



BEDFORD COUNTY PUBLIC SCHOOLS

Eleventh Grade Curriculum Guide

[Link to 9-12 Curriculum Framework](#)

CONTENT

FIRST NINE WEEKS

SECOND NINE WEEKS

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CONTENT	FIRST NINE WEEKS	SECOND NINE WEEKS	THIRD NINE WEEKS	FOURTH NINE WEEKS
<p>COMMUNICATION: SPEAKING, LISTENING, MEDIA LITERACY</p> <p>10.1 The student will participate in collaborate in and report on small-group learning activities.</p> <ul style="list-style-type: none"> a. Assume responsibility for specific group task. b. Collaborate in the preparation or summary of the group activity. c. Include all group members in oral presentation. d. Choose vocabulary, language, and tone appropriate to the topic, audience, and purpose. e. Demonstrate the ability to work effectively with diverse teams to accomplish a common goal. f. Collaborate with others to exchange ideas, develop new understanding, make decisions, and solve problems. g. Access, critically evaluate, and use information accurately to solve problems. h. Evaluate one’s own role in preparation and delivery of oral reports. i. Use a variety of strategies to listen actively. j. Analyze and interpret other’s presentations. k. Evaluate effectiveness of group process in preparation and delivery of oral reports. <p>10.2 The student will analyze, produce, and examine similarities and differences between visual and verbal media messages.</p> <ul style="list-style-type: none"> a. Use media visual literacy, and technology skills to create products. b. Evaluation sources including advertisements, 	<p>COMMUNICATION: SPEAKING, LISTENING, MEDIA LITERACY</p> <p>11.1 The student will make informative and persuasive presentations.</p> <ul style="list-style-type: none"> a. Gather and organize evidence to support a position. b. present evidence clearly and convincingly. c. Address counterclaims. d. Support and defend ideas in public forums. e. use grammatically correct language, including vocabulary appropriate to the topic, audience, and purpose. f. Monitor listening and use a variety of active listening strategies to make evaluations. g. Use presentation technology. h. Collaborate and report on small-group learning activities. <p>11.2 The student will examine how values and points of view are included or excluded and how media influences beliefs and behaviors.</p> <ul style="list-style-type: none"> a. Use technology and other information tools to organize and display knowledge in ways others can view, use and assess. 	<p>COMMUNICATION: SPEAKING, LISTENING, MEDIA LITERACY</p> <p>12.1 The student will make formal oral presentation in a group or individually.</p> <ul style="list-style-type: none"> a. Choose the purpose of the presentation. b. Choose vocabulary, language, and tone appropriate to the audience, topic, and purpose. c. Use details, illustrations, statistics, comparisons, and analogies to support the presentation. d. Use media, visual literacy, and technology skills to create and support the presentation. e. Use grammatically correct language, including vocabulary appropriate to the topic, audience, and purpose. f. Collaborate and report on small group learning activities. g. Evaluate formal presentations including personal, digital, visual, textual, and technological. h. Use a variety of listening strategies to analyze relationships among purpose, audience, and content of presentations. i. Critique effectiveness of presentations. <p>12.2 The student will examine how values and points of view are included or excluded and how media influences beliefs and behaviors.</p> <ul style="list-style-type: none"> a. Evaluate sources including advertisements, editorials, blogs, Web sites, and other media for relationships between intent, factual content, and 		



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<p>editorials, blogs, Web sites, and other media for relationships between intent, factual, content, and opinion.</p> <p>c. Determine the author’s purpose and intended effect on the audience for media messages.</p> <p>d. Identify the tools and techniques used to achieve the intended focus.</p> <p>READING</p> <p>10.3 The student will apply knowledge of word origins, derivations, and figurative language to extend vocabulary development in authentic texts.</p> <p>a. Use structural analysis of roots, affixes, synonyms, antonyms, and cognates to understand complex words.</p> <p>b. Use context, structure, and connotations to determine meanings of words and phrases.</p> <p>c. Discriminate between connotative and denotative meanings and interpret the connotation.</p> <p>d. Identify the meaning of common idioms.</p> <p>e. Identify literary and classical allusions and figurative language in text.</p> <p>f. Extend general and specialized vocabulary through speaking, reading, and writing.</p> <p>g. Use knowledge of the evolution, diversity, and effects of language to comprehend and elaborate the meaning of texts.</p> <p>10.4 The student will read, comprehend, and</p>	<p>b. Use media, visual literacy, and technology skills to create products.</p> <p>c. Evaluate sources including advertisements, editorials, blogs, Web sites, and other media for relationships between intent, factual content, and opinion.</p> <p>d. Determine the author’s purpose and intended effect on the audience for media messages.</p> <p>READING</p> <p>11.3 The student will apply knowledge of word origins, derivations, and figurative language to extend vocabulary development in authentic texts.</p> <p>a. Use structural analysis of roots, affixes, synonyms, antonyms, and cognates to understand complex words.</p> <p>b. Use context, structure, and connotations to determine meanings of words and phrases.</p> <p>c. Discriminate between connotative and denotative meanings and interpret the connotations.</p> <p>d. Identify the meaning of common idioms.</p> <p>e. Identify literary and classical allusions and figurative language in text.</p> <p>f. Extend general and specialized vocabulary through speaking, reading, and writing.</p> <p>g. Use knowledge of the evolution, diversity, and effects of language to comprehend and elaborate the meaning of texts.</p> <p>11.4 The student will read, comprehend, and</p>	<p>opinion.</p> <p>b. Determine the author’s purpose and intended effect on the audience for media messages.</p> <p>READING</p> <p>12.3 The student will apply knowledge of word origins, derivations, and figurative language to extend vocabulary development in authentic texts.</p> <p>a. Use structural analysis of roots, affixes, synonyms, antonyms, and cognates to understand complex words.</p> <p>b. Use context, structure, and connotations to determine meanings of words and phrases.</p> <p>c. Discriminate between connotative and denotative meanings and interpret the connotations.</p> <p>d. Identify the meaning of common idioms, literary and classical allusions in text.</p> <p>e. Expand general and specialized vocabulary through speaking, reading, and writing.</p> <p>f. Use knowledge of the evolution, diversity, and effects of language to comprehend and elaborate the meaning of texts.</p> <p>12.4 The student will read, comprehend, and</p>		



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<p>analyze literary texts of different cultures and eras.</p> <ul style="list-style-type: none"> a. Identify main and supporting ideas. b. Make predictions, draw inferences, and connect prior knowledge to support reading comprehension. c. Explain similarities and differences of techniques and literary forms represented in literature of different cultures and eras. d. Analyze the cultural or social functions of literature. e. Identify universal themes prevalent in the literature of different cultures. f. Examine a literary selection from several critical perspectives. g. Explain the influences of historical context on the form, styles, and point of view of a literary text. h. Evaluate how an author’s specific work choices, syntax, tone, and voice shape the intended meaning of the text, achieve specific effects and support the author’s purpose. i. Compare and contrast literature from different cultures and eras. j. Distinguish between a critique and a summary. k. Compare and contrast how rhyme, rhythm, sound, imagery, style, form, and other literary devices conveys a message and elicit a reader’s emotions. l. Compare and contrast character development in a play to characterization in other literary forms. m. Use reading strategies to monitor comprehension throughout the reading process. 	<p>analyze relationships among American literature, history, and culture.</p> <ul style="list-style-type: none"> a. Describe contributions of different cultures to the development of American literature. b. Compare and contrast the development of American literature in its historical context. c. Discuss American literature as it reflects traditional and contemporary themes, motifs, universal characters, and genres. d. Analyze the social or cultural function of American Literature. e. Analyze how context and language structures convey and author’s intent and viewpoint. f. Explain how the sound of a poem (rhyme, rhythm, onomatopoeia, repetition, alliteration, assonance, and parallelism) supports the subject, mood, and theme. g. Explain how imagery and figures of speech appeal to the reader’s senses and experiences. h. Explain how an author’s specific word choices, syntax, tone, and voice support the author’s purpose. i. Read and analyze a variety of American dramatic selections. j. Analyze the use of literary elements and dramatic conventions including verbal, situational and dramatic irony used in American literature. k. Generate and respond logically to literal, inferential, evaluative, synthesizing, and critical thinking questions before, during, and after reading texts. 	<p>analyze the development of British literature and literature of other cultures.</p> <ul style="list-style-type: none"> a. Compare and contrast the development of British literature in its historical context. b. Recognize major literary forms and their elements. c. Recognize the characteristics of major chronological eras. d. Relate literary works and authors to major themes and issues of their eras. e. Analyze the social and cultural function of British literature. f. Explain how the sound of a poem (rhyme, rhythm, onomatopoeia, repetition, alliteration, assonance, and parallelism) supports the subject, mood, and theme. g. Compare and contrast traditional and contemporary poems from many cultures. h. Analyze how dramatic conventions including character, scene, dialogue, and staging contribute to the theme and effect. i. Compare and contrast dramatic elements of plays from American, British, and other cultures. 		



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<p>10.5 The student will read, interpret, analyze, and evaluate nonfiction texts.</p> <ul style="list-style-type: none"> a. Identify text organization and structure. b. Recognize an author’s intended audience and purpose for writing. c. Skim manuals or informational sources to locate information. d. Compare and contrast informational texts. e. Interpret and use data and information in maps, charts, graphs, timelines, tables, and diagrams. f. Draw conclusions, and make inferences on explicit and implied information using textual support as evidence. g. Analyze and synthesize information in order to solve problems, answer questions, and generate new knowledge. h. Use reading strategies throughout the reading process to monitor comprehension. <p>WRITING</p> <p>10.6 The student will develop a variety of writing to persuade, interpret, analyze, and evaluate with an emphasis on exposition and analysis.</p> <ul style="list-style-type: none"> a. Generate, gather, plan, and organize ideas for writing to address a specific audience and purpose. b. Synthesize information to support the thesis. 	<p>11.5 The student will read and analyze a variety of nonfiction texts.</p> <ul style="list-style-type: none"> a. Use information from texts to clarify understanding of concepts. b. Read and follow directions to complete an application for college admission, for a scholarship, or for employment. c. Generalize ideas from selections to make predictions about other texts. d. Draw conclusions and make inferences on explicit and implied information using textual support. e. Analyze two or more texts addressing the same topic to identify author’s purpose and determine how authors reach similar or different conclusions. f. Identify false premises in persuasive writing. g. Recognize and analyze use of ambiguity, contradiction, paradox, irony, overstatement, and understatement in text. h. Generate and respond logically to literal, inferential, evaluative, synthesizing, and critical thinking questions before, during, and after reading texts. <p>WRITING</p> <p>11.6 The student will write in a variety of forms, with an emphasis on persuasion.</p> <ul style="list-style-type: none"> a. Generate, gather, plan, and organize ideas for writing to address a specific audience and purpose. b. Produce arguments in writing developing a thesis that demonstrates knowledgeable 	<p>12.5 The student will read and analyze a variety of nonfiction texts.</p> <ul style="list-style-type: none"> a. Generate and respond logically to literal, inferential, evaluative, synthesizing, and critical thinking questions before, during and after reading texts. b. Analyze and synthesize information in order to solve problems, answer questions, and generate new knowledge. c. Analyze two or more texts addressing the same topic to identify authors’ purpose and determine how authors reach similar or different conclusions. d. Recognize and analyze use of ambiguity, contradiction, paradox, irony, overstatement, and understatement in text. e. Identify false premises in persuasive writing. f. Draw conclusions and make inferences on explicit and implied information using textual support. <p>WRITING</p> <p>12.6 The student will develop expository and informational, analyses and persuasive/argumentative writings.</p> <ul style="list-style-type: none"> a. Generate, gather, and organize ideas for writing to address a specific audience and purpose. b. Produce arguments in writing that develop a 		



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<p>c. Elaborate ideas clearly through word choice and vivid description.</p> <p>d. Write clear and varied sentences, clarifying ideas with precise and relevant evidence.</p> <p>e. Organize ideas into a logical sequence using transitions.</p> <p>f. Revise writing for clarity of content, accuracy, and depth of information.</p> <p>g. Use computer technology to plan, draft, revise, edit, and publish writing.</p> <p>10.7 The student will self-and peer-edit writing for correct grammar, capitalization, punctuation, spelling, sentence structure, and paragraphing.</p> <p>a. Distinguish between active and passive voice.</p> <p>b. Apply rules governing use of the colon.</p> <p>c. 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> <p>d. Differentiate between in-text citations and works cited on the bibliography page.</p> <p>e. Analyze the writing of others.</p> <p>f. Describe how the author accomplishes the intended purpose of a piece of writing.</p> <p>g. Suggest how writing might be improved.</p>	<p>judgments, addresses counterclaims, and provides effective conclusions.</p> <p>c. Organize ideas in a sustained and logical manner.</p> <p>d. Clarify and defend position with precise and relevant evidence elaborating ideas clearly and accurately.</p> <p>e. Adapt content, vocabulary, voice, and tone to audience, purpose, and situation.</p> <p>f. Revise writing for clarity of content, accuracy and depth of information.</p> <p>g. Use computer technology to plan, draft, revise, edit, and publish writing.</p> <p>h. Write and revise correspondence to a standard acceptable both in the workplace and in postsecondary education.</p> <p>11.7 The student will self-and peer-edit writing for correct grammar, capitalization, punctuation, spelling, sentence structure, and paragraphing.</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> <p>b. Use verbals and verbal phrases to achieve sentence conciseness and variety.</p> <p>c. Distinguish between active and passive voice.</p> <p>d. Differentiate between in-text citations and works cited on the bibliography page.</p> <p>e. Adjust sentence and paragraph structures for a variety of purposes and audiences.</p> <p>f. Proofread and edit writing for intended audience</p>	<p>thesis to demonstrate knowledgeable judgments, address counterclaims, and provide effective conclusions.</p> <p>c. Clarify and defend a position with precise and relevant evidence.</p> <p>d. Adapt content, vocabulary, voice, and tone to audience, purpose and situation.</p> <p>e. Use a variety of rhetorical strategies to accomplish a specific purpose.</p> <p>f. Create arguments free of errors in logic and externally supported</p> <p>g. Revise writing for clarity of content, depth of information and technique of presentation.</p> <p>h. Use computer technology to plan, draft, revise, edit, and publish writing.</p> <p>12.7 The student will write, revise and edit writing.</p> <p>a. Edit, proofread, and prepare writing for intended audience and purpose.</p> <p>b. Apply grammatical conventions to edit writing for correct use of language, spelling, punctuation, and capitalization.</p> <p>c. 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>		



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<p>h. Proofread and edit final product for intended audience and purpose.</p> <p>RESEARCH 10.8 The student will collect, evaluate, organize, and present information to create a research product. a. Use technology as a tool to research, organize, evaluation, synthesize, and communicate information. b. Develop the central idea or focus. c. Verify the accuracy, validity, and usefulness of information. d. Make sense of information gathered from diverse sources by identifying misconceptions, main and supporting ideas, conflicting information, point of view or bias. e. 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). f. Define the meaning and consequences of plagiarism and follow ethical and legal guidelines for gathering and using information.</p>	<p>and purpose.</p> <p>RESEARCH 11.8 The student will analyze, evaluate, synthesize, and organize information from a variety of sources to produce a research product. a. Use technology as a tool to research, organize, evaluate, and communicate information. b. Narrow a topic and develop a plan for research. c. Collect information to support a thesis. d. Critically evaluate quality, accuracy, and validity of information. e. Make sense of information gathered from diverse sources by identifying misconceptions, main and supporting ideas, conflicting information, point of view or bias. f. Synthesize and present information in a logical sequence. g. Cite sources for both quoted and paraphrased ideas using a standard method of documentation, such as that of the Modern Language Association (MLA) or the American Psychological Association (APA). h. Revise writing for clarity of content, accuracy, and depth of information. i. Edit writing for grammatically correct use of language, spelling, punctuation, capitalization, and sentence/paragraph structure. j. Define the meaning consequences of plagiarism and follow ethical and legal guidelines for gathering and using information.</p>	<p>RESEARCH 12.8 The student will write documented research papers. a. Use technology as a tool to research, organize, evaluate, and communicate information. b. Frame, analyze, and synthesize information to solve problems, answer questions, and generate new knowledge. c. Critically evaluate the accuracy, quality, and validity of the information. d. Synthesize information to support the thesis and present information in a logical manner. e. 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). f. Revise writing for clarity, depth of information, and technique of presentation. g. Edit writing for language, spelling, punctuation, capitalization, syntax, and paragraphing as appropriate for standard English. h. Define the meaning and consequences of plagiarism and follow ethical and legal guidelines for gathering and using information.</p>		



General Instructional Resources and Expectations for Teaching Language Arts in Eleventh Grade

Communication: Speaking, Listening, Media Literacy

At the eleventh-grade level, students will use a variety of oral-communication skills and provide accurate evidence to give informative and persuasive oral presentations. They will also critique and assess the effectiveness of persuasive presentations by others. In addition, students will examine how persuasive media messages influence audiences' beliefs and behaviors.

Reading

At the eleventh-grade level, students will apply knowledge of word origins, derivations, and figurative language to extend vocabulary development in authentic texts. Students will enhance their appreciation for literature by studying both classic and contemporary American literature. They will read a variety of literary genres and informational texts to identify the prevalent themes in American literature that are reflective of American history and culture. They will continue to develop vocabulary and reading comprehension skills and will apply those skills in other content areas, including history and social science, science, and mathematics. In addition, students will identify the contributions of other cultures to the development of American literature. When selecting texts, teachers will consider appropriateness of subject and theme as well as text complexity.

Writing

At the eleventh-grade level, 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. 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.

Research

At the eleventh-grade level, students will engage in research that requires the selection, evaluation, use, and documentation of a variety of sources. Students will verify the validity of all information and follow ethical and legal guidelines for using and gathering information. Each student will present a research product that is clearly written and accurately documented according to a standard form of documentation.

Excerpts taken from the 2010 VDOE Curriculum Framework



General Instructional Resources

VDOE Resources

[Curriculum Framework and Test Blueprints \(Reading and Writing\)](#)

[Enhanced Scope and Sequence Lesson Plans](#)

[VADOE Spring 2013 SOL Student Performance Analysis](#)

[SOL Online Writing Resources - VADOE](#)

[Understand Scoring](#)

[VADOE Text-dependent Questions Using Paired Passages](#)

[Virginia English SOL/Common Core Crosswalk](#)

Instructional Resources

[Laying the Foundation](#)

[ReadWriteThink.org](#)

[Thinkfinity.org](#)

[NBC Learn](#)

[Expert Space](#)

- *If you have not created your own Expert Space account, use this [link](#).*



LIBRARY OF CONGRESS

- Primary and Secondary resources [lesson plans](#)

Project-Based Learning (PBL): The Better Way to Learn

- What is [Project-Based Learning](#)?
- How can [Project-Based Learning](#) be used to personalize learning?
- [PBL Lessons Link 1](#)
- [PBL Lessons Link 2](#)

Additional Text Resources

[Project Gutenberg](#)

[Eyewitness to History](#)

[Famous Speeches and Speech Topics](#)

[Lesson plans for literature, social studies, history, art, and culture](#)

[Read Works](#)

[Short passages: fiction/nonfiction/paired passages/poetry/writing](#)

[Twelve poems every student should know](#) (including notes on interpretation)

[A variety of text types: stories, articles, etc.](#)

BCPS Resources

[Book Request Form](#)

[Novel Opt Out Form](#)

[Thinking Map Samples](#) (requires BCPS server access)

[TEI Samples and Templates](#) (requires BCPS server access)

[Unpacking the Standards](#)



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<p>READING VDOE: Use this link for Further resources for the Reading and Writing SOL.</p> <p>NEW Fiction Performance Assessment:</p> <ul style="list-style-type: none"> • 1984 <p>NEW Nonfiction Performance Assessments:</p> <ul style="list-style-type: none"> • Narrative of the Life of Frederick Douglass • Words We Live By (Constitution) 	<p>Chronology:</p> <p>Native American (Time frame: 3 days): SOL 11.4 c, d, e (bullet points for each time period may differ depending on the reading selections chosen)</p> <p>Oral Literature "The Sky Tree" "The Earth Only" "Coyote Finishes His Work" Personal Memoir</p> <p>Puritanism (Time frame: 2 weeks): SOL 11.4 a, b, c, d, e, f, g, l (bullet points for each time period may differ depending on the reading selections chosen)</p> <p>Anne Bradstreet poetry "Sinners in the Hands of an Angry God" The Scarlett Letter "The Crucible" Understanding Puritanism Youtube</p> <p>Colonialism (Time frame: 1 week): SOL 11.4a, b, c, d, e (bullet points for each time period may differ depending on the reading selections chosen)</p>	<p>Chronology:</p> <p>Romanticism (Time frame: 1 week): SOL 11.4 a, b, c, d, e, f, g (bullet points for each time period may differ depending on the reading selections chosen)</p> <p>"Devil and Tom Walker" Fireside Poets "Thanatopsis" James Fennimore Cooper (created Romantic hero)</p> <p>Transcendentalism (sub-genre of Romanticism) (Time frame: 1 week): SOL 11.4 a, b, c, d, e, g (bullet points for each time period may differ depending on the reading selections chosen)</p> <p>"Nature and Self Reliance" Emerson Walden "Civil Disobedience" Thoreau Compare and Contrast Essay MLK Speech Persuasive Devices and Rhetoric (used with Slave narratives) (can be used with Thoreau's Civil Disobedience) Speech Analysis Lesson Plan (can be used with any speech or oral presentation lesson) Understanding Transcendentalism</p>	<p>Chronology:</p> <p>Realism: SOL 11.4 a, b, c, d, e (bullet points for each time period may differ depending on the reading selections chosen)</p> <p>"The Narrative of the Life of Frederick Douglass" "An Occurrence at Owl Creek Bridge" Bierce Bierce's "The Devil Dictionary" "Celebrated Jumping of Calaveras County" Twain After Apple Picking (can be adapted for any Frost poem) After Apple Picking Analysis Guide (can be adapted for any Frost poem) The Things They Carried technology lesson</p> <p>Naturalism: SOL 11.4 a, b, c, d, e, f, g, l (bullet points for each time period may differ depending on the reading</p>	<p>This nine weeks should be skills based in order to prepare the students for the Reading SOL. The following skills should be taught and applied to literature: SOL 11.4 g, j, k and 11.5 a, b, c, d, e, f, g, h</p> <ul style="list-style-type: none"> -Inference -Prediction -Drawing Conclusions -Vocabulary in Context -Compare and Contrast -Cause and Effect -Figurative Language -Summarize -Main Idea -Supporting Details -Authors Purpose -Fact vs. Opinion -Comprehension - Internal Text Structure -Application of Literary Terms <p>Contemporary Fiction: "Speaking of Courage" Tim O'Brien "Everything Stuck to Him" Raymond Carver</p>



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	<p>"The Autobiography" Ben Franklin Aphorism "Speech to the VA Convention" Patrick Henry "The Crisis" Thomas Paine Declaration of Independence</p> <p>Principals of Rhetoric</p>	<p>Youtube Gothicism (sub-genre of Romanticism) (anti-transcendentalists/dark romance) (Time frame: 1 week): SOL 11.4 a, b, c, d, e, f, g, I (bullet points for each time period may differ depending on the reading selections chosen)</p> <p>Poe Video Project "Dr. Heidegger's Experiment" and "The Ministers Black Veil" Hawthorne Poe: "The Pit and the Pendulum," "The Raven," or "The Black Cat" Poe Lesson Plan</p> <p>Moby Dick "I Hear America Singing" and "Song of Myself" poems by Walt Whitman Emily Dickinson EMBED LESSON</p>	<p>selections chosen)</p> <p>"Mystery of Heroism" Stephen Crane Selected excerpts from "The Red Badge of Courage" Stephen Crane "To Build a Fire" Jack London Modernism (Time frame: 1 week): SOL 11.4 a, b, c, d, e (bullet points for each time period may differ depending on the reading selections chosen)</p> <p>The Great Gatsby Where the Heart Is Catcher in the Rye The Things They Carried "A Worn Path" "The Jilting of Granny Weatherall" - "The Love Song of J. Alfred Prufrock" - "Nothing Gold Can Stay" - Frost - Steinbeck - "A Soldier's Home" Hemmingway "A Rose for Emily" Faulkner</p>	<p>Contemporary Non-Fiction: "The Way to Rainy Mountain" Iaan Scott Momaday</p> <p>Contemporary Poetry: "The Bean Eaters" and "My Father" Gwendolyn Brooks</p> <p>*Cover as many paired passages (fiction and non-fiction passages) as the analysis of the passages will be a vital skill for success on the SOL.</p>



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			<p>Harlem Renaissance (Time frame:1 day): SOL 11.4 a, b, c, d, e (bullet points for each time period may differ depending on the reading selections chosen)</p> <p>“I Too, Sing America”</p> <ul style="list-style-type: none"> - “Tableau” - “Incident” - “The Weary Blues” <p>p.750</p> <ul style="list-style-type: none"> - “Harlem” p. 754 - “A Dream Deferred” - <i>A Raisin in the Sun</i> 	
<p>WRITING</p>	<p>Persuasive/Analysis SOL 11.6 a, b, c, d, e, f, g, h and 11.7 b, c, d, e, f</p> <p>Identification and articulation of tone</p> <p>Write in a variety of forms: persuasive, descriptive, narrative, and expository (introduce all forms but focus on persuasive and teach how to weave the other forms into persuasive writing)</p> <p>Use MLA style manual to</p>	<p>Research (Review the concepts each nine weeks to ensure students remember the skills necessary) SOL 11.8 a, b, c, d, e, f, g, h, i, j</p> <p>Analyze, evaluate, synthesize, and organize information to produce an informative research paper</p> <p>Read and follow directions to complete</p>	<p>SOL TESTING (The prompt will be PERSUASIVE. Students should be exposed to expository writing to strengthen skills but the primary focus is on persuasive writing.)</p>	<p>Analysis</p> <p>Persuasive analysis of a writer’s style</p> <p>Character analysis</p>



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<p>appropriately punctuate and format quotes</p> <p>Speech/Persuasive: SOL 11.1.a, b, c, d, e, f, g, h</p> <p>Students will analyze, evaluate, synthesize, and organize information for a mini-research oral presentation. Proofread and adapt writing to a specific purpose and situation Adjust sentence and paragraph structures for purpose and audience Active/Passive voice</p> <p>Research (pair the research project/paper with an oral presentation, and have the topic be career based to address the appropriate SOL's) SOL 11.8 a, b, c, d, e, f, g, h, i, j</p> <p>*The research paper/project MUST be taught during the first nine weeks. Follow up lessons should be implemented throughout the remainder of the year so the necessary skills are reviewed.</p>	<p>an application for college admission, scholarship, or employment</p> <p>Organize information to form a thesis and a research product</p> <p>Revise and edit to create a final product, following proper conventions</p>	<p>Expository SOL 11.6 a, b, c, d, e, f, g, h</p> <p>Students will continue to write in a variety of forms: persuasive, descriptive, narrative, and expository</p> <p>Use verb phrases to achieve coherence</p> <p>Edit and revise writing to make acceptable in the workplace and secondary education</p>		



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	<p>Students will analyze, evaluate, synthesize, and organize information Proofread and adapt writing to a specific purpose and situation</p> <p>Adjust sentence and paragraph structures for purpose and audience Active/Passive voice</p>			
<p>TECHNOLOGY SOL 11.2 a, b, c, d</p>	<p>www.googlelittrips.com</p> <p>The following Blogging lesson plan (and parts) can be used for all 4 nine weeks w/ any teacher selected fiction, non-fiction, poetry, drama, etc.</p> <p>Blogging Lesson Plan Blogging Reader Response Blogging Annotating</p> <p>Google Docs – this can be used for student journaling any 9 weeks</p> <p>Clickers (all 4 nine weeks) can be used to assess any student understanding or comprehension</p> <p>Cyber Conversation Journals (to be used anytime across all 4 nine weeks)</p>	<p>Plagiarism PowerPoint and practice citing sources www.googlelittrips.com</p> <p>Thoreau introduction lessons with podcasts, etc. (http://www.npr.org/programs/morning/features/patc/Waldon/)</p> <p>Pair Contemporary Music and Canonical Literature (http://www.corndancer.com/tunes/tunes_db.html) (can be used with any 9 weeks)</p>	<p>www.googlelittrips.com</p> <p>Poems in Creative Writing (good for 3rd or 4th nine weeks)</p> <p>Mark Twain Facebook (works for Tom Sawyer and Huck Finn) (www.marktwainmuseum.org/index.php/4-teachers/lesson-plans)</p>	<p>www.googlelittrips.com</p> <p>Career Technology Lesson GLOG Poetry/Newspaper Article Lesson</p>



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	<p>weeks) (www.lauriefowler.com/cyberjourn.html) Flip Cameras (can be used all 4 nine weeks) Ipad Touch (can be used all 4 nine weeks) Literary Scavenger Hunt (can be used for any literature teacher chooses) (http://www.microsoft.com/education/literary.aspx) Windows Movie Maker and Digital Story Telling (http://www.bcps.org/apps/CBTIA/cbtia.aspx?id=4172)</p>			
COMMUNICA-TION	<p>All YEAR the 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 			



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	<p>and techniques.</p> <ul style="list-style-type: none"> ● identify speech appropriate for audience, topic, and situation. ● understand effective oral-delivery techniques ● evaluate and critique content and delivery of oral presentations. ● understand effective oral-delivery techniques. ● evaluate and critique content and delivery of oral presentations. ● recognize that media messages express viewpoints and contain values to influence the beliefs and behaviors of the intended audience. ● understand the difference between <i>objectivity</i>, or fact, and <i>subjectivity</i>, 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. 			



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<p>TECHNOLOGY</p> <p>Internet Safety: 1st Nine Weeks 2nd Nine Weeks 3rd Nine Weeks 4th Nine Weeks</p>	<p>Incorporate one new technology tool each nine weeks. (Not all technology available at each school). See ITRTs for lesson ideas and assistance. Click here for other ideas for technology and web tools.</p> <p>Suggested Activities:</p> <p>iPod Touch/iPads Vocabulary and grammar activities Drama – Act by act study guides of select works Collage activities Voice Memo: Collaborative Story building Audiobooks News articles and current events Analysis of tone, mood, and theme through music Podcasts Apps for Educators</p> <p>SmartBoard Interactive lessons Review games Proofreading and editing Pre-made SmartBoard Lessons</p> <p>Senteo/CPS Response Clickers</p>			



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	<p>Multiple choice quizzes, tests, practice Class polling Class assessments Review games Newer models – open response (short answer) questions</p> <p>Flip Cameras/Digital Cameras Class commercials Video projects Digital photography lessons Digital storytelling</p> <p>Laptop Cart (PCs and Macs Available) In class writing and research Windows Movie Maker and iMovie – video projects Student created Podcasts Photostory and iPhoto – student created photo books</p> <p>Mobi Slate/Airliner Tablet Proofreading and editing Scanning meter in poetry</p> <p>GPS Units Interactive lessons for kinesthetic learners Geocaching lessons</p>			



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	<p>Web 2.0 Tools</p> <p>Glogster – Student Created Digital Posters</p> <p>Wall Wisher – Collaborative digital bulletin board</p> <p>Type with Me – Students can type on the same document from different computers in real time</p> <p>Bubbl - Digital brainstorming</p> <p>Livebinders – Organization of online resources (a digital three ring binder)</p> <p>Wordle and Tagxedo – Student created “word clouds”</p> <p>60 Second Recap – anticipatory and review activities for literature – lead into student created recaps</p> <p>Make Beliefs Comix – Student created comic strips</p> <p>StoryBird – Art Inspired Digital Storytelling</p> <p>Prezi – Student created presentations</p> <p>Voki – Online avatar and movie creator</p> <p>XtraNormal – Online movie creator</p> <p>Wikis</p> <p>Blogs</p>			