

HIGH SCHOOL ENGLISH-LANGUAGE ARTS IB
Course Outline: 4102

I. Textbook Assignment Options:

A. *Literature and the Language Arts, Experiencing Literature*; Part II (5.0 credits)
Units 7-11; Read the following 13 selections, in the order listed, including the pre-reading sections:

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| a. "Geraldine Moore the Poet" | h. "Bury Me in a Free Land" |
| b. "The Lesson of the Moth" | i. "The Interlopers" |
| c. "Prologue: How to Eat a Guava" | j. "The Test" |
| d. "The Man to Send Rain Clouds" | k. "History Lesson" |
| e. "The Road Not Taken" | l. "Southbound on the Freeway" |
| f. "To Kill a Mockingbird" | m. "Call of the Wild" |
| g. "Through the Tunnel" | |

- Complete: "Recalling, Interpreting, and Synthesizing" activities within "Reviewing the Selection" for each of the 13 selections.
- At the end of each Unit 7-11, complete the "Language Lab Exercises A and B" (omit: "Language Arts Workshop" sections except as follows).
- Complete the "Language Arts Workshop" Exercise in Unit 11 only.
- From the 13 selections above, choose **two** of the "Responding in Writing" activities as follows:
 - a. One: 1-page essay. Use Writing Rubrics: N HS, Exp. HS, or P HS.
 - b. One: "Responding in Writing" activity of your choice.

B. *The Language of Literature 9*; Part II (5.0 Credits)

- Units 4-5: Read the following 20 selections in the order listed (including the "Prereading" sections):

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|-------------------------------------|---|
| a. "The Scarlet Ibis" | k. "Only Daughter" |
| b. "Lineage" | l. "Cloud" |
| c. "The Courage That My Mother Had" | m. "The House on Mango Street" |
| d. "Marine Corp Issue" | n. "On Writing The House on Mango Street" |
| e. "Black Boy" | o. "Full Circle" |
| f. "Daughter of Invention" | p. "Wasp's Nest" |
| g. "Metaphor" | q. "The Great Taos Bank Robbery" |
| h. "A Voice" | r. "The Open Window" |
| i. "The Journey" | s. "The Cultural Worker" |
| j. "Powder" | t. "A Very Old Man With Enormous Wings" |

- Complete **all** of the following for **each** of the 20 selections:
 - a. "Connect to Literature"
 - b. "Think Critically"
 - c. "Extend Interpretations"
 - d. "Vocabulary In Action"
 - e. "Grammar in Context"

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- From the 20 selections above, choose **two** of the “Choices & Challenges” activities as follows:
 - a. One technology activity
 - b. One “Writing Options” activity. Use Writing Rubrics: N HS, Exp. HS, or P HS.

C. *Visions; 19 Short Stories* (**1.0-3.0 credits**: direct instruction or course contract)

D. *Heroes, Gods and Monsters of Greek Myths* (**1.0-3.0 credits**: direct instruction or course contract)

E. *Flowers for Algernon* (**3.0 credits**)

- Read the novel.
- Complete the comprehension questions.
- Complete one of the extension activities listed below for *Flowers for Algernon*.

F. *All Quiet on the Western Front* (**3.5 credits**)

- Read the novel.
- Complete the comprehension questions.
- Complete one of the extension activities listed below for *All Quiet on the Western Front*.

G. *Elements of Literature, Third Course* (**1.0-5.0 credits**: direct instruction or course contract).

H. *Elements of Language, Third Course* (**1.0-5.0 credits**: direct instruction or course contract).

I. *Literature: Timeless voices, Timeless Themes, Gold* (**1.0-5.0 credits**: direct instruction or course contract.)

II. Extension Activity Options

A. *Flowers For Algernon* (**select 1**)

1. Use the Internet to research the topic of mental retardation. Write a one-page essay that discusses the topic and be sure to include the criteria for defining mental retardation, how it is diagnosed, and its major causes. Use Writing rubric Exp. HS.
2. Use the Internet to research the topic of mental retardation and prepare a PowerPoint presentation of at least 10 slides that focuses on the major issues of mental retardation.
3. *Flowers for Algernon* was set in the mid-1960's, which was a turbulent time in the history of the United States. Civil disobedience was displayed on the nightly news in the form of both peaceful and violent demonstrations. The Viet Nam War, as well as the Civil Rights Act of 1964 raised tensions throughout the United States. Use the Internet to conduct research on either the Viet Nam War or the Civil Rights Act of 1964.

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- Complete one of the following assignments using your research:
 - a. Write a 1- page essay on your topic. Use Writing Rubric Exp. HS.
 - b. Prepare a 10-15 slide PowerPoint presentation, incorporating at least 6 photos into your presentation.
- 4. Teacher generated activity, approved by the site administrator.

B. *All Quiet on the Western Front* (select 1)

1. Use the Internet to conduct research on some aspect of WWI such as a specific event or person of that era. Write a 1-page essay on your research, discussing its importance or relevance to WWI. Use Writing Rubric: Exp. HS.
2. Create a 10-slide PowerPoint presentation related to WWI. Copy and paste at least 2 photos into your presentation.
3. Conduct an Internet search on the “Western Front”. Write a 1-page essay related to the geographic areas and places that would be found along the “Western Front”, or create a 10-slide PowerPoint presentation related to places of interest to visit. (Writing rubric: Exp. HS)
4. Use the Internet to conduct research on propaganda to understand what it is and to see examples of wartime propaganda from a variety of countries. Use the term “war propaganda” to begin your search. Write a persuasive speech that Kantorek might have used to persuade young men to enlist to fight for his cause. Use Writing Rubric: P HS.
5. Teacher created activity, approved by the site administrator.

III. Evaluation

- See your teacher for a unit test, or final course evaluation.
- All writing assignments must meet the proficient level of the writing rubric provided by the teacher
- All textbook work must meet the 70% accuracy level.