



Language Arts Curriculum Framework Grades 9-12



ENGLISH 9 COURSE OVERVIEW

English 9 is a comparative study of genres and world literature in the ancient and classical worlds. Through five interdisciplinary concepts (systems, change and continuity, communication, aesthetics, and universality) and the correlating language arts concepts, students explore Eastern and Western literature and seek to answer critical questions about language arts: Why do literary eras matter? How do cultural changes affect style of literature and art? What determines whether a belief (system) will be timeless or trendy? Ninth-grade students read extensively in a variety of genres and practice comparative analysis skills. Continued emphasis is placed on the components of writing, such as organizational structures and written expression.

ACPS Concepts, Enduring Understandings & Essential Standards	
Language Arts Concept: Communication	
Listening for Meaning	Speaking to Communicate
Enduring Understanding: Attentive listeners discern the ideas of other’s to understand multiple perspectives, build knowledge, and actively solve problems.	Enduring Understanding: Effective speakers clearly and coherently communicate ideas for a variety of audiences, through purposeful selection and organization of content
Essential Standard: (6-12) Interpret and analyze information in order to evaluate the relevance of arguments based on evidence	Essential Standard: (6-12) Present claims and findings with relevant and specific evidence using appropriate eye contact, adequate volume and clear pronunciation – differentiating when appropriate between formal and informal discourse.
Lifelong Learner Standards: <ul style="list-style-type: none"> Think analytically, critically, and creatively to pursue new ideas, acquire new knowledge, and make decisions. Understand and apply principles of logic and reasoning; develop, evaluate, and defend arguments. 	Lifelong Learner Standards: <ul style="list-style-type: none"> Acquire and use precise language to clearly communicate ideas, knowledge, and processes. Explore and express ideas and opinions using multiple media, the arts, and technology.
SOLs: 9.2	SOLs: 9.1, 9.2

Virginia Standards of Learning aligned to the above ACPS Concepts, Enduring Understandings & Essential Standards	
Virginia Standards of Learning	ESSENTIAL KNOWLEDGE, SKILLS, AND PROCESSES To be successful with this standard, students are expected to:
9.1 The student will make planned oral presentations independently and in small groups. a) Include definitions to increase clarity. b) Use relevant details to support main ideas. c) Illustrate main ideas through anecdotes and examples. d) Use grammatically correct language,	<ul style="list-style-type: none"> define technical and specialized language to increase clarity of their oral presentations. incorporate details, such as facts, statistics, quotations, information from interviews and surveys, and pertinent information discovered during research, to support the main ideas of their oral presentations. organize presentation in a structure appropriate to the audience, topic, and purpose (problem-solution, comparison-contrast, cause-effect, etc.). use examples from their knowledge and experience to support the main ideas of their oral presentation. use grammar and vocabulary appropriate for situation, audience, topic, and purpose. demonstrate nonverbal techniques including, but not limited to, eye contact, facial expressions, gestures, and stance. use verbal techniques including, but not limited to, appropriate tone, diction, articulation, clarity, type, and rate.

<p>including vocabulary appropriate to the topic, audience, and purpose.</p> <p>e) Use verbal and nonverbal techniques for presentation.</p> <p>f) Evaluate impact and purpose of presentation.</p> <p>g) Credit information sources.</p> <p>h) Give impromptu responses to questions about presentation.</p> <p>i) Give and follow spoken directions to perform specific tasks, answer questions, or solve problems.</p> <p>j) Use a variety of strategies to listen actively.</p> <p>k) Summarize and evaluate information presented orally by others.</p> <p>l) Assume shared responsibility for collaborative work.</p>	<ul style="list-style-type: none"> • keep eye contact with audience, adjust volume, tone, and rate, be aware of postures and gestures, use natural tone. • analyze and critique the relationship among purpose, audience, and content of presentations. • assess the impact of presentations, including the effectiveness of verbal and nonverbal techniques using a rubric or checklist. • give credit in their oral presentations to authors, researchers, and interviewers by citing titles of articles, magazines, newspapers, books, documents, and other reference materials used in the presentations. • respond to questions about their oral presentations • collaborate with peers to set rules for group presentations and discussions, set clear goals and deadlines, and define individual roles as needed. • engage others in a conversation by posing and responding to questions in a group situation. • demonstrate active listening skills by looking at the speaker, using body language to indicate attentiveness, and give appropriate feedback. • summarize or paraphrase what others have said to show attentiveness: “It sounds like you were saying. . .” and provide an evaluation of others’ information. • analyze and critique the effectiveness of a speaker’s or group’s demeanor, voice, language, gestures, clarity of thought, organization of evidence, relevance of information, and delivery.
<p>9.2</p> <p>The student will produce, analyze, and evaluate auditory, visual, and written media messages.</p> <p>a) Analyze and interpret special effects used in media messages including television, film, and internet.</p> <p>b) Determine the purpose of the media message and its effect on the audience.</p> <p>c) Describe possible cause and effect relationships between mass media coverage and public opinion trends.</p> <p>d) Evaluate sources including advertisements, editorial, and feature stories for relationships between intent and factual content.</p> <p>e) Monitor, analyze, and use multiple streams of simultaneous information.</p>	<ul style="list-style-type: none"> • create and publish media messages, such as public service announcements aimed at a variety of audiences and with different purposes. • Recognize that persuasive techniques are used to convince viewers to make decisions, change their minds, take a stand on an issue, or predict a certain outcome, 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” ○ begging the question – assumes the conclusion is true without proving it; circular argument; ○ testimonial – uses famous people to endorse the product or idea; ○ ethical appeal – establishes the writer as knowledgeable ○ emotional appeal – appeals strictly to emotions often used with strong visuals; and ○ logical appeal – is the strategic use of logic, claims, and evidence. • Identify and evaluate word choice in the media. • Investigate the use of bias and viewpoints in media. • Describe the effect of persuasive messages in the media on the audience. • Identify public opinion trends and possible causes. • Identify and analyze choice of information in the media and distinguish between fact and opinion. • Identify and analyze sources and viewpoints in the media. • Analyze information from many different print and electronic sources.

	<ul style="list-style-type: none">• Identify basic principles of media literacy:<ul style="list-style-type: none">○ media messages are constructed;○ messages are representations of reality with values and viewpoints;○ each form of media uses a unique set of rules to construct messages;○ individuals interpret based on personal experience; and○ media are driven to gain profit or power.○ Identify key questions of media literacy:• Who created the message?• What techniques are used to attract attention?• How might different people react differently to this message?• What values, lifestyles and points of view are represented in, or omitted from, this message?• What is the purpose of this message?
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ACPS Concepts, Enduring Understandings & Essential Standards	
Language Arts Concept: Comprehension	
Learning to Read	Reading to Learn
<p>Enduring Understanding: Letters, sounds, and symbols form the foundation of language systems. Proficient readers fluently decode these symbols to comprehend texts across a range of types and disciplines.</p>	<p>Enduring Understanding: Proficient readers actively and constructively interact with text, integrating and evaluating content to build knowledge and make meaning.</p>
<p>Essential Standard: (K-12) Apply knowledge of language and its conventions when determining or clarifying the meaning of unknown and multiple-meaning words and phrases.</p>	<p>Essential Standards: (6-12) Evaluate and synthesize complex information to discern the main ideas, significant details, and relationships among them in order to ask/answer questions, solve problems, and build knowledge. (6-12) Analyze how the author’s word choice, point of view, and organizational structure impact his/her overall message. (6-12) Analyze, evaluate, and integrate information presented in diverse formats, from multiple sources, to build knowledge and make meaning. (K-12) Interact with a variety of material to expand vocabulary and create knowledge.</p>
<p>Lifelong Learner Standards:</p> <ul style="list-style-type: none"> Gather, organize, and analyze data; evaluate processes and products; and draw conclusions. Think analytically, critically, and creatively to pursue new ideas, acquire new knowledge, and make decisions. 	<p>Lifelong Learner Standards:</p> <ul style="list-style-type: none"> Gather, organize, and analyze data; evaluate processes and products; and draw conclusions Think analytically, critically, and creatively to pursue new ideas, acquire new knowledge, and make decisions.
<p>SOLs: 9.3</p>	<p>SOLs: 9.4, 9.5</p>

Virginia Standards of Learning aligned to the above ACPS Concepts, Enduring Understandings & Essential Standards	
Virginia Standards of Learning	ESSENTIAL KNOWLEDGE, SKILLS, AND PROCESSES To be successful with this standard, students are expected to:
<p>9.3 The student will apply knowledge of</p>	<ul style="list-style-type: none"> Use word structure to analyze and relate words. Use roots or affixes to determine or clarify the meaning of words.

<p>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>	<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. • Demonstrate an understanding of idioms. • Use prior reading knowledge and other study to identify the meaning of literary and classical allusions. • Interpret figures of speech (e.g. euphemism, oxymoron) in context and analyze their role in the text. • Analyze connotations 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 meanings or parts of speech (e.g. <i>conceive, conception, conceivable</i>) • Consult general and specialized reference materials (e.g. dictionaries, thesaurus). • Demonstrate understanding of figurative language, word relationships, and connotations in word meanings.
<p>9.4 The student will read, comprehend, and analyze a variety of literary texts including narratives, narrative nonfiction, poetry, and drama.</p> <p>a) Identify author’s main idea and purpose.</p> <p>b) Summarize text relating the supporting details.</p> <p>c) Identify the characteristics that distinguish literary forms.</p> <p>d) Use literary terms in describing and analyzing selections.</p> <p>e) Explain the relationships between and among elements of literature: characters, plot, setting, tone, point of view, and theme.</p> <p>f) Compare and contrast the use of rhyme, rhythm, sound, imagery, and other</p>	<ul style="list-style-type: none"> a) Identify main idea, purpose, and supporting details <ul style="list-style-type: none"> ○ Provide a summary of the text. ○ Identify the differing characteristics that distinguish literary forms, including: <ul style="list-style-type: none"> • narrative – short story, anecdote, character sketch, fable, legend, myth, tall tale, allegory, novel; • poetry – epic, ballad, sonnet, lyric, elegy, ode; • drama – comedy, tragedy; • essay – editorial, journal/diary entry, informative/explanatory essay, analytical essay, speech; and • narrative nonfiction – biographies, autobiographies, personal essays. • Identify and analyze elements of dramatic literature: <ul style="list-style-type: none"> ○ dramatic structure: exposition/initiating event, rising action, complication/conflict, climax, falling action, resolution/denouement (conclusion/resolution) ○ monologue ○ soliloquy ○ dialogue ○ aside ○ dialect; and

<p>literary devices to convey a message and elicit the reader's emotion.</p> <p>g) Analyze the cultural or social function of a literary text.</p> <p>h) Explain the relationship between the author's style and literary effect.</p> <p>i) Explain the influence of historical context on the form, style, and point of view of a written work.</p> <p>j) Compare and contrast author's use of literary elements within a variety of genres.</p> <p>k) Analyze how an author's specific word choices and syntax achieve special effects and support the author's purpose.</p> <p>l) Make predictions, inferences, draw conclusions, and connect prior knowledge to support reading comprehension.</p> <p>m) Use reading strategies to monitor comprehension throughout the reading process.</p>	<ul style="list-style-type: none"> ○ stage directions. • Describe how stage directions help the reader understand a play's setting, mood, characters, plot, and theme. • Compare and contrast the representation of a subject or a key scene in two different media and analyze what is emphasized in each. • Explain the relationships among the elements of literacy, such as: <ul style="list-style-type: none"> ○ protagonist and other characters; ○ plot; ○ setting; ○ tone; ○ point of view – first person, third person omniscient; ○ theme; ○ speaker; and ○ narrator. • Analyze the techniques used by an author to convey information about a character. • Analyze character types, including: <ul style="list-style-type: none"> ○ dynamic/round character; ○ static/flat character; ○ stereotype and caricature. • Analyze how authors create multilayered characters through the use of literary devices: indirect and direct methods of characterization, character's actions, interactions with other characters, dialogue, physical appearance, and thoughts. • Analyze how characters with multiple or conflicting motivations develop over the course of a text, interact with other characters, and advance the plot or develop theme. • Analyze how the plot structures (conflict, resolution, climax, and subplots) advance the action in literature. • Determine a theme of a text and analyze its development over the course of the text. • Compare and contrast types of figurative language and other literary devices such as: <ul style="list-style-type: none"> ○ simile ○ metaphor; ○ personification; ○ analogy; ○ symbolism; ○ apostrophe; ○ allusion; ○ imagery; ○ paradox; and ○ oxymoron. <ul style="list-style-type: none"> ▪ Identify sound devices, including: • rhyme (approximate, end, slant)
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	<ul style="list-style-type: none"> • rhythm; • repetition; • alliteration; • assonance; • consonance; • onomatopoeia; and • parallelism. <ul style="list-style-type: none"> ○ Identify and analyze an author’s presentation of literary content by the use of structuring techniques, such as: <ul style="list-style-type: none"> ▪ dialogue; ▪ foreshadowing; ▪ parallel plots; ▪ subplots and multiple story lines; ▪ flashback; ▪ soliloquy; ▪ verse; ▪ refrain; and ▪ stanza forms ○ couplet ○ quatrain ○ sestet ○ octet (octave) • Identify and analyze an author’s use of diction (word choice) and syntax to convey ideas and content, including: • rhetorical question; • cliché; • connotation; • denotation; • hyperbole; • understatement; • irony; <ul style="list-style-type: none"> ○ dramatic ○ situational ○ verbal <ul style="list-style-type: none"> a) dialect; and b) pun.
<p>9.5 The student will read and analyze a variety of nonfiction texts.</p> <p>a) Recognize an author’s intended purpose for writing and identify the main idea.</p>	<ul style="list-style-type: none"> • identify and infer the main idea from a variety of complex informational text. • explain author’s purpose in informational text. • identify and summarize essential details that support the main idea of informational text.

<ul style="list-style-type: none"> b) Summarize text relating supporting details. c) Understand the purpose of text structures and use those features to locate information and gain meaning from texts. d) Identify characteristics of expository, technical, and persuasive texts. e) Identify a position/argument to be confirmed, disproved, or modified. f) Evaluate clarity and accuracy of information. g) Analyze and synthesize information in order to solve problems, answer questions, or complete a task. h) Draw conclusions and make inferences on explicit and implied information using textual support as evidence. i) Differentiate between fact and opinion. j) Organize and synthesize information from sources for use in written and oral presentations. k) Use the reading strategies to monitor comprehension throughout the reading process. 	<ul style="list-style-type: none"> • analyze two or more texts with conflicting information on the same topic and identify how the texts disagree. • demonstrate the use of text features to locate information, such as: <ul style="list-style-type: none"> ◦ title page; ◦ bolded or highlighted words; ◦ index; ◦ graphics; ◦ charts; and ◦ headings. <ul style="list-style-type: none"> - analyze text structures (organizational pattern), including: <ul style="list-style-type: none"> ◦ cause and effect; ◦ comparison/contrast; ◦ enumeration or listing; ◦ sequential or chronological; ◦ concept/definition; ◦ generalization; and ◦ process. • identify an author’s position/argument within informational text. • evaluate the clarity and accuracy of information found in informational texts, such as manuals, textbooks, business letters, newspapers, etc. • make inferences and draw conclusions from complex informational text. • examine text structures to aid comprehension and analysis of complex, informational texts. • use a variety of reading strategies to self-monitor the reading process.
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ACPS Concepts, Enduring Understandings & Essential Standards	
Language Arts Concept: Composition	
Learning to Write	Writing to Communicate
<p>Enduring Understanding: Letters, sounds, and symbols form the foundation of language systems. Proficient writers fluently produce these symbols to communicate ideas for varied audiences.</p> <p>Essential Standards: (K-12) Write routinely for a range of tasks, purposes, and audiences to support fluency in writing. (K-12) Demonstrate command of the conventions for standard English grammar, usage, and mechanics.</p>	<p>Enduring Understanding: Proficient writers communicate effectively for a variety of audiences, clearly expressing ideas through purposeful selection and organization of content.</p> <p>Essential Standards: (6-12) Write for a variety of purposes and audiences using effective technique, relevant descriptive details, supporting evidence, and well-structured event sequences. Types of writing include: arguments, informative/explanatory texts, and narratives. (6-12) Produce, edit, revise, and publish clear and coherent writing in which the development, organization, and style are appropriate to task, purpose, and audience. (K-12) Participate and/or conduct research to build knowledge through investigation of different topics using multiple print/digital resources.</p>
<p>Lifelong Learner Standards:</p> <ul style="list-style-type: none"> • Seek, recognize, and understand systems, patterns, themes, and interactions. • Acquire and use precise language to clearly communicate ideas, knowledge, and processes. 	<p>Lifelong Learner Standards:</p> <ul style="list-style-type: none"> • Acquire and use precise language to clearly communicate ideas, knowledge, and processes. • Explore and express ideas and opinions using multiple media, the arts, and technology.
<p>SOLs: 9.6, 9.7</p>	<p>SOLs: 9.6, 9.7</p>

Virginia Standards of Learning aligned to the above ACPS Concepts, Enduring Understandings & Essential Standards

Virginia Standards of Learning	ESSENTIAL KNOWLEDGE, SKILLS, AND PROCESSES To be successful with this standard, students are expected to:
<p>9.6 The student will develop narrative, expository, and persuasive writings for a variety of audiences and purposes.</p> <ul style="list-style-type: none"> ◦ Generate, gather, and organize ideas for writing. ◦ Plan and organize writing to address a specific audience and purpose. ◦ Communicate clearly the purpose of the writing using a thesis statement where appropriate. ◦ Write clear, varied sentences using specific vocabulary and information. ◦ Elaborate ideas clearly through word choice and vivid description. ◦ Arrange paragraphs into a logical progression. ◦ Use transitions between paragraphs and ideas. ◦ Revise writing for clarity of content, accuracy and depth of information. <p>i) Use computer technology to plan, draft, revise, edit, and publish writing</p>	<ul style="list-style-type: none"> • use prewriting strategies and organize writing. • plan and develop organized and focused written products that demonstrate their understanding of composing, written expression, and usage/mechanics and that reflect an appropriate audience and purpose. • demonstrate the purpose of writing as narrative, persuasive, expository, or analytical. • apply narrative techniques, such as dialogue, description, and pacing to develop experiences or characters. • write using a clear, focused thesis that addresses the purpose for writing. • provide an engaging introduction and a clear thesis statement that introduces the information presented. • write clear, varied sentences, and increase the use of embedded clauses. • use specific vocabulary and information. • use precise language to convey a vivid picture. • develop the topic with appropriate information, details, and examples. • arrange paragraphs into a logical progression using appropriate words or phrases to signal organizational pattern and transitions between ideas. • revise writing for clarity, content, depth of information, and intended audience and purpose. • use computer technology to assist in the writing process.
<p>9.7 The student will self- and peer-edit writing for correct grammar, capitalization, punctuation, spelling, sentence structure, and paragraphing.</p> <ul style="list-style-type: none"> a) Use and apply rules for the parts of a sentence, including subject/verb, direct/indirect object, and predicate nominative/predicate adjective, and coordinating conjunctions. b) Use parallel structures across sentences and paragraphs. c) Use appositives, main clauses, and 	<ul style="list-style-type: none"> • apply rules for sentence development, including: <ul style="list-style-type: none"> ◦ subject/verb; ◦ direct object; ◦ indirect object; ◦ predicate nominative; and ◦ predicate adjective. • identify and appropriately use coordinating conjunctions: <i>for, and, nor, but, or, yet, and so</i> (FANBOYS). • use parallel structure when: <ul style="list-style-type: none"> a) linking coordinate ideas;

<p>subordinate clauses.</p> <p>d) Use commas and semicolons to distinguish and divide main and subordinate clauses.</p> <p>e) Distinguish between active and passive voice.</p> <p>f) Proofread and edit writing for intended audience and purpose.</p>	<p>b) comparing or contrasting ideas; and</p> <p>c) linking ideas with correlative conjunctions:</p> <ul style="list-style-type: none"> - <i>both...and</i> - <i>either...or</i> - <i>neither...nor</i> - <i>not only...but also.</i> <ul style="list-style-type: none"> - use appositives. - distinguish and divide main and subordinate clauses, using commas and semicolons. - use a semicolon, or a conjunctive adverb to link two or more closely related independent clauses. <ul style="list-style-type: none"> • differentiate between active and passive voice to create a desired effect. • proofread and edit writing.
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ACPS Concepts, Enduring Understandings & Essential Standards	
Concept: Research	
Enduring Understanding:	TBD
Essential Standards:	TBD
Lifelong Learner Standards:	
<ul style="list-style-type: none"> • Plan and conduct research. • Gather, organize, and analyze data; evaluate processes and products; and draw conclusions 	
SOLs: 9.8	

Virginia Standards of Learning aligned to the above ACPS Concepts, Enduring Understandings & Essential Standards	
Virginia Standards of Learning	ESSENTIAL KNOWLEDGE, SKILLS, AND PROCESSES
	To be successful with this standard, students are expected to:
9.8 The student will use print, electronic databases, online resources, and other media to access information to create a research product. <ul style="list-style-type: none"> o Use technology as a tool for research to organize, evaluate, and communicate information. o Narrow the focus of a search. o Find, evaluate, and select appropriate sources to access information and answer questions. d) Verify the validity and accuracy of all 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) Credit the sources of quoted,	<ul style="list-style-type: none"> • use Internet resources, electronic databases, and other technology to access, organize, and present information. • focus the topic by : <ul style="list-style-type: none"> o identifying audience; o identifying purpose; o identifying useful search terms; and o combining search terms effectively. • scan research information and select resources based upon reliability, accuracy, and relevance to the purpose of the research. • differentiate between reliable and unreliable resources. • question the validity and accuracy of information: <ul style="list-style-type: none"> o Who is the author or sponsor of the page? o Are there obvious reasons for bias? o Is contact information provided? o Is there a copyright symbol on the page? o What is the purpose of the page? o Is the information on the page <i>primary</i> or <i>secondary</i>?

<p>paraphrased, and summarized ideas.</p> <p>g) Cite sources of information using a standard method of documentation such as that of the Modern Language Association (MLA) or the American Psychological Association (APA).</p> <p>h) 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"> ◦ Is the information current? ◦ Can the information on the Web page be verified? <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. • distinguish one's own ideas from information created or discovered by others. • use a style sheet, such as MLA or APA, to cite sources.
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ENGLISH 10 COURSE OVERVIEW

English 10 is a comparative study of genres and world literature from Medieval to modern times. Through five inter-disciplinary concepts (systems, change and continuity, communication, aesthetics, and universality) and the correlating language arts concepts, students explore Eastern and Western literature and seek to answer critical questions about language arts: Why do literary eras matter? How do cultural changes affect style of literature and art? What determines whether a belief (system) will be timeless or trendy? As such, tenth-grade students read extensively in a variety of genres and practice comparative analysis skills. Students write and speak for a variety of audiences and purposes, applying and refining written and oral communication using a range of literary and persuasive techniques.

ACPS Concepts, Enduring Understandings & Essential Standards	
Language Arts Concept: Communication	
Listening for Meaning	Speaking to Communicate
Enduring Understanding: Attentive listeners discern the ideas of other’s to understand multiple perspectives, build knowledge, and actively solve problems.	Enduring Understanding: Effective speakers clearly and coherently communicate ideas for a variety of audiences, through purposeful selection and organization of content
Essential Standard: (6-12) Interpret and analyze information in order to evaluate the relevance of arguments based on evidence	Essential Standard: (6-12) Present claims and findings with relevant and specific evidence using appropriate eye contact, adequate volume and clear pronunciation – differentiating when appropriate between formal and informal discourse.
Lifelong Learner Standards: <ul style="list-style-type: none"> • Think analytically, critically, and creatively to pursue new ideas, acquire new knowledge, and make decisions. • Understand and apply principles of logic and reasoning; develop, evaluate, and defend arguments. 	Lifelong Learner Standards: <ul style="list-style-type: none"> • Acquire and use precise language to clearly communicate ideas, knowledge, and processes. • Explore and express ideas and opinions using multiple media, the arts, and technology.
SOLs: 10.2	SOLs: 10.1, 10.2

Virginia Standards of Learning aligned to the above ACPS Concepts, Enduring Understandings & Essential Standards	
Virginia Standards of Learning	ESSENTIAL KNOWLEDGE, SKILLS, AND PROCESSES To be successful with this standard, students are expected to:
10.1 The student will participate in, collaborate in, and report on small-group learning activities. <ul style="list-style-type: none"> ◦ Assume responsibility for specific group tasks. ◦ Collaborate in the preparation or summary of the group activity. ◦ Include all group members in oral presentation. ◦ Choose vocabulary, language, and tone 	<ul style="list-style-type: none"> ◦ assume shared responsibility for collaborative work. ◦ collaborate with peers to set rules for group presentations and discussions, set clear goals and deadlines, and define individual roles as needed. ◦ respond thoughtfully by summarizing points of agreement and disagreement, qualifying views and understanding. ◦ demonstrate active listening through use of appropriate facial expressions, posture, and gestures. ◦ engage others in a conversation by posing and responding to questions in a group situation.

<p>appropriate to the topic, audience, and purpose.</p> <p>e) Demonstrate the ability to work effectively with diverse teams to accomplish a common goal.</p> <p>f) Collaborate with others to exchange ideas, develop new understandings, make decisions, and solve problems.</p> <p>g) Access, critically evaluate, and use information accurately to solve problems.</p> <p>h) Evaluate one’s own role in preparation and delivery of oral reports.</p> <p>i) Use a variety of strategies to listen actively.</p> <p>j) Analyze and interpret other’s presentations.</p> <p>k) Evaluate effectiveness of group process in preparation and delivery of oral reports.</p>	<ul style="list-style-type: none"> ◦ exercise flexibility and willingness in making compromises to accomplish a common goal. ◦ use grammatically correct language.
<p>10.2 The student will analyze, produce, and examine similarities and differences between visual and verbal media messages.</p> <p>a) Use media, visual literacy, and technology skills to create products.</p> <p>b) Evaluate sources including advertisements, 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>	<ul style="list-style-type: none"> • identify and analyze the sources and viewpoint of publications. • analyze, compare, and contrast 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, factual content, opinion, and/or possible bias as presented in media messages.

ACPS Concepts, Enduring Understandings & Essential Standards	
Language Arts Concept: Comprehension	
Learning to Read	Reading to Learn
<p>Enduring Understanding: Letters, sounds, and symbols form the foundation of language systems. Proficient readers fluently decode these symbols to comprehend texts across a range of types and disciplines.</p>	<p>Enduring Understanding: Proficient readers actively and constructively interact with text, integrating and evaluating content to build knowledge and make meaning.</p>
<p>Essential Standard: (K-12) Apply knowledge of language and its conventions when determining or clarifying the meaning of unknown and multiple-meaning words and phrases.</p>	<p>Essential Standards: (6-12) Evaluate and synthesize complex information to discern the main ideas, significant details, and relationships among them in order to ask/answer questions, solve problems, and build knowledge. (6-12) Analyze how the author’s word choice, point of view, and organizational structure impact his/her overall message. (6-12) Analyze, evaluate, and integrate information presented in diverse formats, from multiple sources, to build knowledge and make meaning. (K-12) Interact with a variety of material to expand vocabulary and create knowledge.</p>
<p>Lifelong Learner Standards:</p> <ul style="list-style-type: none"> • Gather, organize, and analyze data; evaluate processes and products; and draw conclusions. • Think analytically, critically, and creatively to pursue new ideas, acquire new knowledge, and make decisions. 	<p>Lifelong Learner Standards:</p> <ul style="list-style-type: none"> • Gather, organize, and analyze data; evaluate processes and products; and draw conclusions • Think analytically, critically, and creatively to pursue new ideas, acquire new knowledge, and make decisions.
<p>SOLs: 10.3</p>	<p>SOLs: 10.4, 10.5</p>

Virginia Standards of Learning aligned to the above ACPS Concepts, Enduring Understandings & Essential Standards

Virginia Standards of Learning	ESSENTIAL KNOWLEDGE, SKILLS, AND PROCESSES To be successful with this standard, students are expected to:
<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>	<ul style="list-style-type: none"> • use roots or affixes to determine or clarify the meaning of words. • demonstrate an understanding of idioms. • use prior reading knowledge and other study to identify the meaning of literary and classical allusions. • interpret figures of speech (e.g., <i>euphemism</i>, <i>oxymoron</i>) in context and analyze their role in the text. • analyze connotations 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 meanings or parts of speech (e.g., <i>conceive</i>, <i>conception</i>, <i>conceivable</i>). • 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. • demonstrate understanding of figurative language, word relationships, and connotations in word meanings.
<p>10.4 The student will read, comprehend, and analyze literary texts of different cultures and eras.</p> <p>a) Identify main and supporting ideas.</p> <p>b) Make predictions, draw inferences, and connect prior knowledge to support reading comprehension.</p> <p>c) Explain similarities and differences of techniques and literary forms represented in the literature of different cultures and</p>	<ul style="list-style-type: none"> • construct meaning from text by making connections between what they already know and the new information they read. • 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. • compare and contrast a variety of literary works from different cultures and eras, including: <ul style="list-style-type: none"> a) short stories; b) poems;

<p>eras.</p> <p>d) Analyze the cultural or social function of literature.</p> <p>e) Identify universal themes prevalent in the literature of different cultures.</p> <p>f) Examine a literary selection from several critical perspectives.</p> <p>g) Explain the influence of historical context on the form, style, and point of view of a literary text.</p> <p>h) Evaluate how an author’s specific word choices, syntax, tone, and voice shape the intended meaning of the text, achieve specific effects and support the author’s purpose.</p> <p>i) Compare and contrast literature from different cultures and eras.</p> <p>j) Distinguish between a critique and a summary.</p> <p>k) Compare and contrast how rhyme, rhythm, sound, imagery, style, form, and other literary devices convey a message and elicit a reader’s emotions.</p> <p>l) Compare and contrast character development in a play to characterization in other literary forms.</p> <p>m) Use reading strategies to monitor comprehension throughout the reading process.</p>	<p>c) plays;</p> <p>d) novels;</p> <p>e) essays; and</p> <p>f) narrative nonfiction.</p> <ul style="list-style-type: none"> • explain similarities and differences among literary genres from different cultures, such as: <ul style="list-style-type: none"> ◦ haikus; ◦ sonnets; ◦ fables; ◦ myths; ◦ novels; ◦ graphic novels; and ◦ short stories. • analyze the different functions that characters play in a literary text (e.g., antagonist, protagonist, foil, tragic hero). • analyze how relationships among a character’s actions, dialogue, physical attributes, thoughts, feelings, and other characters reveal nuances of character (e.g., beliefs, values, social class, and gender roles) and advance the plot. • identify universal themes, such as: <ul style="list-style-type: none"> ◦ struggle with nature; ◦ survival of the fittest; ◦ coming of age; ◦ power of love; ◦ loss of innocence; ◦ struggle with self; ◦ disillusionment with life; ◦ the effects of progress; ◦ power of nature; ◦ alienation and isolation; ◦ honoring the historical past; ◦ good overcoming evil; ◦ tolerance of the atypical; ◦ the great journey; ◦ noble sacrifice; ◦ the great battle; ◦ love and friendship; and ◦ revenge.
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	<ul style="list-style-type: none"> • analyze works of literature for historical information about the period in which they were written. • describe common archetypes that pervade literature, such as the: <ul style="list-style-type: none"> ◦ hero/heroine; ◦ trickster; ◦ faithful companion; ◦ outsider/outcast; ◦ rugged individualist; ◦ shrew; ◦ innocent; ◦ villain; ◦ caretaker; ◦ Earth mother; ◦ rebel; ◦ misfit; ◦ mother/father figure; ◦ monster/villain; ◦ scapegoat; and a) lonely orphan. • examine a literary selection from several different critical perspectives. • analyze a particular point of view or cultural experience reflected in a literary work. • analyze the representation of a subject or a key scene in two different media. • compare and contrast literary devices in order to convey a poem’s message and elicit a reader’s emotions. • interpret and paraphrase the meanings of selected poems. • analyze the use of dialogue, special effects, music, and set to interpret characters. • identify and describe dramatic conventions. <ul style="list-style-type: none"> ◦
<p>10.5 The student will read, interpret, analyze, and evaluate nonfiction texts.</p> <p>a) Identify text organization and structure.</p> <p>b) Recognize an author’s intended audience and purpose for writing.</p> <p>c) Skim manuals or informational sources</p>	<ul style="list-style-type: none"> • identify the different formats and purposes of informational and technical texts. • analyze how authors use rhetoric to advance their point of view. • identify the main idea(s) in informational text. • identify essential details in complex informational passages.

<p>to locate information.</p> <p>d) Compare and contrast informational texts.</p> <p>e) Interpret and use data and information in maps, charts, graphs, timelines, tables, and diagrams.</p> <p>f) Draw conclusions and make inferences on explicit and implied information using textual support as evidence.</p> <p>g) Analyze and synthesize information in order to solve problems, answer questions, and generate new knowledge.</p> <p>h) Use reading strategies throughout the reading process to monitor comprehension.</p>	<ul style="list-style-type: none"> • locate specific information in manuals or other informational sources by using strategies such as skimming, summarizing, and highlighting. • interpret and understand information presented in maps, charts, timelines, tables, and diagrams, • make inferences and draw conclusions from informational text. • synthesize information across multiple informational texts.
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ACPS Concepts, Enduring Understandings & Essential Standards	
Language Arts Concept: Composition	
Learning to Write	Writing to Communicate
<p>Enduring Understanding: Letters, sounds, and symbols form the foundation of language systems. Proficient writers fluently produce these symbols to communicate ideas for varied audiences.</p> <p>Essential Standards: (K-12) Write routinely for a range of tasks, purposes, and audiences to support fluency in writing. (K-12) Demonstrate command of the conventions for standard English grammar, usage, and mechanics.</p>	<p>Enduring Understanding: Proficient writers communicate effectively for a variety of audiences, clearly expressing ideas through purposeful selection and organization of content.</p> <p>Essential Standards: (6-12) Write for a variety of purposes and audiences using effective technique, relevant descriptive details, supporting evidence, and well-structured event sequences. Types of writing include: arguments, informative/explanatory texts, and narratives. (6-12) Produce, edit, revise, and publish clear and coherent writing in which the development, organization, and style are appropriate to task, purpose, and audience. (K-12) Participate and/or conduct research to build knowledge through investigation of different topics using multiple print/digital resources.</p>
<p>Lifelong Learner Standards:</p> <ul style="list-style-type: none"> • Seek, recognize, and understand systems, patterns, themes, and interactions. • Acquire and use precise language to clearly communicate ideas, knowledge, and processes. 	<p>Lifelong Learner Standards:</p> <ul style="list-style-type: none"> • Acquire and use precise language to clearly communicate ideas, knowledge, and processes. • Explore and express ideas and opinions using multiple media, the arts, and technology.
<p>SOLs: 10.6, 10.7</p>	<p>SOLs: 10.6, 10.7</p>

Virginia Standards of Learning aligned to the above ACPS Concepts, Enduring Understandings & Essential Standards

Virginia Standards of Learning	ESSENTIAL KNOWLEDGE, SKILLS, AND PROCESSES To be successful with this standard, students are expected to:
<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"> ◦Generate, gather, plan, and organize ideas for writing to address a specific audience and purpose. ◦Synthesize information to support the thesis. ◦Elaborate ideas clearly through word choice and vivid description. ◦Write clear and varied sentences, clarifying ideas with precise and relevant evidence. ◦ Organize ideas into a logical sequence using transitions. ◦ Revise writing for clarity of content, accuracy, and depth of information. ◦ Use computer technology to plan, draft, revise, edit, and publish writing. 	<ul style="list-style-type: none"> • write expository texts that: <ul style="list-style-type: none"> a) explain a process; b) compare and contrast ideas; c) show cause and effect; d) enumerate details; or e) define ideas and concepts. • develop written products that demonstrate their understanding of composing, written expression, and usage/mechanics. • write persuasively and analytically on a variety of literary and nonliterary subjects. • develop writing that analyzes complex issues. • plan and organize their ideas for writing. • state a thesis and support it. • elaborate ideas in order to provide support for the thesis. • use visual and sensory language as needed for effect. • vary sentence structures for effect. • identify and apply features of the writing domains, including <ul style="list-style-type: none"> a) effective organization; b) clear structure; a) sentence variety; b) unity and coherence; c) tone and voice; d) effective word choice; e) clear purpose; f) appropriate mechanics and usage; and g) accurate and valuable information. • develop ideas deductively and inductively and organize ideas into a logical sequence, applying effective organizational patterns/techniques, such as: <ul style="list-style-type: none"> ◦ comparison/contrast; ◦ chronological order;

	<ul style="list-style-type: none"> ◦ spatial layout; ◦ cause and effect; ◦ definition; ◦ order of importance; ◦ explanation; ◦ generalization; ◦ classification; ◦ enumeration; and ◦ problem/solution. <ul style="list-style-type: none"> • evaluate analytical writing by examining and understanding how individual parts of the text relate to the whole, including the writing’s purpose and structure. • revise writing for clarity of content and presentation. • use peer- and self-evaluation to review and revise writing. • use computer technology to assist in the writing process.
<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>h) Proofread and edit final product for intended audience and purpose.</p>	<ul style="list-style-type: none"> • distinguish between active voice and passive voice to convey a desired effect. • know and apply the rules for the use of a colon: <ul style="list-style-type: none"> ◦ before a list of items; ◦ before a long, formal statement or quotation; and ◦ after the salutation of a business letter. • use direct quotations in their writing, applying MLA or APA style for punctuation and formatting. • use peer- and self-evaluation to edit writing. • proofread and prepare final product for intended audience and purpose. • correct grammatical or usage errors.

Strand: Research

Grade Level: 10

ACPS Concepts, Enduring Understandings & Essential Standards	
Concept: Research	
Enduring Understanding:	TBD
Essential Standards:	TBD
Lifelong Learner Standards:	
<ul style="list-style-type: none"> • Plan and conduct research. • Gather, organize, and analyze data; evaluate processes and products; and draw conclusions 	
SOLs: 10.8	

Virginia Standards of Learning aligned to the above ACPS Concepts, Enduring Understandings & Essential Standards	
Virginia Standards of Learning	ESSENTIAL KNOWLEDGE, SKILLS, AND PROCESSES To be successful with this standard, students are expected to:
<p>10.8 The student will collect, evaluate, organize, and present information to create a research product.</p> <p>a) Use technology as a tool to research, organize, evaluate, synthesize, and communicate information.</p> <p>b) Develop the central idea or focus.</p> <p>c) Verify the accuracy, validity, and usefulness of information.</p> <p>d) Make sense of information gathered from diverse sources by identifying misconceptions, main and supporting ideas, conflicting information, point of view or bias.</p> <p>e) Cite sources for both quoted and paraphrased ideas using a standard method of documentation, such as that of the Modern Language Association (MLA)</p>	<ul style="list-style-type: none"> • use technology, along with other resources, to gather information from various sources by summarizing, paraphrasing, and supporting a thesis. • organize information and maintain coherence throughout the writing based on the topic, purpose, and audience. • use organizational patterns/techniques, such as: <ul style="list-style-type: none"> ◦ comparison/contrast; ◦ chronological order; ◦ spatial layout; ◦ cause and effect; ◦ definition; ◦ order of importance; ◦ explanation; ◦ enumeration; and ◦ problem/solution. • evaluate sources for their credibility, reliability, strengths, and limitations.

<p>or the American Psychological Association (APA).</p> <p>f) 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">• demonstrate ability to distinguish between reliable and unreliable sources.• distinguish one's own ideas from information created or discovered by others.• cite primary and secondary sources of information, using the MLA or APA method of documentation for in-text citations and works-cited pages.• avoid plagiarism by:<ul style="list-style-type: none">◦ understanding that <i>plagiarism</i> is an act of presenting someone else's ideas as one's own;◦ citing correctly 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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ENGLISH 11 COURSE OVERVIEW

American Studies is an integrated course designed to help students develop a comprehensive view of American literature, history, and culture. In gathering together the many threads of American culture, students leave this course with a better understanding of who they are and what it means to be an American. Through a variety of learning experiences, students discover relevant connections among movements in American art, literature, music, economics, and politics. This course integrates standards from English 11, Virginia and United States History, thus preparing students for End-of-Course tests in each subject. Students may take these courses at different levels.

ACPS Concepts, Enduring Understandings & Essential Standards	
Language Arts Concept: Communication	
Listening for Meaning	Speaking to Communicate
Enduring Understanding: Attentive listeners discern the ideas of other’s to understand multiple perspectives, build knowledge, and actively solve problems.	Enduring Understanding: Effective speakers clearly and coherently communicate ideas for a variety of audiences, through purposeful selection and organization of content
Essential Standard: (6-12) Interpret and analyze information in order to evaluate the relevance of arguments based on evidence	Essential Standard: (6-12) Present claims and findings with relevant and specific evidence using appropriate eye contact, adequate volume and clear pronunciation – differentiating when appropriate between formal and informal discourse.
Lifelong Learner Standards: <ul style="list-style-type: none"> • Think analytically, critically, and creatively to pursue new ideas, acquire new knowledge, and make decisions. • Understand and apply principles of logic and reasoning; develop, evaluate, and defend arguments. 	Lifelong Learner Standards: <ul style="list-style-type: none"> • Acquire and use precise language to clearly communicate ideas, knowledge, and processes. • Explore and express ideas and opinions using multiple media, the arts, and technology.
SOLs: 11.2	SOLs: 11.1, 11.2

Virginia Standards of Learning aligned to the above ACPS Concepts, Enduring Understandings & Essential Standards	
Virginia Standards of Learning	ESSENTIAL KNOWLEDGE, SKILLS, AND PROCESSES To be successful with this standard, students are expected to:
11.1 The student will make informative and persuasive presentations. 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,	<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.

<p>including vocabulary appropriate to the topic, audience, and purpose.</p> <p>f) Monitor listening and use a variety of active listening strategies to make evaluations.</p> <p>g) Use presentation technology.</p> <p>h) Collaborate and report on small-group learning activities.</p>	<ul style="list-style-type: none"> • listen actively by asking clarifying and elaborating questions. • develop effective multimedia presentations. • demonstrate mastery of content through small group collaboration. • 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. • 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. • critique the accuracy, relevance, and organization of evidence. • critique the clarity and effectiveness of delivery.
<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"> • 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,

<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> <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>and purpose in all stages of media production.</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.).
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ACPS Concepts, Enduring Understandings & Essential Standards	
Language Arts Concept: Comprehension	
Learning to Read	Reading to Learn
<p>Enduring Understanding: Letters, sounds, and symbols form the foundation of language systems. Proficient readers fluently decode these symbols to comprehend texts across a range of types and disciplines.</p>	<p>Enduring Understanding: Proficient readers actively and constructively interact with text, integrating and evaluating content to build knowledge and make meaning.</p>
<p>Essential Standard: (K-12) Apply knowledge of language and its conventions when determining or clarifying the meaning of unknown and multiple-meaning words and phrases.</p>	<p>Essential Standards: (6-12) Evaluate and synthesize complex information to discern the main ideas, significant details, and relationships among them in order to ask/answer questions, solve problems, and build knowledge. (6-12) Analyze how the author’s word choice, point of view, and organizational structure impact his/her overall message. (6-12) Analyze, evaluate, and integrate information presented in diverse formats, from multiple sources, to build knowledge and make meaning. (K-12) Interact with a variety of material to expand vocabulary and create knowledge.</p>
<p>Lifelong Learner Standards:</p> <ul style="list-style-type: none"> Gather, organize, and analyze data; evaluate processes and products; and draw conclusions. Think analytically, critically, and creatively to pursue new ideas, acquire new knowledge, and make decisions. 	<p>Lifelong Learner Standards:</p> <ul style="list-style-type: none"> Gather, organize, and analyze data; evaluate processes and products; and draw conclusions Think analytically, critically, and creatively to pursue new ideas, acquire new knowledge, and make decisions.
<p>SOLs: 11.3</p>	<p>SOLs: 11.4, 11.5</p>

Virginia Standards of Learning aligned to the above ACPS Concepts, Enduring Understandings & Essential Standards	
Virginia Standards of Learning	ESSENTIAL KNOWLEDGE, SKILLS, AND PROCESSES To be successful with this standard, students are expected to:
<p>11.3 The student will apply knowledge of word origins, derivations, and figurative</p>	<ul style="list-style-type: none"> use roots or affixes to determine or clarify the meaning of words.

<p>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>	<ul style="list-style-type: none"> • demonstrate an understanding of idioms. • use prior reading knowledge and other study to identify the meaning of literary and classical allusions. • interpret figures of speech (e.g., euphemism, oxymoron, hyperbole, paradox) in context and analyze their roles in the text. • 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 meanings or parts of speech (e.g., <i>conceive</i>, <i>conception</i>, <i>conceivable</i>). • 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. • demonstrate understanding of figurative language, word relationships, and connotations in word meanings.
<p>11.4 The student will read, comprehend, and analyze relationships among American literature, history, and culture.</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> <p>c) Discuss American literature as it reflects traditional and contemporary themes, motifs, universal characters, and genres.</p> <p>d) Analyze the social or cultural function of American literature.</p> <p>e) Analyze how context and language structures convey an author’s intent and viewpoint.</p>	<ul style="list-style-type: none"> • 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. • 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. • analyze how connections among motifs, setting, character traits, character development, and plot suggest multiple themes. • analyze and critique themes across texts and within various social, cultural, and historical contexts. • 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. Literary movements include: <ul style="list-style-type: none"> ◦ Colonialism/Puritanism (17th century); ◦ Revolutionary movement/Rationalism (18th century); ◦ Romanticism, Transcendentalism, Regionalism, Realism, Naturalism (19th century);

<p>f) Explain how the sound of a poem (rhyme, rhythm, onomatopoeia, repetition, alliteration, assonance, and parallelism) supports the subject, mood, and theme.</p> <p>g) Explain how imagery and figures of speech appeal to the reader’s senses and experience.</p> <p>h) Explain how an author’s specific word choices, syntax, tone, and voice support the author’s purpose.</p> <p>i) Read and analyze a variety of American dramatic selections.</p> <p>j) Analyze the use of literary elements and dramatic conventions including verbal, situational and dramatic irony used in American literature.</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"> ◦ Symbolism/Modernism, Harlem Renaissance, Postmodernism (20th century); and ◦ Contemporary poetry (21st Century) <ul style="list-style-type: none"> • 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; ◦ 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
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	<p>the elements of a story or drama (e.g., setting, plot structure, and character development).</p> <ul style="list-style-type: none"> • 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. • compare how poems of the same form use elements - sound, figurative language, imagery, symbols, and allusions - differently to convey meaning. • 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. • describe the language choices and devices that authors use, such as: <ul style="list-style-type: none"> ◦ rhetorical question; ◦ sarcasm; ◦ satire; ◦ parallelism; ◦ connotation/denotation; ◦ pun; ◦ irony; ◦ tone; ◦ dialect; ◦ diction; and ◦ figurative language. • identify and describe dramatic conventions. • compare and evaluate adaptations and interpretations of a script for stage, film, television or other media.
11.5 The student will read and analyze a	<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.

<p>variety of nonfiction texts.</p> <p>a) Use information from texts to clarify understanding of concepts.</p> <p>b) Read and follow directions to complete an application for college admission, for a scholarship, or for employment.</p> <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> <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> <p>f) Identify false premises in persuasive writing.</p> <p>g) Recognize and analyze use of ambiguity, contradiction, paradox, irony, overstatement, and understatement in text.</p> <p>h) 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"> • 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. • 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.
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ACPS Concepts, Enduring Understandings & Essential Standards	
Language Arts Concept: Composition	
Learning to Write	Writing to Communicate
<p>Enduring Understanding: Letters, sounds, and symbols form the foundation of language systems. Proficient writers fluently produce these symbols to communicate ideas for varied audiences.</p> <p>Essential Standards: (K-12) Write routinely for a range of tasks, purposes, and audiences to support fluency in writing. (K-12) Demonstrate command of the conventions for standard English grammar, usage, and mechanics.</p>	<p>Enduring Understanding: Proficient writers communicate effectively for a variety of audiences, clearly expressing ideas through purposeful selection and organization of content.</p> <p>Essential Standards: (6-12) Write for a variety of purposes and audiences using effective technique, relevant descriptive details, supporting evidence, and well-structured event sequences. Types of writing include: arguments, informative/explanatory texts, and narratives. (6-12) Produce, edit, revise, and publish clear and coherent writing in which the development, organization, and style are appropriate to task, purpose, and audience. (K-12) Participate and/or conduct research to build knowledge through investigation of different topics using multiple print/digital resources.</p>
<p>Lifelong Learner Standards:</p> <ul style="list-style-type: none"> • Seek, recognize, and understand systems, patterns, themes, and interactions. • Acquire and use precise language to clearly communicate ideas, knowledge, and processes. 	<p>Lifelong Learner Standards:</p> <ul style="list-style-type: none"> • Acquire and use precise language to clearly communicate ideas, knowledge, and processes. • Explore and express ideas and opinions using multiple media, the arts, and technology.
SOLs: 11.6, 11.7	SOLs: 11.6, 11.7

Virginia Standards of Learning aligned to the above ACPS Concepts, Enduring Understandings & Essential Standards	
Virginia Standards of Learning	ESSENTIAL KNOWLEDGE, SKILLS, AND PROCESSES To be successful with this standard, students are expected to:
11.6 The student will write in a variety of forms, with an emphasis on persuasion. a) Generate, gather, plan, and organize	<ul style="list-style-type: none"> • apply a variety of planning strategies to generate and organize ideas.

<p>ideas for writing to address a specific audience and purpose.</p> <p>b) Produce arguments in writing that develop a thesis that demonstrates knowledgeable 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>	<ul style="list-style-type: none"> • 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, quotations, and appropriate examples for the audience and purpose. • use MLA (Modern Language Association) or APA (American Psychological Association) style for formatting rules and documentation.
<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</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.

<p>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 and purpose.</p>	<ul style="list-style-type: none">• revise and edit writing for appropriate style and language in informal and formal contexts.
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ACPS Concepts, Enduring Understandings & Essential Standards	
Concept: Research	
Enduring Understanding: TBD	
Essential Standards: TBD	
Lifelong Learner Standards:	
<ul style="list-style-type: none"> • Plan and conduct research. • Gather, organize, and analyze data; evaluate processes and products; and draw conclusions 	
SOLs: 11.8	

Virginia Standards of Learning aligned to the above ACPS Concepts, Enduring Understandings & Essential Standards	
Virginia Standards of Learning	ESSENTIAL KNOWLEDGE, SKILLS, AND PROCESSES To be successful with this standard, students are expected to:
<p>11.8 The student will analyze, evaluate, synthesize, and organize information from a variety of sources to produce a research product.</p> <p>a) Use technology as a tool to research, organize, evaluate, and communicate information.</p> <p>b) Narrow a topic and develop a plan for research.</p> <p>c) Collect information to support a thesis.</p> <p>d) Critically evaluate quality, accuracy, and validity of information.</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> <p>f) Synthesize and present information in a</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

<p>logical sequence.</p> <p>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).</p> <p>h) Revise writing for clarity of content, accuracy, and depth of information.</p> <p>i) Edit writing for grammatically correct use of language, spelling, punctuation, capitalization, and sentence/paragraph structure.</p> <p>j) Define the meaning and consequences of plagiarism and follow ethical and legal guidelines for gathering and using information.</p>	<p>sources and citing them appropriately.</p> <ul style="list-style-type: none"> • 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 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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ENGLISH 12 COURSE OVERVIEW

English 12 is a study of the evolution of the English language through British and world literature. Students continue to hone their analytical skills and seek to answer critical questions about language and literature: What factors affect the evolution of language? What allows a piece of literature to endure the vagaries of culture and time? What does it mean to think through language and literature? Students demonstrate understanding of language and literature through polished compositions, literary analysis, and speaking. Additional emphasis is placed on the development of a personal, sophisticated style of communication that reflects creative, critical thinking.

ACPS Concepts, Enduring Understandings & Essential Standards	
Language Arts Concept: Communication	
Listening for Meaning	Speaking to Communicate
Enduring Understanding: Attentive listeners discern the ideas of other’s to understand multiple perspectives, build knowledge, and actively solve problems.	Enduring Understanding: Effective speakers clearly and coherently communicate ideas for a variety of audiences, through purposeful selection and organization of content
Essential Standard: (6-12) Interpret and analyze information in order to evaluate the relevance of arguments based on evidence	Essential Standard: (6-12) Present claims and findings with relevant and specific evidence using appropriate eye contact, adequate volume and clear pronunciation – differentiating when appropriate between formal and informal discourse.
Lifelong Learner Standards: <ul style="list-style-type: none"> Think analytically, critically, and creatively to pursue new ideas, acquire new knowledge, and make decisions. Understand and apply principles of logic and reasoning; develop, evaluate, and defend arguments. 	Lifelong Learner Standards: <ul style="list-style-type: none"> Acquire and use precise language to clearly communicate ideas, knowledge, and processes. Explore and express ideas and opinions using multiple media, the arts, and technology.
SOLs: 12.2	SOLs: 12.1, 12.2

Virginia Standards of Learning aligned to the above ACPS Concepts, Enduring Understandings & Essential Standards	
Virginia Standards of Learning	ESSENTIAL KNOWLEDGE, SKILLS, AND PROCESSES To be successful with this standard, students are expected to:
12.1 The student will make a formal oral presentation in a group or individually. 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	<ul style="list-style-type: none"> make a 5-10 minute oral presentation alone and/or as part of a group. organize and develop a speech, using steps in the process such as: <ul style="list-style-type: none"> selection of a topic related to audience and situation; determination of purpose; research; development of an outline, including introduction, body, and conclusion; practice; and presentation. choose appropriate vocabulary, language, and tone for the selected topic, purpose, context, and audience.

<p>presentation.</p> <p>e) Use grammatically correct language, including vocabulary appropriate to the topic, audience, and purpose.</p> <p>f) Collaborate and report on small group learning activities.</p> <p>g) Evaluate formal presentations including personal, digital, visual, textual, and technological.</p> <p>h) Use a variety of listening strategies to analyze relationships among purpose, audience, and content of presentations.</p> <p>i) Critique effectiveness of presentations.</p>	<ul style="list-style-type: none"> • develop content through inclusion of: <ul style="list-style-type: none"> ◦ a combination of facts and/or statistics; ◦ examples; ◦ illustrations; ◦ anecdotes and narratives; ◦ reference to experts; ◦ quotations; ◦ analogies and comparisons; and ◦ logical argumentation of their reasoning. • use effective delivery created through a combination of: <ul style="list-style-type: none"> ◦ clear purpose; ◦ organization and development of content; ◦ semantics; ◦ rhetoric; ◦ visual aids; ◦ voice modulation and strength; ◦ gestures, stance, and eye contact; and ◦ sufficient practice of delivery. • use appropriate and effective visual aids and/or technology to support presentations. • use grammatically correct language and appropriate vocabulary. • work together to establish group goals, define individual roles, and report on learning activities. • evaluate a formal presentation by analyzing and critiquing the effectiveness of the speaker’s demeanor, voice, language, gestures, clarity of thought, organization of evidence, relevance, and delivery. • monitor audience feedback, engagement, and understanding, to adjust delivery and content. • analyze and critique the effectiveness of purpose and content of a presentation with respect to how the audience responds.
<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> <p>a) Evaluate sources including advertisements, editorials, blogs, Web sites, and other media for relationships</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. • 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.

<p>between intent, factual content, and opinion.</p> <p>b) Determine the author's purpose and intended effect on the audience for media messages.</p>	<ul style="list-style-type: none">• analyze and critique how media reach the targeted audience for specific purposes (to persuade, to entertain, to push to action, to appeal to ethics or beliefs, etc.).• identify fact and opinion in media messages and how those elements relate to purpose and audience.
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ACPS Concepts, Enduring Understandings & Essential Standards	
Language Arts Concept: Comprehension	
Learning to Read	Reading to Learn
<p>Enduring Understanding: Letters, sounds, and symbols form the foundation of language systems. Proficient readers fluently decode these symbols to comprehend texts across a range of types and disciplines.</p>	<p>Enduring Understanding: Proficient readers actively and constructively interact with text, integrating and evaluating content to build knowledge and make meaning.</p>
<p>Essential Standard: (K-12) Apply knowledge of language and its conventions when determining or clarifying the meaning of unknown and multiple-meaning words and phrases.</p>	<p>Essential Standards: (6-12) Evaluate and synthesize complex information to discern the main ideas, significant details, and relationships among them in order to ask/answer questions, solve problems, and build knowledge. (6-12) Analyze how the author’s word choice, point of view, and organizational structure impact his/her overall message. (6-12) Analyze, evaluate, and integrate information presented in diverse formats, from multiple sources, to build knowledge and make meaning. (K-12) Interact with a variety of material to expand vocabulary and create knowledge.</p>
<p>Lifelong Learner Standards:</p> <ul style="list-style-type: none"> Gather, organize, and analyze data; evaluate processes and products; and draw conclusions. Think analytically, critically, and creatively to pursue new ideas, acquire new knowledge, and make decisions. 	<p>Lifelong Learner Standards:</p> <ul style="list-style-type: none"> Gather, organize, and analyze data; evaluate processes and products; and draw conclusions Think analytically, critically, and creatively to pursue new ideas, acquire new knowledge, and make decisions.
<p>SOLs: 12.3</p>	<p>SOLs: 12.4, 12.5</p>

Virginia Standards of Learning aligned to the above ACPS Concepts, Enduring Understandings & Essential Standards	
Virginia Standards of Learning	ESSENTIAL KNOWLEDGE, SKILLS, AND PROCESSES To be successful with this standard, students are expected to:
<p>12.3 The student will apply knowledge of</p>	<ul style="list-style-type: none"> use roots or affixes to determine or clarify the meaning of words.

<p>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, 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>	<ul style="list-style-type: none"> • demonstrate an understanding of idioms. • use prior reading knowledge and other study to identify the meaning of literary and classical allusions. • interpret figures of speech (e.g., euphemism, oxymoron, hyperbole, paradox) in context and analyze their role in the text. • analyze connotations 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 meanings or parts of speech (e.g., <i>conceive</i>, <i>conception</i>, <i>conceivable</i>). • 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. • demonstrate understanding of figurative language, word relationships, and connotations in word meanings.
<p>12.4 The student will read, comprehend, and analyze the development of British literature and literature of other cultures.</p> <p>a) Compare and contrast the development of British literature in its historical context.</p> <p>b) Recognize major literary forms and their elements.</p> <p>c) Recognize the characteristics of major chronological eras.</p> <p>d) Relate literary works and authors to major themes and issues of their eras.</p> <p>e) Analyze the social and cultural function of British literature.</p> <p>f) Explain how the sound of a poem (rhyme, rhythm, onomatopoeia,</p>	<ul style="list-style-type: none"> • 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. • 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. • identify the literary characteristics of specific eras, such as: <ul style="list-style-type: none"> ◦ Anglo-Saxon/Medieval period; ◦ Tudor/Renaissance period; ◦ Neoclassical period; ◦ Restoration Age; ◦ Romantic and Victorian periods; and ◦ Modern and Postmodern periods. • recognize major themes and issues related to: <ul style="list-style-type: none"> ◦ religious diversity;

<p>repetition, alliteration, assonance, and parallelism) supports the subject, mood, and theme.</p> <p>g) Compare and contrast traditional and contemporary poems from many cultures.</p> <p>h) Analyze how dramatic conventions including character, scene, dialogue, and staging contribute to the theme and effect.</p> <p>i) Compare and contrast dramatic elements of plays from American, British, and other cultures.</p>	<ul style="list-style-type: none"> ◦ political struggles; ◦ ethnic and cultural mores and traditions; and ◦ individual rights, gender equity, and civil rights. <ul style="list-style-type: none"> • distinguish between what is directly stated in a text from what is intended or implied because of the use of satire, sarcasm, irony, or understatement. • analyze how British literature has provided social commentary on various cultural developments including religious and political struggles, changing mores and traditions, etc. • explain how the choice of words in a poem creates tone. • explain how the reader’s response to the poem is manipulated by imagery, figures of speech, and diction (word choice). • compare and contrast traditional and contemporary poetry and drama from many cultures. • explain how a dramatist uses dialogue to reveal the theme of a drama. • compare and contrast the use of exposition/initiating event, rising action, complication/conflict, climax or crisis, falling action, and resolution/denouement among plays from various cultures.
<p>12.5 The student will read and analyze a variety of nonfiction texts.</p> <p>a) Generate and respond logically to literal, inferential, evaluative, synthesizing, and critical thinking questions before, during, and after reading texts.</p> <p>b) Analyze and synthesize information in order to solve problems, answer questions, and generate new knowledge.</p> <p>c) Analyze two or more texts addressing the same topic to identify authors’ purpose and determine how authors reach similar or different conclusions.</p> <p>d) Recognize and analyze use of ambiguity, contradiction, paradox, irony, overstatement, and understatement in text.</p> <p>e) Identify false premises in persuasive writing.</p> <p>f) Draw conclusions and make inferences</p>	<ul style="list-style-type: none"> • 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. • analyze printed and Web-based informational and technical texts. • examine the format (structure) of an informational or technical text as an aid to determining and analyzing its content. • recognize and apply specialized vocabulary. • analyze how two or more texts develop and treat the same idea. • determine an author’s point of view or purpose in a text in which the rhetoric is particularly effective, • make frequent references to texts in order to verify conclusions and support logical inferences.

on explicit and implied information using textual support.	
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ACPS Concepts, Enduring Understandings & Essential Standards	
Language Arts Concept: Composition	
Learning to Write	Writing to Communicate
<p>Enduring Understanding: Letters, sounds, and symbols form the foundation of language systems. Proficient writers fluently produce these symbols to communicate ideas for varied audiences.</p> <p>Essential Standards: (K-12) Write routinely for a range of tasks, purposes, and audiences to support fluency in writing. (K-12) Demonstrate command of the conventions for standard English grammar, usage, and mechanics.</p>	<p>Enduring Understanding: Proficient writers communicate effectively for a variety of audiences, clearly expressing ideas through purposeful selection and organization of content.</p> <p>Essential Standards: (6-12) Write for a variety of purposes and audiences using effective technique, relevant descriptive details, supporting evidence, and well-structured event sequences. Types of writing include: arguments, informative/explanatory texts, and narratives. (6-12) Produce, edit, revise, and publish clear and coherent writing in which the development, organization, and style are appropriate to task, purpose, and audience. (K-12) Participate and/or conduct research to build knowledge through investigation of different topics using multiple print/digital resources.</p>
<p>Lifelong Learner Standards:</p> <ul style="list-style-type: none"> • Seek, recognize, and understand systems, patterns, themes, and interactions. • Acquire and use precise language to clearly communicate ideas, knowledge, and processes. 	<p>Lifelong Learner Standards:</p> <ul style="list-style-type: none"> • Acquire and use precise language to clearly communicate ideas, knowledge, and processes. • Explore and express ideas and opinions using multiple media, the arts, and technology.
<p>SOLs: 12.6, 12.7</p>	<p>SOLs: 12.6, 12.7</p>

Virginia Standards of Learning aligned to the above ACPS Concepts, Enduring Understandings & Essential Standards	
Virginia Standards of Learning	ESSENTIAL KNOWLEDGE, SKILLS, AND PROCESSES To be successful with this standard, students are expected to:
<p>12.6 The student will develop expository and informational, analyses, and persuasive/ argumentative writings.</p>	<ul style="list-style-type: none"> • develop expository writings that: <ul style="list-style-type: none"> ◦ explain their ideas through a clear general statement of the writer’s point (thesis); ◦ use specific evidence and illustrations; and

<p>a) Generate, gather, and organize ideas for writing to address a specific audience and purpose.</p> <p>b) Produce arguments in writing that develop a 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>	<ul style="list-style-type: none"> ◦ provide concise and accurate information. • develop technical writings (e.g., personal data sheet, résumé, job description, questionnaire, job application, or business communication) that address a clearly identified audience and have a clearly identified purpose. • complete employment forms through simulations and real-life opportunities. • complete applications, essays, and résumés for college admission through simulations and real-life opportunities. • develop analytical essays that do one or more of the following: <ul style="list-style-type: none"> ◦ examine a process; ◦ make a comparison; ◦ propose solutions; ◦ classify; ◦ define; ◦ show cause and effect; ◦ illustrate problems; and ◦ evaluate. • construct arguments that: <ul style="list-style-type: none"> ◦ introduce precise, substantive claims; ◦ establish the significance of the claims; ◦ distinguish them from opposing claims; and ◦ sequence information logically (e.g., problem-solution, cause and effect). • use a range of strategies to elaborate and persuade, such as: <ul style="list-style-type: none"> ◦ descriptions; ◦ anecdotes; ◦ case studies, ◦ analogies; and ◦ illustrations. • develop claim(s) and counterclaims thoroughly, supplying the most relevant data and evidence for each while pointing out the strengths and limitations of both. • provide a clear and effective conclusion. • develop a thesis that demonstrates clear and knowledgeable judgments. • clarify and defend positions with precise and relevant evidence, including facts, expert opinions, quotations and/logical reasoning.
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	<ul style="list-style-type: none"> • strategically focus paragraphs by using a variety of techniques. • use transition words and phrases to signal progression of ideas within and between paragraphs, and use appropriate words and phrases to signal organizational patterns (e.g., description, question-answer, compare-contrast, problem-solution, cause and effect). • use words, phrases, and clauses to link the major sections of the text. • create cohesion, and clarify the relationships between claim(s) and reasons, between reasons and evidence, and between claim(s) and counterclaims. • elaborate for clarity and accuracy developing the topic fully with significant and relevant facts, extended definitions, concrete details, and important quotations. • develop ideas in a logical sequence. • establish and maintain a style and tone. • apply persuasive rhetorical devices and techniques including rhetorical questioning, parallel structuring, metaphor, imagery, figures of speech, alliterative expressions, etc., when appropriate. • recognize and avoid common logical fallacies or false premises. • revise writing to provide depth of information and to adhere to presentation format. • use computer technology as available to edit writing before submitting the final copy.
<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>	<ul style="list-style-type: none"> • assess and strengthen the quality of writing through revision. • use a variety of strategies (e.g., reading the draft aloud; peer feedback; using a rubric; reading the draft from the perspective of the intended audience) to evaluate whether the draft is effectively supported and adequately developed. • edit both one’s own and others’ work for grammar, style and tone appropriate to audience, purpose and context. • apply MLA or APA style for punctuation conventions and formatting direct quotations, particularly for in-text citation in documented papers.

ACPS Concepts, Enduring Understandings & Essential Standards	
Concept: Research	
Enduring Understanding:	TBD
Essential Standards:	TBD
Lifelong Learner Standards:	
<ul style="list-style-type: none"> • Plan and conduct research. • Gather, organize, and analyze data; evaluate processes and products; and draw conclusions 	
SOLs: 12.8	

Virginia Standards of Learning aligned to the above ACPS Concepts, Enduring Understandings & Essential Standards	
Virginia Standards of Learning	ESSENTIAL KNOWLEDGE, SKILLS, AND PROCESSES To be successful with this standard, students are expected to:
<p>12.8 The student will write documented research papers.</p> <p>a) Use technology as a tool to research, organize, evaluate, and communicate information.</p> <p>b) Frame, analyze, and synthesize information to solve problems, answer questions, and generate new knowledge.</p> <p>c) Critically evaluate the accuracy, quality, and validity of the information.</p> <p>d) Synthesize information to support the thesis and present information in a logical manner.</p> <p>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).</p> <p>f) Revise writing for clarity, depth of</p>	<ul style="list-style-type: none"> • identify and narrow a topic for research through a variety of strategies, such as mapping, listing, brainstorming, webbing, and using an Internet search engine. • utilize technology to conduct research, organize information, and develop writing. • collect, evaluate, analyze and synthesize relevant information, using a variety of primary and secondary print and electronic sources. • evaluate collected information from print and electronic sources by: <ul style="list-style-type: none"> ◦ determining its validity, accuracy, credibility, reliability, consistency, strengths and limitations; and ◦ formulating a reason/focus to represent findings. • record and organize information into a draft by: <ul style="list-style-type: none"> ◦ prioritizing and synthesizing information; ◦ summarizing and/or paraphrasing information; and ◦ selecting direct quotations. • cite print or electronic sources of information to avoid plagiarism when paraphrasing, summarizing, quoting, or inserting graphics, using MLA or APA style. • edit writing for correct use of language, capitalization, punctuation, and spelling.

<p>information, and technique of presentation.</p> <p>g) Edit writing for language, spelling, punctuation, capitalization, syntax, and paragraphing as appropriate for standard English.</p> <p>h) 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">• demonstrate a sophisticated understanding of the ethics of writing 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.
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