
 - parallel structuring,
 - metaphor,
 - imagery,
 - figures of speech,
 - alliterative expressions, etc.
 - 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.

- h) Collaborate and report on small-group learning activities.**
 - demonstrate mastery of content through small group collaboration.

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11.2 The student will examine how values and points of view are included or excluded and how media influences beliefs and behaviors.

Content Strand	Essential Knowledge, Skills & Processes	Academic Vocabulary	Conceptual Understandings
<p>Students will examine how persuasive media messages influence audiences' beliefs and behaviors.</p>	<p>To be successful with this standard, students are expected to</p> <p>a) Use technology and other information tools to organize and display knowledge in ways others can view, use, and assess.</p> <p>b) Use media, visual literacy, and technology skills to create products.</p> <ul style="list-style-type: none"> • organize knowledge and display learning using visual images, text, graphics, and/or music to create media messages with visual, audio, and graphic effects. <p>c) Evaluate sources including advertisements, editorials, blogs, Web sites, and other media for relationships between intent, factual content, and opinion.</p> <ul style="list-style-type: none"> • develop media literacy by examining how media messages influence people's beliefs and behaviors. • 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) • 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.). • analyze how the media's use of symbol, imagery, and metaphor affects the message. • understand the difference between objectivity, or fact, and subjectivity, or bias, in media messages. <p>d) Determine the author's purpose and intended effect on the audience for media messages.</p> <ul style="list-style-type: none"> • determine author's purpose and distinguish factual content from opinion and possible bias. • realize the purposeful use of persuasive language and word connotations to convey viewpoint and bias. • recognize that media messages express viewpoints and contain values to influence the beliefs and behaviors of the intended audience. • demonstrate an awareness of the transactional and interactive nature of media by considering audience, context, and purpose in all stages of 	<ul style="list-style-type: none"> • bias • conservative • liberal • ethos, pathos, logos • fallacies • objectivity • subjectivity 	<ul style="list-style-type: none"> • how to evaluate bias • distinguishing between liberal and conservative viewpoints • how to influence your audience • using facts to support viewpoints

media production.

11.3 The student will apply knowledge of word origins, derivations, and figurative language to extend vocabulary development in authentic texts.

Content Strand	Essential Knowledge, Skills & Processes	Academic Vocabulary	Conceptual Understandings
<p><u>Reading:</u> Vocabulary Development</p> <p>Students will increase their independence as learners of vocabulary.</p>	<p>To be successful with this standard, students are expected to</p> <p>a) Use structural analysis of roots, affixes, synonyms, antonyms, and cognates to understand complex words.</p> <ul style="list-style-type: none"> • use roots or affixes to determine or clarify the meaning of words. • use affixes (prefixes and suffixes), roots, derivations, and inflections of polysyllabic words to determine meaning and relationships among related words. • understand how to use word families and cognates to extend understanding of words. <p>Learning Intentions The student will understand complex words by</p> <ul style="list-style-type: none"> • Analyzing roots and affixes through structural analysis • Comparing and contrasting synonyms and antonyms • Using cognates to infer the meaning of unknown words <p>b) Use context, structure, and connotations to determine meanings of words and phrases.</p> <ul style="list-style-type: none"> • use context (e.g., the overall meaning of a sentence, paragraph, or text; a word’s position or function in a sentence) as a clue to the meaning of a word or phrase. • identify and correctly use patterns of word changes that indicate different meanings or parts of speech (e.g., <i>conceive, conception, conceivable</i>). • use word structure to analyze and relate words. <p>Learning Intentions The student will infer the meaning of words, phrases, and figures of speech by</p> <ul style="list-style-type: none"> • Analyzing context clues based on signal words, direct definition, and description/examples • Recognizing that words have nuances of meaning and that understanding connotations may be necessary to determine the appropriate meaning <p>c) Discriminate between connotative and denotative meanings and interpret the connotation.</p>	<p>Connotation is subjective, cultural, and emotional. A stubborn person may be described as being either <i>strong-willed</i> or <i>pig-headed</i>. They have the same literal meaning (i.e., <i>stubborn</i>). <i>Strong-willed</i> connotes admiration for the level of someone's will, while <i>pig-headed</i> connotes frustration in dealing with someone.</p> <p>Denotation is a dictionary definition of a word.</p> <p>Idiom is an expression peculiar to a particular language or group of people that means something different from the dictionary definition (e.g., blessing in disguise, chip on your shoulder).</p>	<ul style="list-style-type: none"> • understand importance of root words in determining a word’s meaning in context and by definition • increase vocab for stronger writing • build vocabulary for SOL, SAT, and ACT tests • cognates (words can occur within the same language or across languages, e.g., <i>night</i> (English), <i>nuit</i> (French), <i>Nacht</i> (German), <i>nacht</i> (Dutch), <i>nicht</i> (Scots), <i>natt</i> (Swedish, Norwegian), <i>nat</i> (Danish), <i>raat</i> (Urdu), <i>nátt</i> (Faroese), <i>nótt</i> (Icelandic), <i>noc</i> (Czech, Slovak, Polish) to extend understanding of words. <p>Resource <u>Words Their Way</u></p>

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- recognize that words have nuances of meaning and that understanding the connotations may be necessary to determine the appropriate meaning.
- analyze the connotation of words with similar denotations.
- use context and connotations to help determine the meaning of synonymous words and appreciate an author's choices of words and images.
- demonstrate understanding of figurative language, word relationships, and connotations in word meanings.

Learning Intentions

The student will analyze the connotation of words with similar denotations by comparing and contrasting the denotation and connotation

d) Identify the meaning of common idioms.

- demonstrate an understanding of idioms.

Learning Intentions

The student will infer the meaning of common idioms by using context clues, prior knowledge, and reference materials

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A/B Block and Traditional

11.4 The student will read, comprehend (literally, inferentially and interpretively), and analyze relationships among American literature, history, and culture.

Content Strand	Essential Knowledge, Skills & Processes	Academic Vocabulary	Conceptual Understandings
<p><u>Reading</u> Comprehension</p> <p>Students will understand literature as it relates to the cultural and historical period in which it was written.</p> <p>They will recognize how authors are influenced by the ideas and values of their times.</p> <p>They will understand that 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.</p> <p>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>	<p>To be successful with this standard, students are expected to</p> <p>a) Describe contributions of different cultures to the development of America</p> <p>b) Compare and contrast the development of American literature in its historical context.</p> <ul style="list-style-type: none"> • understand characteristics and cultures of historical periods and literary movements associated with each century • 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. • Analyze the use of literature elements and dramatic conventions • 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. • compare and contrast the subject matter, theme, form, language, development, and purpose of works of classic poets with those of contemporary poets. • 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. <p>c) Discuss American literature as it reflects traditional and contemporary themes, motifs, universal characters, and genres.</p> <ul style="list-style-type: none"> • differentiate among archetypal characters in American literature • connections among motifs, setting, character traits, character development, and plot suggest multiple themes. • analyze how connections among motifs, setting, character traits, character development, and plot suggest multiple themes. 	<p>Elements of Literature such as: Identify the literary elements addressed first quarter.</p> <p>Figures of Speech such as:</p> <ul style="list-style-type: none"> • Figurative language • Imagery • Diction • Syntax • tone 	<p>Identify literary movements for first quarter</p> <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); and ◦ Contemporary poetry (21st Century) <p>If you address themes in the first quarter, list the themes you address.</p> <p>Identify those archetypal characters that you address during the first quarter.</p> <p>Archetypal characters hero/heroine;</p> <ul style="list-style-type: none"> ◦ trickster; ◦ faithful companion; ◦ outsider/outcast; ◦ rugged individualist; ◦ innocent; ◦ villain;

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			<ul style="list-style-type: none"> ◦ caretaker; ◦ Earth mother; ◦ rebel; ◦ misfit; ◦ lonely orphan; ◦ shrew; ◦ mother/father figure; ◦ monster/villain; and ◦ scapegoat.
<p><u>Reading Strategies</u></p> <p>Students will develop specific reading skills in order to generalize ideas, make predictions, and follow directions.</p> <p>They will identify and analyze the steps in their own reading process in order to broaden their critical understanding.</p>	<p>To be successful with this standard, students are expected to</p> <p>k) Generate and respond logically to literal, inferential, evaluative, synthesizing, and critical thinking questions before, during, and after reading texts.</p> <ul style="list-style-type: none"> • use reading strategies to improve comprehension and to achieve the purposes for reading: <ul style="list-style-type: none"> - predicting and adjusting predictions; - questioning the text; - restating main ideas and summarizing supporting details; - close reading. 	<p>Close reading entails close observation of the text, including annotating, determining all word meanings including connotations, syntax, and structure.</p> <p>It also involves paying close attention to figures of speech, and other features that contribute to a writer’s style.</p> <p>Close reading also involves reflecting on deeper meanings of text, including considering relationships to other texts or social or cultural history.</p>	

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11.5 The student will read, comprehend (literally, inferentially and interpretively) analyze, and use a variety of nonfiction texts.

Content Strand	Essential Knowledge, Skills & Processes	Academic Vocabulary	Conceptual Understandings
<p><u>Reading</u> Comprehension</p> <p>Students will understand literature as it relates to the cultural and historical period in which it was written.</p> <p>They will recognize how authors are influenced by the ideas and values of their times.</p> <p>They will understand that 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.</p> <p>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>	<p>To be successful with this standard, students are expected to</p> <p>a) Use information from texts to clarify understanding of concepts.</p> <ul style="list-style-type: none"> • 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. • distinguish main ideas from supporting details in complex informational text • distinguish main ideas from supporting details in complex informational text to generalize ideas and make predictions about other texts • know the purpose of the text they are to read and their own purpose in reading it. • provide an objective summary of the text. • understand how to analyze informational material. • understand how an organizational pattern enhances the meaning of a text. • 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. • analyze how a variety of logical arguments could reach conflicting conclusions. <p>Learning Intentions The student will read and analyze a variety of nonfiction texts. Use information from texts to clarify understanding of concepts:</p> <ul style="list-style-type: none"> ▪ Diction ▪ Tone ▪ Vocabulary (contextual clues/word roots) <p>b) Read and follow directions to complete an application for college admission, for a scholarship, or for employment.</p> <ul style="list-style-type: none"> • use format (page design and layout), text structures, and features to aid in understanding of text. <p>Learning Intentions</p>	<p>Text Structures</p> <ul style="list-style-type: none"> • sequencing 	<ul style="list-style-type: none"> • analysis

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	<p>The student will read and analyze a variety of nonfiction texts. Read and follow directions to complete an application for college admission, for a scholarship, or for employment:</p> <ul style="list-style-type: none"> ▪ Review task-specific vocabulary ▪ Gather requisite information ▪ Explain different approaches to essay component <p>c) Generalize ideas from selections to make predictions about other texts. Learning Intentions The student will read and analyze a variety of nonfiction texts. Generalize ideas from selections to make predictions about other texts.</p> <ul style="list-style-type: none"> ▪ Cross referencing ▪ Understanding purpose of text <p>d) Draw conclusions and make inferences on explicit and implied information using textual support.</p> <ul style="list-style-type: none"> • use format (page design and layout), text structures, and features to aid in understanding of text. • analyze information from a text to make inferences and draw conclusions. <p>Learning Intentions The student will read and analyze a variety of nonfiction texts. Draw conclusions and make inferences on explicit and implied information using textual support:</p> <ul style="list-style-type: none"> ▪ Active reading model ▪ Contextual clues ▪ Know difference between explicit and implicit information 		
<p><u>Reading Strategies</u> Students will develop specific reading skills in order to generalize</p>	<p>To be successful with this standard, students are expected to</p> <p>e) Analyze two or more texts addressing the same topic to identify authors' purpose and determine how authors reach similar or different conclusions.</p> <ul style="list-style-type: none"> • compare and contrast how two or more texts treat two or more of the same ideas and analyze the development of those ideas 	<ul style="list-style-type: none"> • comparing • contrasting • analyzing 	<ul style="list-style-type: none"> • false premise • critical thinking • multiple perspectives

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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.

including how they interact and build on one another to provide a complex analysis.

Learning Intentions

The student will read and analyze a variety of nonfiction texts.

Analyze two or more texts addressing the same topic to identify authors' purpose and determine how authors reach similar or different conclusions.

f) Identify false premises in persuasive writing.

- analyze and identify false premises that intentionally manipulate audiences.
- evaluate the relevance and quality of evidence used to support a claim.
- recognize persuasive techniques such as:
 - ad hominem – means “to the man” does not argue the issue, instead it argues the person;
 - red herring – is a deliberate attempt to divert attention;
 - straw man – creates the illusion of having refuted a proposition by substituting a similar yet weaker proposition (the "straw man"); and
 - begging the question – assumes the conclusion is true without proving it; circular argument.

Learning Intentions

The student will read and analyze a variety of nonfiction texts.

Identify false premises in persuasive writing:

- Understand inductive and deductive arguments
- Understand common logical fallacies
- Use contextual clues
- Understand author’s purpose

11.7 The student will self- and peer-edit writing for correct grammar, capitalization, punctuation, spelling, sentence structure, and paragraphing.

Content Strand

Essential Knowledge, Skills & Processes

Academic Vocabulary

Conceptual Understandings

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Writing
Usage and Mechanics

Students will revise writing for clarity of content and edit for correct use of language, sentence formation, punctuation, capitalization, and spelling as part of the writing process.

To be successful with this standard, students are expected to

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.

- apply MLA or APA style for punctuation conventions and formatting direct quotations.
- use a style manual, such as MLA or APA, in producing research projects.
- understand and apply the rules of the MLA, APA, or other style manual in producing research projects.

Learning Intentions
The student will be able to self- and peer-edit writing for correct grammar, capitalization, punctuation, spelling, sentence structure, and paragraphing while practicing Standards of Learning released writing prompts.
a) Students will be able to 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 while composing a research paper.

b) Use verbals and verbal phrases to achieve sentence conciseness and variety.

- use correctly the following verbal phrases in writing:
 - gerund phrase;
 - infinitive phrase;
 - participial phrase; and
 - absolute phrase.
- understand verbals and verbal phrases and use them appropriately in writing.
- understand and apply rules for the use of verbals and verbal phrases.

Learning Intentions
The student will be able to self- and peer-edit writing for correct grammar, capitalization, punctuation, spelling, sentence structure, and paragraphing while practicing Standards of Learning released writing prompts.
b) Students will be able to use verbals and verbal phrases to achieve sentence conciseness and variety to achieve passing scores on the

- citing sources
- active & passive voice
- verbal phrases
- bibliography

- plagiarism and attribution
- variety with phrasing

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Writing SOL.

c) Distinguish between active and passive voice.

- 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).]
- understand active voice is preferable to passive voice.

Learning Intentions

The student will be able to self- and peer-edit writing for correct grammar, capitalization, punctuation, spelling, sentence structure, and paragraphing while practicing Standards of Learning released writing prompts.

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11.6 The student will write in a variety of forms, with an emphasis on persuasion.

Content Strand	Essential Knowledge, Skills & Processes	Academic Vocabulary	Conceptual Understandings
<p><u>Writing</u> Composition</p> <p>Student will have practice writing for shorter time frames as well as extended time frames.</p> <p>Students will understand that writing is a process.</p> <p>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.</p> <p>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.</p>	<p>To be successful with this standard, students are expected to</p> <p>a) Generate, gather, plan, and organize ideas for writing to address a specific audience and purpose.</p> <ul style="list-style-type: none"> • apply a variety of planning strategies to generate and organize ideas. • locate and select appropriate information that clearly supports a definite purpose and position. <p>Learning Intentions The Student will write in a variety of forms, with an emphasis on persuasion. Using one of several topic generation techniques (mapping, cubing, listing, etc.), you will generate and organize ideas for a specific audience and purpose.</p> <ul style="list-style-type: none"> • Planning • Rough draft (for teacher/peer revision process) • Locate and select appropriate information that clearly supports a definite position <p>b) Produce arguments in writing that develop a thesis that demonstrates knowledgeable judgments, addresses counterclaims, and provides effective conclusions.</p> <ul style="list-style-type: none"> • present a thesis that focuses on the problem or argument to be solved. • refine the thesis by considering whether the claim is relevant, interesting, logical, and meaningful. • anticipate and address the counterevidence, counterclaims, and counterarguments. <p>Learning Intentions The Student will write in a variety of forms, with an emphasis on persuasion. After selecting an appropriate topic and thesis, you will develop a thesis that demonstrates knowledgeable judgments, takes the opponents’ viewpoints into consideration, and provides an effective conclusion.</p> <ul style="list-style-type: none"> • Develop a clear thesis (Does it focus on the problem or argument to be solved?) 	<ul style="list-style-type: none"> • audience • purpose • tone • rhetoric • counterargument • appeals (ethos, logos, pathos) • fallacies • thesis statements • persuasive techniques under SOL 11.5 ○ ad hominem –does not argue the issue, instead it argues the person; ○ red herring – deliberate attempt to divert attention; ○ straw man – creates the illusion of having refuted a proposition by substituting a similar yet weaker proposition ○ begging the question – assumes the conclusion is true without proving it; circular argument 	<ul style="list-style-type: none"> • understand writing context • distinguish forms of evidence • preliminary vs. completed forms

- Refine (Is it relevant, interesting, logical, and meaningful?)
- Addresses counterarguments (Do you address the other side of the argument? Do you look at counter-evidence?)

d) Clarify and defend position with precise and relevant evidence elaborating ideas clearly and accurately.

- use effective rhetorical appeals, to establish credibility and persuade intended audience.
- avoid false premises in writing including, but not limited to, those listed as persuasive techniques under SOL 11.5

Learning Intentions

The Student will write in a variety of forms, with an emphasis on persuasion.

As you write and revise, you will adapt your content, vocabulary, voice, and tone to the audience, purpose, and situation to which and whom you are writing.

- Use active voice
- Use vocabulary directed for your audience
- Develop your topic thoroughly by selecting facts, details, quotation, and appropriate examples for your audience and purpose.

e) Adapt content, vocabulary, voice, and tone to audience, purpose, and situation.

- understand that active constructions are preferred.
- understand that vocabulary is used to develop voice and tone for a specific audience, purpose, or situation.
- develop the topic thoroughly by selecting facts, details, quotations, and appropriate examples for the audience and purpose.

Learning Intentions

The Student will write in a variety of forms, with an emphasis on persuasion.

- understand that active constructions are preferred.
After drafting your paper, you will revise it for clarity, accuracy, and depth.
 - Can your reader understand it?
 - Is it factual?

	<ul style="list-style-type: none"> • Is the material new to the reader? <p>f) Revise writing for clarity of content, accuracy and depth of information.</p> <p>Learning Intentions The Student will write in a variety of forms, with an emphasis on persuasion. You will use computer technology to:</p> <ul style="list-style-type: none"> • Plan • Revise • Edit • Publish <p>g) Use computer technology to plan, draft, revise, edit, and publish writing.</p> <p>Learning Intentions The Student will write in a variety of forms, with an emphasis on persuasion. Before submitting your paper, you will write and revise it to a standard acceptable both in the workplace and higher education.</p> <ul style="list-style-type: none"> • Appropriate language • Correct spelling, punctuation, and capitalization • Varied sentence structure <p>h) Write and revise correspondence to a standard acceptable both in the workplace and in postsecondary education.</p>		
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A/B Block and Traditional

11.8 The student will analyze, evaluate, synthesize, and organize information from a variety of sources to produce a research product.

Content Strand	Essential Knowledge, Skills & Processes	Academic Vocabulary	Conceptual Understandings
<p><u>Research</u> Collecting Information</p> <p>Students will engage in research that requires the selection, evaluation, use, and documentation of a variety of sources.</p> <p>Students will verify the validity of all information and follow ethical and legal guidelines for using and gathering information.</p>	<p>To be successful with this standard, students are expected to</p> <p>a) Use technology as a tool to research, organize, evaluate, and communicate information.</p> <ul style="list-style-type: none"> • utilize technology to conduct research, organize information, and develop writing. • understand how to use technology to access, organize, and develop writing. <p>Learning Intentions Using appropriate technology (research databases, peer reviewed sources, multimedia), you will collect, organize, and evaluate information to prepare a research paper. The steps in the writing process will include:</p> <ul style="list-style-type: none"> •Planning (outline, notecards, brainstorming) •Rough draft (for peer/teacher revisions) •A MLA/APA formatted final paper with a works cited page <p>b) Narrow a topic and develop a plan for research.</p> <ul style="list-style-type: none"> • compose a documented research product that is based on valid resources and procedures. • 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. • understand how to develop a plan and collect information. <p>Learning Intentions Using a self-selected/teacher-selected topic, you will develop an initial plan for research that includes the following techniques:</p> <ul style="list-style-type: none"> • Mapping, listing, or brainstorming <p>c) Collect information to support a thesis.</p>	<ul style="list-style-type: none"> • evaluating sources • developing research question (thesis) 	<ul style="list-style-type: none"> • critical thinking

- preview resource materials to aid in selection of a suitable topic
- identify a variety of primary and secondary sources of information.
- collect and organize information
- generate notes while following a logical note-taking system.

Learning Intentions

Using a specified note-taking system, you will collect and organize information to support a clear thesis. This information will come from both primary and secondary sources.

d) Critically evaluate quality, accuracy, and validity of information.

- understand how to evaluate sources of information to determine reliability.
- evaluate the quality and accuracy of information to ensure that it is current, factual, and reliable

Learning Intentions

As you collect your sources, you will evaluate the usefulness of the information by considering:

- Quality (Is it factual and reliable?)
- Currency (Is it updated and current?)
 - Bias (Do the authors include opinion? Do they have ulterior motives?)

English 11 Curriculum Pacing Guide

Montgomery County Public Schools

1st Quarter Pacing:

4X4 Block (4.5 weeks)

A/B Block and Traditional

11.8 The student will analyze, evaluate, synthesize, and organize information from a variety of sources to produce a research product.

Content Strand	Essential Knowledge, Skills & Processes	Academic Vocabulary	Conceptual Understandings
<p><u>Research</u> Crediting Resources</p> <p>Each student will present a research product that is clearly written and accurately documented according to a standard form of documentation.</p>	<p>To be successful with this standard, students are expected to</p> <p>e) Make sense of information gathered from diverse sources by identifying misconceptions, main and supporting ideas, conflicting information, point of view or bias.</p> <ul style="list-style-type: none"> • identify valid main and supporting ideas in various sources and distinguish them from misconceptions and biased points of view when information conflicts. <p>Learning Intentions Before including sources in the research paper, you will critically consider:</p> <ul style="list-style-type: none"> • Misconceptions • Main and supporting ideas • Conflicting information • Point of view/bias <p>f) 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).</p> <ul style="list-style-type: none"> • document print and electronic sources using MLA or APA style, including in-text citation and corresponding works cited list. <p>Learning Intentions After collecting all required sources, you will include citations in MLA or APA format, including:</p> <ul style="list-style-type: none"> • Embedded direct quotations • Paragraphed ideas • In-text parenthetical citations • Works cited page <p>g) Define the meaning and consequences of plagiarism and follow ethical and legal guidelines for gathering and using information.</p>	<ul style="list-style-type: none"> • MLA • Parenthetical 	<ul style="list-style-type: none"> • Documenting sources.

English 11 Curriculum Pacing Guide**Montgomery County Public Schools****1st Quarter Pacing:****4X4 Block (4.5 weeks)****A/B Block and Traditional**

- 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.
- understand plagiarism has meaningful consequences.
- recognize consequences of plagiarism according to the guidelines established by school divisions.

English 11 Curriculum Pacing Guide

Montgomery County Public Schools

1st Quarter Pacing:

4X4 Block (4.5 weeks)

A/B Block and Traditional

11.8 The student will analyze, evaluate, synthesize, and organize information from a variety of sources to produce a research product.

Content Strand	Essential Knowledge, Skills & Processes	Academic Vocabulary	Conceptual Understandings
<p><u>Research</u> Usage and Mechanics</p> <p>Students will revise writing for clarity of content and edit for correct use of language, sentence, formation, punctuation, capitalization, and spelling as part of the writing process.</p>	<p>To be successful with this standard, students are expected to</p> <p>f) Synthesize and present information in a logical sequence.</p> <ul style="list-style-type: none"> • synthesize information in a logical sequence. • incorporate ideas and quotations skillfully by directly quoting, paraphrasing, or summarizing text from reliable sources and citing them appropriately. <p>h) Revise writing for clarity of content, accuracy, and depth of information.</p> <ul style="list-style-type: none"> • revise writing for effect, clarity, accuracy, and depth of information. <p>i) Edit writing for grammatically correct use of language, spelling, punctuation, capitalization, and sentence/paragraph structure.</p> <ul style="list-style-type: none"> • follow style manual conventions to edit materials for correct grammar, spelling, punctuation, and capitalization. 	<ul style="list-style-type: none"> • paraphrasing/ summarizing • quotations • citations 	<ul style="list-style-type: none"> • communication

11.1 The student will make informative and persuasive presentations.

Content Strand	Essential Knowledge, Skills & Processes	Academic Vocabulary	Conceptual Understandings
<p><u>Communication:</u> Speaking, Listening, Media Literacy</p> <p>Students will use a variety of oral-communication skills and provide accurate evidence to give informative and persuasive oral presentations.</p> <p>Students will also critique and assess the effectiveness of persuasive presentations by others.</p>	<p>To be successful with this standard, students are expected to</p> <p>b) Present evidence clearly and convincingly.</p> <ul style="list-style-type: none"> • maintain appropriate eye contact. • address an audience with appropriate: <ul style="list-style-type: none"> ◦ volume; ◦ enunciation; ◦ language choices; and ◦ poise. • adopt appropriate tone. • maintain appropriate rhythm. <p>f) Monitor listening and use a variety of active listening strategies to make evaluations.</p> <ul style="list-style-type: none"> • critique the accuracy, relevance, and organization of evidence. • critique the clarity and effectiveness of delivery. • 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 – addressing counterclaims ◦ conclusion. 	<ul style="list-style-type: none"> • purpose • position • audience • tone • enunciation • poise • persuasion • parallelism • rhetoric • critique • loaded language • call to action • rhythm 	<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.

11.2 The student will examine how values and points of view are included or excluded and how media influences beliefs and behaviors.

Content Strand	Essential Knowledge, Skills & Processes	Academic Vocabulary	Conceptual Understandings
<p>Students will examine how persuasive media messages influence audiences' beliefs and behaviors.</p>	<p>To be successful with this standard, students are expected to</p> <p>b) Use media, visual literacy, and technology skills to create products.</p> <ul style="list-style-type: none"> • 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. <p>d) Determine the author's purpose and intended effect on the audience for media messages.</p> <ul style="list-style-type: none"> • 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.). 	<ul style="list-style-type: none"> • bias • conservative • liberal • ethos, pathos, logos • fallacies • objectivity • subjectivity • root words • suffixes • prefixes/derivatives 	<p>All students should</p> <ul style="list-style-type: none"> • recognize that media messages express viewpoints and contain values to influence the beliefs and behaviors of the intended audience. • understand the difference between objectivity, or fact, and subjectivity, or bias, in media messages. • realize the purposeful use of persuasive language and word connotations to convey viewpoint and bias. • analyze how the media's use of symbol, imagery, and metaphor affects the message.

11.3 The student will apply knowledge of word origins, derivations, and figurative language to extend vocabulary development in authentic texts.

Content Strand	Essential Knowledge, Skills & Processes	Academic Vocabulary	Conceptual Understandings
<p><u>Reading:</u> Vocabulary Development</p> <p>Students will increase their independence as learners of vocabulary.</p>	<p>To be successful with this standard, students are expected to</p> <p>a) Use structural analysis of roots to understand complex words.</p> <ul style="list-style-type: none"> • use roots or affixes to determine or clarify the meaning of words. <p>d) Identify the meaning of common idioms.</p> <ul style="list-style-type: none"> • demonstrate an understanding of idioms. <p>b) Use context, structure, and connotations to determine meanings of words and phrases.</p> <ul style="list-style-type: none"> • use prior reading knowledge and other study to identify the meaning of literary and classical allusions. • demonstrate understanding of connotations in word meanings or parts of speech (e.g., <i>conceive, conception, conceivable</i>). • analyze the connotation of words with similar denotations. • use context (e.g., the overall meaning of a sentence, paragraph, or text; a word’s position or function in a sentence) as a clue to the meaning of a word or phrase. • identify and correctly use patterns of word changes that indicate different <p>e) Identify literary and classical allusions and figurative language in text.</p> <ul style="list-style-type: none"> • interpret figures of speech (e.g., euphemism, oxymoron, hyperbole, paradox) in context and analyze their roles in the text. • demonstrate understanding of figurative language and word relationships. <p>f) Extend general and specialized vocabulary through speaking, reading, and writing.</p> <ul style="list-style-type: none"> • consult general and specialized reference materials (e.g., dictionaries, glossaries, thesauruses), both print and digital, to find the pronunciation of a word or determine or clarify its precise meaning, its part of speech, its etymology, or its standard usage. <p>g) Use knowledge of the evolution, diversity, and effects of language to comprehend and elaborate the meaning of texts.</p>	<p>Such as words in context:</p> <ul style="list-style-type: none"> • conceptual boxes • allusions and figurative language • Word relations • connotation and denotation • idioms 	<p>All students should</p> <ul style="list-style-type: none"> • use word structure to analyze and relate words. • recognize that words have nuances of meaning and that understanding the connotations may be necessary to determine the appropriate meaning. • recognize that figurative language enriches text.

11.4 The student will **comprehend (literally, inferentially and interpretively)**, and analyze relationships among American literature, history, and culture.

Content Strand	Essential Knowledge, Skills & Processes	Academic Vocabulary	Conceptual Understandings
<p>Reading Comprehension</p> <p>Students will understand literature as it relates to the cultural and historical period in which it was written.</p> <p>They will recognize how authors are influenced by the ideas and values of their times.</p> <p>They will understand that 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.</p> <p>Students will also learn how the ideas presented in literary works may influence the values or conditions of the society in which the</p>	<p>To be successful with this standard, students are expected to</p> <p>a) Describe contributions of different cultures to the development of American literature.</p> <p>b) Compare and contrast the development of American literature in its historical context.</p> <ul style="list-style-type: none"> • understand characteristics and cultures of historical periods and literary movements associated with each century • 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. • 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. • understand characteristics and cultures of historical periods and literary movements associated with each century • compare and contrast the subject matter, theme, form, language, development, and purpose of works of classic poets with those of contemporary poets. • 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. <p>c) Discuss American literature as it reflects traditional and contemporary themes, motifs, universal characters, and genres.</p> <ul style="list-style-type: none"> • recognize and understand universal characters, themes, and motifs in American literature. • identify major themes in American literature • differentiate among archetypal characters in American literature, analyze how connections among motifs, setting, character traits, 	<p>Figures of Speech</p> <ul style="list-style-type: none"> • epanadiplosis: use of the same word both at the beginning and at the end of a sentence, as in: "Rejoice in the Lord always: and again I say, Rejoice." • anaciplosis: repetition of a prominent and usually the last word in one phrase or clause at the beginning of the next (as in "rely on his honor—honor such as his?") • zeugma: a verb or an adjective, applies to more than one noun, blending together grammatically and logically different ideas, "John lost his coat and his temper." • chiasurus: balancing two or more clauses against each other by the reversal of their structures --"Never let a Fool Kiss You or a 	<p>Literary movements</p> <ul style="list-style-type: none"> • Romanticism • Individualist • Naturalism • Democracy <p>Themes</p> <ul style="list-style-type: none"> • Society and individual • Coming of Age • Alienation <p>Archetypal characters such as</p> <ul style="list-style-type: none"> • Frontiersman • Outlaw • Innocent

works were written.

character development, and plot suggest multiple themes.

d) Analyze the social or cultural function of American literature.

- analyze and critique themes across texts and within various social, cultural, and historical contexts.

i) Read and analyze a variety of American dramatic selections.

- understand dramatic conventions and devices.
- identify and describe dramatic conventions.
- analyze the representation of a subject or a key scene in two different media.
- read and critique a variety of dramatic selections.
- compare and evaluate adaptations and interpretations of a script for stage, film, television or other media.

j) Analyze the use of literary elements and dramatic conventions including verbal, situational and dramatic irony used in American literature.

- 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).

Kiss Fool You.”

- epistrophe: repetition of a word or expression at the end of successive phrases, clauses, sentences, or verses especially for rhetorical or poetic effect (as Lincoln's “of the people, by the people, for the people”)

11.4 The student will comprehend (literally, inferentially and interpretively), and analyze relationships among American literature, history, and culture.

Content Strand	Essential Knowledge, Skills & Processes	Academic Vocabulary	Conceptual Understandings
<p>Reading Strategies</p> <p>Students will develop specific reading skills in order to generalize ideas, make predictions, and follow directions.</p> <p>They will identify and analyze the steps in their own reading process in order to broaden their critical understanding.</p>	<p>e) Analyze how context and language structures convey an author’s intent and viewpoint.</p> <ul style="list-style-type: none"> • describe how the use of context and language structures conveys an author’s intent and viewpoint. • 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). • analyze texts to identify the author’s attitudes, viewpoints, and beliefs and critique how these relate to larger historical, social, and cultural contexts <p>f) Explain how the sound of a poem (rhyme, rhythm, onomatopoeia, repetition, alliteration, assonance, and parallelism) supports the subject, mood, and theme.</p> <ul style="list-style-type: none"> • read, analyze, critique, and compare a variety of contemporary and traditional poetry. • use poetic elements to explain, analyze, and evaluate poetry. • 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; and ◦ metaphorical/figurative language. • compare how poems of the same form use elements - sound, figurative language, imagery, symbols, and allusions - differently to convey meaning. <p>g) Explain how imagery and figures of speech appeal to the reader’s senses and experience.</p>	<ul style="list-style-type: none"> • Explicit statement • Inference • irony 	<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. • understand dramatic conventions and devices.

- h) Explain how an author’s specific word choices, syntax, tone, and voice support the author’s purpose.**
- describe the language choices and devices that authors use, such as:
 - rhetorical question;
 - sarcasm;
 - satire;
 - parallelism;
 - connotation/denotation;
 - pun;
 - irony;
 - tone;
 - dialect;
 - diction; and
 - figurative language.
 - understand how an author’s intent is achieved by the use of context and language.
- k) Generate and respond logically to literal, inferential, evaluative, synthesizing, and critical thinking questions before, during, and after reading texts.**
- 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.

Close reading entails close observation of the text, including annotating, determining all word meanings including connotations, syntax, and structure.

It also involves paying close attention to figures of speech, and other features that contribute to a writer’s style.

Close reading also involves reflecting on deeper meanings of text, including considering relationships to other texts or social or cultural history.

11.5 The student will comprehend (literally, inferentially and interpretively), analyze, and use a variety of nonfiction texts.

Content Strand	Essential Knowledge, Skills & Processes	Academic Vocabulary	Conceptual Understandings
<p>Reading Strategies</p> <p>Students 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>	<p>To be successful with this standard, students are expected to</p> <p>a) Use information from texts to clarify understanding of concepts.</p> <ul style="list-style-type: none"> • 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. • distinguish main ideas from supporting details in complex informational text • distinguish main ideas from supporting details in complex informational text to generalize ideas and make predictions about other texts • know the purpose of the text they are to read and their own purpose in reading it. • provide an objective summary of the text. • understand how to analyze informational material. • understand how an organizational pattern enhances the meaning of a text. • 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. • analyze how a variety of logical arguments could reach conflicting conclusions. <p>b) Read and follow directions to complete an application for college admission, for a scholarship, or for employment.</p> <ul style="list-style-type: none"> • use format (page design and layout), text structures, and features to aid in understanding of text. <p>c) Generalize ideas from selections to make predictions about other texts.</p> <p>d) Draw conclusions and make inferences on explicit and implied information using textual support.</p> <ul style="list-style-type: none"> • use format (page design and layout), text structures, and features to aid in understanding of text. • analyze information from a text to make inferences and draw conclusions. 	<p>Text Structures</p> <ul style="list-style-type: none"> • character • theme • motif • plot structure • figurative language • allusion • diction • satire • irony • understatement • sequencing 	<ul style="list-style-type: none"> • analysis • information

11.7 The student will self- and peer-edit writing for correct grammar, capitalization, punctuation, spelling, sentence structure, and paragraphing

Content Strand	Essential Knowledge, Skills & Processes	Academic Vocabulary	Conceptual Understandings
<p><u>Writing</u> Usage and Mechanics</p> <p>Students will revise writing for clarity of content and edit for correct use of language, sentence, formation, punctuation, capitalization, and spelling as part of the writing process.</p>	<p>To be successful with this standard, students are expected to</p> <p>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.</p> <ul style="list-style-type: none"> • apply MLA or APA style for punctuation conventions and formatting direct quotations. • use a style manual, such as MLA or APA, in producing research projects. understand and apply the rules of the MLA, APA, or other style manual in producing research projects. <p>b) Use verbals and verbal phrases to achieve sentence conciseness and variety.</p> <ul style="list-style-type: none"> • use correctly the following verbal phrases in writing: <ul style="list-style-type: none"> ◦ gerund phrase; ◦ infinitive phrase; ◦ participial phrase; and ◦ absolute phrase. • understand verbals and verbal phrases and use them appropriately in writing. • understand and apply rules for the use of verbals and verbal phrases. <p>c) Distinguish between active and passive voice.</p> <ul style="list-style-type: none"> • 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).] • Students will understand active voice is preferable to passive voice. 	<ul style="list-style-type: none"> • sentence structure • MLA • voice <ul style="list-style-type: none"> – active – passive • proofread 	<p>Communication</p> <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 vary syntax and paragraph structures for a variety of purposes and audiences.

11.6 The student will write in a variety of forms, with an emphasis on persuasion.

Content Strand	Essential Knowledge, Skills & Processes	Academic Vocabulary	Conceptual Understandings
<p><u>Writing</u> Composition</p> <p>Student will have practice writing for shorter time frames as well as extended time frames.</p> <p>Students will understand that writing is a process.</p> <p>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.</p> <p>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.</p>	<p>To be successful with this standard, students are expected to</p> <p>a) Generate, gather, plan, and organize ideas for writing to address a specific audience and purpose.</p> <ul style="list-style-type: none"> • apply a variety of planning strategies to generate and organize ideas. • locate and select appropriate information that clearly supports a definite purpose and position. <p>b) Produce arguments in writing that develop a thesis that demonstrates knowledgeable judgments, addresses counterclaims, and provides effective conclusions.</p> <ul style="list-style-type: none"> • select valid information and amplifying their text logically. • present a thesis that focuses on the problem or argument to be solved. • refine the thesis by considering whether the claim is relevant, interesting, logical, and meaningful. • anticipate and address the counterevidence, counterclaims, and counterarguments. <p>c) Organize ideas in a sustained and logical manner.</p> <ul style="list-style-type: none"> • understand a variety of organizational patterns. • use a process for writing to communicate clearly and persuasively. • organize the reasons and evidence logically. • use appropriate and varied transitions to link sentences and paragraphs. <p>d) Clarify and defend position with precise and relevant evidence elaborating ideas clearly and accurately.</p> <ul style="list-style-type: none"> • use effective rhetorical appeals, to establish credibility and persuade intended audience. • avoid false premises in writing including, but not limited to, those listed as persuasive techniques under SOL 11.5 • elaborate ideas clearly and accurately. • anticipate and address the counterevidence, counterclaims, and counterarguments. • show how evidence supports each main point of the argument and 	<ul style="list-style-type: none"> • thesis • tone • voice • counter argument <p>Persuasive techniques under SOL 11.5</p> <ul style="list-style-type: none"> ◦ ad hominem – means “to the man” does not argue the issue, instead it argues the person; ◦ red herring – is a deliberate attempt to divert attention; ◦ straw man – creates the illusion of having refuted a proposition by substituting a similar yet weaker proposition (the "straw man"); and ◦ begging the question – assumes the conclusion is true without proving it; circular argument. 	<ul style="list-style-type: none"> • communication • persuasion

	<p>justify why the evidence credibly supports the claims.</p> <ul style="list-style-type: none"> • introduce claim(s), acknowledge and distinguish the claim(s) from alternate or opposing claims. <p>e) Adapt content, vocabulary, voice, and tone to audience, purpose, and situation.</p> <ul style="list-style-type: none"> • understand that active constructions are preferred. • understand that vocabulary is used to develop voice and tone for a specific audience, purpose, or situation. • develop the topic thoroughly by selecting facts, details, quotations, and appropriate examples for the audience and purpose. <p>f) Revise writing for clarity of content, accuracy and depth of information.</p> <ul style="list-style-type: none"> • use specific revision strategies and adapt content, vocabulary, voice, and tone to audience, purpose, and situation. <p>g) Use computer technology to plan, draft, revise, edit, and publish writing.</p> <ul style="list-style-type: none"> • understand revision strategies. <p>h) Write and revise correspondence to a standard acceptable both in the workplace and in postsecondary education.</p> <ul style="list-style-type: none"> • use MLA (Modern Language Association) or APA (American Psychological Association) style for formatting rules and documentation. • understand revision strategies. 		
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11.8 The student will analyze, evaluate, synthesize, and organize information from a variety of sources to produce a research product.

Content Strand	Essential Knowledge, Skills & Processes	Academic Vocabulary	Conceptual Understandings
<p><u>Research</u> Collecting Information</p> <p>Students will engage in research that requires the selection, evaluation, use, and documentation of a variety of sources.</p> <p>Students will verify the validity of all information and follow ethical and legal guidelines for using and gathering information.</p> <p><u>Research</u> Crediting Resources</p> <p>Each student will present a research product that is clearly written and accurately documented according to a standard form of documentation.</p>	<p>To be successful with this standard, students are expected to</p> <p>j) Use technology as a tool to research, organize, evaluate, and communicate information.</p> <ul style="list-style-type: none"> • utilize technology to conduct research, organize information, and develop writing. • understand how to use technology to access, organize, and develop writing. <p>k) Narrow a topic and develop a plan for research.</p> <ul style="list-style-type: none"> • compose a documented research product that is based on valid resources and procedures. • 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. • understand how to develop a plan and collect information. <p>l) Collect information to support a thesis.</p> <ul style="list-style-type: none"> • preview resource materials to aid in selection of a suitable topic • identify a variety of primary and secondary sources of information. • collect and organize information • generate notes while following a logical note-taking system. <p>m) Critically evaluate quality, accuracy, and validity of information.</p> <ul style="list-style-type: none"> • understand how to evaluate sources of information to determine reliability. • evaluate the quality and accuracy of information to ensure that it is current, factual, and reliable <p>n) Make sense of information gathered from diverse sources by identifying misconceptions, main and supporting ideas, conflicting information, point of view or bias.</p> <ul style="list-style-type: none"> • identify valid main and supporting ideas in various sources and distinguish them from misconceptions and biased points of view 	<ul style="list-style-type: none"> • point of view • bias 	<ul style="list-style-type: none"> • documentation

	<p>when information conflicts.</p> <ul style="list-style-type: none"> o) Synthesize and present information in a logical sequence. <ul style="list-style-type: none"> • synthesize information in a logical sequence. • incorporate ideas and quotations skillfully by directly quoting, paraphrasing, or summarizing text from reliable sources and citing them appropriately. p) 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). <ul style="list-style-type: none"> • document print and electronic sources using MLA or APA style, including in-text citation and corresponding works cited list. i) Edit writing for grammatically correct use of language, spelling, punctuation, capitalization, and sentence/paragraph structure. <ul style="list-style-type: none"> • follow style manual conventions to edit materials for correct grammar, spelling, punctuation, and capitalization. j) Define the meaning and consequences of plagiarism and follow ethical and legal guidelines for gathering and using information. <ul style="list-style-type: none"> • avoid plagiarism by: <ul style="list-style-type: none"> ◦ understanding that <i>plagiarism</i> 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. • understand plagiarism has meaningful consequences. • recognize consequences of plagiarism according to the guidelines established by school divisions. 		
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11.1 The student will analyze, evaluate, synthesize, and organize information from a variety of sources to produce a research product.

Content Strand	Essential Knowledge, Skills & Processes	Academic Vocabulary	Conceptual Understandings
<p><u>Communication: Speaking, Listening, Media Literacy</u></p> <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. • Students will become critical listeners by assessing the effectiveness of oral presentations. 	<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. • 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"> • 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. 	<ul style="list-style-type: none"> • purpose • audience • viruel referents • PowerPoint • posters • rhetorical questions • parallel structure • metaphor • imagery • figures of speech • alliteration • rhetorical appeals 	<ul style="list-style-type: none"> • what makes an effective speech • eye contact • voice undulation • pacing • expression

11.2 The student will examine how values and points of view are included or excluded and how media influences beliefs and behaviors.

Content Strand	Essential Knowledge, Skills & Processes	Academic Vocabulary	Conceptual Understandings
<p><u>Communication: Speaking, Listening, Media Literacy</u></p> <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. Students will become critical listeners by assessing the effectiveness of oral presentations. 	<p>To be successful with this standard, students are expected to</p> <ul style="list-style-type: none"> 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.). <p>Skills and Processes:</p> <ul style="list-style-type: none"> presentations collaborations analyzing visual media 	<ul style="list-style-type: none"> presentation layout eye contact audience critical thinking technology opinion facts media purpose 	<p>All students should -</p> <ul style="list-style-type: none"> recognize that media messages express viewpoints and contain values to influence the beliefs and behaviors of the intended audience. Understand the difference between objectivity, or fact, and subjectivity, or bias, in media messages. Realize the purposeful use of persuasive language and word connotations to convey viewpoint and bias. Analyze how the media’s use of symbol, imagery, and metaphor affects the message. <p>Teacher Note’s</p> <ul style="list-style-type: none"> Students will continue to develop media literacy by examining how media messages influence people’s beliefs and behaviors.

11.3 The student will apply knowledge of word origins, derivations, and figurative language to extend vocabulary development in authentic texts.

Content Strand	Essential Knowledge, Skills & Processes	Academic Vocabulary	Conceptual Understandings
<p><u>Reading:</u> Vocabulary development</p> <p>Students will increase their independence as learner of vocabulary.</p>	<p>a) Use structural analysis of roots, affixes, synonyms, antonyms, and cognates to understand complex words.</p> <ul style="list-style-type: none"> • use roots or affixes to determine or clarify the meaning of words • use affixes (prefixes and suffixes), roots, derivations, and inflections of polysyllabic words to determine meaning and relationships among related words • understand how to use word families and cognates to extend understanding of words. <p>b) Use context, structure, and connotations to determine meanings of words and phrases.</p> <ul style="list-style-type: none"> • use context (e.g., the overall meaning of a sentence, paragraph, or text; a word’s position or function in a sentence) as a clue to the meaning of a word or phrase. • identify and correctly use patterns of word changes that indicate different meanings or parts of speech (e.g., <i>conceive, conception, conceivable</i>). • use word structure to analyze and relate words <p>c) Discriminate between connotative and denotative meanings and interpret the connotation.</p> <ul style="list-style-type: none"> • recognize that words have nuances of meaning and that understanding the connotations may be necessary to determine the appropriate meaning • analyze the connotation of words with similar denotations. • use context and connotations to help determine the meaning of synonymous words and appreciate an author’s choices of words and images. 	<ul style="list-style-type: none"> • Connotation is subjective, cultural, and emotional. A stubborn person may be described as being either <i>strong-willed</i> or <i>pig-headed</i>. They have the same literal meaning (i.e., <i>stubborn</i>). <i>Strong-willed</i> connotes admiration for the level of someone’s will, while <i>pig-headed</i> connotes frustration in dealing with someone. • Denotation is a dictionary definition of a word. • Idiom is an expression peculiar to a particular language or group of people that means something different from the dictionary definition (e.g., blessing in disguise, chip on your 	<ul style="list-style-type: none"> • Understand importance of root words in determining a word’s meaning in context and by definition • Increase vocab for stronger writing • Build vocabulary for SOL, SAT, and ACT texts. • Cognates (words can occur within the same language or across languages, e.g., <i>night</i> (English), <i>nuit</i> (French), <i>Nacht</i> (German), <i>nacht</i> (Dutch), <i>nicht</i> (scots), <i>natt</i> (Swedish, Norwegian), not (Danish), <i>raat</i> (Urdu), <i>nátt</i> (Faroese), <i>nótt</i> (Icelandic), <i>noc</i> (Czech, Slovak, Polish) to extend understanding of words. • Resource <ul style="list-style-type: none"> ◦ <i>Words Their Way</i>

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	<ul style="list-style-type: none">• demonstrate understand of figurative language, word relationships, and connotations in word meanings <p>d) Identify the meaning of common idioms.</p> <ul style="list-style-type: none">• demonstrate an understanding of idioms.	<ul style="list-style-type: none">• shoulder).	
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11.4 The student will read, comprehend, and analyze relationships among American literature, history, and culture.

Content Strand	Essential Knowledge, Skills & Processes	Academic Vocabulary	Conceptual Understandings
<p><u>Reading:</u> Vocabulary development</p> <ul style="list-style-type: none"> Students will read and critique a variety of dramatic selections. A complete list of literary devices is found in Essential Knowledge, Skills, and Processes column for SOL 9.4. Students will use a variety of reading strategies such as text annotation, QAR (Question-Answer Relationship), thinking aloud, etc. 	<ul style="list-style-type: none"> Revolutionary movement/Rationalism (18th century); Romanticism, Transcendentalism, Regionalism, Realism, Naturalism (19th century); Symbolism/Modernism, Harlem Renaissance, Postmodernism (20th century); and Contemporary poetry (21st Century) differentiate among archetypal 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; misfit; lonely orphan; shrew; mother/father figure; monster/villain; and scapegoat. 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; 	<ul style="list-style-type: none"> fiction nonfiction poetry novel novella vignette conflict plot characterization exposition synecdoche satire epigram inference predicting fore shadowing context clues imagery 	<ul style="list-style-type: none"> Close reading entails close observation of the text, including annotating, determining all word meanings including connotations, syntax, and structure. It also involves paying close attention to figures of speech, and other features that contribute to a writer’s style. Close reading also involves reflecting on deeper meanings of text, including considering relationships to other texts or social or cultural history.

	<ul style="list-style-type: none"> ◦ survival of the fittest; ◦ disillusionment; and ◦ rebellion and protest. • analyze texts to identify the author’s attitudes, viewpoints, and beliefs and critique how these relate to larger historical, social, and cultural contexts. • analyze the representation of a subject or a key scene in two different media. • describe how the use of context and language structures conveys an author’s intent and viewpoint. • 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). • 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. • 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). • use poetic elements to explain, analyze, and evaluate poetry. • compare and contrast the subject matter, theme, form, language, development, and purpose of works of classic poets with those of contemporary poets. 		
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11.5 The student will read and analyze a variety of nonfiction texts.

Content Strand	Essential Knowledge, Skills & Processes	Academic Vocabulary	Conceptual Understandings
<p><u>Reading:</u> Vocabulary development</p> <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. • Students should recognize persuasive techniques such as: <ul style="list-style-type: none"> ◦ ad hominem – means “to the man” does not argue the issue, instead it argues the person; ◦ red herring – is a deliberate attempt to divert attention; ◦ straw man – creates the illusion of having refuted a proposition by substituting a similar yet weaker proposition (the "straw man"); and ◦ begging the question 	<p>To be successful with this standard, students are expected to</p> <ul style="list-style-type: none"> • 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. • know the purpose of the text they are to read and their own purpose in reading it. • use format (page design and layout), text structures, and features to aid in understanding of text. • understand how an organizational pattern enhances the meaning of a text. • distinguish main ideas from supporting details in complex informational text to generalize ideas and make predictions about other texts • analyze information from a text to make inferences and draw conclusions. • 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. • 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. • provide an objective summary of the text. • analyze how a variety of logical arguments could reach conflicting conclusions. • evaluate the relevance and quality of evidence used to support a claim. 	<ul style="list-style-type: none"> • sequencing • bias • objective • purpose • audience • tone • fallacies • appeals • synthesis • text • ad hominum • red herring • straw man • begging the question • bandwagon 	<ul style="list-style-type: none"> • analysis • synthesize • formatting

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– assumes the conclusion is true without proving it; circular argument.

- Students will use a variety of reading strategies such as text annotation, QAR (Question-Answer Relationship), thinking aloud, etc.

- analyze and identify false premises that intentionally manipulate audiences.
- determine an author’s point of view or purpose in a rhetorically rich text, analyzing how ambiguity, contradiction, paradox, irony, hyperbole, overstatement, and understatement contribute to text.
- before, during, and after reading texts, generate and respond to a variety of critical thinking questions to activate prior knowledge, engage actively with learning new information, and reflect on new learning or fresh insights.

All students should

- understand how to analyze informational material.
- understand reading strategies and use those strategies to analyze text.

11.6 The student will write in a variety of forms, with an emphasis on persuasion.

Content Strand	Essential Knowledge, Skills & Processes	Academic Vocabulary	Conceptual Understandings
<p><u>Writing</u></p> <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 understand that active constructions are preferred. Students will avoid false premises in writing including, but not limited to, those listed as persuasive techniques under SOL 11.5. Students will write clear and accurate personal, professional, and informational correspondence. They will use a writing process to develop real-world, practical products. Students should have practice writing for shorter time frames as well as 	<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 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. 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, 	<ul style="list-style-type: none"> thesis/main idea claims evidence warrant organization body paragraph brainstorming conclusion counter-argument peer review revision edition audience purpose 	<p>All students should</p> <ul style="list-style-type: none"> understand that writing is a 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. understand revision strategies.

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extended time frames.	quotations, and appropriate examples for the audience and purpose. <ul style="list-style-type: none">• use MLA (Modern Language Association) or APA (American Psychological Association) style for formatting rules and documentation. Skills and Processes <ul style="list-style-type: none">• writing an essay• persuading others• informing audience		
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11.7 The student will self- and peer-edit writing for correct grammar, capitalization, punctuation, spelling, sentence structure, and paragraphing.

Content Strand	Essential Knowledge, Skills & Processes	Academic Vocabulary	Conceptual Understandings
<p><u>Writing</u></p> <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. Students will understand active voice is preferable to passive voice. 	<p>To be successful with this standard, students are expected to</p> <ul style="list-style-type: none"> apply MLA or APA style for punctuation conventions and formatting direct quotations. use correctly the following verbal phrases in writing: <ul style="list-style-type: none"> 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. <p>Skills and Processes</p> <ul style="list-style-type: none"> editing writing revising writing peer editing 	<ul style="list-style-type: none"> citation usage punctuation mechanics verb tense clauses active vs. passive voice syntax language style formal vs. informal register 	<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 vary syntax and paragraph structures for a variety of purposes and audiences.

11.8 The student will analyze, evaluate, synthesize, and organize information from a variety of sources to produce a research product.

Content Strand	Essential Knowledge, Skills & Processes	Academic Vocabulary	Conceptual Understandings
<p><u>Research</u></p> <ul style="list-style-type: none"> Students will collect, organize, and evaluate the quality and accuracy of information to ensure that it is current, factual, and reliable. Students will recognize consequences of plagiarism according to the guidelines established by school divisions. Students will compose a documented research product that is based on valid resources and procedures. 	<p>To be successful with this standard, students are expected to</p> <ul style="list-style-type: none"> 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. 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: <ul style="list-style-type: none"> understanding that <i>plagiarism</i> is the act of presenting 	<ul style="list-style-type: none"> citation plagiarism MLA APA works cited bibliography headers footers outline formatting library sources Wikipedia thesis proposition methods of development rhetoric allusion 	<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. understand plagiarism has meaningful consequences.

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	<ul style="list-style-type: none">◦ 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.		
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