

# English 4 Honors

<b>Grades:</b>	12
<b>Length:</b>	Full Year
<b>Environment:</b>	Classroom-based
<b>Honors:</b>	None
<b>Subject:</b>	English (B)
<b>Discipline:</b>	English
<b>Institution:</b>	Santa Maria Joint Union High School District

## Course Overview

This senior-year Honors English Language Arts course invites students to explore a diverse collection of texts. Students engage in literary analysis and inferential evaluation of both classic and contemporary literature. While critically reading fiction, poetry, drama, and expository nonfiction, students learn and apply comprehension and literary analysis strategies. Interwoven throughout the course are embedded tasks, writing activities, and projects that challenge students to strengthen their analytical thinking skills, improve their oral language skills, and produce a variety of clear, coherent writing. Students read a range of classic texts, including the ancient epic *Beowulf*, William Shakespeare's *MacBeth*, and Oscar Wilde's *The Importance of Being Earnest*. They also study short but complex texts, including essays by Jonathan Swift and Mary Wollstonecraft, George Orwell's "Politics and the English Language," and influential speeches by Queen Elizabeth I and Franklin D. Roosevelt. Students engage in reading a variety of contemporary texts, including texts by Seamus Heaney, Pat Mora, and Derek Walcott, as well as a variety of informational texts and multimedia.

### 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.

**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.

In this unit, students read a variety of classic and contemporary works of epic poetry and fiction, including the epic poems *Gilgamesh* and *Beowulf*. 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.

## Assignments

Throughout the unit, students complete a variety of smaller one to two paragraph embedded writing assignments and construct a mini-literary analysis essay in which they construct an analysis of Gilgamesh's characteristics as an epic hero. Finally, students analyze multiple interpretations of a story evaluating how each version interprets the source text.

For example, in the *Beowulf* lesson Characterization in *Grendel*, students read the modern fiction text *Grendel* by John Gardner to analyze point of view, perspective, and characterization. The teacher shows students how to explore identify and analyze point of view and perspective in a fiction work, as well as how to analyze characterization when reading a text. 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 explore *Grendel* as a reimagining of the epic poem *Beowulf*, evaluating how *Grendel* interprets the source text. Students answer a series of practice questions, including a short writing assignment in which students read 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.

## Writer's Workshop: Narrative Writing

Throughout the course students complete extended essays designed to scaffold students through the writing process from pre-writing to the final draft. Students may also use rubrics and checklists during self-evaluation or peer-review. They will practice research, allowing students to gather information about their topic.

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.

## Assignments

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 lesson in which the 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 this direct instruction, students complete a prewriting activity and brainstorm. Then, the 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, the 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 three to five 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, including reading selections from Chaucer's *The Canterbury Tales*, the Arthurian legends *Sir Gawain and the Green Knight* and Tennyson's "Morte d'Arthur" and Thomas Moore's *Utopia*. 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. Students complete a variety of one to two paragraph embedded writing assignments throughout the unit, including an assignment that analyzes the purpose of satire in *The Canterbury Tales* and another that critiques the central idea in *Utopia*.

### **Assignments**

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 direct instruction where the teacher provides historical context for the reading selection, examining both the author and the historical time period and culture of the 15<sup>th</sup> and 16<sup>th</sup> centuries. After providing historical and cultural context for the reading, the teacher explores how to identify the central idea in a nonfiction text and how central ideas are developed in a literary nonfiction selection. Next, 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 are taught 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.

In the lesson Imagery and Figurative Language in Tennyson's "Morte d'Arthur," students identify and analyze imagery, analyze figurative language, including similes, metaphors, and personification, and evaluate an adaptation. The lesson begins with the teacher modeling how to identify and analyze imagery, personification, simile, and metaphor in a literary text. Next, students read from "Morte d'Arthur" and answer a series of practice questions in which they analyze imagery and figurative language. Next, an on-screen teacher explores how to analyze adaptations of a story, comparing Tennyson's "Morte d'Arthur" to *Le Morte d' Arthur* by Sir Thomas Mallory. Students complete activities in which they compare adaptations and take a quiz to assess their understanding of the lesson materials.

Within reading assignments throughout the course, students of all reading levels engage with grade-level text using the *ActivelyLearn* platform. Because students can access the tools they need for extra help, 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.
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- 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: Informative Writing**

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.

### **Assignments**

For example, in the lesson Writing an Informative Essay about a Utopia, students write an informative essay in which they present their vision of an ideal world. The lesson begins with the teacher examining 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 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 three to five 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.

### **Assignments**

For example, in the lesson Part 2: Summarizing Central Ideas about Elizabethan England, students read from *The Time Traveler's Guide to Elizabethan England* to determine central ideas and analyze their development. The 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, the teacher models how to read and summarize and literary nonfiction text, and students complete a short writing assignment in which they think about the central ideas in "Hygiene, Illness, and Medicine" and write three to four sentences that summarize the text. Following the short writing activity, students take a quiz to assess their understanding of the lesson materials.

## 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.

### Assignments

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 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 appropriate for topic, audience, and purpose. Next, students complete a series of practice assignments and compose a one to two paragraph literary analysis in which students evaluate the effectiveness of Mortimer's style in *The Time Traveler's Guide to Elizabethan England*. Following the writing activity, students take a quiz to assess their understanding of the lesson materials.

## The Tragedy of MacBeth

In this unit, students begin to read the classic Shakespearian play *The Tragedy of MacBeth*, exploring Shakespeare's use of dramatic conventions, 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. Finally, students complete a variety of embedded assignments, including 1-2 paragraph writing assignments in which students analyze the use of figurative language in *MacBeth* and examine the techniques Shakespeare uses to draw his readers into the world of MacBeth.

### Assignments

For example, in the lesson MacBeth: 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 teacher models how to analyze a soliloquy when reading a dramatic text. Following the lesson, students read from Act II of *MacBeth* to analyze a soliloquy, and answer a series of practice questions. Following the practice questions, the teacher explores how to analyze literary adaptations, and students then engage with two multimedia adaptations of a soliloquy from *MacBeth*. 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 *MacBeth* are similar and how they are different - making sure to include an explanation of how the adaptations affected their understanding of Lady MacBeth's character. Finally, students take a quiz to assess their understanding of the lesson materials.

For example, in the lesson *MacBeth: Applying Literary Criticism*, students examine how to analyze a literary text using a historical lens, a formalist lens, and a feminist lens. The teacher examines a variety of formal methods of literary criticism, including the historical, formalist, and feminist theories. Following this, students read from important soliloquy's in *MacBeth* to analyze the play using a formalist lens and answer a series of practice questions. Following the practice questions students then learn how to analyze a text using a historical lens, and students then read from Act V of *MacBeth* to analyze the play using a historical lens in a series of practice questions. Next, students examine how to analyze *MacBeth* 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.

In the lesson *Creating a Storyboard*, students adapt speech for a specific audience, evaluate the impact of adaptations made to a source text, and analyze the effect of word choice on tone. The explores through direct instruction Shakespeare's use of figurative language, and how to adapt his language to create a live adaptation of a Shakespearian speech that is uses appropriate tone and language. Next, students learn how to use gestures and movements when presenting or adapting a speech for a live audience, and students answer a series of practice questions focused on adapting products. Finally, students create a storyboard for a live adaptation of a soliloquy and 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. 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. Throughout the unit, students complete a variety of one to two paragraph embedded writing assignments, including an assignment in which they explore who Swift is criticizing in his satire, what techniques he uses to make his point, and a writing assignment in which students write two to three sentences explaining how the meaning and connotation of specific words differ in reading passages.

### **Assignments**

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 teacher models how to use explicit and implicit text-based evidence to make inferences about an author's beliefs. 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 explore 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, the 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.

### **Assignments**

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 the teacher modeling 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. The 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 through workshopping, explore how to effectively revise an informative essay to ensure a strong conclusion and vivid language, as well as proper grammar, style, punctuation, and spelling. Students complete a peer review and submit their final essay. Students then submit their final essay draft of three to five 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. Students read the works of Percy Shelley, and explore how Shelley's poem "Mutability" reflects the ideas he advocates in his work "A Defense of Poetry". 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. Finally, students complete a variety of small embedded assignments, including a one to two paragraph writing assignment in which students explore the



similarities and differences between a haiku by Bashō and the first stanza of Wordsworth’s “I Wandered Lonely as a Cloud.” Students also compose an analytical essay explaining how three romantic poems connect to William Wordsworth’s ideas about poetry.

## Assignments

For example, in the lesson “Mutability” and “A Defense of Poetry” by Percy Bysshe Shelley, students analyze the way ideas are expressed in a romantic poem, determine central ideas and supporting details in a text, and make connections between a romantic poem and a nonfiction text. The lesson begins with direction instruction, exploring how to determine the central idea and supporting details of a fiction text, and how to analyze the main idea of a text. Next, students read from “A Defense of Poetry” to determine Shelley’s central ideas and answer a series of practice questions. The teacher models how to analyze the language and word choice in a poem, and students read the poem “Mutability” to analyze language. Next, students explore how to make connections between texts, and explore the connections between “A Defense of Poetry” and Shelley’s poems. Students then answer a series of practice questions, including one in which they write five to six sentences explaining how the ideas in “Mutability” show one or more ideas expressed in “A Defense of Poetry” - using examples from the essay and the poem in their answer. Finally, students take a quiz to assess their understanding of the lesson materials.

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 the teacher modeling how to analyze a 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 evidence, and how to use and cite research evidence to support a claim and counterclaims. After exploring how to use research to develop and support claims and counterclaims, the 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 explore 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. Throughout the unit students complete a variety of short one to two paragraph embedded writing assignments, including using details to explain how Stevenson generates suspense in the first two chapters of *The Strange Case of Dr. Jekyll and Mr. Hyde*. Students also create and prepare to present a movie poster for the film version of *The Strange Case of Dr. Jekyll and Mr.*

Hyde.

## Assignments

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 the teacher modeling 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, the 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. 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 explore 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.

In the lesson Creating a Movie Poster, students create a project that employs the appropriate mood through the use of images, explore how to write effective text elements to use with images, and explore how to identify the purpose and elements of an advertisement. The lesson begins with a lesson on the elements of a movie poster, how to analyze a text to prepare to create a movie poster, and how to analyze a project prompt to determine the appropriate topic, audience, and purpose. Next, an on-screen teacher explores how to use images and text to create mood and message, including how to construct an effective tagline and how to incorporate quotes. Finally, students create a movie poster, prepare to present their project, and take a quiz to assess their understanding of the lesson materials.

## 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*. Throughout the unit, students complete a variety of short one to two paragraph embedded writing assignments, including an assignment in which they explore how a passage uses humor to critique Victorian views about the importance of family, as well as a creating a longer writing assignment in which students create a blog post evaluating Oscar Wilde’s comedy of manners *The Importance of Being Earnest* as a social commentary.

## Assignments

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. The 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. The teacher models how to analyze changes in mood, tone, and narration across media and the overall impact on the aesthetic feeling, and 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.

### **Assignments**

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 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, the 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 devices, and how to construct a rebuttal or counterclaim. Students then have the opportunity to apply this information when they construct their essay draft. Next, the 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 three to five 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 and examine the argumentative structure of George Orwell's "Politics and the English Language." Throughout the unit, students complete a variety of embedded one to two paragraph writing assignments, including an assignment in which students compare and contrast

the themes in “An Irish Airman Foresees His Death” and “Do not go gentle into that good night.”

## Assignments

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 when the 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, the 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 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 a 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.

## Assignments

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 teacher models how to analyze a writing prompt to determine topic, audience, and purpose, and explores how to analyze media messages for the use of advertising techniques and effectiveness. Next, the teacher models how to effectively brainstorm using a table, and students have the opportunity to complete the brainstorming portion of the writing process. Next, the 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 in a workshop, the 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 three to five pages and take a quiz to assess their understanding of the lesson materials.

## Contemporary Voices and Informational Texts

In this unit, students read from a variety of modern and contemporary British literature authors, 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. Also 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, construct responses to a variety of embedded assignments including a one to two paragraph writing prompts, and compose a personal statement about how their education has prepared them to take on the next step after high school.

### **Assignments**

For example, in the lesson Fantasy Literature: J. R. R. Tolkien's *The Fellowship of the Ring*, 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 instruction where the teacher explores the fantasy literature genre, focusing on the nuances of setting and language use. Next, the 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, the 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

In 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 the teacher exploring 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.

### **Writer's Workshop: Argumentative Writing**

In this writer's workshop, students work through the writing process to construct an argumentative essay that explores how to define success.

### **Assignments**

In the lesson Writing an Argument about How to Define Success, students explore how to introduce and establish the significance of a claim in an essay introduction, how to revise writing to

eliminate biases, misconceptions, or fallacious reasoning, and how to construct a claim using strong reasons and evidence while addressing one or more counterclaims. The teacher models how to interpret a writing prompt to determine topic, audience, and purpose, how to craft an effective claim, and how to construct an introductory paragraph that contains a strong hook and thesis. Next, the teacher explores how to locate and use evidence to support a claim, as well as how to outline an argument as a part of the prewriting stage, and students complete their prewriting. After students have completed their prewriting, the teacher examines how to construct an essay draft that is properly structured, incorporates evidence to support claims and counterclaims in body paragraphs, and has a strong conclusion. Students then construct their essay draft. After students have completed their essay draft, they explore how to revise an essay to removed flawed reasoning, bias, and misconceptions, as well as how to edit for language, grammar, spelling and punctuation. Students complete the peer review process and their final essay draft. Students then submit their final essay draft of three to five pages and take a quiz to assess their understanding of the lesson materials.

## Textbooks

Title	Authors	Publisher	Edition	Website	Is Primary
Mirrors & Windows Connecting with Literature British Tradition	EMC Publishing	EMC Publishing	2019	--	Yes
Into Literature	Houghton Mifflin Harcourt	Houghton Mifflin Harcourt	2019	--	Yes
From Inquiry to Academic Writing: A Text and Reader	Stuart Greene and April Lidinsky	Bedford/St.Martin's	4th	--	Yes

## Literary Texts

Title	Authors	Publisher	Edition	Website	Read in Entirety
The Time Traveler's Guide to Elizabethan England	Ian Mortimer	Penguin Books	2014	--	No
The Strange Case of Dr.Jekyll and Mr.Hyde	Robert Louis Stevenson	ActivelyLearn	2019	www.activelylearn.com	Yes
MacBeth	William Shakespeare	ActivelyLearn	2019	www.activelylearn.com	Yes
The Importance of Being Earnest	Oscar Wilde	ActivelyLearn	2019	www.activelylearn.com	Yes
The Canterbury Tales	Geoffrey Chaucer	ActivelyLearn	2019	www.activelylearn.com	No
The War of the Worlds	H.G. Wells	ActivelyLearn	2019	www.activelylearn.com	No
Beowulf	Unknown	ActivelyLearn	2019	www.activelylearn.com	No
The Fellowship of the Ring	J.R.R. Tolkien	Mariner Books	2005	--	No
Gilgamesh	Unknown	Public Domain	2019	--	No
Grendel	John Gardner	ActivelyLearn	2019	www.activelylearn.com	No
Utopia	Thomas More	Public Domain	2019	--	No
Morte D'Arthur	Alfred Lord Tennyson	Public Domain	2019	--	No
A Modest Proposal	Jonathan Swift	Actively Learn	2019	ActivelyLearn.com	Yes
"I Wandered Lonely as a Cloud"	William Wordsworth	ActivelyLearn	2019	ActivelyLearn.com	Yes
A Defence of Poetry	Percy Bysshe Shelley	ActivelyLearn	2019	ActivelyLearn.com	Yes
Digging	Seamus Heaney	ActivelyLearn	2019	ActivelyLearn.com	Yes
"Mutability"	Percy Bysshe Shelley	ActivelyLearn	2019	ActivelyLearn.com	Yes

## Manuals

Title	Authors	Publisher	Edition	Website	Read in Entirety
MLA Handbook	--	Modern Language Association	2019	--	No

## Primary Documents

<b>Title</b>	<b>Authors</b>	<b>Date</b>	<b>URL</b>
The Declaration of Sentiments	Elizabeth Cady Stanton	1848	ActivelyLearn.com
Thoughts and Sentiments on the Evil of Slavery	Ottobah Cugoano	--	ActivelyLearn.com
Letters of the Late Ignatius Sancho	Ignatius Sancho	1780	--

## Multimedia

<b>Title</b>	<b>Authors</b>	<b>Director</b>	<b>Series</b>	<b>Date</b>	<b>Website</b>	<b>Medium</b>
War of the Worlds Radio Broadcast	Orson Welles	--	CBS	October 30, 1938	--	mp3
MacBeth	William Shakespeare	Orson Welles	--	1948	--	DVD
MacBeth	William Shakespeare	Rupert Goold	PBS	2011	--	DVD
Macbeth	William Shakespeare	Philip Casson	Thames Shakespeare Collection	2004	--	DVD
MacBeth	William Shakespeare	Justin Kurzel	The Weinstein Company	2015	Prime Video	Streaming