



English eLearning Guide – Week 6

English I: How do we define beauty?

- Students will read poems, fairy tales, and articles that address society's ideas surrounding beauty. Do we share society's opinions of what is beautiful and what is not?

English II: How does society define the roles of women and men?

- Students will explore how gender norms are created and enforced by studying the roles of men and women in the 1800s. Students will read informational texts, persuasive texts, and poems on the topic.

English III: How does fear drive actions?

- Students will read fiction and nonfiction focused on fear driving human interactions and the consequences that come from this phenomenon.

English IV: Why do good people do bad things?

- Students will read about why people make bad choices and about true events that illustrate examples of this.

English I - WEEK 6

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.

Essential Question

- How do we define beauty?

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.

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've written aloud and revised their work for clarity.
- Complete this process for all lessons.

For Students

- **Task 1:** "This World"
- **Task 2:** "Behind Closed Doors: 'Colorism' in the Caribbean"
- **Task 3:** "Snow White"
- **Task 4:** "Going, Going, Gone!"
- **Task 5:** Take the attached prompt through the writing process.
- 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 - WEEK 6

Objectives

- Students will analyze an author's use of personification, metaphor, and other figurative language to achieve a purpose.
- Students will interpret archaic language by making connections to the present day.
- Students will reflect on learning by making connections between multiple genres, including poetry and persuasive and expository nonfiction.

Essential Question

- How does society define the roles of women and men?

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For Parents

- If you have access to a printer, print the tasks 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've written aloud and revise their work for clarity.
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For Students

- **Task 1:** "The Emergence of the 'Women's Sphere'"
- **Task 2:** "Verses Written by a Young Lady, on Women Born to Be Controll'd"
- **Task 3:** "Our Department, or the Manners, Conduct, and Dress of Refined Society"
- **Task 4:** "An Obstacle"
- **Task 5:** Reflect on Learning
- Extension Activity:
 - Read a book for 30 minutes.
 - **Log** to keep track of reading.

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English III - WEEK 6

Objectives

- Students will read nonfiction and fiction texts with similar central ideas.
- Students will explore how authors use different genres to establish a similar central idea or theme.
- Students will analyze texts by explaining main idea, theme, and craft elements.

Essential Question

- How can we achieve happiness?

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For Parents

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- 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've written aloud and revised their work for clarity.
- Complete this process for all lessons.

For Students

- **Task 1:** Scientists Reveal 3 Keys to Happiness
- **Task 2:** I'm Happiest When Most Away
- **Task 3:** The Keys to Happiness
- **Task 4 Option A:** Dr. Heidegger's Experiment
- **Task 4 Option B:** Excerpt from *The Autobiography of an Ex-Colored Man*
- **Task 5:** The Bright Side of Sadness
- 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 6

Objectives

- Students will explore nonfiction texts that relate to why good people, who should know better, do bad things.
- Students will connect psychological concepts to historical and current true events.
- Students will analyze main idea, purpose, details, and evidence from nonfiction texts.

Essential Question

- Why do good people do bad things?

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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've written aloud and revised their work for clarity.
- Complete this process for all lessons

For Students

- **Task 1:** What Makes Good People Do Bad Things?
 - Optional: Ted Ed Talk — [The Psychology of Evil](#)
- **Task 2:** The Scramble for Africa
- **Task 3:** Eight White Sox are Indicted
- **Task 4:** The Tonya Harding and Nancy Kerrigan Scandal
- **Task 5:** The Tipping Point
- 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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- Create an account or log into [AP Students](#) to complete exam practice.