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We are working hard to improve the course search and we'd love to hear your thoughts.

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Submitted: Apr 24, 2017

Decision: Apr 24, 2017

British Literature

Edgenuity, Inc

Submission Feedback

APPROVED

Basic Course Information

Title:

British Literature

Transcript abbreviations:

Length of course:

Full Year

Subject area:

English (B) / English

UC honors designation?

No

Prerequisites:

None

Co-requisites:

None

Integrated (Academics / CTE)?

No

Grade levels:

12th

Course learning environment:

Online

Online course self assessment

A. Content (13)

➕ 0 0

B. Instructional Design (11)
➕( )( )

C. Student Assessment (7)
➕( )( )

D. Technology (11)
➕( )( )

E. Course Evaluation and Support (10)
➕( )( )

Course Description

Course overview:

This senior-year English Language Arts exploration of British literature enables students to engage in literary analysis and inferential evaluation of both classic and contemporary literature, including the ancient epic Gilgamesh, William Shakespeare's *The Tragedy of Hamlet*, Oscar Wilde's *The Importance of Being Earnest*, and texts by Seamus Heaney and Derek Walcott. They also study short but complex texts, including essays by Jonathan Swift and Mary Wollstonecraft, influential speeches by Queen Elizabeth I and Franklin D. Roosevelt, and a variety of informational texts and multimedia. While critically reading fiction, poetry, drama, and expository nonfiction, students learn and apply comprehension and literary-analysis strategies, while strengthening their oral language skills and produce creative, coherent writing.

The course includes the following:

- Developing habits of mind, including the value of research to explore new ideas through reading and writing
- Reading texts of complexity without instruction and guidance; summarizing information
- Determining major and subordinate ideas in passages and identifying the main idea of a text
- Summarizing the reading, analyzing the information, and analyzing the argument
- Deciphering the meaning of vocabulary by using context
- Using vocabulary appropriate to college-level work and the discipline
- Writing invention, including the consideration of audience and purpose
- Writing arrangement, including the use of revision techniques to improve focus, support, and organization
- Assessing the authority and value of research materials, and correctly documenting research materials to avoid plagiarism
- Writing well-organized, well-developed essays

The course is aligned to the seven goals of the English course requirements and includes:

- Instruction and activities that promote thoughtful and creative readers, writers, listeners, and thinkers who incorporate the critical practices of access, selection, evaluation, and information processing in their own original and creative knowledge production.

- The course encourages students to understand the ethical dimensions of academic life as grounded in the search, respect for, and understanding of other informed viewpoints and pre-existing knowledge. Students

develop the ability to question and evaluate their own beliefs, the curiosity and daring to participate in and contribute to intellectual discussions, and the ability to advocate for their own learning needs.

- Instruction and activities include the comprehension and evaluation of complex texts across a range of types and disciplines. Students learn to construct effective arguments and convey intricate or multifaceted information.

- Students practice responding to varying demands of audience, task, purpose, genre and discipline by listening, reading, writing, and speaking with awareness of self, others, and context, and adapting their communication to audience, task, purpose, genre, and discipline.

- The course emphasizes the value of evidence, giving students the opportunity to analyze a range of informational and literary texts, ask provocative questions, and generate hypotheses based on form and content of factual evidence, see other points of view, and effectively cite specific evidence when offering an oral or written interpretation of a text.

- Students use technology, multimedia, and interactive activities throughout the course to enhance their reading, writing, speaking, listening, and language use.

- Students are asked to demonstrate independence by exhibiting curiosity and experimenting with new ideas.

Throughout the course, students meet the following goals:

- Demonstrate knowledge of foundational works of literature.
- Analyze seminal works of literary nonfiction and evaluate their structure and reasoning.
- Analyze the impact of an author's choices regarding how to develop and relate elements of a text.
- Demonstrate increasing sophistication in the routine and process of writing.
- Learn to use Standard English from a variety of grammar lessons.

Course content:

Epic Beginnings

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 with the opportunity to demonstrate knowledge with various writing assignments and projects. The texts are incorporated into the lesson and topics, and all 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.

In this unit, students read a variety of classic and contemporary works of epic fiction and poetry. Throughout the unit, students explore, identify, and evaluate the structure and features of epic poetry. In addition to exploring the structure and features of epic poetry, students examine themes and interactions between

themes within a text, analyze and make inferences about characterization, point of view, and perspectives using text-based evidence, and analyze the development of the English language in texts. Finally, students analyze multiple interpretations of a story evaluating how each version interprets the source text.

For example, in the lesson Characterization in *Grendel* students read the modern fiction text *Grendel* by John Gardner to analyze point of view, perspective, and characterization. The lesson begins with a series of video-based tutorials in which an on-screen teacher explores how to identify and analyze point of view and perspective in a fiction work, as well as how to analyze characterization when reading a text. Following the video-based tutorials, students read *Grendel* by John Gardner and apply their understanding of point of view, perspective, and characterization to the reading in a series of activities. Following the activities, students view another set of video-based tutorials that explore *Grendel* as a reimagining of the epic poem *Beowulf*, evaluating how *Grendel* interprets the source text. After the series of video-based tutorials, students answer a series of practice questions, including a short writing assignment in which students read the passages from *Beowulf* and *Grendel* that describe feasts in Hrothgar's hall, and write three to four sentences comparing and contrasting how the people are characterized in each passage using textual details and evidence to support their answers. Following the practice activities, students take a quiz to assess their understanding of the lesson materials.

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.

Writer's Workshop: Narrative Writing

In this writer's workshop, students explore how to analyze word parts to determine meaning, spelling, and usage, how to recognize word roots and affixes, and investigate how to use reference materials to determine the correct spelling and usage of a word. In addition to exploring vocabulary skills, students write a narrative essay about a hero.

Additionally, the unique direct instruction video presentations embedded in every lesson throughout the courses 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.

For example, in the lesson Writing a Narrative Application Essay, students explore how to use a narrative to tell a reader about their experiences. The lesson begins with a series of video-based tutorials in which an on-screen teacher explores the writing process, the nuances of the narrative writing genre, how to read a

narrative essay prompt to determine audience, and how to brainstorm a for a narrative essay using a web. Following the first set of video-based tutorials, students complete a prewriting activity and then watch another set of video-based tutorials. In the second set of video-based tutorials, an on-screen teacher explores how to structure a narrative essay that includes a strong narrative voice, vivid details, and dialog, and students draft their narrative essay. After students complete their draft essay, an on-screen teacher explores how to revise a narrative essay for strong details, how to develop a reflective conclusion, and how to revise for grammatical details including spelling and punctuation. Students then submit their final essay draft of 3-5 pages and take a quiz to assess their understanding of the lesson materials.

From the Middle Ages through the Renaissance

In this unit, students explore British literature from the Middle Ages through the Renaissance. Throughout the unit, students explore characteristics of medieval literature, and analyze characters and characterization. In addition to analyzing characters and characterizations, students connect a text to its social and historical context, examine how to critique ideas in a literary nonfiction text, and explore how to identify central ideas and supporting details in a text.

For example, in the lesson Central Ideas and Context: Utopia, students explore how to identify and critique central ideas in a literary nonfiction text. The lesson begins with a series of video-based tutorials in which an on-screen teacher provides historical context for the reading selection, examining both the author and the historical time period and culture of the 15th and 16th centuries. After providing historical and cultural context for the reading, the on-screen teacher explores how to identify the central idea in a nonfiction text and how central ideas are developed in a literary nonfiction selection. After the first set of video-based tutorials, students read from *Utopia* to determine the central ideas and consider how they are developed and answer a series of practice questions. Following the practice questions, students watch another set of video-based tutorials examining how to critique the central idea of a text and answer practice questions, including a one-to-two paragraph writing assignment in which students identify and critique a central idea of *Utopia*, stating details with which they agree or disagree, and explaining their position. Following the short writing activity, students take a quiz to assess their understanding of the lesson materials.

Writer's Workshop: Informative Writing

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.

In this writer's workshop, students explore how to recognize gerunds, participles, and infinitives, how to use gerunds, participles, and infinitives correctly, and how to identify the function of phrases within a sentence. In addition to exploring grammar, students also examine how to construct an informative essay.

For example, in the lesson <u>Writing an Informative Essay about a Utopia</u>, students write an informative essay in which they present their vision of an ideal world. The lesson begins with a series of video-based tutorials in which an on-screen teacher examines the structure of informative essays, how to read an informative essay prompt to determine topic, audience, and purpose, and how to organize information to prepare to write an informative essay Students then brainstorm or prewrite for their informative essay and watch another set of video-based tutorials that explore how to structure an informative essay, craft a thesis that is clearly supported with strong details and vivid language, and has a clearly defined and structured conclusion. Next, students compose a draft essay and watch another set of video-based tutorials that explore how to revise an essay draft for the use of effective transitions, sentence variety, and grammatical elements including spelling and punctuation. Students then submit their final essay draft of 3-5 pages and take a quiz to assess their understanding of the lesson materials.

Life in the Renaissance

In this unit, students read a variety of literary nonfiction that explores life in the English Renaissance. Students begin the unit by reading the speeches of Queen Elizabeth, analyzing her use of rhetorical appeals and exploring author's purpose. After reading classic literary nonfiction texts, students read from *The Time Traveler's Guide to Elizabethan England* to examine how to cite textual evidence to support inferences, analyze the effects of point of view on a reader, and identify explicit and implicit information about a time period. Finally, students explore how to objectively summarize a text, investigate how to determine central ideas in an informational text, and analyze the development of central ideas in a nonfiction text.

For example, in the lesson <u>Part 2: Summarizing Central Ideas about Elizabethan England</u>, students read from *The Time Traveler's Guide to Elizabethan England* to determine central ideas and analyze their development. The lesson begins with a series of video-based tutorials in which an on-screen teacher models how to identify the central idea of a text as well as how to trace the development of ideas and analyze ideas in a nonfiction text. Next, students read from *The Time Traveler's Guide to Elizabethan England* to determine central ideas and analyze their development and answer a series of practice questions. Following the practice activity, students watch another set of video-based tutorials in which an on-screen teacher models how to read and summarize a literary nonfiction text, and students complete a short writing assignment in which they think about the central ideas in the text and write three to four sentences that summarize it. Following the short writing activity, students take a quiz to assess their understanding of the lesson materials.

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.

Writer's Workshop: Literary Analysis

In this writer's workshop, students explore how to recognize compound and complex sentences, investigate and learn to identify different types of clauses, and examine how to correctly use coordinating conjunctions, subordinating conjunctions, and conjunctive adverbs. In addition to an in-depth analysis of compound and complex sentences, students construct a literary analysis that examines an author's use of style and language.

For example, in the lesson Part 4: Writing to Evaluate Mortimer's Style, students develop a literary analysis composition with relevant evidence, evaluating the effectiveness of an author's style and use precise language appropriate for the audience and purpose. The lesson begins with a series of video-based tutorials in which an on-screen teacher models how to analyze and evaluate an author's style when reading a literary nonfiction selection, explore how to read an writing prompt to determine audience, topic, and purpose, and explore how to outline and structure a literary analysis composition that uses effective evidence and precise language that is appropriate for topic, audience, and purpose. Following the video-based tutorials, students complete a series of practice assignments and compose a literary analysis in which students evaluate the effectiveness of Mortimer's style in *The Time Traveler's Guide to Elizabethan England*. Following the one to two paragraph writing activity, students take a quiz to assess their understanding of the lesson materials.

The Tragedy of Hamlet: Part One

In this unit, students begin to read the classic Shakespearian play *The Tragedy of Hamlet*, exploring Shakespeare's use of dramatic conventions, and analyzing characterization, figurative language, and word choice. In addition to exploring dramatic conventions and examining characterization and word choice, students compare and contrast different adaptations of the play and evaluate how each reflects the source text.

For example, in the lesson Hamlet, Part 4: Comparing and Contrasting Interpretations, students analyze a source text that is commonly adapted, compare and contrast different adaptations, and evaluate the choices of an adaptation. The lesson begins with a series of video-based tutorials in which an on-screen teacher models how to analyze a soliloquy when reading a dramatic text. Following the video-based tutorials, students read from Act III of Hamlet to analyze a soliloquy and answer a series of practice questions. Following the practice questions, students watch another set of video-based tutorials in which an on-screen teacher explores how to analyze literary adaptations, and students then engage with two multimedia adaptations of a soliloquy from Hamlet. After viewing the various adaptations, students answer a series of practice questions and complete a short writing assignment in which they write four to five sentences describing how the two adaptations of Hamlet are similar and how they are different, making sure to include an explanation of how the adaptations affected their understanding of Hamlet's character. Finally, students take a quiz to assess their understanding of the lesson materials.

The Tragedy of Hamlet: Part Two

In this unit, students complete their reading of the play *The Tragedy of Hamlet*, exploring how to draw conclusions about complex characters, how to analyze plot and characterization, and investigating how to use a critical lens to analyze a text.

For example, in the lesson *Hamlet*, Part 6: Applying Literary Criticism, students examine how to analyze a literary text using a historical lens, a formalist lens, and a feminist lens. The lesson begins with a series of video-based tutorials in which an on-screen teacher examines a variety of formal methods of literary criticism, including the historical, formalist, and feminists theories. Following the video-based tutorial, students read from Act III of Hamlet to analyze the play using a formalist lens and answer a series of practice questions. Following the practice questions, students watch another set of video-based tutorials in which an on-screen teacher models how to analyze a text using a historical lens, and students then read from Act IV of Hamlet to analyze the play using a historical lens in a series of practice questions. Next, students examine how to analyze Hamlet using a feminist lens and answer a series of practice questions applying this information. Finally, students take a quiz to assess their understanding of the lesson materials.

The Enlightenment in England

In this unit, students examine a variety of texts from the Enlightenment period. Students read the essay *A Vindication of the Rights of Woman* to explore the role of central ideas and details in a literary nonfiction text, explore the role of satire and rhetorical devices in Swift's "A Modest Proposal" and examine how to compare and contrast arguments in literary nonfiction texts.

For example, in the lesson Comparing Eighteenth-Century Texts on Slavery, students compare and contrast how two texts address the same topic, determine an author's purpose for writing, and use textual evidence to identify an author's explicit and implicit assumptions and beliefs. The lesson begins with a series of video-based tutorials in which an on-screen teacher models how to use explicit and implicit text-based evidence to make inferences about an author's beliefs. Following the video-based tutorial, students read from *Thoughts and Sentiments on the Evil and Wicked Traffic of the Slavery and Commerce of the Human Species* to analyze the author's beliefs in a series of practice questions. Next, students watch another set of video-based tutorials in which an on-screen teacher explores how comparing two texts give readers deeper insight into a complex issue and models how to analyze an author's purpose in a literary nonfiction text. Students then read from *Letters of the Late Ignatius Sancho*, *An African* to determine the author's purpose and answer a series of practice questions applying their understanding of author's purpose. Following the practice questions, students watch another set of video-based tutorials in which an on-screen teacher models how to compare two texts on the same topic, and students compose a short one to two paragraph writing assignment comparing the authors' approaches and purpose in two passages, citing specific evidence from the texts to support their claims. Finally, students take a quiz to assess their understanding of the lesson materials.

Writer's Workshop: Research-Based Informative Writing

In this writer's workshop, students explore how to construct an MLA format works cited page and MLA format footnotes and endnotes and examine how to develop and organize a research-based informative essay.

For example, in the lesson Writing a Research-Based Informative Essay about Language, students explore how to organize and cite evidence from research in an informative essay. The lesson begins with a series of video-based tutorials in which an on-screen teacher models how to analyze an informative writing prompt to determine topic, audience, and purpose, and explores how to effectively locate and organize research for an informative essay. Students then have the opportunity to begin to research materials for their essay before watching another set of video-based tutorials in which an on-screen teacher examines how to construct a draft informative essay that clearly supports a thesis with evidence, is properly organized using precise language and effective transitions, and correctly cites and incorporates evidence. Students then compose their draft essay and watch another set of video-based tutorials in which an on-screen teacher explores how to effectively revise an informative essay to ensure a strong conclusion, vivid language, as well as proper grammar, style, punctuation, and spelling. Following the final set of video-based tutorials, students complete a peer review and submit their final essay. Students then submit their final essay draft of 3-5 pages and take a quiz to assess their understanding of the lesson materials.

Romanticism in England

In this unit, students explore Romanticism in English, with an in-depth study of English Romantic poetry. Students analyze the poetry of William Wordsworth and John Keats, and closely compare the English Romantic period to Japanese haikus while reading the words of Basho, Buson, and Issa. In addition to exploring poetry, students plan a multimedia presentation examining how to use text and multimedia to present ideas in an effective and engaging way.

For example, in the lesson Speaking and Listening: Planning a Multimedia Presentation, students use multimedia to present ideas in an engaging and persuasive way to plan a presentation that is appropriate for the topic, audience, and purpose. The lesson begins with a series of video-based tutorials in which an on-screen teacher models how to analyze writing prompts for topic and purpose, how to structure an informative presentation clearly establishing a claim and addressing counterclaims with evidence, how to effectively gather and use, and how to cite research evidence to support a claim and counterclaims. After exploring how to use research to develop and support claims and counterclaims, an on-screen teacher examines how to structure multimedia presentation using hooks, effective transitions, and strong conclusions, as well as how to use multimedia that is appropriate for both topic and audience. Next, students watch another set of video-based tutorials in which an on-screen teacher explores how to format and deliver a multimedia presentation, and students watch and evaluate a sample presentation. Students then answer a series of practice problems and create a presentation to convince a group of government officials to join them in taking a stand on an important environmental issue. After students have completed their practice assignments and developed their presentation, they take a quiz to assess their understanding of the lesson materials.

The Gothic Novel: The Strange Case of Dr. Jekyll and Mr. Hyde

In this unit, students conduct an in-depth analysis of Robert Louis Stevenson's novella *The Strange Case of Dr. Jekyll and Mr. Hyde,* exploring elements of Gothic literature, evaluating plot, character, and theme, as well as analyzing the impact of point of view and perspective on a literary work.

For example, in the lesson Part 5: *The Strange Case of Dr. Jekyll and Mr. Hyde*: Summary and Plot Development, students analyze the point of view and perspectives in a text, summarize plot events, and determine the effects of plot devices on a story. The lesson begins with a series of video-based tutorials in which an on-screen teacher models how to summarize the plot of a literary text focusing on the exposition of a text, and students construct a summary of chapters 1–8 of the story. After students have constructed their summary, an on-screen teacher examines how to identify the narrator point of view and perspective in a work of fiction, and explores plot devices including the use of letters. Following the video-based tutorial, students read from chapter 9 of *The Strange Case of Dr. Jekyll and Mr. Hyde* to analyze the narration and write a one paragraph summary. After students have completed their summary, they watch another set of video-based tutorials in which an on-screen teacher explores plot elements and plot devices, focusing specifically on the climax of a literary work. Students then complete a series of practice assignments and take a quiz to assess their understanding of the lesson material.

Nineteenth-Century England

In this unit, students conduct an in-depth study of Oscar Wilde's Comedy of Manners: *The Importance of Being Earnest,* analyzing the use of literary devices such as puns, paradoxes, epigrams, and understatement, and exploring the role of literature as a social commentary. In addition to reading *The Importance of Being Earnest*, students explore how a story changes through different adaptations when examining *The War of the Worlds.*

For example, in the lesson *Comparing and Contrasting Two Versions of The War of the Worlds,* students analyze how a text conveys an author's purpose, compare and contrast the crafts of two versions of a text, and analyze the aesthetic impact of a text. The lesson begins with a series of video-based tutorials in which an on-screen teacher explores how to analyze descriptive details and identify author's purpose in a fictional text. Next, students read from *The War of the Worlds* to analyze how descriptive details convey an author's purpose and answer a series of practice questions that focus on descriptive details and author's purpose. Students then watch another set of video-based tutorials in which an on-screen teacher models how to analyze the aesthetic impact of a text and how to compare and contrast versions of a story across various forms of media. Next, students listen to *The War of the Worlds* to analyze the aesthetic impact of the text in audio form and answer a series of practice questions exploring how the media used impacts the aesthetics of a text. Students then watch another series of video-based tutorials in which an on-screen teacher models how to analyze changes in mood, tone, and narration across media, and the overall impact on the aesthetic feeling. Students answer a series of practice questions, including a short one to two paragraph writing assignment in which they compare and contrast the aesthetic impact of the novel *The War of the Worlds* with that of the radio broadcast adaptation. Students then complete a series of practice assignments and take a quiz to assess their understanding of the lesson material.

Writer's Workshop: Argumentative Writing

In this writer's workshop, students explore how to use reflexive, intensive, and reciprocal pronouns correctly, how to use subjective, objective, and possessive pronouns correctly, and how to recognize and correct vague pronouns and pronoun shifts. In addition to their in-depth study of pronouns, students explore how to write a formal argumentative essay that introduces and develops claims using supporting evidence and rhetorical devices.

For example, in the lesson Writing an Argumentative Essay about an Ethical Issue, students explore how to write an effective argument about an ethical issue. The lesson begins with a series of video-based tutorials in which an on-screen teacher models how to analyze an argumentative writing prompt to determine topic, audience, and purpose, closely explores the structure of an argumentative essay focusing on using effective evidence, and examines how to use a two-column chart when brainstorming. Next, students have the ability to apply their knowledge of the two-column chart when prewriting or brainstorming for their essay. Once students have completed their prewriting, they watch another set of video-based tutorials in which an on-screen teacher explores how to construct an essay draft focusing on how to structure an argumentative essay that uses evidence to support a claim, how to develop an effective introduction and conclusion, how to construct body paragraphs that use evidence and rhetorical devises, and how to construct a rebuttal or counterclaim. Students then have the opportunity to apply thus information when they construct their essay draft.   Next, students watch another set of video-based tutorials in which an on-screen teacher models how to edit a draft essay to ensure effective transitions, precise language and formal style, and how to ensure grammatical precision. Next, students complete the peer review process before composing their final essay draft. Students then submit their final essay draft of 3-5 pages and take a quiz to assess their understanding of the lesson materials.

The First Half of the Twentieth Century

In this unit, students analyze the poetry of Rabindranath Tagore, Dylan Thomas, and W. B. Yeats, exploring poetic structure, the use of figurative language, and universal themes. In addition to studying poetry, students analyze and compare World War II political messages in a variety of media formats.

For example, in the lesson Analyzing US World War II Political Messages, students compare and contrast a political speech with a media campaign, analyze the visual and textual elements of persuasive messages, and determine a speaker's purpose in a speech. The lesson begins with a series of video-based tutorials in which an on-screen teacher explores the historical context of World War II, models how to determine an author's purpose when reading or listening to a political speech, and explores the use of rhetorical devices in speeches and persuasive writing. Next, students read from Franklin D. Roosevelt's 1943 State of the Union address to determine the speaker's purpose and apply their understanding of author's purpose to a series of practice questions. Following the practice questions, students watch another set of video-based tutorials in which an on-screen teacher explores a variety of multimedia advertisements from the World War II era, and explores a variety of advertising techniques comparing and contrasting advertising techniques to rhetorical strategies used in speeches. The on-screen teacher then models how to compare and contrast messages across media

genres, and students respond to a series of practice questions, including a short one to two paragraph writing assignment in which they compare and contrast the messages of the advertisement and the speech. Following the series of practice assignments, students take a quiz to assess their understanding of the lesson materials.

Writer's Workshop: Media Analysis Essay

In this writer's workshop, students explore how to use hyphens correctly, how to punctuate lists and series correctly, and how to use punctuation (commas, dashes, or parentheses) to set off nonrestrictive elements. In addition to a detailed study of punctuation, students compose a media analysis essay analyzing and evaluating the techniques used in World War II propaganda.

For example, in the lesson Writing an Analysis of Media Messages, students analyze elements of a World War II media campaign, evaluating the use of advertising techniques. The lesson begins with a series of video-based tutorials in which an on-screen teacher models how to analyze a writing prompt to determine topic, audience, and purpose, and explore how to analyze media messages for the use of advertising techniques and effectiveness. Next, the on-screen teacher models how to effectively brainstorm using a table and students have the opportunity to complete the brainstorming portion of the writing process. Next, students watch another set of video-based tutorials in which an on-screen teacher explores the structure of an analytical essay, how to effectively craft a thesis statement, and how to construct essay body paragraphs that have strong topic sentences and effective evidence. Students then compose a draft of their essay and watch another set of video-based tutorials in which an on-screen teacher examines how to edit a draft to ensure precise use of language and effective transitions, as well as how to ensure that an essay is free of grammatical and spelling errors. Students then submit their final essay draft of 3-5 pages and take a quiz to assess their understanding of the lesson materials.

Cultural Reflections in Art and Artifacts

In this unit, students conduct an in-depth analysis of the nonfiction text *A History of the World in 100 Objects,* analyzing text features and structures, examining an author's purpose and viewpoint, and exploring a variety of multimedia texts. In addition to exploring nonfiction texts, students analyze and compare ekphrastic poems and explore art as a form of visual text.

For example, in the lesson Part 3: Using Media to Extend Understanding of an Informational Text, students analyze the cultural and historical significance of an object, analyze the way an author engages a reader, and compare the experience of reading text and listening to audio about the same topic. The lesson begins with a series of video-based tutorials in which an on-screen teacher explores how to determine the main idea of a text, in this case determining how an object is historically different using details from the text, and then explores how a writer hooks a reader using descriptive word choice and structure. Next, students read from *A History of the World in 100 Objects* to analyze the significance of two objects and analyze how an author hooks the reader. Next, students watch another set of video-based tutorials in which an on-screen teacher explores the structure of multimedia podcasts and how to listen attentively and take notes to increase

understanding. Students then listen to a podcast and take notes, and an on-screen teacher explores how to compare and contrast an audio podcast to a traditional text. Following the series of practice assignments, students take a quiz to assess their understanding of the lesson materials.

Writer's Workshop: Creating a Museum Exhibit

In this writer's workshop, students explore how to recognize prepositions and determine when it is appropriate to end a sentence with a preposition, how to identify split infinitives and determine when to use them, and how to identify active and passive voice and determine when to use passive voice. In addition to exploring a variety of contested grammatical usage issues, students create a multimedia virtual museum exhibit.

For example, in the lesson <u>Creating a Museum Exhibit</u>, students generate questions to guide research, choose appropriate information from reliable sources, and plan, organize, and design the components of a webpage. The lesson begins with a series of video-based tutorials in which an on-screen teacher models how to read a project prompt to determine audience, topic, and purpose, how to formulate and revise an effective research question, and how to locate reliable sources and use notecards to gather information. Next, the on-screen teacher explores how to design a virtual museum exhibit that makes effective use of media while avoiding copyright infringement. Next, students answer a series of practice questions and complete a project in which they design and present a virtual museum exhibit. Once students have completed their project they take a quiz to assess their understanding of the lesson materials.

Contemporary Voices

In this unit, students read from a variety of modern and contemporary British literature authors and texts, including J. R. R. Tolkien's *The Fellowship of the Ring* and Seamus Heaney's "Digging", exploring literary genre, structure, and language. In addition to exploring a variety of literature, students examine how to effectively format and compose a persuasive email.

For example, in the lesson Fantasy Literature: <u>J. R. R. Tolkien's *The Fellowship of the Ring*,</u> students read from *The Fellowship of the Ring* to analyze elements of fantasy, setting, and characterization and write an original narrative from the perspective of a character in a work of literature. The lesson begins with a series of video-based tutorials in which an on-screen teacher explores the fantasy literature genre, focusing on the nuances of setting and language use. Next, the on-screen teacher models how to analyze the use of characterization in a literary text, and students read from *The Fellowship of the Ring* to analyze elements of fantasy, setting, and characterization. Next, an on-screen teacher models how to read a narrative writing prompt to determine topic, audience, and purpose, and students construct a fictional narrative in which they write one to two paragraphs retelling a scene from *The Fellowship of the Ring,* describing Bilbo's disappearance at the end of his speech from the perspective of a guest at the party. Students are expected to develop a clearly defined narrator, descriptive words, and fantasy elements. Finally, students take a quiz to assess their understanding of the lesson materials

Success and Planning for the Future

In this unit, students read a variety of literary nonfiction and informational texts, including the procedural text *How to Find Out Anything* and career information from the Bureau of Labor Statistics website, exploring text structure and features in a variety of informational multimedia texts. In addition to exploring informational text, students plan and participate in a debate.

For example, in the lesson Speaking and Listening: Formal Debate, students learn to recognize strategies for presenting arguments effectively, including the use of evidence and persuasive techniques, apply rules for effective speaking and listening, and identify the elements and types of a formal debate. The lesson begins with a series of video-based tutorials in which an on-screen teacher explores elements and types of formal debates, roles in formal debates, how to use effective listening skills during a debate, and how to formulate a claim using effective evidence. Next, the on-screen teacher examines a variety of persuasive techniques, how to craft a rebuttal, and how to construct a debate conclusion. Throughout the lesson, students watch and evaluate a variety of debates, examining the use of persuasive techniques, how speakers craft an argument, and the effectiveness of arguments. Students answer a series of practice questions and complete a project in which they participate in a formal debate. Finally, students take a quiz to assess their understanding of the lesson materials.

Course Materials

Literary Texts

Title	Author	Publisher	Edition	Website	Read in entirety
from Gilgamesh: A New English Version	Stephen Mitchell translation	Simon and Schuster	2006	[empty]	No
from Beowulf: A New Verse Translation	Seamus Heaney translation	Norton	2001	[empty]	No
from Grendel	John Gardner	Random House	1971	[empty]	No

Title	Author	Publisher	Edition	Website	Read in entirety
from The Canterbury Tales	Geoffrey Chaucer Translated by David Wright and Christopher Cannon	Peters, Fraser & Dunlop	2005	[empty]	No
from Sir Gawain and the Green Knight	W.S. Merwin translation	Knopf	2001	[empty]	No
Hamlet	William Shakespeare	Public Domain	Between 1599 and 1602	[empty]	Yes
I Wandered Lonely As a Cloud	William Wordsworth	Public Domain	1888	[empty]	Yes
Kubla Khan	Samuel Taylor Coleridge	Public Domain	1816	[empty]	Yes
"Ode on a Grecian Urn" and "Ode to a Nightingale"	John Keats	Public Domain	1820 and 1819	[empty]	Yes
Haikus of Basho, Buson, Issa	Basho, Buson, and Issa	Public Domain	Between 1644 and 1827	[empty]	Yes
The Strange Case of Dr. Jekyll and Mr. Hyde	Robert Louis Stevenson	Public Domain	1886	[empty]	Yes
The Importance of Being Earnest	Oscar Wilde	Public Domain	1895	[empty]	Yes
from The War of the Worlds	H.G. Wells	William Heinemann	1898	[empty]	No
"Song IV" and other poems	Rabindranath Tagore	Public Domain	Prior to 1941	[empty]	Yes
An Irish Airman Foresees His Death	W.B. Yeats	Public Domain	1919	[empty]	Yes

Title	Author	Publisher	Edition	Website	Read in entirety
Do Not Go Gentle into That Good Night	Dylan Thomas	New Directions Press [from] In Country Sleep / The Trustees for the Copyrights of Dylan Thomas	1951	[empty]	Yes
Landscape with the Fall of Icarus	William Carlos Williams	New Directions Publishing Corp.	1962	[empty]	Yes
Musée des Beaux Arts	W.H. Auden	Copyright by W.H. Auden, renewed. Reprinted by permission of Curtis Brown, Ltd.	1940	[empty]	Yes
from The Fellowship of the Ring	J.R.R. Tolkien	Houghton Mifflin Harcourt Publishing Company Royalty, Copyrights & Permissions	1954	[empty]	No
Digging	Seamus Heaney	Farrar, Straus, & Giroux	2006	[empty]	Yes
Midsummer	Derek Walcott	Farrar, Strauss & Giroux	2013	[empty]	Yes

Primary Documents

Title	Authors	Date	URL
Message to Her Army at Tilbury	Queen Elizabeth I	[empty]	Speech
Response to Parliament's request that she marry	Queen Elizabeth I	[empty]	Speech
The Declaration of Independence	[empty]	[empty]	[empty]
The Declaration of Sentiments	Elizabeth Cady Stanton	[empty]	[empty]
1943 State of the Union Address	Franklin D. Roosevelt	[empty]	[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

Title	Author	Director	Name of video series	Date	Website	Medium of Publication
Edgenuity Instructional Videos	Edgenuity Inc.	[empty]	[empty]	[empty]	[empty]	Online Resource
Edgenuity ENotes	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 Resources
Edgenuity E-Writer Tool	Edgenuity Inc.	[empty]	[empty]	[empty]	[empty]	Online Interactive Resource

Other

Title	Authors	Date	Course material type	Website
from Utopia	Thomas More	[empty]	Fictional Travel Narrative	[empty]
from Time Traveler's Guide to Elizabethan England	Ian Mortimer	2012	Historical Nonfiction	[empty]
from A Vindication of the Rights of Woman	Mary Wollstonecraft	[empty]	Essay	[empty]
from "A Modest Proposal"	Jonathan Swift	[empty]	Satirical Essay	[empty]
from Thoughts and Sentiments on the Evil and Wicked Traffic of the Slavery and Commerce of the Human Species	Ottobah Cugoano	[empty]	Essay	[empty]
from Letters of the Late Ignatius Sancho, an African	Ignatius Sancho	[empty]	Letter	[empty]

Title	Authors	Date	Course material type	Website
Preface to A Dictionary of the English Language	Samuel Johnson	[empty]	Essay	[empty]
Excerpt from The War of the Worlds radio broadcast	Orson Wells	1938	Radio broadcast	[empty]
Excerpt from A History of the World in 100 Objects	Neil McGregor	2011	Informational Nonfiction	[empty]
from How to Find Out Anything	Don MacLeod	2012	Procedural Nonfiction	[empty]
Career Planning for High Schoolers	Elka Torpey	[empty]	Informational Text	[empty]
Leader in the Mirror	Pat Mora	1994	Essay	[empty]

Additional Information

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