



English eLearning Guide – Week 5

English I: How do our bodies and minds benefit from self-care?

- Students will read about the steps necessary for maintaining physical and mental health. What are the unexpected consequences of not doing so?

English II: Is greed good?

- Students will read a variety of texts about the origin of the saying, “Greed is good,” and study both sides of the ongoing political and economic argument over the moral value of individual greed. Then students will take a position and write an argumentative essay, defending their opinion with evidence from the texts.

English III: How does fear drive actions?

- Students will read fiction, nonfiction, and watch a video about fear driving human interactions and the consequences that come from this phenomenon. They will wrap up the week with synthesizing information, as well as connecting this concept to their own lives, in order to produce a written response.

English IV: What is the role of satire in society?

- Students will understand what a satire is and explain its role in society. Students will explore written and video satires to answer the essential question.

English I eLearning Guide - WEEK 5

Objectives

- Students will analyze how authors use text structure to communicate messages.
- Students will analyze how the setting influences the character and plot.
- Students will write an expository essay with evidence to back their ideas.

Note: Beginning the week of April 14th and in alignment with our Adjusted Grading Guidelines, teachers in grades 6-12 may assign student work from the Digital Backpack eLearning guide, or from the teacher's itsLearning course, for a grade.

Essential Question

- How do our bodies and minds benefit from self-care?

For Parents

- If you have access to a printer, print the texts below. If you do not have printer access, students can access the texts online.
- Have your student read each text and answer the questions. *If your student needs assistance with reading, see the note about CommonLit in the "Resources" section below.*
- For the more difficult questions and the comparative task, encourage your student to discuss and brainstorm their ideas.
- If students complete writing tasks, encourage them to read what they have written aloud and revised their work for clarity.
- Complete this process for all lessons.

For Students

- **Task 1:** Watch the video about teens and sleep. (May be combined with Task 2)
- **Task 2:** "Teens Who Don't Get Enough Sleep at Higher Risk of Mental Health Problems"
- **Task 3:** "Self-Care"
- **Task 4:** "The Yellow Wallpaper" (May be read over 1-3 days)
- **Task 5:** Expository Essay
- Extension Activity:
 - Read a book for 30 minutes.
 - **Log** to keep track of reading

Resources

- **CommonLit** is offering free **parent accounts**. Many of the reading assignments above come from CommonLit. If your student needs assistance with the readings, create an account, search for the article by title, and click the "Read Aloud" button.
- **Sora** is a free app with books and reading resources for students. Log in with SBISD credentials.
- **Noredink** is a free online writing platform. Students should start with the modules for "Body Paragraphs: Claims, Evidence, and Reasoning."

English II eLearning Guide - WEEK 5

Objectives

- Students will synthesize information from film, expository, and persuasive texts to form and defend their own opinion.
- Students will write an argumentative essay using evidence and reasoning from multiple sources.
- Students will select and evaluate text evidence to support their argument.

Note: Beginning the week of April 14th and in alignment with our Adjusted Grading Guidelines, teachers in grades 6-12 may assign student work from the Digital Backpack eLearning guide, or from the teacher's itsLearning course, for a grade.

Essential Question

- Is greed good?

For Parents

- If you have access to a printer, print the texts below. If you do not have printer access, students can access the texts online.
- This week, your student will read/watch several texts related to the essential question. Then they will form their own opinion and write an essay, using evidence from the texts they read.
 - Students can work on lined paper, a notebook, or a separate document like Microsoft Word or Google docs.
 - The final task is to write an essay. Before they draft the essay, your student should plan it out using the guide in Task 5.
 - If your student struggles with the writing, use the resources below, especially NoRedInk.

For Students

- **Task 1:** Greed
 - **Video** for Question 3
- **Task 2:** *Wall Street* and the Greed-is-Good Philosophy
 - **Video** for Part A
 - **Article** for Part B
 - **Article** for Part C
- **Task 3:** "Keeping Up with the Joneses"
- **Task 4:** "Klondike Gold Rush"
- **Task 5:** Plan and write your essay.
- Extension Activity:
 - Read a book for 30 minutes.
 - **Log** to keep track of reading.

Resources

- Review the **basic strategies** of persuasive writing.
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- **Sora** is a free app with books and reading resources for students. Log in with SBISD credentials.
- **Noredink** is a free online writing platform. Students should start with the modules for "Embedding Evidence: Avoiding Plagiarism & Using Citations."

English III - WEEK 5

Objectives

- Students will read and analyze texts for main ideas, details, and craft.
- Students will synthesize information in order to answer the question, "How does fear drive actions?"
- Students will apply their own lives to the concepts in their readings.
- Students will write a response to show their understanding.

Note: Beginning the week of April 14th and in alignment with our Adjusted Grading Guidelines, teachers in grades 6-12 may assign student work from the Digital Backpack eLearning guide, or from the teacher's itsLearning course, for a grade.

Essential Question

- How does fear drive actions?

For Parents

- If you have access to a printer, print the texts below. If you do not have printer access, students can access the texts online.
- Have your student read each text and answer the questions. *If your student needs assistance with reading, see the note about CommonLit in the "Resources" section below.*
- For the more difficult questions and the comparative task, encourage your student to discuss and brainstorm their ideas.
- If students complete writing tasks, encourage them to read what they have written aloud and revised their work for clarity.
- Complete this process for all lessons.

For Students

- **Task 1:** "The Salem (and other) Witch Hunts"
- **Task 2:** "Enemies from Within" Speech
- **Task 3:** "Once Upon a Time"
- **Task 4:** "What Fear Can Teach Us"
- **Task 5:** "Why You Should Define Your Fears Instead of Your Goals" TED Talk
- **Task 6:** Bringing It All Together
- Extension Activity:
 - Read a book for 30 minutes.
 - **Log** to keep track of reading.

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AP Language Resources

- **AP Language Shmoop - Login Instructions** for SBISD students. All students have a free account with Shmoop.
- Create an account or log into **AP Students** to complete exam practice.

English IV - WEEK 5

Objectives

- Students will understand satire and its purpose.
- Students will read/watch modern satire as well as a historically based satire.
- Students will draw conclusions and infer meaning to answer the essential question.

Note: Beginning the week of April 14th and in alignment with our Adjusted Grading Guidelines, teachers in grades 6-12 may assign student work from the Digital Backpack eLearning guide, or from the teacher's itsLearning course, for a grade.

Essential Question

- What is the role of satire in society?

For Parents

- If you have access to a printer, print the texts below. If you do not have printer access, students can access the texts online.
- Have your student read each text and answer the questions. *If your student needs assistance with reading, see the note about CommonLit in the "Resources" section below.*
- For the more difficult questions and the comparative task, encourage your student to discuss and brainstorm their ideas.
- If students complete writing tasks, encourage them to read what they have written aloud and revised their work for clarity.
- Complete this process for all lessons

For Students

- **Task 1:** Satire: A Closer Look. Watch the video only. You do not need to complete the activities.
 - **Definition and overview** of SATIRE - if needed
- **Task 2:** "Wealthy Teen Nearly Experiences Consequences"
- **Task 3:** "The Nose"
- **Task 4:** The Social Media Family
- **Task 5:** The War Works Hard
- **Task 6:** Bringing it all Together: What is the role of satire in society?
- Extension Activity:
 - Read a book for 30 minutes.
 - **Log** to keep track of reading.

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AP Literature Resources

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