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# English Language Arts 11

Edgenuity, Inc

Submitted: Mar 20, 2018

Decision: May 14, 2018

## Submission Feedback

**APPROVED**

## Basic Course Information

<b>Title:</b>	English Language Arts 11
<b>Transcript abbreviations:</b>	Common Core ELA 11 (Edgenuity) / ELA3011
<b>Length of course:</b>	Full Year
<b>Subject area:</b>	English (B) / English
<b>UC honors designation?</b>	No
<b>Prerequisites:</b>	English Language Arts 10 (Recommended)
<b>Co-requisites:</b>	None
<b>Integrated (Academics / CTE)?</b>	No
<b>Grade levels:</b>	11th
<b>Course learning environment:</b>	Online

### Online course self assessment

A. Content (13)

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**B. Instructional Design (11)****C. Student Assessment (7)****D. Technology (11)****E. Course Evaluation and Support (10)**

## Course Description

### Course overview:

This junior-year English course invites students to delve into American literature from early American Indian voices through contemporary works. Students will engage in literary analysis and inferential evaluation of great texts, the centerpieces of this course. While critically reading fiction, poetry, drama, and expository nonfiction, students will master the comprehension and literary analysis strategies that the Common Core State Standards require. Interwoven in the lessons across two semesters are tasks that encourage students to strengthen their oral language skills and produce creative, coherent writing. Students will read a range of short but complex texts, including works by Ralph Waldo Emerson, Emily Dickinson, Herman Melville, Nathaniel Hawthorne, Paul Laurence Dunbar, Martin Luther King, Jr., F. Scott Fitzgerald, Sandra Cisneros, Amy Tan, and Dave Eggers.

### Course content:

*The shaded background of the following field indicates this course was approved by UC for the 2014-15 school year or earlier. Please refer to the current A-G course criteria and guidelines when completing your course submission form.*

#### American Roots: From Native Traditions to Colonial Literature

The units in this rigorous and comprehensive course include a warm-up activity to introduce the lesson and review background knowledge, direct instruction, assignments, and a summary. Grammar skills and strategies are included throughout the course. The writing and research workshops provide students the opportunity to demonstrate knowledge with various writing assignments and projects. The texts are incorporated into the lesson and topics, and all included historical knowledge is empirically based.

The student's Course Map serves as a dynamic and interactive scope and sequence for all course assignments. The Course Map includes course objectives and student learning outcomes, content scope and sequence, and a comprehensive outline of assignments. Throughout the course students can access an online digital notebook, or eNotes. They have a full menu of text formatting tools and can return to their notes or print them at any time for review. Additionally, the unique direct instruction video presentations embedded in every lesson throughout the course feature highly qualified, certified instructors presenting instructional content via recorded video. Instructors guide students through concepts and skills with clear and engaging audio and visual supports that include white board demonstrations, bulleted key points, highlighted vocabulary, diagrams and photography. The video tool allows students to pause, go back, and repeat instruction as-needed. They stop at intervals throughout instruction to complete interactive tasks, self-assessing their learning progress and keeping students engaged.

Students regularly engage in higher-order thinking and discussion in a threaded discussion format. The discussion, which is closed to each class, is monitored by the teacher, who can ask questions of the group or of individual students.

Assessment strategies are tightly aligned with the instruction. Students are assessed through formative, interim, and summative assessments. Formative assessments embedded within a lesson check understanding of concepts and skills as they are presented. Students complete a wide variety of activities and assignments, including comprehension questions, interactives, simulations, reading and research assignments, and short and extended writing assignments. Interim assessments occur after students finish each lesson. Summative assessments are provided at the end of each unit, semester, and the course to evaluate students' overall performance. All of assessments are designed to provide observable evidence of mastery of standards. Instructors are provided aligned rubrics, assessment guidelines, and reporting documentation to support interpretation of student performance. Rubrics and other support documentation are found in the learning management system.

In this unit students examine the social, cultural, and historical significance of the early American texts through a variety of literary nonfiction reading. Students analyze the author's use of figurative language and summarize the central ideas of the texts. They formulate logical inferences about cultural value and draw conclusions and support these conclusions with textual evidence. Students examine the tradition and purpose of a creation myth, evaluate rhetorical devices, and examine the societal significance of the texts. They interpret how the connotative and denotative meanings of words affect word choice in the text and analyze the author's choice of words and how they are used in context. Students analyze and compare the themes of two poems written by female colonial authors, and finally they finish the unit by examining the historical significance of a primary-source document. They consider the historical significance of the Declaration of Independence and analyze how its structure contributes to its purpose.

#### Unit Assignment(s):

##### **Assignment: The Declaration of Independence**

After an on-screen teacher models how to construct an effective argument by dissecting the structure of the argument in the Declaration of Independence in the lesson instruction, the lesson assignment guides students through an analysis of Jefferson's argument by exploring the evidence he used to substantiate the argument,

including the intentionality of delaying until the end the mention of the American colonies, in excerpts they read independently. Students also evaluate deductive and inductive reasoning through Jefferson's use of deductive reasoning in his argument. Finally, students complete a short writing to give an explanation of how Jefferson's list of "Facts [to] be submitted to a candid world" helps Jefferson achieve his purpose of justifying a revolution.

### Writing Workshop: Summary

In this writing workshop students explore sentence fluency. They evaluate the sentence fluency of a text, and recognize and correct the sentence fluency errors in a text. Students analyze and evaluate techniques used in the media, evaluate the use of media in society, and explore how to construct an objective summary of a literary nonfiction text.

Throughout the course students complete extended essays in the eWriting environment, which is designed to scaffold students through the writing process from pre-writing to the final draft. Students may also access the rubric and checklist. A research tab allows students to gather information about their topic.

### Unit Assignment(s):

#### Assignment 1: Sentence Fluency

Students practice recognizing and correcting sentence fluency errors, and vary sentence patterns to enhance meaning, style, and the reader's experience. To demonstrate understanding, students write an informative paragraph that summarizes the central ideas of a passage clearly and accurately.

#### Assignment 2: Media Messages

Students evaluate a media campaign about seat belt use. First they read to identify the purpose, audience, and techniques associated with media messages. Then they watch a video version of the ad. Through a series of activities they are guided to examine the techniques used in the ad that provoke emotional effects as well as analyze the message and purpose. Finally, they apply the skills they are guided to practice by reviewing a brochure and completing a short writing to evaluate the effectiveness of another public service announcement.

#### Assignment 3: Writing Workshop: Summary

In this assignment students summarize an excerpt from *The Interesting Narrative of the Life of Olaudah Equiano*. First they read in sections and identify the central idea and supporting details. They highlight the central idea in pink and supporting details in yellow in each section, and use their highlights to paraphrase. Then they summarize *The Interesting Narrative of the Life of Olaudah Equiano*. Afterward, they evaluate their writing for objectivity and engaging structure.

## Bright Romanticism: American Individualism

In this unit students evaluate the social and cultural significance of a bright romantic text and learn to identify and reflect on the common themes found in American texts of the 19th century. Students determine and interpret poets' viewpoints and intent and analyze the structure of poems. They compare and contrast multiple nineteenth-century poems, and explain the poet's word choice and use of sensory language. Using evidence from texts, students assess the author's argument various texts. Making real world applications, students distinguish how ideas in nineteenth-century texts relate to today's cultural context and determine the significance of early American texts and their influence on future philosophies. Students analyze poetry by the Fireside Poets, compare central ideas expressed in Ralph Waldo Emerson's essays, apply prior knowledge to generate ideas about Henry David Thoreau's "Civil Disobedience," and make inferences about the themes of Walt Whitman's "Song on Myself." To finish the unit, students read Emily Dickinson's Poetry and analyze how word choice is used to create imagery in minimalist verse. They compare and contrast two poems by this same author and critically read a poem to analyze its language and structure.

Within reading assignments throughout the course, a text mark-up toolset helps students of all reading levels engage with grade-level text. Because students can access the tools they need for any activity, students can adapt the level of scaffolding for content that they find more challenging or less challenging. These tools include:

- Read-aloud: Students can hear any section of text read aloud.
- Translation: Students can have on-screen text translated into their home languages. Supported languages include Arabic, Armenian, Chinese, French, German, Haitian Creole, Hindi, Italian, Japanese, Korean, Filipino, Polish, Portuguese, Russian, Spanish, Thai, and Vietnamese.
- Word Look-up: Students can look up any word on the page. They can read the definitions themselves or hear the definitions read aloud.
- Highlighters: Students are encouraged to highlight on-screen text as they read. Highlighting tools allow students to highlight in up to four different colors. Once students are finished reading, they can collect all their highlighted text by color and insert it into their notes or into any other document.
- Digital Sticky Notes: Students use digital sticky notes to annotate text as they read. These notes allow students to capture thoughts, insights, and questions for later use.

### Unit Assignment(s):

#### **Assignment 1: Fireside Poets**

Students read "Auspex" and "A Psalm of Life" to compare word choice, imagery, and structure. As students read they interact with the texts, highlighting text, inserting notes, listening to teacher comments, and responding to check-in questions. They pay attention to important words and striking images, observe how each poem is structured, determine how word choice, imagery, and structure contribute to the theme of each poem. Then students complete a short writing to make their comparison.

#### **Assignment 2: Comparing Essays by Ralph Waldo Emerson**

Students first read an excerpt from *Nature* to summarize its central ideas, reflect on how solitude and nature reflect transcendentalism, and determine Emerson's argument. Then students read an excerpt from *Society and Solitude* to assess Emerson's argument in another essay. They summarize the central ideas and make comparisons with those in *Nature* to ultimately assess Emerson's combined argument.

Students read Henry David Thoreau's essay "Civil Disobedience" to understand his beliefs. Rather than focusing on the meaning of individual words, they think about the overall meaning and look for information that confirms their pre-reading ideas. They also consider the reasons Thoreau gave for rebelling against the government. After they read students assess their predictions, further analyze the text, and complete a writing assignment to evaluate the effectiveness of using prior knowledge to better understand a text.

### Assignment 3: Using Prior Knowledge

## Writing Workshop: Narrative Writing

In this writing workshop, students explore how to correctly capitalize when writing quotations, how to correctly use punctuation marks including commas and ellipses, and how to recognize and correct common spelling errors. In addition to their exploration of grammar and punctuation, students explore how to construct an engaging narrative essay. Students write a narrative essay that relates the significance of an event to the reader through appropriate sequencing and vivid details.

### Unit Assignment(s):

#### Assignment: Writing Workshop: Narrative Writing

Students compose and revise a draft essay, and they explore how to revise for word choice and verb usage; they also explore how to construct a strong essay conclusion. Students respond to the following prompt:

- *You and nine peers have been selected to apply for an important college scholarship. Only one student will be awarded the scholarship. You have been asked to write a two to three page essay to the scholarship committee in which you share an important event in your life that significantly changed you, your view about life, your life goals, and your character for the better. Apply narrative techniques, a solid prewriting strategy, and creative sentence patterns to share your story and stand apart from other applicants.*

## Dark Romanticism: American Gothic

This unit begins with an overview of gothic writing across time. Students evaluate the use of suspense and how tone can affect the reader in this genre. They also explore the influence of American gothic texts on contemporary horror writing. From the text *The Scarlett Letter*, students analyze the author's choice of words in conveying setting, time, and mood and describe the plot and sequence of events in the beginning of a novel. Students cite evidence to support analysis of characterization and determine how the author develops their traits. Furthering characterization skills, students make inferences about characters and what their actions reveal about social values of a time period. Students also think critically and draw conclusions about the theme of the novel. While students analyze the texts of the unit they focus on choosing the proper vocabulary for task, purpose, and audience and they practice using vocabulary to develop style and tone.

#### Unit Assignment(s):

##### **Assignment: Suspense and Horror: Gothic Writing across Time**

Students read Washington Irving's "The Adventure of the Mysterious Picture" to analyze suspense. They identify characteristics of American gothic fiction and suspense and analyze how Irving builds suspense and the effects in his story. Then students read an excerpt from Stephen King's *Danse Macabre* to recognize Irving's influences as they determine Stephen King's ideas about purpose and evaluate the elements of horror in the work.

#### **A Nation Dividing and Expanding: Examining Rhetoric**

In this unit, students conduct an in-depth study of the art of rhetoric reading and analyze famous speeches by Sojourner Truth, Frederick Douglas, Chief Joseph, and Santana. Students learn to identify and analyze rhetorical devices, evaluate the structure of arguments and argumentative appeals, explore and summarize the central idea of key speeches, and investigate the historical, societal, and cultural context of these seminal texts.

#### Unit Assignment(s):

##### **Assignment:**

Students read Douglass's speech "What to the Slave Is the Fourth of July?" and evaluate his reasoning. After reading, students explore the historical significance of the speech. They examine how a speech appeals to logic, reason, and emotion and relate the central ideas in the speech to its historical and cultural context. Finally, students complete a writing assignment to evaluate the reasoning Douglass uses in passage by determining whether the conclusion is valid or invalid.

#### **A Nation Dividing and Expanding: Realism and Regionalism**

This unit provides students with an examination of the features and themes found in realist texts and an interpretation of the use of dialect to develop characters and convey social attitudes. Students make inferences about themes in naturalist poems by Paul Lawrence Dunbar and they investigate the use of complex narrative structures and analyze the use of word choice, specifically focusing on the use of dialect, satire, irony, and sarcasm in the writing of Mark Twain.

#### Unit Assignment(s):

##### **Assignment:**

Students read “An Occurrence at Owl Creek Bridge” to make predictions about the plot. First students learn about the context of the text, an era during the Civil War when the Union army relied on railroads to keep its soldiers supplied but the Confederate army destroyed railroad bridges to hurt the Union army. After learning that the story's protagonist has been caught attempting to harm the railroad bridge, students read a portion of the story and then make predictions about the plot. Then students analyze the false predictions the story leads the reader to make and the effect on the reader. Finally, students complete a writing assignment to analyze how the author creates a surprise ending, citing evidence from the text to support their answers.

#### **Research Workshop: Generating Research Questions and Evaluating Sources**

This unit begins with an evaluation of nonrestrictive elements and parallel structure. Students apply proper punctuation for emphasis and to set off elements. They practice choosing punctuation for effect. They also identify parallel structure and revise sentences for correct parallelism. The research workshop focuses on generating research questions and evaluating sources.

#### Unit Assignment(s):

##### **Assignment: Generating Research Questions and Evaluating Sources**

After learning about generating research questions and evaluating sources, students generate a research question about eating healthy and evaluate three sources of information. They determine which sources are reliable and have the information that is most relevant to the question. Then students create an outline of notes from each source that support the research question and create and evaluate a works cited page.

#### **Make it New!: Early Modernism**



In this unit, students examine the cultural influences on the early modernist movement and explore the techniques and themes in modernist literature. Students read and analyze key works of American modernist literature including “The Love Song of J. Alfred Prufrock” by T. S. Eliot, “The Yellow Wallpaper” by Charlotte Perkins Gilman, and the poetry of Robert Frost. They analyze literary viewpoint, narration, and structure as well as the societal implications and context of literature. Additionally, students read pieces of literary nonfiction exploring how text structure can be used to support an author’s viewpoint. The speaking and listening section of this unit focuses on evaluating a speaker. The unit concludes with students learning to apply critical listening skills to a speech, determining the author’s purpose, and evaluating the effectiveness of a speech.

### Unit Assignment(s):

#### **Assignment: Evaluating a Speaker**

Students listen critically as they watch part of President Barack Obama’s inaugural address. While they watch and listen, they take shorthand notes, think about the purpose of his address, pay attention to the words he uses, and evaluate what makes him an effective speaker. After listening, they expand on and clarify their notes to summarize the speaker’s main points. They are then guided to evaluate their notes and the points they included in the summary. Finally, students complete a series of analysis tasks to identify purpose, evaluate effectiveness, and critique argumentative technique and appeal

### **Writing Workshop: Argumentative Essay**

In this writer’s workshop unit, students learn how language functions in different contexts, how to adjust tone and style to fit a particular audience, and how to effectively compose a research-based argumentative essay. Students apply strategies to determine how language functions in different contexts and recognize and correctly make meaning out of words and phrases. Then students organize and write a clear and coherent argumentative essay based on reason and evidence.

### Unit Assignment(s):

#### **Assignment: Argumentative Essay: Internet Classrooms vs. Traditional Classrooms**

After the lesson guides students through analyzing the features of an effective argument, constructing an outline, and developing a claim when writing an argumentative essay, students write a clear and coherent argument taking a position on whether traditional classroom education or Internet-based learning is better. Students respond to the following prompt:

- *With advancements in technology, some students have chosen to complete their schoolwork through the Internet, rather than in traditional classrooms. Those who support a traditional classroom approach to learning argue that it provides more of an opportunity for students to interact with the teacher and other students. Those who feel that learning over the Internet is better argue that it allows students to learn anytime and anywhere they choose.*

*Do you feel education is better provided in traditional classrooms or when offered over the Internet? Write an essay of at least two pages to be read by a classroom teacher in which you persuade the reader that either traditional classroom education or Internet-based learning is better.*

Students introduce a claim, distinguish the claim from other claims, and create a logical organization. Through a series of tasks, they practice developing a claim, drafting their introductions, and examining evidence that can be used in their writing. Next, they complete their drafts, and revise them using a formal tone and making sure to use transitions to create cohesion by linking major sections of the text. In the final revision, they evaluate their drafts to improve their use of transitions, style, and conventions. Finally, they submit their essays.

## Modern Drama Study

In this modern drama unit, students explore the structure of modern drama and the themes of the early feminist drama *Trifles*. Students read *Trifles* and explore how the author uses dramatic structure to develop characters; they explore themes using text based evidence, and they analyze and make inferences about symbols in the play. In addition to reading the play, students examine source texts and view multiple interpretations of this drama. Additionally, students evaluate primary and secondary source documents to examine an event and evaluate the similarities and differences in how they were reported.

### Unit Assignment(s):

#### **Assignment 1: Evaluating Multiple Interpretations**

In the lesson *Interpreting a Source Text: A Production of Trifles*, students evaluate multiple interpretations of a drama including how each interpretation handles source materials. Next, students examine the source text as well as audio and film interpretations. Then students answer a series of questions evaluating the various interpretations of *Trifles*.

#### **Assignment 2: The True Story behind *Trifles***

After reading *Trifles*, students read several newspaper articles written sixteen years prior in 1900 by the same author. Then they read from the book *Midnight Assassin*, based on the same event, published in 2005 to compare the works separated by more than a century. As they read, students distinguish between facts and opinions, and then they complete a series of tasks to compare the objectivity of the account of the event in the primary source to both *Trifles* and *Midnight Assassin*.

## Victory and Despair: The Roaring Twenties, Modernism, and Postwar Outlooks

In this unit, students examine modernist literature by Ernest Hemmingway, F. Scott Fitzgerald, and Southern Gothic literature by Flannery O'Connor. Additionally, students read literature and literary nonfiction influenced by World Wars I and II, including Art Spiegelman's graphic novel *Maus* and Elie Wiesel's memoir *All Rivers Run to the Sea*. Students explore how authors develop literary texts making inferences based upon how an author develops setting and examining the impact of figures of speech in a text while reading "The Life You Save May Be Your Own." They examine primary source documents including President Roosevelt's Executive Order 9066 and how these primary source documents connect to literary selections like Dwight Okita's *Response to Executive Order 9066*.

#### Unit Assignment(s):

##### **Assignment: Southern Gothic**

During the lesson instruction, students learn the characteristics and elements of Southern Gothic literature, focusing specifically on how O'Connor creates compelling characters. They work through the goals of the lesson by reading the story "The Life You Save May Be Your Own," analyzing theme, characterization, irony, and figures of speech, and then they complete a series of task that help them analyze excerpts to analyze southern gothic characterization and draw conclusions about character and theme.

#### **Writing Workshop: Comparing Texts**

In this writer's workshop unit, students review the proper use of capitalization and how to correctly punctuate sentences using commas. Then students use academic vocabulary to compose a literary analysis essay comparing two texts with similar themes.

#### Unit Assignment(s):

##### **Assignment: Comparing Texts**

Students begin by analyzing the following writing prompt for format, topic, audience, and purpose:

- *American poets, novelists, and other writers often write about the topic of American identity. Read two texts, "Response to Executive Order 9066" by Dwight Okita, and "Mericans" by Sandra Cisneros. Determine a common theme that both authors establish about the topic of American identity. In a three to five page literary analysis essay, explain how each author develops the common theme. Compare and contrast how the authors develop this theme by referencing specific literary devices and techniques in your response.*

Students then read two texts from the same period and relate the textual evidence to the theme. Next, students evaluate how the texts treat the same topic and organize the information from the two texts. Students then examine how to develop a literary analysis and use the steps of the writing process to outline and draft their essays. To finish, students revise, edit, and submit the final draft.

## I, too, Am America: The Harlem Renaissance and The Civil Rights Movement

In this unit, students explore the Harlem Renaissance and the Civil Rights Movement through the writings of Betty Smith, Langston Hughes, James Baldwin, and Martin Luther King, Jr. Students explore the historical and cultural forces that affected the African American experience in twentieth-century America. They investigate literature that explores the themes of racial intolerance, African tradition, and heritage. Students evaluate and draw conclusions about how an author's use of voice relates to cultural experiences. The author's perspective and purpose is analyzed for its societal and cultural influences. Students cite evidence of how an author effectively conveys personal experiences and they examine the use of anecdotes in an autobiography to describe events and attitudes. In addition to exploring the literature of the Harlem Renaissance and the Civil Rights Movement, students read and analyze the reasoning in the US Supreme Court ruling *Brown v. Board of Education*.

### Unit Assignment(s):

#### **Assignment: Speaking and Listening**

In the lesson Novel: From *A Tree Grows in Brooklyn* by Betty Smith, students read an online excerpt from *A Tree Grows in Brooklyn*, and then an on-screen teacher guides students through the goals of the lesson by exploring evocative language, historical context, author's purpose, and universal theme. Next, students complete a series of guided analysis tasks to gauge their understanding of what they've learned thus far. After the activity, students practice speaking and listening skills. They follow a rubric, which instructs them to narrate a life lesson where they respond to the following prompt:

- *In the novel *A Tree Grows in Brooklyn*, Francie learns the difference between telling a fib and narrating a story, which is an important lesson that she carries into adulthood. Can you think of a time during your childhood when you learned an important life lesson?*

## Cultural Rebellion: Mid-Twentieth Century Voices

In this unit, students read segments of Philip Caputo's war memoir *A Rumor of War* and Michael Herr's memoir *Dispatches* to explore their use of figurative language and paradox; students read from the dystopian novel *Anthem* by Ayn Rand while exploring how to use textual evidence to make inferences about the theme of a fiction work, and they explore the use of satire and irony in the science fiction short story "Harrison Bergeron" by Kurt Vonnegut.

### Unit Assignment(s):

#### **Assignment: Individualism, Modern Capitalism, and Dystopian Visions**

Students analyze Ayn Rand's use of fictional elements and themes to develop her philosophical ideas. They work through the goals of the lesson by reading the story chapters 11 and 12 of *Anthem*, analyzing her development of theme. Then students explore Rand's use of fictional elements and themes to support Objectivism's philosophical concepts. Students complete a series of guided analysis tasks to analyze point of view, interpret imagery, and examine text evidence. Then students complete a writing assignment to explain how Rand develops the theme that individuals who are free to think on their own can make the greatest discoveries and support their ideas with evidence from the text.

### Writing Workshop: Visual Media Analysis

In this writer's workshop unit, students learn to use resources and reference texts to edit writing for language use, conventions, and style. They also explore media techniques used in advertising and compose a media analysis essay. Students finish the unit by writing a media analysis essay.

#### Unit Assignment(s):

##### Assignment: Visual Media Analysis

In this assignment, students examine and identify a variety of persuasive media techniques, create a media analysis essay, and revise writing for ideas, use of source materials, and organization. Following the course's format for guided essay instruction, the lesson helps students complete each step of the writing process for deeper understanding and a more refined final product.

Students begin the lesson by viewing a video-based tutorial in which an on-screen teacher models how to analyze a media analysis writing prompt, how to analyze media, and how to prewrite using a graphic organizer. Students complete a series of practice activities applying this information before an on-screen teacher models how to structure a draft essay. Students construct a draft of their essay, explaining how the advertising campaign effectively promotes the influenza vaccination to a range of audiences, and then an on-screen instructor explores how to revise writing for ideas, how to use source materials, and how to organize. Students complete each step between each segment of instruction and finally submit their essays.

### Heritage, Multicultural American Identities, and World Perspectives

In this unit, students explore and read a variety of texts that focus on multiculturalism and culture as a part of the American Identity. Students explore texts by contemporary American Indian writers to analyze central ideas and the use of figurative language; students read and compare the essays "Take the Tortillas Out of Your Poetry" and "Speaking Arabic." They also compare the informational text *Visions: How Science Will Revolutionize the 21st Century* to a video to explore how an author develops ideas using different mediums. Finally, students prepare to effectively participate in a group discussion.

**Unit Assignment(s):****Assignment: Contemporary American Indian Voices**

In the lesson instruction, students are introduced to the concept of figurative language and common literary devices that are classified as figurative language. Then students practice identifying and interpreting figurative language used in literature in a series of guided tasks. After the activity students examine symbolism and students identify symbolism in a reading passage. Students read Silko's story "The Man to Send Rain Clouds" for figurative language and symbols, and they complete a series of practice assignments analyzing symbolism, using figurative language and word choice to identify and analyze symbolism, and explaining symbolic meaning.

**Writing Workshop: Evaluating Sources That Support a Claim**

In this writer's workshop unit, students evaluate the impact of an author's word choice on seminal works of literature to determine how word choice can impact a text and how to revise the word choice in a passage to target the correct audience and purpose. Additionally, students investigate how to evaluate sources to gather, explore, and access information from multiple sources to support a claim. Next, they create an outline for a compare and contrast essay, and finally, they compose a compare and contrast essay that uses rhetorical techniques.

**Unit Assignment(s):****Assignment: Evaluating Sources That Support a Claim**

Students explore how to gather, assess, and use multiple sources of information to analyze and support claims when writing. Students begin the lesson by watching a video-based tutorial in which an on-screen teacher explores how to effectively analyze an argument and how to evaluate and compare arguments. Next, an on-screen teacher explores how to analyze a writing prompt and how to structure and compose an essay that compares two editorials. To complete this essay, students read two editorial selections on universal health care in the United States and write a two-page essay in which they examine the objectivity and the types of evidence used in both editorials as well as evaluate which editorial used more effective evidence in relation to the task.

**Globalization and the Information Age: Postmodernism into the Twenty-First Century**

In this unit students explore Postmodernist literature and contemporary informational texts. Students examine ambiguities and narration in the novel *Extremely Loud and Incredibly Close*. They also identify central ideas and analyze arguments after reading segments of *Freakonomics: A Rogue Economist Explores*

the Hidden Side of Everything and Fast Food Nation: The Dark Side of the All-American Meal. In addition to analyzing Postmodern fiction and contemporary informational texts, students participate in a research based discussion group.

#### Unit Assignment(s):

##### **Assignment: Analyzing Arguments**

In the lesson, Ordering the Chaos of the Contemporary World: An Introduction to Freakonomics, students learn how to analyze an argument and how to use central ideas to find a claim. Next students examine inductive and deductive reasoning and use that knowledge to practice dissecting an argument. Students continue working through the goals of the lesson by reading an excerpt from Freakonomics, analyzing how Levitt and Dubner use data to make sense of the world. As students read they complete a series of tasks to identify the central ideas, consider counterarguments, and evaluate purpose and the conclusion the author has arrived at. Finally, students complete a writing assignment to explain how Levitt and Dubner logically support their argument that cheating exists when there is high incentive, but that the majority of people are honest, supporting their ideas with evidence from the text.

#### **Research Workshop: Writing an Argumentative Essay**

In this research workshop, students examine how to recognize and correct errors in pronoun reference, how to identify and correct errors in subject-verb agreement, and how to locate and correct dangling, misplaced, and other troublesome modifiers. To conclude the unit, students compose an argumentative research based essay using proper citation and convert this essay to a formal multimedia presentation.

#### Unit Assignment(s):

##### **Assignment: Writing and Presenting an Argumentative Essay**

First, students complete an essay in response to the following prompt:

- *Research the issue of genetically modified foods, and then write a well-developed two to three page essay to be read by your peers in which you argue either for or against their use. Support your position with evidence.*

In a follow-up lesson, students create a presentation that makes strategic use of a variety of digital media, and they clearly present information with supporting evidence for the targeted audience. In the lesson instruction, the on-screen teacher begins by exploring how students can use multimedia to enhance the effectiveness of an argumentative presentation. Next, they examine how to effectively use textual evidence in an argumentative presentation; after exploring the use of texts, they explore the appropriate use of images and visuals in multimedia argumentative presentations. Finally, students apply their newly-acquired knowledge when they turn their argumentative essay from the previous lesson into a multimedia presentation.

## Course Materials

### Literary Texts

Title	Author	Publisher	Edition	Website	Read in entirety
The Interesting Narrative of the Life of Olaudah Equiano	Olaudah Equiano	Public Domain	1789	[ empty ]	No
"Sinners in the Hands of an Angry God"	Jonathan Edwards	Public Domain	1741	[ empty ]	No
A Tree Grows in Brooklyn	Betty Smith	Harper & Brothers	1943	[ empty ]	No
Extremely Loud & Incredibly Close	Jonathan Safran Foer	Houghton Mifflin Harcourt Publishing Company	2005	[ empty ]	No
To My Dear and Loving Husband	Anne Bradstreet	Public Domain	1612 – 1672	[ empty ]	Yes
To the King's Most Excellent Majesty	Phillis Wheatley	Public Domain	1768	[ empty ]	Yes
A Psalm of Life	Henry Wadsworth Longfellow	Public Domain	1807 – 1882	[ empty ]	Yes
Auspex	James Russell Lowell	Public Domain	1819-1891	[ empty ]	Yes
Song of Myself	Walt Whitman	Public Domain	1855	[ empty ]	No
Some Keep the Sabbath Going to Church	Emily Dickinson	Public Domain	1830–1886	[ empty ]	Yes
Because I Could Not Stop for Death	Emily Dickinson	Public Domain	1830–1886	[ empty ]	Yes
Adventure of the Mysterious Picture	Washington Irving	Public Domain	1783-1859	[ empty ]	Yes



Title	Author	Publisher	Edition	Website	Read in entirety
The Scarlet Letter	Nathaniel Hawthorn	Public Domain	1850	[ empty ]	No
Moby-Dick	Herman Melville	Public Domain	1851	[ empty ]	No
An Occurrence at Owl Creek Bridge	Ambrose Bierce	Public Domain	1890	[ empty ]	Yes
The Adventures of Huckleberry Finn	Mark Twain (Samuel Clemens)	Public Domain	1884	[ empty ]	No
We Wear the Mask	Paul Lawrence Dunbar	Public Domain	1896	[ empty ]	Yes
A Man Said to the Universe	Stephen Crane	Public Domain	1899	[ empty ]	Yes
The Love Song of J. Alfred Prufrock	T. S. Eliot	Public Domain	1915	[ empty ]	Yes
The Yellow Wallpaper	Charlotte Perkins Gilman	Public Domain	1892	[ empty ]	Yes
Ars Poetica	Archibald MacLeish	Houghton Mifflin Harcourt Publishing Company	1985	[ empty ]	Yes
Poetry	Marianne Moore	Public Domain	1919	[ empty ]	Yes
Mending Wall	Robert Frost	Public Domain	1914	[ empty ]	Yes
Trifles	Susan Glaspell	Public Domain	1916	[ empty ]	Yes
A Farewell to Arms	Ernest Hemingway	Charles Scribner's Sons	1929	[ empty ]	No
The Great Gatsby	F. Scott Fitzgerald	Charles Scribner's Sons	1925	[ empty ]	No
In Response to Executive Order 9066	Dwight Okita	Tia Chucha Press	1992	[ empty ]	Yes

Title	Author	Publisher	Edition	Website	Read in entirety
The Life You Save May Be Your Own	Flannery O'Connor	Houghton Mifflin Harcourt Publishing Company	1981	[ empty ]	Yes
"Harlem" ["dream deferred"]	Langston Hughes	Harold Ober Associates Incorporated	1994	[ empty ]	Yes
The Weary Blues	Langston Hughes	Harold Ober Associates Incorporated	1994	[ empty ]	Yes
Anthem	Ayn Rand	Cassell and Company, England	1938	[ empty ]	No
Harrison Bergeron	Kurt Vonnegut	Kurt Vonnegut Jr.	1961	[ empty ]	Yes
The Man to Send Rain Clouds	Leslie Marmon Silko	The Wylie Agency LLC	1981	[ empty ]	Yes

### Primary Documents

Title	Authors	Date	URL
The Declaration of Independence	[ empty ]	1776	[ empty ]
Nature	Ralph Waldo Emerson	1836	[ empty ]
Society and Solitude	Ralph Waldo Emerson	1904	[ empty ]
Civil Disobedience	Henry David Thoreau	1849	[ empty ]
What to the Slave Is the Fourth of July?	Frederick Douglas	1852	[ empty ]
Ain't I a Woman?	Sojourner Truth	1863	[ empty ]

Title	Authors	Date	URL
An Indian's Views of Indian Affairs	Chief Joseph	1879	[ empty ]
My Heart is Bursting	Satanta	1867	[ empty ]
War Message to Congress	Woodrow Wilson	1917	[ empty ]
Prominent Farmer Robed and Killed	Susan Glaspell	12/3/1900	[ empty ]
She Prepares to Fight	Susan Glaspell	1900	[ empty ]
Indicted Her for Murder	Susan Glaspell	1/17/1901	[ empty ]
Mrs. Hossack a Murderess	Susan Glaspell	4/11/1901	[ empty ]
Mrs. Hossack's Parting Plea	Susan Glaspell	4/19/1901	[ empty ]
Executive Order 9066	Franklin Delano Roosevelt	1942	[ empty ]
Brown v. Board of Education	Chief Justice Earl Warren	1954	[ empty ]
Letter from Birmingham Jail	Martin Luther King, Jr.	1963	[ empty ]
A Rumor of War	Philip Caputo	1977	[ empty ]

Title	Authors	Date	URL
Khe Sanh	Michael Herr	1977	[ empty ]
Visions: "Choreographers of Matter, Life, and Intelligence"/"The Intelligent Planet"/"Machines That Think"/"Personal DNA Codes"/"Conquering Cancer— Fixing Our Genes"	Michio Kaku	1997	[ empty ]

### Multimedia

Title	Author	Director	Name of video series	Date	Website	Medium of Publication
Edgenuity Course Map	Edgenuity Inc.	[ empty ]	[ empty ]	[ empty ]	[ empty ]	Online Interactive Resource
Edgenuity Instructional Videos	Edgenuity Inc.	[ empty ]	[ empty ]	[ empty ]	[ empty ]	Online Interactive Resource
Edgenuity eNotes	Edgenuity Inc.	[ empty ]	[ empty ]	[ empty ]	[ empty ]	Online Interactive Resource
Edgenuity eWriter Tool	Edgenuity Inc.	[ empty ]	[ empty ]	[ empty ]	[ empty ]	Online Interactive Resource
Edgenuity Student Support for Text-based Assignments: Literacy Scaffolds and Supports	Edgenuity Inc.	[ empty ]	[ empty ]	[ empty ]	[ empty ]	Online Interactive Resource
Collaboration Corner	Edgenuity Inc.	[ empty ]	[ empty ]	[ empty ]	[ empty ]	Online Interactive Resource

### Other

Title	Authors	Date	Course material type	Website
The Feminine Mystique: Chapter 1: "The Problem That Has No Name"	Betty Friedan	1983	Essay	[ empty ]

Title	Authors	Date	Course material type	Website
Why I Wrote "The Yellow Wallpaper"	Charlotte Perkins Gilman	1913	Essay	[ empty ]
Danse Macabre	Stephen King	1981	Essay	[ empty ]
How We Entered World War I	Barbara Tuchman	1967	Essay	[ empty ]
Midnight Assassin: A Murder in America's Heartland	Patricia L. Bryan & Thomas Wolf	2005	Essay	[ empty ]
All Rivers Run to the Sea from "Darkness"	Elie Wiesel	1995	Memoir/Essay	[ empty ]
Maus	Art Spiegelman	1973	Graphic Novel/Memoir	[ empty ]
Notes of a Native Son	James Baldwin	1955	Memoir/Essay	[ empty ]
Fast Food Nation	Eric Schlosser	1997	Essay	[ empty ]
Freakonomics	Steven Levitt & Stephen J. Dubner	2005	Essay/Economics	[ empty ]
The World on the Turtle's Back	Iroquois (Jennifer Young, reteller)	2013	Myth	[ empty ]
Speaking Arabic	Naomi Shihab Nye	1996	Essay	[ empty ]
Take the Tortillas Out of Your Poetry	Rudolfo Anaya	1995	Essay	[ empty ]

## Additional Information

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