

English Language Arts 10

Edgenuity, Inc ()

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Pending

Submission Feedback

APPROVED

Basic Course Information

School(s) Offering This Course:

School Name	Course Learning Environment	Transcript Code(s)	
Edgenuity, Inc ()	Online	Abbreviation	Course Code
		CC ELA 10 (Edgenuity)	ELA2065

Title:	English Language Arts 10
Transcript abbreviations:	CC ELA 10 (Edgenuity) / ELA2065
Length of course:	Full Year
Subject area:	English (B) / English
UC honors designation?	No
Non-honors equivalent course:	{{ getNonHonorsEquivalentDisplayValue() }}
Non-honors exemption details:	
Prerequisites:	English Language Arts 9 (Required) None
Co-requisites:	None

Integrated
(Academics / CTE)?

No

Does your course
include lab activities
in your course
description?

Yes

Grade levels:

10th

Course learning
environment:

Online

Online course self assessment

A. Content (13)

+₀ -₀

B. Instructional Design (11)

+₀ -₀

C. Student Assessment (7)

+₀ -₀

D. Technology (11)

+₀ -₀

E. Course Evaluation and Support (10)

+₀ -₀

Course Description

Course overview:

This Course Overview is not available on the A-G Course Management Portal. For more information about this course, you need to contact the institution that authored this course.

Focused on application, this sophomore English course reinforces literary analysis and 21st-century skills with superb pieces of literature and literary nonfiction, application e-resources, and educational interactives. Each thematic unit focuses on specific literary analysis skills and allows students to apply them to a range of genres and text structures. As these units meld modeling and application, they also

expand on training in media literacy, 21st-century career skills, and the essentials of grammar and vocabulary. Under the guidance of the eWriting software, students will also compose descriptive, persuasive, expository, literary analyses, research, narrative, and compare-contrast essays.

Course content:

This Course Content is not available on the A-G Course Management Portal. For more information about this course, users should directly contact the institution that authored this course.

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.

Dealing with Difficulty: Figurative Language and Imagery

In this unit, students read a variety of narrative texts, with an in-depth study of figurative language in poetry and short stories. They analyze and compare figurative and literal language, evaluating how an author's choice of language impacts mood and theme in a literary work. They also explore how the poet's use of figurative language, imagery, and symbolism contributes to the reader's understanding, and they identify examples of sound devices in texts. "Edge" by Sylvia Plath, "To the Dead in the Graveyard Underneath My Window" by Adelaide Crapsey, and "The Bet" by Anton P. Chekhov are anchor texts for these analyses. Connotation and denotation is a key vocabulary strategy embedded in these lessons.

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.

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.

Unit Assignment(s):

Assignment 1: Reading on Figurative Language and Imagery

Skill lessons that appear in each unit throughout the course equip students with the skills required for extensive literary analysis. Students focus on reading skills and test-taking strategies on a variety of topics, including, theme, character analysis, conflict, persuasion, and cultural influence on world literature. Each skill is tied to the literary texts in the units to provide students with sufficient opportunity for application and retention. These lessons prepare students to think critically and draw conclusions for a thorough comprehension and evaluation of complex texts over a range of types and disciplines. Activities within these lessons foster students' ability to pursue, respect, and understand informed viewpoints and pre-existing knowledge, and to evaluate their own knowledge, beliefs, and developing literary styles.

Students are first introduced to the skill with a brief explanation and examples that appeal to a variety of learning styles. Then students read an interactive informational text, or eResource, enriched with real-world application, relevant graphics, and mouse-over hints within the text. The objectives and purpose are clearly defined at the beginning of each eResource and information is organized into charts and graphs to support comprehension. The eResource is accompanied by a short-answer prompt and a variety of other tasks to further application of the skill. Additionally, students complete speaking and listening activities to enhance their communication skills.

This assignment appears in the first skills lesson. Students read an informational text, "Figurative Language and Imagery," prior to completing the major readings of the unit. While reading students are guided to analyze three pieces of art and then apply what they have learned about the literary devices of figurative language and imagery to the following activities:

Painting: Luncheon of the Boating Party, by Pierre-Auguste Renoir

- Write a simile comparing one aspect of the painting to something you are familiar with.
- Write a paragraph about the painting. Include examples of three of the following: metaphor, metonymy, sensory imagery, allusion.

Painting: Starry Night, by Vincent van Gogh

- Select an object in the painting and write a sentence that personifies that object.
- Write a paragraph about the painting. Include examples of three of the following: simile, synecdoche, sensory imagery, symbol.

Painting: Landscape with the Fall of Icarus, by Pieter Bruegel

- Write a conceit comparing an aspect of the painting to something you are familiar with.
- Write a paragraph about the painting. Include examples of three of the following: simile, hyperbole, sensory imagery, allusion.

Assignment 2: Comparison of Two Poems

Between segments of the direct instruction, students independently read "Edge" by Sylvia Plath and also "To the Dead in the Graveyard Underneath My Window" by Adelaide Crapsey. The readings contain helpful hints and notes for guidance to aide students in analysis and comprehension. After the readings and a section of the direct instruction that helps students further explore the two poems, students respond to questions about each poem separately and then they write a comparison of the two works while focusing on presentation, poetic devices, and technique.

Dealing with Difficulty: Examining Structure

In this unit, students read a combination of fiction and nonfiction, both written and audio, with a focus on text structure. They analyze the relationship between genre and purpose and consider how authors achieve their purpose when developing a work through organization and choice of detail. They also compare and contrast texts with similar topics by completing a Venn diagram. Students identify central ideas and themes of texts, and their supporting details, and relate parts of a text to how they contribute to the text as a whole.

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: Reading, “Structure in Young Adult Fiction”

In a skills lesson about structure that begins the unit, after some direct instruction on the topic students read an informational text, “Structure in Young Adult Fiction.” Then they complete the following activities:

- Students read passages and reorder the sentences in a way that makes sense, recording their answers in their eNotes.
- Students write a paragraph explaining two helpful ways to organize sentences.

Assignment 2: Speaking and Listening Project: Listen to a Speech: Elie Wiesel

Students listen to Elie Wiesel’s speech at Buchenwald Concentration Camp. On June 4, 2009, Elie Wiesel returned to his father’s grave in Thuringia, Germany, to commemorate his father’s death, which had occurred more than half a century earlier on June 29, 1945. Both sad and inspiring, Wiesel’s speech encourages everyone to continue to make the world a place we all want to live in.

Prior to completing the assignment, students review a rubric to understand how they will be assessed. Students listen responsively to the speaker by taking detailed notes that summarize the speaker’s ideas for critical reflection. Then they write a summary of the main ideas in Wiesel’s speech, demonstrating understanding of the speaker’s purpose by conveying the main ideas in the speech. Finally, students schedule a meeting with the teacher to review their notes and summary, to receive detailed feedback and guidance for future assignments.

Writer’s Workshop: Descriptive Writing

In this unit, students focus on refining their writing skills through improved language use in a structured essay. Students focus on subject-verb agreement and verb tense, editing texts for accuracy. Students write a culminating essay at the end of the unit, focusing on the descriptive structure. They review a sample descriptive essay to evaluate the effect the thesis statement has on the reader. Then they create their own thesis statement and outline, draft their essays, make necessary revisions, and publish their works.

Unit Assignment(s):

Assignment: Writing: Descriptive Essay: Favorite Villain

At the culmination of the unit, after studying descriptive writing with grammar practice incorporated into the lessons, students follow the steps for effective writing and complete a descriptive essay to respond to the following writing prompt:

"The more successful the villain, the more successful the picture."- Alfred Hitchcock

In the world of film and literature, villains have been used to show the opposite of the hero. Where the hero is strong and makes honorable decisions, the villain is usually self-centered and uses evil to damage the lives of others for his own purposes. Villains sometimes fill us with fear, anger and occasionally sadness. In general, every great tale of a hero also has a villain that we love to hate. Think of your favorite villain from either literature or film. How is he/she an opposite figure to a hero? What character traits make him/her such a great villain? In a detailed essay of at least two pages, describe your favorite villain and his/her villainous traits. Compare the villain's traits to the hero's traits to support your description.

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.

Searching for Peace: Examining Universal Theme

In this unit, students examine a variety of literary fiction to better understand universal theme. Students identify themes in the texts and support why they are or are not universal, either between cultures or between individuals. Students relate themes to cultural context and author's purpose. Students identify how tone affects theme, and how the author uses the elements plot, characters, conflicts and resolutions, motifs, and figurative language to reveal the theme of a text. They also evaluate passages to identify how they might be different written in a different tone. Using context clues is a key vocabulary strategy embedded in these lessons.

Unit Assignment(s):

Assignment: Discovering Theme

In a skills lesson about theme, after direct instruction on the topic, students read an eResource called "Discovering Theme," that helps them to understand that in a fictional piece theme is something that must be discovered while sifting through the many details and hints in the reading. Then they read the story "The Poor Man and the Rich Man" by the Brothers Grimm and then complete the following activities:

- Summarize the plot of the story.
- Explain the moral(s) of the story.
- Identify at least one theme in the story.

Following this assignment, students read three different genres to develop their understanding of theme: from *A Tree Grows in Brooklyn* by Betty Smith, "Tattoo" by Gregg Shapiro, and "Rules of the Game" by Amy Tan .

Searching for Peace: Perspective and Narration

In this unit, students read a combination of fiction and nonfiction, as well as informational text, in written and audio format, to explore texts from a variety of perspectives. They learn how to distinguish clues in voice and choice in narrator to analyze the reliability of the text and determine if the information presented is accurate. They evaluate texts to explain the effects of the narrator on plot and tone. They also evaluate how historical and cultural contexts and personal beliefs of the author contribute to the text as they read "Civil Peace" by Chinua Achebe and the wartime diaries of Anne Frank and Zlata Filipović. They examine how the tone of a text can portray groups in society, cultures, and events. Students explore character motivation and analyze quotes and perspectives found in the texts of this unit to either defend or refute them.

Unit Assignment(s):

Assignment 1: Skills Lesson

In a skills lesson on perspective and narration, students read an eResource, "The Impact of Voice and Narrator." During the activity they read the poem "In My Mind" by Kate Engelbert, then complete several activities to describe the voice in this poem and analyze the speaker's point of view and the effect of voice on the tone(s) in the poem. Then students read the short story "The Pioneer Hep-Cat" by John O'Hara to also analyze voice, the author's persona, point of view, and how O'Hara's choice of a narrator affects the characterization?

Assignment 2: The Birmingham Church Bombing

Students read two separate works, the lyrics to a song and a poem, about the Birmingham Church Bombing to develop their understanding of perspective and narration through comparing and contrasting.

Assignment 3: Comparison of Wartime Diaries

In a lesson called Wartime Diaries: Anne Frank and Zlata Filipović, students learn about the cultural and historical contexts of two teenage girls who share their experience with the horrors of war in their diaries. Then students read from *The Diary of a Young Girl* by Anne Frank and *Zlata's Diary: A Child's Life in Sarajevo* by Zlata Filipović and complete several comprehension and reflection

activities about each. Students answer several short answer questions that help them to draw conclusions from the readings and make comparisons. Then they record several comparisons in a graphic organizer.

Assignment 4: Comparing Two Forms

In a lesson called Informational: Japanese Internment in America, students read "An Interview with Marielle Tsukamoto: A First-Hand Account of Japanese Internment," then they listen to a recording of the lecture to make comparisons and to practice the listening responsively. Students receive a rubric prior to the assignment and following the assignment students have a one on one meeting with the teacher to discuss their work and plan for growth on future assignments.

Writer's Workshop: Persuasive Writing

This unit is a workshop designed to strengthen students' writing skills as they reflect on the texts and skills from the previous unit to choose a position on a topic inspired by a quote by Anne Frank, "How wonderful it is that nobody need wait a single minute before starting to improve the world." To begin, students interactively practice the proper use of appositives and subordinate clauses in a variety of activities. Then they apply the Six Traits of Effective Writing to develop a thesis about whether they view our world as changing for the better or for the worst. They support their theses with sufficient details, address counterarguments, and draft, evaluate, and revise a persuasive essay.

Unit Assignment(s):

Assignment: Persuasive Essay

At the end of the unit, after an in-depth study of persuasive writing techniques, students apply the writing steps to effectively plan, outline, draft, revise, and publish a persuasive essay entitled "Our Changing Society." Students respond to the following prompt:

"How wonderful it is that nobody need wait a single minute before starting to improve the world." -
-Anne Frank

While society is currently undergoing many rapid changes, people disagree about their direction. Has the world, in fact, changed for the better or worse?

Write a two to three page essay supporting your position on this issue. Be sure to include specific details and examples from your own experiences or readings.

The Search for Cultural Identity: Conflict and Character Analysis

In this unit, students evaluate characterization, motives, and conflicts in a variety of literary fiction and nonfiction. Students read passages and describe characters using direct and indirect characterization. They read to identify examples of types of internal and external conflicts and create examples of secondary conflicts for various texts. And they explain how literary devices contribute to the theme of a poem. Students also explore cultural contexts to identify cultural and universal themes in texts. Precise use of language for the intended purpose of a text is a key vocabulary strategy embedded in these lessons.

Unit Assignment(s):

Assignment 1: Conflict, Moral Dilemma, and Character Analysis

In a skills lesson about conflict, moral dilemma, and character analysis, students read an eResource, “Identifying Conflict,” to further analyze a text they read earlier in the course, *A Tree Grows in Brooklyn* by Betty Smith. Students revisit excerpts from the story and answer the following questions:

- Into what genre does this excerpt fit?
- What conflicts exist in this excerpt from the novel?
- What does the protagonist’s reaction to these conflicts tell us about her character?

Assignment 2: Speaking and Listening Activity

Following the eResource, students focus on communication skills, paying close attention to the audience in an activity called, “Teach a Lesson: Exploring Moral Dilemmas.” They evaluate the components of a lesson and learn strategies to improve spoken instruction. Using this information and a rubric for teaching and spoken instruction they plan a lesson and present it to their peers.

The Search for Cultural Identity: Theories of Literary Interpretation

In this unit, students consider the varying perspectives of readers as they learn about literary interpretation in a variety of fiction and nonfiction, and how interpretations can vary from one reader to another. Students explore how contemporary literary theorists view the beliefs of Plato and analyze why these theorists may agree or disagree with his views. They also review texts from the perspectives of various schools of theory. Students compare formal, ethical, biographical, and sociological interpretations in poetry and evaluate their own interpretations, and they explain how the approach contributes to a narrow or broad focus in the interpretation. As students learn new

approaches and techniques, they build on prior learning and consider point of view, voice, characterization, figurative language, and structure in their literary analysis. With each text in this unit, students explore new cultural and historical contexts and dilemmas through authors of a wide range of cultural backgrounds. They evaluate the significance of society, culture, and history on authors, their works, and literary movements as they explore short stories, excerpts from novels, poetry, and memoirs.

Unit Assignment(s):

Assignment 1: Skills Lesson: Theories of Literary Interpretation

Students read an eResource, “Schools of Literary Theory.” During the assignment they read the short story “The Tell-Tale Heart” by Edgar Allan Poe and evaluate differing and diverse interpretations by looking at it from the point of view of the different schools of theory, answering questions about the story from each perspective.

Assignment 2: Definition Essay: What Is an American?

At the end of the unit, students apply what they learned, and the writing steps, to complete an essay in response to the following prompt:

Many authors, especially African-American writers such as Alex Haley and Langston Hughes, have used their works to discuss what it truly means to be an American during their lifetimes. Think about this issue and what it means in your own life. In a two to three page essay using details from your own life experiences, explain what you feel makes a person an American.

Writing Workshop: Personal Narrative

In this unit, students build on the texts and skills from the previous in a workshop designed to strengthen students’ writing skills as they learn to create their own personal narrative. To begin, students interactively practice the proper use of several grammar points in a variety of activities, and they practice using vocabulary resources to expand their word choice. Then they apply the steps to effective writing to write a personal narrative.

Unit Assignment(s):

Assignment: Personal Narrative: Demonstrating Bravery

At the end of the unit, students plan, outline, draft, revise, and publish their personal narrative to the following prompt:

Bravery can help you to do something that is new, frightening, or dangerous. People may need bravery to speak out against injustice or persevere when a task is difficult. Think about an event in your life that required bravery.

Write a personal narrative that recounts the event. Describe what happened and the impact the event had on your life.

21st-Century Skills

This unit provides an in-depth study of the 21st century skills that are necessary for planning for the future in today's world. Each lesson includes direct instruction and an article, which may be an eResource or a link to an article online to provide students with a variety of perspectives. Many lessons require students to keep online media literacy journals. These entries allow students to connect the skills they learn to personal experience and are generally written in the first person. Journals build from prior activities in the lesson and reflect on learning.

The theme of this unit gives students the opportunity to write for a wide variety of audiences. They begin by evaluating the work of others and analyzing if they effectively accomplished their goals. They review business letters, resumes, cover letters, and college applications and make suggestions for improvement for clarity and to target a specific audience. They participate in a mock interview with peers, receive feedback on how well they communicated, and they evaluate the oral communication of others. They evaluate arguments and learn how to succeed in a debate, and they explore the characteristics of procedural texts to create a manual on a topic of choice.

Unit Assignment(s):

Assignment: Exploring Procedural Texts

In this skills lesson, students examine a functional document during the eResource activity. They use a mnemonic device and a checklist to evaluate the effectiveness of a set of instructions, and then they write about whether the instructions are clear enough for the intended audience.

Later in the lesson, using an interactive design page and the mnemonic device from the eResource, students create an instruction manual for one of several choices of procedures, or they can use their own procedure. Then as a follow-up, students present the instructions in their manuals to the rest of the class for peer evaluation.

Research and Persuasion: Beginning the Research Process

This unit scaffolds from the previous unit in order to develop students' skills in persuasion by researching to support arguments. Students explore choosing a writing topic and ensuring that it is interesting, has several angles of approach, and is specific and manageable. They develop thesis statements by starting with a purpose statement and considering ways to revise and polish the thesis. They practice grouping their thoughts into outlines in the writing process, and they evaluate a variety of sources while they gather information to support their thought and ideas in their outlines. Then, students focus on refining their arguments by considering the types of evidence they use. They also learn several methods for organizing their evidence and citing sources.

Unit Assignment(s):

Assignment: Planning for Research

To focus on the topic of research and persuasion, in a skills lesson students read about selecting a topic that is interesting, specific, and manageable, and that has several angles of approach. They complete activities to brainstorm a topic and narrow it down, consider the audience, create a few categories to cover, and create a research question.

Research and Persuasion: Research Writing

This unit is the second of a two part study of research and persuasion. After students practice planning a valid argument and gathering and citing information, they prepare to present their arguments. They also apply proper punctuation according to MLA guidelines when citing sources. Finally students review a sample research paper about the best English monarch to and then they create their own original work.

Unit Assignment(s):

Assignment: Research Paper: An American President

At the end of the unit students apply the research and writing process to complete their own research paper, after reviewing and critiquing a research paper on a similar topic.

Students write in response to the following prompt:

The United States of America has had 44 presidents, all with various strengths and weaknesses. In a three to five page essay, explain who you think was the best American president and why. Make sure to include specific examples and details to support your argument and why.

Classic Literature: Greek Mythology

This unit is an in-depth study of the genre classical Greek mythology. Students read excerpts to identify and analyze archetypal characters and identify reflections of ancient Greece in several texts. They identify the purpose of several myths and also the influence of Greek mythology in visual art forms. "Echo and Narcissus" from Ovid`s Metamorphoses and "Cupid and Psyche," "Atlanta," and "Perseus" from Edith Hamilton`s Mythology are anchor texts for these analyses. Identifying Greek roots and affixes is a key vocabulary strategy embedded in these lessons.

Unit Assignment(s):

Assignment: Greek Literature and Archetypes

Students read the fairy tale "Rapunzel" by Jacob and Wilhelm Grimm. They compare the story to the most common childhood version and then identify characters and situations that are archetypal.

Media Literacy

In this unit, students develop skills to effectively analyze techniques used in media messages in order to become critical, informed citizens. Students describe, ask, interpret, and evaluate to explore the effectiveness of various advertisements. They compare media message in many forms to decode messages and identify bias and understand boundaries in media. Students review media examples throughout history to better understand how context influences media. Finally, students analyze language in excerpts from government documents to revise it to be more user-friendly.

Unit Assignment(s):

Assignment: Messages in Political Cartoons

Students analyze two political cartoons, one on environment and one on gun control, to make comparisons and draw conclusions. As they analyze the cartoons they focus on the overall message and purpose and they also look for examples of irony. They complete a series of questions to guide understanding and several writing assignments to explain what they see in the cartoons.

Ancient Greek Drama: Antigone by Sophocles

This unit is an in-depth study of the extended literary text *Antigone* by Sophocles. The unit begins with an introduction to the genre Greek tragedy and the historical and cultural context of the piece. Students analyze quotes by Sophocles to understand his definition of a tragedy and interpret the purpose of the work, and they evaluate the tragic plot structure and what it reveals about the ancient Greek culture, making comparisons with modern culture. Students are guided through each lesson as they apply what they have learned in the course about analyzing plot and structure, characters, and themes. Students identify cultural influence to make inferences about the text. They identify conflicts and character motivation. They cite examples of figurative language and imagery, and explain how they reveal the speaker's tone and affect the mood of the audience. They identify key events and situations that occur or are revealed and explain how these events and situations affect the audience, and then they organize this information into a graphic organizer. They also create a comic strip based on their interpretation of the text.

Unit Assignment(s):

Assignment 1: Greek Tragedy

Students read "The Tragic Downfall of Tantalus" and respond to the following prompt:

In a well-developed paragraph, analyze Tantalus' situation, character, and downfall. Support your analysis with evidence from the text in the form of direct quotations. Conclude your analysis by highlighting the message the story passes on to an audience about correct conduct.

Assignment 2: Speaking and Listening

As students read the play *Antigone*, they consider what it would be like to listen to the words spoken by actors. They reflect on the differences and also how things would change even more if they were one of the actors. For the assignment, students adapt speech to a variety of contexts and communicative tasks, demonstrating command of formal English when indicated or appropriate as they present an excerpt of the text to the class.

Writer's Workshop: Literary Analysis Essay: Theme

In this unit, students reflect on everything they have read in the course to choose a piece that has meaning to them, one in which a reader can learn about life or human nature. They must identify that theme and use textual examples from the text to support their ideas and explain how the examples support the theme. Embedded in these lessons are key strategies for spelling correctly and effectively using conjunctions.

Unit Assignment(s):

Assignment: Literary Analysis Essay

Before completing the unit's essay, students read and analyze a sample literary analysis on theme, paying close attention to the placement of the thesis statement, the structure of the essay, and the message the essay conveys. Then students follow the writing steps to plan, outline, draft, revise, and publish a literary analysis essay. They think about a story they have read and identify a theme from the text. Then they write an essay that describes the theme, including details from the story that support the theme, and explain how the details they included develop the theme.

Elizabethan Drama: The Tragedy of Julius Caesar by William Shakespeare

This unit is an in-depth study of Shakespeare's Tragedy of Julius Caesar. The unit begins with an introduction to the genre drama and the historical and cultural context of the piece. Students are guided through each lesson as they apply what they have learned in the course about analyzing plot and structure, characters, and themes. Students identify themes and conflicts, and they cite examples of foreshadowing through the use of irony and figurative language. They find examples of universal themes in the text, and they analyze characters and motivation. Vocabulary acquisition is a key vocabulary strategy embedded in these lessons.

Unit Assignment(s):

Assignment: Introduction to the Context of Julius Caesar

The unit begins with two skills lessons, one on ancient Rome and the other on tragedy and drama in the works of Shakespeare. Both skill lessons contain eResources that provide students with the foundation they will need for the full-length work in the unit, including the elements of drama and an overview of the historical setting of the text. Following the two skills lessons, students read each act of the play while they are guided through the analysis and complete a variety of comprehension and extension assignments and projects that include interactive checks for understanding, lesson assignments and quizzes, a presentation of a speech from the play, and a simulation that helps them explore whether Julius Caesar can be saved from assassination.

Writer's Workshop: Literary Analysis: Compare-and-Contrast Essay: The Tragedy of Julius Caesar

Building on the literary analysis of The Tragedy of Julius Caesar in the previous unit, students learn to write a compare and contrast essay. First they explore new techniques for varying sentences in writing and then they apply this skill to writing a compare-and-contrast essay that compares the outcomes of the speeches of both Brutus and Marc Anthony after the death of Julius Caesar.

Unit Assignment(s):

Assignment: Compare-and-Contrast Essay: The Tragedy of Julius Caesar

After reading The Tragedy of Julius Caesar, students analyze the structure and message of a sample compare-and-contrast essay, paying close attention to how the writer engages the audience. Then students write their own essay in response to the following prompt:

After the death of Julius Caesar, both Brutus and Marc Anthony spoke to the public. In a well-developed essay of at least three pages, compare and contrast the two speeches, explaining the outcome of the speeches and relating them to the eventual outcome of the entire play. Use quotes from the speeches to support your statements.

World Literature: Culture and Gender Relations

In this unit, students read a variety of narrative texts, with an in-depth study of culture and gender in world literature, giving examples of the advantages and disadvantages of each. They analyze genre's that can have the most impact on message delivery and compare the effectiveness of the messages of sample texts in several genres. They explore moral dilemmas and complex themes, including arranged marriage, the caste system, and dependence on others due to disabilities, and how they are portrayed in literature, and they relate examples from texts to their own experiences, with an emphasis on the role of gender in their situations.

Unit Assignment(s):

Assignment: Genres and Archetypal Symbols

Prior to exploring a variety of texts, such as "Subha" by Rabindranath Tagore, "Sonnet 130" by William Shakespeare, "Shakespeare's Sister" from *A Room of One's Own* by Virginia Woolf, and "At the Hearth" by Laura Esquivel, students complete a skills lesson that introduces them to many archetypes in literature. Students analyze the relationship of each to the culture it represents, to determine if the archetypes could have a different symbolic meaning from culture to culture. Students analyze the perspectives of others and reflect on them in several short response questions, including the following:

Agree or disagree with the following statement and explain your answer: Archetypes are specific to each culture, and the same object may have a very different symbolic meaning from culture to culture.

Writer's Workshop: Expository Essay

In this unit, students learn how modifiers add to sentences and they also learn how to prevent dangling modifiers. They evaluate sentences to make necessary revisions for dangling and misplaced modifiers. Students evaluate an essay to determine author's purpose and message and review the supporting evidence. Finally, students create an expository essay, discussing what qualities are important to learn and develop in order to sustain healthy, lasting relationships.

Unit Assignment(s):

Assignment:

Writing: Expository Essay: Healthy Relationships

At the completion of the unit, students complete an essay that allows them to reflect on their own experiences and readings. Students follow the writing steps to prepare a well-developed essay, providing a variety of examples from their own lives and from their choices of readings to respond to the following prompt:

We experience many types of relationships with our family and friends during our lifetimes. Some of these relationships survive over the years, while others deteriorate. What qualities are important to learn and develop in order to sustain healthy, lasting relationships?

In a well-developed essay of at least three pages, discuss those qualities that you feel contribute to a healthy relationship. Support your answer with specific details or examples from your own experience or reading.

Course Materials

Literary Texts

Title	Author	Publisher	Edition	Website	Read in entirety
Edge	Sylvia Plath	Public Domain	1960	[empty]	Yes
To the Dead in the Graveyard Underneath My Window	Adelaide Crapsey	Public Domain	1915	[empty]	Yes
The Bet	Anton P. Chekhov	Public Domain	1889	[empty]	Yes
The Colomber	Dino Buzzati	Public Domain	1966	[empty]	Yes
The Pit and the Pendulum	Edgar Allan Poe	Public Domain	1842	[empty]	Yes
A Tree Grows in Brooklyn	Betty Smith	Harper & Brothers	1943	[empty]	No
Tattoo	Gregg Shapiro	From Troika II: Giving Death the Raspberries, Thorntree Pr	1991	[empty]	Yes
Rules of the Game	Amy Tan	Harper Collins Publishers	1997	[empty]	Yes
Civil Peace	Chinua Achebe	Chinua Achebe	1971	[empty]	Yes
Ballad of Birmingham	Dudley Randall	Broadside Press	1965	[empty]	Yes
Two Kinds	Amy Tan	From The Joy Luck Club, G. P. Putnam's Sons	1989	[empty]	Yes

Title	Author	Publisher	Edition	Website	Read in entirety
Exile	Julia Alvarez	The George Washington Review, Tenth Anniversary Issue: A Showcase of Visiting Writers	1990	[empty]	Yes
The Freedom Writers Diary	Erin Gruwell and Freedom Writers	Random House	1999	[empty]	No
The Absolutely True Diary of a Part-Time Indian	S. Alexie	Little, Brown Books for Young Readers	2009	[empty]	No
We Real Cool	Gwendolyn Brooks	Poetry magazine	1959	[empty]	Yes
I'm Nobody Who are you?	Emily Dickinson	Public Domain: Poems, Series 2	1891	[empty]	Yes
Marriage Is a Private Affair	Chinua Achebe	Chinua Achebe	1952	[empty]	Yes
Rapunzel	Jacob and Wilhelm Grimm	Gutenberg	2008	[empty]	No
Echo and Narcissus	Ovid	Public Domain	2009	[empty]	No
Heaven	George Herbert	Public Domain	2010	[empty]	Yes
Various works of mythology: Cupid and Psyche, Perseus, Atalanta, and The Tragic Downfall of Tantalus	Edith Hamilton	Public Domain	2009/2010	[empty]	No
Antigone	Sophocles	Public Domain	2009 (c. 441 BC)	[empty]	Yes
The Tragedy of Julius Caesar	William Shakespeare	Public Domain	2009	[empty]	Yes

Title	Author	Publisher	Edition	Website	Read in entirety
Subha	Rabindranath Tagore	Rabindranath Tagore	2009	[empty]	Yes
Sonnet 130	William Shakespeare	Public Domain	1609	[empty]	Yes
A Room of One's Own	Virginia Woolf	Public Domain	2009	[empty]	No

Primary Documents

Title	Authors	Date	URL
The Diary of a Young Girl	Anne Frank	1952	[empty]
Diary: A Child`s Life in Wartime Sarajevo	Zlata Filipović	2006	[empty]
Transcript: An Interview with Marielle Tsukamoto: A First-Hand Account of Japanese Internment	[empty]	2013	[empty]
A Long Way Gone: Memoirs of a Boy Soldier	Ishmael Beah	2007	[empty]
President John F. Kennedy: Inaugural Address	[empty]	1961	[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

Title	Author	Director	Name of video series	Date	Website	Medium of Publication
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
An Interview with Marielle Tsukamoto: A First-Hand Account of Japanese Internment	[empty]	[empty]	[empty]	[empty]	[empty]	Video
Interactive: Practice Interview	Edgenuity Inc.	[empty]	[empty]	2011	[empty]	Online Interactive Resource / Simulation
Evaluate a Speaker: An Interview Experience	Edgenuity Inc.	[empty]	[empty]	2012	[empty]	Audio Interview and interactive questions

Other

Title	Authors	Date	Course material type	Website
Figurative Language and Imagery	Edgenuity Inc.	[empty]	Informational Text	[empty]

Title	Authors	Date	Course material type	Website
Structure in Young Adult Fiction	Edgenuity Inc.	2012	Informational Text	[empty]
Elie Wiesel	Elie Wiesel	1960	Memoir	[empty]
The Philosophy of Composition	Edgar Allan Poe	1846	Essay	[empty]
From On Writing: A Memoir of the Craft	Stephen King	2000	Memoir	[empty]
Avoiding Conflict	Edgenuity Inc.	2012	Informational Text	[empty]
Sequencing Verbs	Edgenuity Inc.	2012	Informational Text	[empty]
Discovering Theme	Edgenuity Inc.	2012	Informational Text	[empty]
The Impact of Voice and Narrator	Edgenuity Inc.	2012	Informational Text	[empty]
Birmingham Sunday	Richard Fariña	1964	Song Lyrics	[empty]
Everyday Appositives	Edgenuity Inc.	2012	Informational Text	[empty]
Everyday Writing: The Adjective Clause	Edgenuity Inc.	2012	Informational Text	[empty]
Everyday Writing: The Adjective Clause	Edgenuity Inc.	[empty]	Informational Text	[empty]
Identifying Conflict	Edgenuity Inc.	[empty]	Informational Text	[empty]
Everyday Writing: Apostrophes and Colons	Edgenuity Inc.	2012	Informational Text	[empty]

Title	Authors	Date	Course material type	Website
Everyday Commas	Edgenuity Inc.	2012	Informational Text	[empty]
Everyday Writing with Personal Pronouns	Edgenuity Inc.	2012	Informational Text	[empty]
Got a Complaint?	Edgenuity Inc.	2012	Informational Text	[empty]
Sample College Application	Edgenuity Inc.	2012	Informational Text	[empty]
Resumés	Edgenuity Inc.	2012	Informational Text	[empty]
Professional Electronic Communication	Edgenuity Inc.	2012	Informational Text	[empty]
Exploring Procedural Texts	Edgenuity Inc.	2012	Informational Text	[empty]
Planning for Research	Edgenuity Inc.	2012	Informational Text	[empty]
Creating and Using Thesis Statements	Edgenuity Inc.	2012	Informational Text	[empty]
Creating and Using Outlines	Edgenuity Inc.	2012	Informational Text	[empty]
Gathering and Evaluating Sources	Edgenuity Inc.	2012	Informational Text	[empty]
The Elements of Argument	Edgenuity Inc.	2012	Informational Text	[empty]
Types of Evidence	Edgenuity Inc.	[empty]	Informational Text	[empty]
Gathering Information	Edgenuity Inc.	[empty]	Informational Text	[empty]

Title	Authors	Date	Course material type	Website
Using and Citing Evidence	Edgenuity Inc.	[empty]	Informational Text	[empty]
Everyday Quotation Marks	Edgenuity Inc.	[empty]	Informational Text	[empty]
Media Literacy in Action!	Edgenuity Inc.	[empty]	Informational Text	[empty]
John F. Kennedy's Inagural Speech	[empty]	1961	Audio Recording	[empty]
Robert F. Kennedy: Remarks on the Assassination of Martin Luther King, Jr.	[empty]	1968	Audio Recording	[empty]
Decoding Voter Ballots	Edgenuity Inc.	[empty]	Informational Text	[empty]
Parallelism for Everyday Writing	Edgenuity Inc.	[empty]	Informational Text	[empty]
Striking the Balance, Audience Interests, Business Pressures and Journalists' Values	Pew Research Center	1999	Research Study	[empty]
The Environment	Andy Singer	2010	Political Cartoon	[empty]
An Introduction to Gun Control	John Cole	2010	Political Cartoon	[empty]
Ancient Rome	[empty]	2010	Informational Text	[empty]
At the Hearth from Between Two Fires	Laura Esquivel	1993	Essay	[empty]
Supplemental Materials				

Title

Content

No course materials have been added to this course.

Additional Information

Lynette McVay
Program Director/Coordinator
lynette.mcvay@edgenuity.com
7708203767 ext.

Course Author:

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