



HONORS ENGLISH GRADE 11

Counselors are available to assist parents and students with course selections and career planning. Parents may arrange to meet with the counselor by calling the school's guidance department.

COURSE DESCRIPTION

The Honors English 11 course is composed of ten units. The first unit provides students with an overview of American literature and focuses on the elements of writing, grammar skills, and the establishment of a writing portfolio. The remaining five units provide an in-depth study of the important eras and literary movements of the American experience: Justice and Injustice, Individuality and Conformity, Nature and Nurture, Contentment and Disillusionment. Close analytical discussions of selected works from these periods allow the students to discover the concerns, ideals, and theories that have shaped American literature and thought.

By writing for a diversity of purposes (describing, narrating, reasoning, persuading), the students develop skills in developing a central idea with elaboration, using a clear voice amplified by specific words, and creating well-constructed sentences. Expertise in language usage and manipulation increases with the editing and proofreading of compositions. All pieces of a student's writing are stored in a Works in Progress folder from which each student selects pieces of writing for his or her writing portfolio. The contents of the portfolio illustrate how each student has grown and improved as a writer throughout the year.

The process and techniques of research engage the students in the assimilating of ideas from a balanced variety of sources. Students will take two Standards of Learning Tests for English: Writing and Reading/Literature and Research or a substitute test approved by the State Board of Education. Specific dates for the spring and summer SOL tests will be announced by the school.

PREREQUISITE

Honors English 10 or English 10 and teacher recommendation

OPTIONS FOR NEXT COURSE

Enrollment for the next English course should be based on student performance, teacher recommendation, and parent input. The courses available are English, Grade 12; Honors English, Grade 12; Dual Enrollment English 111, 112; and English, Grade 12, AP Literature and Composition.

REQUIRED STUDENT TEXTBOOKS

Elements of Literature, Fifth Course

Holt Language Handbook

READING SELECTIONS

Works may be selected from the following list.

The Adventures of Huckleberry Finn, Twain
Amaryllis, Crist-Evans
As I Lay Dying, Faulkner
The Awakening, Chopin
Babbitt, Lewis
Billy Budd, Melville
The Boys of Summer, Kahn
Catcher in the Rye, Salinger
Cloudsplitter, Banks
The Crucible, Miller
Death of a Salesman, Miller

A Farewell to Arms, Hemingway
The Grapes of Wrath, Steinbeck
The House of the Scorpion, Farmer
In Our Time, Hemingway
Into Thin Air, Krakauer
Invisible Man, Ellison
The Jungle, Sinclair
Leaves of Grass, Whitman
My Antonia, Cather
A Prayer for Owen Meany, Irving
Seabiscuit, Hillenbrand

Selected Essays and Poems of Emerson
 Selected Poems of Emily Dickinson
Silent Spring, Carson
Small Wonder, Kingsolver
Spoon River Anthology, Masters
The Sun Also Rises, Hemingway
The Unvanquished, Faulkner
Walden, Thoreau
Walden Two, Skinner

THE OBJECTIVES FOR THE COURSE FOLLOW.

ORAL LANGUAGE

- 11.1 The student will illustrate an understanding of literature by reading aloud and participating in discussion.**
E 11.1.1 Demonstrate an understanding of the emotions of a character in a play through an oral reading.
E 11.1.2 Read aloud a section or verse of a poem demonstrating understanding of the rhythm of the poem.
- 11.2 The student will make informative and persuasive presentations. (SOL 11.1)**
E 11.2.1 Gather and organize evidence to support a position. (SOL 11.1a)
E 11.2.2 Present evidence clearly and convincingly. (SOL 11.1b)
E 11.2.3 Support and defend ideas and thoughts in public forums. (SOL 11.1c)
E 11.2.4 Use chalkboard, charts, overhead projector, microphone, power point, slides, and/or video to support the presentation.
E 11.2.5 Use a variety of techniques to hold the interest of the audience, e.g.,
 - interesting opening,
 - use of details, and
 - emphatic ending.
E 11.2.6 Cite information sources.
E 11.2.7 Use grammatically correct language, including vocabulary appropriate to the topic, audience, and purpose. (SOL 11.1d)
- 11.3 The student will analyze and evaluate persuasive presentations. (SOL 11.2)**
E 11.3.1 Critique the accuracy, relevance, and organization of evidence. (SOL 11.2a)
E 11.3.2 Critique the clarity and effectiveness of delivery. (SOL 11.2b)
E 11.3.3 Exhibit proficiency in the use of standard English in speaking.
E 11.3.4 Demonstrate effective listening skills.
E 11.3.5 Develop analytical and evaluative questions.
- 11.4 The student will continue to demonstrate appropriate involvement in small and large groups.**
E 11.4.1 Set and meet common goals.
E 11.4.2 Demonstrate an understanding of cooperative roles.
E 11.4.3 Exhibit sensitivity to differences among people.
E 11.4.4 Use effective leadership techniques.
E 11.4.5 Evaluate team responsibilities and leadership techniques.
E 11.4.6 Present dissenting opinions in acceptable ways.
E 11.4.7 Work to establish and articulate a consensus.

READING ANALYSIS

- 11.5 The student will improve comprehension of literature by improving vocabulary.**
E 11.5.1 Increase vocabulary by using new words from literature and the mass media in speaking and writing.
E 11.5.2 Use allusions to define words (e.g., names of people; characters in literature, legends and myths; and place names).
E 11.5.3 Use analogies to expand vocabulary.
E 11.5.4 Complete analogies and identify the relationship between the parts of the analogy.
E 11.5.5 Continue to expand vocabulary by using the terms associated with all American literary movements.
E 11.5.6 Continue to use structural/contextual clues to derive the meaning of new words.
E 11.5.7 Extend general and specialized vocabularies for reading and writing.
- 11.6 The student will read and analyze a variety of informational materials. (SOL 11.4)**
E 11.6.1 Use information from texts to clarify or refine understanding of academic concepts. (SOL 11.4a)
E 11.6.2 Read and follow directions to complete an application for college admission, for a scholarship, or for employment. (SOL 11.4b)
E 11.6.3 Apply concepts and use vocabulary in informational and technical materials to complete a task. (SOL 11.4c)
E 11.6.4 Generalize ideas from selections to make predictions about other texts. (SOL 11.4d)
E 11.6.5 Analyze information from a text to draw conclusions. (SOL 11.4e)
E 11.6.6 Evaluate internet sources.

11.7 The student will read and analyze relationships among American literature, history, and culture. (SOL 11.3)

- E 11.7.1 Describe contributions of different cultures to the development of American literature. (SOL 11.3a)
- E 11.7.2 Compare and contrast the development of American literature with its historical context. (SOL 11.3b)
- E 11.7.3 Contrast periods in American literature with specific attention given to the relationship between the author's period and purpose.
- E 11.7.4 Describe the evolution of literary forms from the colonial period to the contemporary period.
- E 11.7.5 Differentiate among archetypal characters in American literature.
- E 11.7.6 Describe the major themes in American literature.
- E 11.7.7 Discuss American literature as it reflects traditional and contemporary themes, motifs, universal characters, and genres. (SOL 11.3c)
- E 11.7.8 Show how certain themes in American literature remain constant.
- E 11.7.9 Describe how use of context and language structures conveys an author's intent and viewpoint in contemporary and historical essays, speeches, and critical reviews. (SOL 11.3d)
- E 11.7.10 Read at least two books a grading period. (How to books, self help books, biography, autobiography, history, puzzles, plays, short stories, travel, gardening, cooking, business, and career books.)
- E 11.7.11 Write a review of a book, play, script, movie, or television show.

11.8 The student will read and analyze a variety of poetry. (SOL 11.5)

- E 11.8.1 Analyze the poetic elements of contemporary and traditional poems. (SOL 11.5a)
- E 11.8.2 Identify the poetic elements and techniques that are most appealing and that make poetry enjoyable. (SOL 11.5b)
- E 11.8.3 Compare and contrast the works of contemporary and past American poets. (SOL 11.5c)
- E 11.8.4 Compare how two poems dealing with the same type of subject or theme have a different tone.
- E 11.8.5 Describe the evolution of American poetry.

11.9 The student will read and critique a variety of dramatic selections. (SOL 11.6)

- E 11.9.1 Describe the dramatic conventions or devices used by playwrights to present ideas. (SOL 11.6a)
- E 11.9.2 Compare and evaluate adaptations and interpretations of a script for stage, film or television. (SOL 11.6b)
- E 11.9.3 Explain the use of monologue and soliloquy.
- E 11.9.4 Explain the use of verbal, situational, and dramatic irony. (SOL 11.6c)
- E 11.9.5 Explain how the elements of narration operate in a play.
- E 11.9.6 Describe the evolution of American drama.

11.10 The student will read and analyze nonfiction.

- E 11.10.1 Read and analyze the ideas presented in essays by several of the following authors: Thomas Paine, Ralph Waldo Emerson, Henry David Thoreau, E. B. White, Lewis Thomas, Russell Baker, James Baldwin, Joan Didion, and Alice Walker.
- E 11.10.2 Read, analyze, and evaluate persuasive speeches, such as those of Thomas Paine, for purpose, proof supporting the position, and style.
- E 11.10.3 Read, analyze, and evaluate memoirs.
- E 11.10.4 Analyze letters written by other students for genuine voice and tone.
- E 11.10.5 Describe the evolution of nonfiction from the colonial period to the post-modern period.

WRITING

11.11 The student will use the writing process: prewriting, writing, revising, editing, and publishing.

- E 11.11.1 Generate, gather, plan, and organize ideas for writing. (SOL 11.7a)
- E 11.11.2 Develop a focus for writing. (SOL 11.7b)
- E 11.11.3 Evaluate and cite applicable information. (SOL 11.7c)
- E 11.11.4 Organize ideas in a logical manner. (SOL 11.7d)
- E 11.11.5 Evaluate writing for self and peers for purpose and audience.
- E 11.11.6 Elaborate ideas clearly and accurately. (SOL 11.7e)
- E 11.11.7 Adapt content, vocabulary, voice, and tone to audience, purpose, and situation. (SOL 11.7f)
- E 11.11.8 Use a variety of sentences appropriately and correctly.
- E 11.11.9 Use reflection to revise writing.
- E 11.11.10 Revise writing for accuracy and depth of information. (SOL 11.7g)
- E 11.11.11 Proofread final copy and prepare document for intended audience and purpose. (SOL 11.7h)
- E 11.11.12 Transfer the skills of editing, revising, proofing, and evaluating writing to other classes, occasions, and situations.
- E 11.11.13 Use technology to access information, organize ideas, and develop writing. (SOL 11.9e)
- E 11.11.14 Maintain a writing portfolio.

11.12 The students will edit for correct grammar, capitalization, punctuation, spelling, sentence structure, and paragraphing. (SOL 11.8)

- E 11.12.1 Use verbals and verbal phrases to achieve sentence conciseness and variety. (SOL 11.8b)
- E 11.12.2 Adjust sentence and paragraph structures for a variety of purposes and audiences. (SOL 11.8c)
- E 11.12.3 Use a style manual, such as that of the Modern Language Association (MLA) or the American Psychological Association (APA) for producing research projects. (SOL 11.8a)

11.13 The student will write in a variety of forms with an emphasis on persuasion. (SOL 11.7)

- E 11.13.1 Write an analysis of the poetic elements and techniques that are most effective in American poetry.
- E 11.13.2 Write a satirical poem or short story.
- E 11.13.3 Write a multi-paragraph persuasive essay using a combination of any of the following: opposing views, reliable evidence, facts, sound generalizations, trustworthy opinions, and logical arguments.
- E 11.13.4 Write an analysis of how verbal or dramatic irony is developed in a play.
- E 11.13.5 Evaluate and cite applicable information.
- E 11.13.6 Keep a log of humorous experiences.
- E 11.13.7 Use one or more of log entries to develop a humorous piece of writing.

11.14 The student will communicate ideas in writing using correct grammar, usage, and mechanics.

- E 11.14.1 Master verbal phrases, transitional elements, and parallel structure in writing.
- E 11.14.2 Use a handbook as a reference tool.
- E 11.14.3 Exhibit proficiency in the use of standard English in writing.

11.15 The student will write, revise, and edit personal, professional, and informational correspondence to a standard acceptable in the work place and higher education. (SOL 11.9)

- E 11.15.1 Apply a variety of planning strategies to generate and organize ideas. (SOL 11.9a)
- E 11.15.2 Organize information to support the purpose of the writing. (SOL 11.9b)
- E 11.15.3 Present information in a logical manner. (SOL 11.9c)
- E 11.15.4 Revise writing for clarity. (SOL 11.9d)
- E 11.15.5 Edit writing for correct use of language, spelling, punctuation, and capitalization.
- E 11.15.6 Use technology to access information, organize ideas, and develop writing. (SOL 11.9e)

11.16 The student will prepare for the transition to career or schools of higher learning.

- E 11.16.1 Practice word processing skills in composition to prepare for entrance into the business and/or academic community.
- E 11.16.2 Use resources independently.
- E 11.16.3 Write a multi-paragraph letter to apply for a job or scholarship and/or to seek admittance to college.
- E 11.16.4 Revise and update a résumé and a cover letter.

RESEARCH

11.17 The student will analyze, evaluate, synthesize, and organize information from a variety of sources to produce a research product. (SOL 11.10)

- E 11.17.1 Narrow a topic. (SOL 11.10a)
- E 11.17.2 Develop a plan for research. (SOL 11.10b)
- E 11.17.3 Select and narrow a topic for a literary analysis paper.
- E 11.17.4 Select and narrow a topic for an argumentative paper.
- E 11.17.5 Collect information to support a thesis. (SOL 11.10c)
- E 11.17.6 Evaluate quality and accuracy of information. (SOL 11.10d)
- E 11.17.7 Prepare a formal outline of the paper.
- E 11.17.8 Synthesize information in a logical sequence. (SOL 11.10e)
- E 11.17.9 Write a well-organized documented paper of 750-1000 words.
- E 11.17.10 Document sources of information using a style format such as that of the Modern Language Association (MLA) or the American Psychological Association (APA). (SOL 11.10f)
- E 11.17.11 Edit writing for clarity of content and effect. (SOL 11.10g)
- E 11.17.12 Edit final copy for grammatically correct use of language, spelling, punctuation, and capitalization. (SOL 11.10h)
- E 11.17.13 Proofread final copy and prepare document for publication or submission. (SOL 11.10i)
- E 11.17.14 Use technology to access information, organize ideas, and develop writing. (SOL 11.10j)



VIRGINIA BEACH CITY PUBLIC SCHOOLS

A H E A D O F T H E C U R V E

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The Virginia Beach City Public Schools, in partnership with the entire community, will empower every student to become a life-long learner who is a responsible, productive and engaged citizen within the global community.

DEPARTMENT OF CURRICULUM AND INSTRUCTION

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