

Course Description:

In this course, you will read and analyze informational and argumentative texts across a number of genres and from a number of sources, including government publications and websites, magazine articles, legal proceedings, and video presentations. Through the presentation of topics as varied as zombie insects, Mars exploration, and the need for sleep, the course demonstrates ways to understand central ideas, organizational structures, and techniques of composition. You will examine argumentative writing in seminal US documents, such as the work of John Adams and speeches by 20th-century US presidents. You will also learn how to interpret consumer documents such as government publications and financial information.

These examples will help you to evaluate use of language, determine meanings, make inferences, grasp central ideas, evaluate bias, and draw conclusions. The course also will instruct you in speaking and writing formally, and in using rhetorical devices to persuade audiences.

As you read the selections in this course, you will practice ways to analyze evidence, recognize symbolism, examine word choice, and identify figurative language in informational writing. You will also review basics in spelling, grammar and usage, and punctuation. Writing activities will give you tips and techniques as you research and organize expository and argumentative compositions.

Through the lessons provided in this course, you will master techniques that help you achieve a deeper appreciation of informational and argumentative texts.

Suggested prerequisites: English II Honors (1 of 2) and (2 of 2)

Course Objectives:

- Analyze the development of central ideas, details, organization, and purposes in informational text.
- Analyze structure, effectiveness, viewpoints, purposes, claims, reasoning, and use of rhetoric in an informational text or argument.
- Integrate and evaluate multiple sources and different media to address a question or solve a problem.
- Analyze themes, purposes, arguments, reasoning, and rhetoric in seminal US documents.
- Compose informational and argument essays, selecting relevant and sufficient evidence and organizing content effectively.
- Participate in collaborative discussions and presentations while effectively integrating and presenting information from multiple sources.
- Apply grade level-appropriate techniques and skills to create presentations and review material.
- Demonstrate mastery of the conventions of standard English.
- Determine the meanings of academic and domain-specific words and phrases

Required Materials:

- word-processing software
- internet browser
- presentation software

*Additional materials listed in the course.

Course Overview:

Each unit begins with a brief description of the intended learning outcomes. Following the introduction are these standard activities, which may or may not be present in each lesson:

Vocabulary Skill Instruction – Includes instruction in vocabulary skills, followed by graded workbook questions.

Focus Skill Instruction – Includes instruction in reading comprehension skills and application, followed by graded workbook questions.

Reading Selection, Graphic Organizer, Extended Response Discussion Question(s) – Includes an annotated reading selection, a graphic organizer with an exemplary response for modeling, and an extended response discussion question at the analyze/evaluate/synthesize level.

Writing Project – An assessment graded by the instructor that requires application of knowledge and writing capabilities to demonstrate mastery of the lesson content. Writing projects for LA301 11A are in Unit 2 (research paper) and Unit 5 (argument essay).

Language and Writing Skill Instruction – Includes instruction in language and writing skills, followed by graded workbook questions.

Checkpoint – This graded activity uses 15 questions to assess mastery of lesson objectives. Students may take the Checkpoint up to three times.

Reflection – This is an activity designed for students to reflect on key ideas and their own learning.

In the last lesson of each unit, the Checkpoint activity is replaced with a comprehensive assessment:

Unit Exams – At the end of the unit is an exam that will assess mastery of unit objectives. Students may take the Unit Exam only once.

Final Exam – This exam is in the last lesson and consists of questions that reflect key concepts and information from course. Students may take the Final Exam only once.

Schedule of Work

Unit 1: A Certain Shade of Green

Vocabulary Skill 1, 3

Workbook Assessment

Focus Skill 1–4

Workbook Assessment

Reading Selections/Graphic Organizers

Extended Response Discussion 1–5

Language and Writing Skill 1–4

Workbook Assessment

Checkpoints 1–4

Self-Reflection 1–5

Unit 1 Exam

Reading Selections Unit 1

- “The Bean-field” from *Walden* by Henry David Thoreau
- Excerpt from *The Education of a Young Chief* by George Copway
- “Principles of Conservation” from *The Fight for Conservation* by Gifford Pinchot
- Excerpt from *The Wilderness Act*
- “Save the Redwoods” by John Muir
- “Peregrine Falcon” from the US Fish & Wildlife Service
- *For More Wonder, Rewild the World* by George Monbiot
- “Street Farmer” by Elizabeth Royte
- “Conservation as a National Duty” by Theodore Roosevelt

Unit 2: She Blinded Me with Science

Vocabulary Skill 6, 8

Workbook Assessment

Focus Skill 6–9

Workbook Assessment

Reading Selections/Graphic Organizers

Extended Response Discussion 6–10

Language Skill 6–9

Workbook Assessment

Writing Project 6–10

Checkpoints 6–9

Self-Reflection 6–10

Unit 2 Exam

Reading Selections Unit 2

- “Your Average, Everyday Zombie” by Christine Wilcox
- “Mindsuckers: Meet Nature’s Nightmare” by Carl Zimmer
- “Why People Oppose GMOs Even Though Science Says They Are Safe” by Stefaan Blancke
- “Rewilding Draws on the Past to Modify Plants” by Gina Kolata
- “Calculating the Value of Human Tissue Donation” by Joseph Shapiro and Sandra Bartlett
- “Paying Patients for Their Tissue: The Legacy of Henrietta Lacks” by Robert D. Truog, Aaron S. Kesselheim, and Steven Joffe
- “Leather and Meat without Killing Animals” by Andras Forgacs
- “NASA’s Curiosity Rover Finds Clues to How Water Helped Shape Martian Landscape” from NASA
- “NASA Confirms Evidence That Liquid Water Flows on Today’s Mars” from NASA
- “NASA’s Curiosity Rover Team Confirms Ancient Lakes on Mars” from NASA

Unit 3: Back to Life, Back to Reality

Vocabulary Skill 11, 13

Workbook Assessment

Focus Skill 11-14

Workbook Assessment

Reading Selections/Graphic Organizers

Extended Response Discussion 11-15

Language Skill 11-13

Workbook Assessment

Writing Project 11-15

Checkpoints 11-14

Self-Reflection 11-15

Unit 3 Exam

Reading Selections Unit 3

- “Water Conservation and Efficiency” from the city of Raleigh, North Carolina
- “How to Manage Stormwater: Rain Barrels” from the city of Portland, Oregon
- “How to Select a Checking Account” from the *Wall Street Journal*
- “5 Tips: Protecting Your Checking Account” from the Federal Reserve
- “How to Make the Most of Your Debit Card” from the *Wall Street Journal*
- “Making a Budget” from the US Government
- “Teens Feeling Stressed and Many Not Managing It Well” by Sharon Jayson
- “The Science of Conquering Your Fears—And Living a More Courageous Life” by Carolyn Gregoire
- “Alone in the Crowd” by Michael Price
- “Is Technology Creating a Family Divide?” by Jim Taylor
- “All About Sleep” from the National Institutes of Health
- “Sleep Problems and Solutions” from the National Institutes of Health

Unit 4: Fight for Your Right

Vocabulary Skill 16, 18

Workbook Assessment

Focus Skill 16-19

Workbook Assessment

Reading Selections/Graphic Organizers

Extended Response Discussion 16-20

Language Skill 16-18

Workbook Assessment

Checkpoints 16-19

Self-Reflection 16-20

Unit 4 Exam

Reading Selections Unit 4

- *Hazelwood School District v. Kuhlmeier* from the United States Supreme Court
- “For the Equal Rights Amendment” by Shirley Chisholm
- “What Will It Take to Make Gender Equality the Norm, Not the Exception” by Margie Warrell
- “In Defense of the Constitution” by John Adams
- “Let’s Give Up on the Constitution” by Louis Michael Seidman
- “Declaration of Conscience” by Margaret Chase Smith
- “Inaugural Address” by John F. Kennedy
- “American University Speech” by John F. Kennedy

Unit 5: Everybody Talks

Vocabulary Skill 21, 23

Workbook Assessment

Focus Skill 21-24

Workbook Assessment

Reading Selections/Graphic Organizers

Extended Response Discussion 21-25

Language Skill 21-23

Workbook Assessment

Writing Project 21-25

Checkpoints 21-24

Self-Reflection 21-25

Unit 5 Exam

Reading Selections Unit 5

- “We Shall Overcome” by Lyndon Baines Johnson
- “Culture War” by Patrick Buchanan
- “Second Inaugural Address” by Barack Obama

- “What to the Slave Is the Fourth of July?” by Frederick Douglass
- “Energy and the National Goals- A Crisis of Confidence” by Jimmy Carter

Unit 6: The World We Live In

Focus Skill 26-28

Workbook Assessment

Reading Selections/Graphic Organizers

Extended Response Discussion 26-28

Writing Project 26-30

Checkpoints 26-28

Self-Reflection 26-28

Vocabulary Final Exam

Final Exam

Reading Selections Unit 6

- “Take the Tortillas Out of Your Poetry” by Rudolfo A. Anaya
- *Teach Every Child About Food* by Jamie Oliver
- “Balancing Calories to Manage Weight” from the US Department of Agriculture
- *Soon We’ll Cure Diseases with a Cell, Not a Pill* by Siddhartha Mukherjee