



edmentum™

Teacher's Guide

# Arizona English 11

## Semester B



Courseware

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Please refer to the [Introduction to Edmentum Courseware](#) for general information about Edmentum’s online courses, course components, and instructional implementation models.

# Course Overview

Arizona English 11, Semester B explores the relation between American history and literature from the modernist period through the contemporary era. The lessons in this course presents learners with relevant cultural and political history, and readings are scaffolded with pre-reading information, interactions, and activities to actively engage learners in the content. Analyses reinforce key concepts of the reading selections.

Incorporated into the lessons, as well as into the higher-level Unit Activities and Course Activities, are sections that focus on developing grammar, vocabulary, speech, and writing skills. These components together are designed to address the four key elements of English language arts instruction—reading, writing, language, and speaking-listening skills. The lesson-level tasks often ask students to engage in a self-checked analytical or writing task that is then developed more fully in a Unit Activity or Course Activity and submitted for teacher grading. For example, in a Lesson Activity, students might fill out a table of information about the characters in a story and write a paragraph about one character. Then, in a Unit Activity, students might be asked to develop a full-fledged essay about the story's characters. Or students might analyze a speech for a self-checked Lesson Activity and submit such an analysis as well as a speech of their own in the Unit Activity.

This course includes three Unit Activities that cover extended writing tasks and analyses. Each unit in the course also includes a predefined discussion topic that allows students to exchange views on concepts that arise in the lessons. This semester also has one Course Activity, which serves primarily to give structure for students to engage in a discussion group, as commonly called for in speaking and listening standards. Note that predefined discussion topics can be adapted to teacher-led discussions.

## **Strategies for Diverse Student Situations**

This course has an ambitious scope in that it presents a chronology of American literary history and also promotes the reading, writing, listening and speaking, and (oral and written) language skills required for English language arts: these two topics of instruction are not inherently complementary. This scope challenge is compounded by the need to foster the learning of students who have a wide variety of skill levels and study in highly varied environments.

For students to take full advantage of this course, they will need guidance from instructors, even in completely virtual environments. For example, some students do not have peers who

are in the same location or who are working on the same or a similar assignment. So teachers will need to help students find means of communication that would best simulate the in-class environment.

### **Speaking and Listening Skills**

Some speaking and listening skills can be addressed comfortably in any student learning environment. Students can evaluate the quality of a speech, for example, by analyzing the speaker's point of view and rhetoric. This course includes these types of tasks, some self-checked and some submitted for teacher evaluation. Similarly, students can practice writing and performing their own speeches and submit them for teacher grading.

Some speaking and listening skills, however, require engaging in significant discourse with classmates, which many online students do not have. To meet such diverse teaching and student needs, the following structure is built into the Course Activities. The two categories of group-paced courses and self-paced courses refer to two very different course implementation models. Depending on which model suits a given student, he or she will follow that path.

Here are instructions from a Course Activity:

For this task, you'll need to work as part of a group of three or four students who can meet together for a face-to-face discussion. Your teacher will identify a process for this task that fits your learning situation. For instance, if you're working primarily on your own in this course with no on-site classmates (self-paced course) the process will be a little different than if you are learning with at least two other students in the same building and on the same schedule (group-paced course). Discussions in those two cases are outlined below.

#### **Group-paced course**

- The teacher organizes groups or enables students to self-organize.
- In the discussion session, students take turns presenting their thesis and then discussing each thesis with the group.
- One student (not the presenter) acts as a discussion facilitator.
- The discussion will be a round-robin, rotating the presenter and facilitator roles for each thesis. Plan to spend at least 15 minutes to present and discuss each thesis.
- Refer to the Discussion Summary below. You will want to take brief notes during the discussion so that you can easily complete the Discussion Summary afterwards.

#### **Self-paced course**

- You will find at least two people to participate in this discussion with you. They could be classmates from other courses, friends, or siblings. They should be roughly your age, if possible, so you can have a thoughtful discussion with peers. You will set a time and place for the discussion and share [Discussion Guidelines](#) for your peers to read prior to the discussion.

- You will be the only presenter for this discussion. You will also play the role of facilitator.
- You will present your thesis and then discuss it with your group.
- Your invited group members are only required to be active, thinking participants. Except for reading through the Discussion Guidelines ahead of time, they do not have to prepare for the discussion beforehand or do any follow-up afterward.
- Since you will be presenting and facilitating during the discussion, you may want to ask one of the participants to take brief notes for you on key points that come up during the discussion. These notes will help you compose your Discussion Summary.
- Since there is only one thesis to discuss, plan to spend at least 30 minutes presenting and discussing your thesis.

The Course Activity includes a set of discussion guidelines designed to apply to any forum the student is able to create and use to practice these skills. Again, guidance from an instructor will help ease students' anxieties about conducting such discussions in a virtual environment and achieve the greatest success with the related skills development.

## Curriculum Contents and Pacing Guide

This pacing guide lists the title and the primary content objective for each lesson. For more information about each lesson and activity, consult this [coverage spreadsheet](#), which correlates lessons with the Arizona Academic Standards. Notice that column B lists the standards and column C gives the total number of lessons or other activities that address each standard. Across the top of the spreadsheet, you'll find the title of each lesson and the unit the lesson resides in. In the cells under the titles, a number 1 indicates that an Arizona Academic Standard is addressed by that title.

This semester is divided into three units spread over 90 days. The pacing guide provides a general timeline for presenting each unit. It is designed to fit your class schedule and is adjustable. The guide is based on a typical 180-day school year with 90 days per semester.

### Unit 1: The Early Twentieth Century: Modernism

#### **Summary**

This unit focuses on the emergence of modernism and examines the forms and themes of modernist literature within its social context. It teaches the learner to identify and analyze elements of modernist literature and poetry. The unit also explores the rise of imagism and

analyzes its themes and forms. The unit then discusses the Harlem Renaissance and analyzes its cultural significance. Modern American drama is also introduced. The learner will explore its elements and conventions by reading and analyzing Arthur Miller’s “The Crucible”. Students must have access to a copy of “The Crucible” and read the play.

<b>Day</b>	<b>Activity / Objective</b>	<b>Type</b>
1 day: 1	<b>Syllabus and Student Orientation</b> <i>Review the Student Orientation and Course Syllabus at the beginning of this course.</i>	Course Orientation
3 days: 2–4	<b>The Modern American Writer</b> <i>Explain the emergence of the modernist period and its literature.</i>	Lesson
4 days: 5–8	<b>Disillusionment in the Twentieth Century</b> <i>Evaluate how changes in early twentieth-century American society influenced the forms and themes of modernist literature.</i>	Lesson
4 days: 9–12	<b>Elements of Modernism</b> <i>Identify and analyze characteristics of modernist literature.</i>	Lesson
3 days: 13–15	<b>Elements of Modernist Poetry</b> <i>Explore forms and themes of modernist poetry.</i>	Lesson
4 days: 16–19	<b>Theme and Form in Poetic Imagism</b> <i>Analyze characteristics of imagist poetry.</i>	Lesson
3 days: 20–22	<b>The Harlem Renaissance</b> <i>Evaluate the emergence and cultural significance of the Harlem Renaissance movement and explore its literature.</i>	Lesson
4 days: 23–26	<b>American Drama</b> <i>Identify and analyze elements and conventions of modern American drama.</i>	Lesson
3 days: 27–29	<b>Unit Activity and Discussion—Unit 1</b> <i>Analyze character development, themes and their development, and propaganda techniques used within a text. Relate examples of propaganda used in a classic text to modern examples and create propaganda artifacts.</i>	Unit Activity Discussion
1 day: 30	<b>Posttest—Unit 1</b>	Assessment

## Unit 2: The Mid-to Late Twentieth Century: Postmodernism

### Summary

This unit focuses on how genre shapes the message of a narrative and explores the treatment of a topic or theme across different genres. This unit also examines the historical and cultural significance of postmodernism and analyzes its motifs and literary techniques. Next, the unit introduces the learner to Beat poetry and its characteristics. The unit concludes by discussing the civil rights movement and examining its influence on American literature.

Day	Activity / Objective	Type
5 days: 31–35	<b>Theme Across Genres</b> <i>Compare and contrast the presentation of a theme or topic across genres to explain how genre shapes a message.</i>	Lesson
5 days: 36–40	<b>The Rise of Postmodernism</b> <i>Analyze the historical and cultural significance of literature in the postmodernist period.</i>	Lesson
4 days: 41–44	<b>Literary Elements in Postmodernism</b> <i>Evaluate the use of motifs and other literary techniques in postmodernism.</i>	Lesson
4 days: 45–48	<b>Beat Poetry</b> <i>Examine the emergence and characteristics of Beat poetry.</i>	Lesson
5 days: 49–53	<b>The Civil Rights Movement and American Literature</b> <i>Analyze the civil rights movement and its influence on American literature.</i>	Lesson
3 days: 54–56	<b>Unit Activity and Discussion—Unit 2</b> <i>Write clear and coherent arguments to support claims, using sound reasoning and evidence. Deliver a speech that presents information, findings, and supporting evidence clearly.</i>	Unit Activity Discussion
3 days: 57–59	<b>Discussing the American Identity</b> <i>Facilitate a collaborative discussion.</i>	Course Activity
1 day: 60	<b>Posttest—Unit 2</b>	Assessment

## Unit 3: Into the Twenty-First Century: Contemporary Literature

### Summary

In this unit, the learner will examine the styles and themes in contemporary literature, which surfaced around the 1950s and continues to be written today. The unit also focuses on the development of American language and explores concepts such as code-switching. Topics such as tradition and culture in literature are also introduced. The learner will wrap up the unit by examining cultural diversity in various American literary texts.

Day	Activity / Objective	Type
5 days: 61–65	<b>Themes That Withstand Time</b> <i>Compare and contrast how a theme or topic is presented in literature from different time periods.</i>	Lesson
5 days: 66–70	<b>Contemporary Literature</b> <i>Examine the styles and themes of contemporary literature.</i>	Lesson
5 days: 71–75	<b>The American Language</b> <i>Explore the development of an "American language," and evaluate the purpose of code-switching in various settings.</i>	Lesson
4 days: 76–79	<b>Tradition and Culture in Literature</b> <i>Analyze how literary texts explore the concepts of tradition and culture.</i>	Lesson
4 days: 80–83	<b>Diversity in Literature</b> <i>Evaluate texts that represent the diversity of American culture.</i>	Lesson
4 days: 84–87	<b>Unit Activity and Discussion—Unit 3</b> <i>Write a narrative to develop real or imagined experiences or events. Develop writing by planning, revising, editing, and rewriting.</i>	Unit Activity Discussion
1 day: 88	<b>Posttest—Unit 3</b>	Assessment
1 day: 89	<b>End of Semester Review</b>	
1 day: 90	<b>End-of-Semester Test</b>	Assessment