



***Department of Teaching & Learning***  
***Parent/Student Course Information***

***Core English Grade 11***  
***(LA1150)***

*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**

Throughout the English 11 course the students focus on four areas: oral language, reading analysis, writing, and research. In the introductory unit, the focus is establishing the writing portfolio and the overarching idea for the year, “The American Dream.” The introductory unit is followed by the following units of study: *Persuasion and Resistance*, *The Power of Nature*, *Reality of Life and Loss*, and *Contemporary America*.

The students write in a variety of forms with an emphasis on persuasion. As they write two documented research papers, the students learn to evaluate sources of information. 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. Continued attention is given to reading for inference, understanding different viewpoints, and recognizing literary techniques used by writers. The correct use of language and mechanics as well as the improvement of vocabulary skills are reinforced through a variety of writing experiences. In addition, the students extend their critical and analytical skills to arrive at logical conclusions. Students will take two Standards of Learning (SOL) 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 test will be announced by the school.

**PREREQUISITE**

English 10

**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 TEXTBOOK**

*Holt McDougal Literature, 11*

*Write Source Recharged*, Online Access (Handbook by request)

## READING SELECTIONS

*All the Pretty Horses, McCarthy*

*Amaryllis, Crist-Evans*

*The Bean Trees, Kingsolver*

*Black Boy, Wright*

*The Chosen, Potok*

*The Color of Water, McBride*

*The Cradle Will Fall, Clark*

*The Crucible, Miller*

*Death of a Salesman, Miller*

*Dinner at the Homesick Restaurant, Tyler*

*Ethan Frome, Wharton*

*The Glass Menagerie, Williams*

*The Great Gatsby, Fitzgerald*

*The Greatest Generation, Brokaw*

*The House of the Scorpion, Farmer*

*Into the Wild, Krakauer*

*A Lesson Before Dying, Gaines*

*The Night Thoreau Spent in Jail, Lawrence and Lee*

*Of Mice and Men, Steinbeck*

*The Red Badge of Courage, Crane*

*The Scarlet Letter, Hawthorne*

*The Secret Life of Bees, Kidd*

*A Thief of Time, Hillerman*

*The Things They Carried, O'Brien*

*Their Eyes Were Watching God, Hurston*

*The Water is Wide, Conroy*

## 11TH GRADE VIRGINIA BEACH STANDARDS AND OBJECTIVES ENGLISH LANGUAGE ARTS

### COMMUNICATION: SPEAKING, LISTENING, AND MEDIA LITERACY

#### **11.1 The student will participate in, collaborate in, and report on small-group learning activities. (SOL 11.1h)**

11.1.1 Assume responsibility for specific group tasks.

11.1.2 Collaborate in the preparation or summary of the group activity.

11.1.3 Demonstrate the ability to work effectively with diverse teams to accomplish a common goal.

11.1.4 Collaborate with others to exchange ideas, develop new understandings, make decisions, and solve problems.

11.1.5 Access, critically evaluate, and use information accurately to solve problems and justify opinions and ideas.

#### **11.2 The student will make informative and persuasive presentations, individually and collaboratively. (SOL 11.1)**

11.2.1 Gather and organize evidence to support a position. (SOL 11.1a)

11.2.2 Present evidence clearly and convincingly. (SOL 11.1b)

11.2.3 Address counterclaims. (SOL 11.1c)

11.2.4 Support and defend ideas in public forums. (SOL 11.1d)

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.

11.2.6 Use grammatically correct language, including vocabulary appropriate to the topic, audience, and purpose. (SOL 11.1e)

11.2.7 Analyze the accuracy, relevance, and organization of evidence.

11.2.8 Evaluate the clarity and effectiveness of delivery.

11.2.9 Monitor listening and use a variety of active listening strategies to make evaluations. (SOL 11.1f)

11.2.10 Use presentation technology. (SOL 11.1g)

11.2.11 Cite sources, as appropriate.

#### **11.3 The student will examine how values and points of view are included or excluded and how media influences beliefs and behaviors. (SOL 11.2)**

- 11.3.1 Use technology and other information tools to organize and display knowledge in ways others can view, use, and assess. (SOL 11.2a)
- 11.3.2 Use media, visual literacy, and technology skills to create products. (SOL 11.2b)
- 11.3.3 Evaluate sources including advertisements, editorials, blogs, Web sites, and other media for relationships between intent, factual content, and opinion. (SOL 11.2c)
- 11.3.4 Determine the author's purpose and intended effect on the audience for media messages. (SOL 11.2d)

## **READING and RESPONDING TO LITERATURE**

### **11.4 The student will apply knowledge of word origins, derivations, and figurative language to extend vocabulary development in authentic texts. (SOL 11.3)**

- 11.4.1 Use structural analysis of roots, affixes, synonyms, antonyms, and cognates to understand complex words. (SOL 11.3a)
- 11.4.2 Determine the meaning of words and phrases as they are used in context, including figurative, connotative, and technical meaning. (SOL 11.3b)
- 11.4.3 Discriminate between connotative and denotative meanings and interpret the connotation. (SOL 11.3 )
- 11.4.4 Identify the meaning of common idioms. (SOL 11.3d)
- 11.4.5 Identify literary and classical allusions and figurative language in text. (SOL 11.3e)
- 11.4.6 Extend general and specialized vocabulary through speaking, reading, and writing. (SOL 11.3f)
- 11.4.7 Use knowledge of the evolution, diversity, and effects of language to comprehend and elaborate the meaning of texts. (SOL 11.3g)

### **11.5 The student will read, comprehend, and analyze relationships among American literature, history, and culture. (SOL 11.4)**

- 11.5.1 Generate and respond logically to literal, inferential, evaluative, synthesizing, and critical thinking questions before, during, and after reading texts. (SOL 11.4k)
- 11.5.2 Describe contributions of different cultures to the development of American literature. (SOL 11.4a)
- 11.5.3 Compare and contrast periods in American literature with specific attention given to the relationship between the author's period and purpose to include the literature of other countries. (SOL 11.4b)
- 11.5.4 Analyze the social and cultural function of American literature. (SOL 11.4d)
- 11.5.5 Discuss American literature as it reflects traditional and contemporary themes, motifs, universal characters, and genres. (SOL 11.4c)
- 11.5.6 Analyze the development of two or more themes over the course of a text.
- 11.5.7 Analyze how context and language structures convey an author's intent and viewpoint. (SOL 11.4e)
- 11.5.8 Explain how the sound of a poem (rhyme, rhythm, onomatopoeia, repetition, alliteration, assonance, and parallelism) supports the subject, mood, and theme. (SOL 11.4f)
- 11.5.9 Explain how imagery and figures of speech appeal to the reader's senses and experience. (SOL 11.4g)
- 11.5.10 Explain how an author's specific word choices, syntax, tone, and voice support the author's purpose. (SOL 11.4h)
- 11.5.11 Read and analyze a variety of American dramatic selections. (SOL 11.4i)
- 11.5.12 Analyze the use of literary elements and dramatic conventions including verbal, situational and dramatic irony used in literature (specifically American). (SOL 11.4j)

### **11.6 The student will read, interpret, analyze, and evaluate a variety of nonfiction texts. (SOL 11.5)**

- 11.6.1 Use information from texts to clarify understanding of concepts. (SOL 11.5a)

- 11.6.2 Generalize ideas from selections to make predictions about other texts. (SOL 11.5c)
- 11.6.3 Draw conclusions and make inferences on explicit and implied information using textual support. (SOL 11.5)
- 11.6.4 Generate and respond logically to literal, inferential, evaluative, synthesizing, and critical thinking questions before, during, and after reading texts. (SOL 11.5h)
- 11.6.5 Analyze and synthesize information in order to solve problems, answer questions, and generate new knowledge.
- 11.6.6 Analyze the themes, purposes, and rhetorical features of significant essays, historical documents, and literary nonfiction.
- 11.6.7 Critique the effectiveness of the structure an author uses in his or her exposition or argument, including whether the structure make points clear, convincing, or engaging. (CC 11-12)
- 11.6.8 Determine an author’s point of view or purpose in a text in which the rhetoric is particularly effective, analyzing how style and content contribute to the power, persuasiveness, or beauty of the text. (CC 11-12)
- 11.6.9 Analyze two or more texts addressing the same topic to identify authors’ purpose and determine how authors reach similar or different conclusions. (SOL 11.5e)
- 11.6.10 Identify false premises in persuasive writing. (SOL 11.5f)
- 11.6.11 Recognize and analyze use of ambiguity, tone, contradiction, paradox, irony, overstatement, and understatement in any format (e.g., textual, visual, media, digital) (SOL 11.5g)
- 11.6.12 Read and follow directions to complete an application for college admission, for a scholarship, or for employment. (SOL 11.5b)

## WRITTEN COMMUNICATION

- 11.7 The student will convey complex ideas through a variety of forms (narrative, expository, and persuasive writings) for a variety of audiences and purposes. (SOL 11.6)**
  - 11.7.1 Generate, gather, plan, and organize ideas for writing to address a specific audience and purpose. (SOL 11.6a)
  - 11.7.1 Adapt content, vocabulary, voice, and tone to audience, purpose, and situation. (SOL 11.6e)
  - 11.7.2 Organize ideas in a sustained and logical manner. (SOL 11.6c)
  - 11.7.3 Produce arguments in writing that develop a thesis that demonstrates knowledgeable judgments, addresses counterclaims, and provides effective conclusions. (SOL 11.6b)
  - 11.7.4 Clarify and defend position with precise and relevant evidence elaborating ideas clearly and accurately. (SOL 11.6d)
  - 11.7.5 Use a variety of rhetorical strategies to accomplish a specific purpose. (SOL 11.6f)
  - 11.7.6 Create arguments free of errors in logic and externally supported. (SOL 11.6g)
  - 11.7.7 Adapt content, vocabulary, voice, and tone to audience, purpose, and situation. (SOL 11.6e)
  - 11.7.8 Revise writing for clarity and for relevancy, accuracy, and depth of content. (SOL 11.6f)
  - 11.7.9 Proofread and edit final product for intended audience and purpose. (SOL 11.7h)
  - 11.7.10 Write and revise correspondence to a standard acceptable both in the workplace and in postsecondary education. (SOL 11.6h)
  - 11.7.11 Use a Works in Progress (WIP) folder to compose and strengthen writing in various stages of development.
  - 11.7.12 Use reflection as a tool to document growth as a writer and to self-evaluate process and product.
  - 11.7.13 Publish a writing portfolio that emphasizes the writer’s growth, illustrates examples of learning experiences, and showcases best work.
  - 11.7.14 Use technology to compose and reshape written communication, as appropriate. (SOL 11.6g)
  - 11.7.15 Adapt written work to include media images and external links, as appropriate.

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

- 11.8.1 Use verbals and verbal phrases to achieve sentence conciseness and variety. (SOL 11.7b)
- 11.8.2 Adjust sentence structure to avoid misplaced modifiers.
- 11.8.3 Adjust sentence and paragraph structures for a variety of purposes and audiences. (SOL 11.7e)
- 11.8.4 Vary syntax for effect.
- 11.8.5 Distinguish between active and passive voice. (SOL 11.7c)
- 11.8.6 Proofread and edit writing for intended audience and purpose. (SOL 11.7f)
- 11.8.7 Use a style manual to apply rules for punctuation and formatting of direct quotations. (SOL 11.7a)

**RESEARCH**

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

- 11.9.1 Use technology as a tool to research, organize, evaluate, and communicate information. (SOL 11.8a)
- 11.9.2 Narrow a topic and develop a plan for research. (SOL 11.8b)
- 11.9.3 Collect information to support a thesis. (SOL 11.8c)
- 11.9.4 Critically evaluate quality, accuracy, and validity of information. (SOL 11.8d)
- 11.9.5 Make sense of information gathered from diverse sources by identifying misconceptions, main and supporting ideas, conflicting information, point of view or bias. (SOL 11.8e)
- 11.9.6 Synthesize and present information in a logical sequence. (SOL 11.8f)
- 11.9.7 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). (SOL 11.8g)
- 11.9.8 Differentiate between in-text citations and works cited on the bibliography page. (SOL 11.7d)
- 11.9.9 Revise writing for clarity of content, accuracy, and depth of information. (SOL 11.8h)
- 11.9.10 Edit writing for grammatically correct use of language, spelling, punctuation, capitalization, and sentence/paragraph structure. (SOL 11.8i)
- 11.11.1 Define the meaning and consequences of plagiarism and follow ethical and legal guidelines for gathering and using information. (SOL 11.8j)

Dr. Aaron C. Spence, Superintendent  
Virginia Beach City Public Schools  
2512 George Mason Drive, Virginia Beach, VA 23456-0038

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For further information please call (757) 263-1070.

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CHARTING THE COURSE

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