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English Language Arts 9

Edgenuity, Inc

Submitted: Apr 24, 2017

Decision: Apr 24, 2017

Submission Feedback

APPROVED

Basic Course Information

Title: English Language Arts 9

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: 9th

Course learning environment: 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 freshman-year English course invites students to explore diverse texts organized into thematic units. Students engage in literary analysis and inferential evaluation of great texts both classic and contemporary. While critically reading fiction, poetry, drama, and literary nonfiction, students master comprehension and literary-analysis strategies. Interwoven in the lessons across two semesters are activities that encourage students to strengthen their oral language skills and produce clear, coherent writing. Students read a range of classic texts including Homer's *The Odyssey*, Shakespeare's *Romeo and Juliet*, and Richard Connell's "The Most Dangerous Game." They also study short but complex texts, including influential speeches by Dr. Martin Luther King Jr. and Ronald Reagan. Contemporary texts by Richard Preston, Julia Alvarez, and Maya Angelou round out the course.

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:

Mythology

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.

In this unit, students read a variety of classic and contemporary mythology texts, with an in-depth study of genre, plot, and historical context. Students identify the features and purposes of myths, explore literary text structure, identify characteristics of literary heroes, and make complex inferences about literary texts within their historical context. Throughout the course students can access an online digital notebook, or eNotes. Students have a full menu of text formatting tools and can return to their notes or print them at any time for review.

For example in the lesson [Compare and Contrast: Myths and Cultures](#), students make inferences about the lives of historical peoples from their stories, identify the values shown in a myth, and compare and contrast two myths from different cultures. Students begin by watching a video-based tutorial, where an on-screen

instructor explores the characteristics of myths and how to make complex inferences when reading myths; students then apply their understanding of how to make a complex inferences to a reading passage. Next, students read the myths “The Raven and the First Men” and “The Māori: Genealogies and Origins in New Zealand” to make inferences about the lives of the Haida and the Māori. Next, students watch a video based tutorial where an on-screen instructor models how to compare and contrast two literary texts, and students apply this knowledge to a series of practice questions. Students then make text-to-self connections by explaining which culture’s values more closely match their own, and why. Finally, students take an online quiz to assess their understanding of the lessons materials.

Within reading assignments, 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: Writing a Narrative about Overcoming a Challenge

In this writer’s workshop, students explore strategies for improving vocabulary comprehension and plan, construct, and revise a narrative essay.

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.

For example in the lesson [Writing a Narrative about Overcoming a Challenge](#), students explore how to develop a narrative point of view, how to brainstorm and plan a narrative essay using a logical sequence, and write and revise their essay. Students begin the lesson by watching a video-based tutorial where an on-screen instructor models how to examine an assigned writing prompt to determine topic, audience, and purpose; following the video-based tutorial, students complete a practice assignment where they brainstorm ideas for their essay. Next, students view a video-based tutorial where an on-screen teacher examines narrative structure and models how to effectively brainstorm and sequence a narrative using a table or graphic organizer. Once their video-based tutorial is complete, students complete their brainstorming. After students have completed their brainstorming, they watch a video-based tutorial where an on-screen teacher explores how to compose a draft for their narrative by using a strong narrative voice, narrative features like dialogue, as well as how to establish a strong narrative purpose. Once their video-based tutorial is complete, students compose their drafts. Finally, students watch a video-based tutorial that examines how to revise an essay to add detail and description before composing their final product for publication.

The Epic Hero's Quest: The Odyssey - Part One

In this unit students begin to read Homer's Epic Poem The Odyssey exploring how to analyze this classical work of literature in historical context, how to interpret the author's word choice and use of figurative language, and how to conduct an in-depth analysis of a literary character using properly cited text based evidence.

For example in the lesson The Odyssey: Writing a Character Analysis, Part 3, students explore the author's use of characterization, form a conclusion about a character using textual details and direct quotations, and write a brief character analysis using MLA citation. Students begin this lesson by viewing a video-based tutorial where an on screen teacher discusses the qualities of an epic hero and models how to draw logical conclusions about a character using textual details and prior experience; students then complete a practice assignment where they draw conclusions about a character. Next, an on-screen teacher models how text-based evidence is used to support conclusions, how to structure a literary analysis paragraph, and how to cite a literary source using MLA. Following the video-based tutorial, students write a paragraph that evaluates Odysseus's qualifications as an epic hero using text based evidence and MLA citation. Finally, they take a quiz to assess their understanding of the material in the lesson.

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.

The Epic Hero's Quest: The Odyssey - Part Two

In this unit students conclude their reading of Homer's epic poem The Odyssey, exploring how to identify conflicts and themes, how to make predictions, how to interpret the author's word choice, and how to use figurative language as well as how to summarize a literary text. 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.

For example in the lesson The Odyssey: Symbolism and Making Predictions, Part 5, students interpret figurative language and activate prior knowledge to make predictions about what happens next in their reading. Students begin the lesson by watching a video-based tutorial where an on-screen teacher explores the use of literary symbols and what these symbols say about literature and the social context in which it was written. Following the video-based tutorial, students complete practice assignments identifying and interpreting symbols and read a section of The Odyssey. After students have completed their reading, they

watch another video-based tutorial where an on-screen teacher models how to make text-based predictions from their reading. Following this video-based tutorial, students practice making, checking, and revising their predictions, and they take an end-of-lesson quiz to assess their understanding of the materials.

Writer's Workshop: Researching and Writing about a Mythical Character

In this writer's workshop, students explore strategies for improving vocabulary comprehension using reference resources and plan, construct, and revise a research essay.

For example in the lesson [Researching and Writing about a Mythical Character](#), students develop a topic using evidence from research and construct a research-based essay using formal tone and style. Students begin the lesson by watching a video-based tutorial where an on-screen teacher models how to analyze a research writing prompt, explores the steps of the research process, models how to generate a research question, and explores how to locate and evaluate sources. Students then complete several practice assignments where they evaluate sources and research questions. Next, students watch a video-based tutorial where an on-screen teacher models how to locate and paraphrase information in a research source and how to construct a brainstorming web before students complete their own brainstorming activity. Next, an onscreen instructor models how to construct an effective thesis and a properly structured research draft, using researched evidence, and students draft their essays. Finally, students watch a video-based tutorial that explores how to evaluate and revise for formal tone and style. Finally, students take an online quiz to assess their knowledge.

Individuality and Conformity

In this unit, students investigate the nuances of the short story genre exploring a variety of works, including "Initiation" by Sylvia Plath and "Daughter of Invention" by Julia Alvarez. Students explore short story elements including complex plot structure, types of conflict, and character development. In addition to examining story elements, students conduct a thorough examination of the roles that language and word choice play in literature.

For example in the lesson [Imagery and Symbolism in "The Scarlet Ibis,"](#) students identify and analyze the use of figurative language in a short story and examine the use of complex plot structures, like foreshadowing, and their effect on a text. Students begin the lesson by viewing a video-based tutorial where an on-screen teacher explores imagery, models how to examine imagery and how to interpret imagery to analyze characters. Next, students complete a series of practice questions related to imagery before watching another video-based tutorial that explores symbolism. Students then read the short story "The Scarlet Ibis" and analyze the use of imagery as it relates to character and setting. After they read, students watch a video-based tutorial that examines the use of foreshadowing and how it connects to symbolism and language in a literary text. Finally, students complete a series of practice problems related to foreshadowing and take a quiz to assess their understanding of the lesson content.

I Know Why the Caged Bird Sings

In this unit, students explore the poetry and autobiography of Presidential Medal of Freedom recipient Dr. Maya Angelou. Students explore Dr. Angelou's poetry analyzing the use of tone, word choice, and figurative language, and they examine her autobiography to analyze author's purpose, to make complex inferences, and to make connections between her poetry and her autobiography. Following their readings, students review parts of speech and examine the structure of multimedia blogs prior to creating an argumentative blog.

For example in the lesson Creating a Blog, students create and present an argumentative multimedia, blog using evidence from research to support their claims. Students begin the lesson by watching a video-based tutorial in which an on-screen teacher explores the structure and elements of multimedia blogs. Once students have examined the elements and structure of a blog, an on-screen teacher explores how to construct an argumentative blog, explaining how to support a viewpoint and how to locate and evaluate research. In addition the onscreen teacher describes how to structure an argument and use evidence to support a claim and address counterclaims. Next, students answer a series of practice questions and explore how to enhance their argument using multimedia, how to establish tone, and how to encourage interaction with readers. Finally, students take a quiz to assess their understanding of the lesson material and create, submit, and present their blogs.

Nature and the Environment

In this unit, students explore the universal theme "nature and the environment" while reading a variety of both literary and nonfiction texts like the poem "The Bells" by Edgar Allan Poe and the nonfiction works *The Hot Zone*, *Silent Spring*, and the essay "Save the Redwoods". Students explore the use of sound devices, structure, and mood while comparing to classic poetic works, they analyze a contemporary nonfiction text to identify an author's purpose and create an objective summary, and analyze and compare the argumentative structure in two seminal works of literary nonfiction.

For example in the lesson Comparing Argumentative Texts: Silent Spring and "Save the Redwoods," students analyze the use of word choice on tone and purpose, examine the structure of arguments, and explore how to compare and contrast two arguments of the same topic. Students begin the lesson by watching a series of video-based tutorials where an on-screen teacher examines author's purpose and how author's purpose is connected to tone and word choice. Students complete a series of practice activities identifying author's purpose as it relates to word choice, and they read from the argumentative text *Silent Spring*, where they determine the author's purpose as it relates to tone. Students then explore rhetorical techniques and read the text "Save the Redwoods." Finally, an on-screen teacher models how to compare argumentative texts, and students apply their knowledge in a series of practice questions as well as a quiz.

Writer's Workshop: Writing an Argumentative Essay about Fire Prevention

In this writer's workshop, students explore the intricacies of simple sentences examining the role of verb tense and voice, and they plan, construct, and revise an argumentative essay.

For example in the lesson Writing an Argumentative Essay about Fire Prevention, students plan, construct, and revise an argumentative essay that supports a claim and addresses counterclaims. Students begin this lesson by viewing a series of video-based tutorial in which an on-screen teacher explores how to analyze a writing prompt and how to formulate and support an argumentative claim with appropriate evidence. Students complete a series of practice activities developing claims and examining evidence. Next, they watch a series of video-based tutorials that focus on developing a draft using appropriate argumentative structure. Students compose a rough draft prior to exploring a series of video-based tutorial examining how to revise an essay to effectively use transitions to connect ideas. Students complete this lesson by submitting their final essays and taking a quiz to assess their knowledge of the material.

Making a Difference

In this unit, students read a variety of literary nonfiction and real life texts to explore how an author develops purpose, transforms story elements from source materials, presents events, and develops conflict. In addition to their readings, students construct a formal email about an important issue. In addition, they participate in a literature discussion demonstrating listening, responding, and presenting skills.

For example in the lesson Speaking and Listening: Effective Group Discussions, students explore strategies for effectively participating in a group discussion. They examine how to prepare for a literature discussion, and demonstrate the ability to listen and respond to information in a discussion. In this lesson, students view a series of video-based tutorials where an on-screen teacher explores the nuances of literary discussion circles, which includes how to prepare for and participate in group discussions. Students then complete practice assignments to prepare for a literature discussion, watch model literature discussions, and answer hypothetical practice questions before participating in a live literature discussion. Lastly, they take a quiz to assess their understanding of the objectives of the lesson.

Caring

In this lesson students read a variety of classic literary texts like O. Henry's short story "The Gift of the Magi" to determine theme, to explore genre and structure, and to make inferences. Students also examine Shakespearean sonnets, the prologue to *The Tragedy of Romeo and Juliet*, and "Pyramus and Thisbe," from Ovid's *Metamorphoses* to explore how one text is influenced by another.

For example in the lesson Narrative Elements in "Pyramus and Thisbe," from Ovid's *Metamorphoses*, students identify the characteristics of narrative poetry, explore how an author creates tension through structure, pacing, and ordering events, and examine how one text influences another. This lesson begins with students exploring a series of video-based tutorials in which an on-screen teacher reviews the various structural elements of narrative poetry, models how to identify narrative elements in poetry, and analyzes how these

elements are used to create pacing and mood. Students answer a series of practice questions and read "Pyramus and Thisbe." Following their reading, students view another video-based tutorial in which an on-screen teacher examines how this narrative poem inspired William Shakespeare's *The Tragedy of Romeo and Juliet* comparing elements of each literary work. Students then analyze each literary text to explore for similarities, answer a series of practice questions, and take an end of lesson quiz to assess their understanding of the material.

Writer's Workshop: Writing an Informative Essay about Making Sacrifices

In this writer's workshop, students explore the intricacies of complex sentences examining the role of clauses; they also write an informative essay.

For example in the lesson Writing an Informative Essay about Making Sacrifices, students plan, construct, and revise an informative essay about making sacrifices. Students begin this lesson by viewing a series of video-based tutorials in which an on-screen teacher explores how to analyze a writing prompt and how to prepare for and structure an informative essay. Students complete a series of practice activities that focus on how to analyze a prompt and prepare for an essay, complete a brainstorm activity. Then they watch a series of video-based tutorials that focus on developing a draft using appropriate structure, writing an effective thesis, developing an introduction, using evidence to develop the body of the essay, and constructing effective conclusions. Students then explore a series of video-based tutorials examining how to revise an essay using transitions to effectively connect ideas. Students complete this lesson by submitting their final essay and taking a quiz to assess their knowledge of the material.

Tragedy and Drama: Romeo and Juliet - Part One

In this unit students begin to read *The Tragedy of Romeo and Juliet* by William Shakespeare exploring the intricate structures of drama, examining the use of character and characterization, and analyzing the impact of an author's language choices.

For example in the lesson Characters and Conflict in Romeo and Juliet, Part 3, students analyze how author uses dramatic structure to develop character, examine how to conduct an analysis of character, and draw conclusions about a character based upon the author's use of dialogue. Students begin by watching a video-based tutorial in which an on-screen teacher models how to draw conclusions about characters in a text using textual evidence. Students then complete a series of practice assignments and read Act I, Scenes iii-iv of *Romeo and Juliet* to draw conclusions about characters. After their reading, students view another series of video-based tutorials in which an on-screen teacher explores how to analyze characters and how to identify a character foil. Students then read Act I, Scene v and watch as an on-screen teacher models how to identify character foils and analyze and draw conclusions about characters from the dialogue. Finally, students answer another series of practice questions and complete a quiz to assess their understanding of the material.

Tragedy and Drama: Romeo and Juliet - Part Two

In this unit, students continue their reading of [The Tragedy of Romeo and Juliet](#) to explore Shakespeare's use of literary devices, examine his development of character, and his development of plot and character.

For example, in the lesson [Literary Devices in Romeo and Juliet, Part 5](#), students explore Shakespeare's use of oxymoron and paradox, examine and make inferences about characters, and analyze the author's use of foreshadowing. Students begin the lesson by watching a series of video-based tutorials in which an on-screen teacher explores character motivation and how to use textual evidence to make inferences about characters' motivations. Students then complete a series of activities that focus on character motivation and making inferences before reading Act II, Scenes v-vi of *Romeo and Juliet*. Following the reading, students make an inference about Friar Laurence and Romeo's relationship, and they compare it to the nurse and Juliet's relationship. Next, they watch another series of video-based tutorials that focus on foreshadowing before reading Act III, Scenes i-ii. After reading Act III, Scenes i-ii, students analyze the use of foreshadowing in their reading and watch another series of video-based tutorials that focus on word choice, specifically oxymoron and paradox. After the final series of video-based tutorials, students answer a series of practice questions on the use of oxymoron and paradox and take a quiz to assess their understanding of the lesson material.

Mystery and Suspense

In this unit, students read a variety of classic mystery and suspense texts, including Edger Allen Poe's poem "The Raven," to explore how authors use literary devices to create suspense. Students read texts to make predictions and draw conclusions, compare a variety of different media interpretations of a text, and explore how an author establishes mood through word choice. In addition to analyzing literary texts, students read an essay and listen to an audio interview about the art of mystery and suspense writing.

For example in the lesson [Making Predictions and Visualizing with "The Most Dangerous Game," Part 2](#), students compare media interpretations of the text "The Most Dangerous Game." They make and revise predictions about a text, visualize a text, and examine how an author creates mood using word choice. Students begin this lesson by watching a series of video-based tutorials that examine how to make text-based predictions, how to visualize a text, and how to draw conclusions from their reading. After the video-based tutorials, students read a segment of "The Most Dangerous Game" and make predictions and draw conclusions based upon their reading. Students then watch a series of video-based tutorials that explore how to compare a text to its film adaptation, and they watch a film adaptation prior to being asked to draw conclusions about the film using prior knowledge from their reading and write a small assignment in which they explain how the film version of this scene is similar to or different from the written scene; including why students think the filmmakers made these choices. Finally, students complete a quiz to assess their understanding of the lesson material.

Writer's Workshop: Writing a Literary Analysis Through the Lens of a Quotation

In this writer's workshop, students explore the intricacies of complex sentences by examining restrictive and nonrestrictive elements; they also learn how to appropriately punctuate these sentences. Additionally, students explore how to construct and revise a literary analysis essay.

For example in the lesson [Writing a Literary Analysis through the Lens of a Quotation](#), students use evidence to support their interpretations of a literary text. Students begin this lesson by viewing a series of video-based tutorial in which an on-screen teacher explores how to analyze a writing prompt. In addition, the teacher explores how to prepare for, structure, and select text based evidence for a literary analysis essay. Students complete a series of practice activities that focus on how to analyze a prompt and prepare for an essay. They complete a brainstorming activity and then watch a series of video-based tutorials that focus on developing a draft that uses appropriate structure, an effective thesis, an attention-grabbing introduction, an evidence-based body, and a summative conclusion. Students then watch a video-based tutorial examining how to revise an essay to effectively use transitions to connect ideas. Finally, students complete this lesson by submitting their final essays and taking a quiz to assess their knowledge of the material.

Espionage and Intrigue

In this unit, students read a variety of nonfiction and literary nonfiction selections including *The Dark Game*, *The Code Book*, and other functional workplace documents. They identify central ideas, determine an author's viewpoint and purpose, make complex inferences, and construct objective summaries of informational texts.

For example in the lesson [Analyzing Functional Workplace Documents](#), students analyze text features in workplace documents and explore how text features help authors achieve a particular purpose. This lesson begins with students viewing a video-based tutorial in which an on-screen teacher explores the purpose, features, and structure of functional workplace documents. Students complete a series of practice documents in which they identify both key features and purpose of different types of functional documents. After that, students watch another video-based tutorial that explores how to analyze a functional text. Finally, students practice analyzing functional texts and take a quiz to assess their understanding of the material.

Fighting for Equality

In this unit students examine literature and a variety of literary nonfiction. Students read the text [Lizzie Bright and the Buckminster Boy](#) and explore conflict, character, and narrative structure; students read and analyze argumentative technique in Martin Luther King, Jr.'s "I Have a Dream" speech and explore the structure of Rosa Park's memoir [My Story](#). In addition to reading a variety of complex texts, students complete a grammar lesson where they explore how to structure coherent sentences and write a research-based argumentative essay about technology.

For example in the lesson [Argument Technique in Martin Luther King, Jr.'s "I Have a Dream" Speech](#), students read Dr. King's seminal speech "I Have a Dream"; they analyze the author's use of repetition, word choice, figurative language, and examine how these elements impact his purpose. Students begin the lesson by watching a series of video-based tutorials that explore the historical context of Martin Luther King's "I Have a

Dream” speech. Additionally, students analyze the word choice of the speech focusing on connotation, repetition, and anaphora. Students answer a series of practice questions and read the speech to apply their understating of the concepts. After their reading, students watch another series of video-based tutorials that focuses on King’s use of metaphor and allusion and how the use of these literary devices contribute to the power of his writing. Students then complete another set of practice questions and take a quiz that assesses their knowledge of the material.

Unity and Division

In this unit, students explore a variety of literary nonfiction selections including the essay "A Quilt of a Country" and portions of the literary nonfiction work *Outcasts United*; they closely examine the structure of literary nonfiction, the role of word choice and context, and how to determine theme and central idea in nonfiction texts. Students also read a seminal speech, "Reagan's Address at Moscow State University," to examine the use of rhetorical devices and how these argumentative elements can be used to achieve an author's purpose.

For example in the lesson Analyzing the Series of Events in Outcasts United, students analyze how an author structures a literary nonfiction text, determine the theme of a text, and draw complex conclusions. Students begin by viewing a series of video-based tutorials in which an on-screen teacher explores how an author can structure a narrative nonfiction text through the use of narrative voice, point of view, and sequencing. Students then answer a series of practice questions before applying their knowledge to the readings. Following the readings, students draw conclusions about the text using text based evidence and analyze the chronological structure of the text. Finally, students watch a series of video-based tutorials that explore how to analyze a narrative nonfiction text to determine its theme, answer a series of questions analyzing the theme of the text, and take a quiz to assess their understanding of the material.

Writer's Workshop: Planning a Multimedia Presentation

In this writer's workshop, students explore how to develop a works cited page using MLA citation. They also examine how to plan, construct, and deliver an argumentative, multimedia presentation.

For example in the lesson Creating a Multimedia Presentation, students plan, develop, and present an argumentative research-based multimedia presentation. Students begin by watching a series of video-based tutorials that explore how to analyze a presentation prompt, how to brainstorm ideas, how to research accurate sources, and how to take notes of effective information to support their arguments. Students complete a series of practice assignments prior to examining a series of video-based tutorials that explore how to structure their argumentative presentations. Students examine not only how to write a strong argument but also how to incorporate multimedia into their argument. Next, students explore how to effectively present their argument to an audience. Finally, students submit and present their presentations, and at the end of the lesson, they take a quiz assessing their understanding of the material.

Course Materials

Literary Texts

Title	Author	Publisher	Edition	Website	Read in entirety
The Beginnings of the Maasai	Retold by Edgenuity Staff	Edgenuity Inc.	2014	[empty]	Yes
The Raven and the First Men: The Beginnings of the Haida	Retold by Edgenuity staff	Edgenuity Inc.	2014	[empty]	Yes
The Māori: Genealogies and Origins in New Zealand	Retold by Edgenuity staff	Edgenuity Inc.	2014	[empty]	Yes
Perseus	Edith Hamilton	Hachette Book Group (imprint - Little Brown & Co.)	1938	[empty]	Yes
The Odyssey	Homer; translated by Robert Fitzgerald	Farrar, Straus, and Giroux	1998	[empty]	No
Initiation	Sylvia Plath	Seventeen	1953	[empty]	Yes
The Scarlet Ibis	James Hurst	The Atlantic Monthly	1960	[empty]	Yes
The Scarlet Ibis	James Hurst	The Atlantic Monthly	1960	[empty]	Yes
"Daughter of Invention" from How the García Girls Lost Their Accents	Julia Alvarez	Algonquin Books	2010	[empty]	Yes
Caged Bird	Maya Angelou	Maya Angelou (rights holder)	1983	[empty]	Yes
I Know Why the Caged Bird Sings	Maya Angelou	Ballantine Books (RANDOM HOUSE)	2009	[empty]	No

Title	Author	Publisher	Edition	Website	Read in entirety
Sea Fever	John Masefield	Public Domain	1848	[empty]	Yes
The Bells	Edgar Allan Poe	Public Domain	1848	[empty]	Yes
The Bells	Edgar Allan Poe	Public Domain	1848	[empty]	Yes
Iqbal	Francesco D'Adamo	Simon and Schuster	2005	[empty]	No
The Gift of the Magi	O. Henry	Public Domain	1906	[empty]	Yes
Sonnet 18	William Shakespeare	Public Domain	Unknown	[empty]	Yes
"Pyramus and Thisbe" from Metamorphoses	Ovid translated by Allen Mandelbaum	Harvest Books/Harourt - HMH	1993	[empty]	No
The prologue of Romeo and Juliet	William Shakespeare	Public Domain	Unknown	[empty]	No
Romeo and Juliet	William Shakespeare	Public Domain	Unknown	[empty]	Yes
The Raven	Edgar Allan Poe	Public Domain	1845	[empty]	Yes
The Most Dangerous Game	Richard Connell	Brandt & Hochman Literary Agents	1924	[empty]	Yes
Lather and Nothing Else	Hernando Tellez	Unknown	1950	[empty]	Yes
Lizzie Bright and the Buckminster Boy	Gary D. Schmidt	Houghton Mifflin Harcourt	2004	[empty]	No
Rosa	Rita Dove	W. W. Norton	2000	[empty]	Yes

Primary Documents

Title	Authors	Date	URL
I Have a Dream (Speech)	Martin Luther King, Jr.	1963	[empty]

Title	Authors	Date	URL
My Story (Memoir)	Rosa Parks	1992	[empty]
Address to students at Moscow State University (May 31, 1988)	Ronald Reagan	1988	[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
The Most Dangerous Game (MGM film version of the story)	[empty]	[empty]	[empty]	[empty]	[empty]	Video

Other

Title	Authors	Date	Course material type	Website
The Hot Zone	Richard Preston	1999	Informational Text	[empty]
Silent Spring	Rachel Carson	2002	Informational Text	[empty]

Title	Authors	Date	Course material type	Website
Save the Redwoods	John Muir	1920	Informational Text	[empty]
It's Our World, Too!: Young People Who are Making a Difference	Phillip M Hoose	2002	Informational Text	[empty]
Free the Children: A Young Man Fights Against Child Labor and Proves that Children Can Change the World	Craig Kielburger	1999	Memoir	[empty]
I Know Why the Caged Bird Sings	Maya Angelou	2009	Autobiography	[empty]
Iqbal: The Little Carpet Boy	Magnus Bergmar	2006	Informational text (graphic novel)	[empty]
Warriors Don't Cry	Melba Patillo Beals	2007	Memoir	[empty]
Shakespeare: The World as Stage	Bill Bryson	2008	Informational Text	[empty]
"A Simple Way to Create Suspense" from the New York Times	Lee Child	2012	Opinion article	[empty]
NPR Interview with Karin Slaughter	NPR	[empty]	Audio interview	[empty]
The Dark Game: True Spy Stories from Invisible Ink to CIA Moles	Paul Janeczko	2012	Informational text	[empty]
The Code Book: The Science of Secrecy from Ancient Egypt to Quantum Cryptography	Simon Singh	2000	Informational Text	[empty]
A Quilt of a Country	Anna Quindlen	2001	Op-ed article	[empty]
Outcasts United	Warren St. John	2013	Informational Text	[empty]

Additional Information

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