



English eLearning Guide – Week 7

English I: What really influences us?

- Students will explore entities that influence our choices and behaviors. Are we in control, or are bigger forces at work?

English II: How do gender norms affect the way we think and behave?

- Students will read several texts discussing the ways that young people are socialized to fit gender norms. Throughout, students will analyze nonfiction authors' purpose and organizational structures.

English III: What is fair?

- Students will study various texts that share true events and fictional ones to better understand how “fairness” plays out in society.

English IV: How does technology affect us?

- Students will study the impact of technology on their learning by reading nonfiction and fiction texts.

English I - WEEK 7

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

- What really influences us?

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:** Watch "It's Not You. Phones Are Designed to be Addictive." Take note: Which of your phone's intentional engagement traps do you fall victim to most often?
- **Task 2:** "Harrison Bergeron"
- **Task 3:** "Why It Matters That Teens Are Reading Less"
- **Task 4:** "Anti-Social Networks? We're Just as Cliquey Online"
- 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 7

Objectives

- Students will analyze author's purpose.
- Students will identify nonfiction organizational structures.
- Students will evaluate types of evidence used by nonfiction authors.
- Students will reflect on learning by drawing generalizations and making connections between multiple texts on similar topics.

Essential Question

- How do gender norms affect the way we think and behave?

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 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.
- 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.
- Complete this process for all lessons.

For Students

- **Task 1:** "The Price of Conforming to Gender Norms"
- **Task 2:** "The Man Box"
 - [Video interview](#) of A Call to Men founder Tony Porter
- **Task 3:** "What We Mean When We Say, 'Toxic Masculinity'"
- **Task 4:** "Why We Need to Address Mean Girl Behavior Early and Often"
- **Task 5:** Reflect on Learning
- 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 "Embedding Evidence: Avoiding Plagiarism & Using Citations."

English III - WEEK 7

Objectives

- Students will explore the concept of fairness in society by reading nonfiction texts and drama.
- Students will analyze main idea, purpose, details, and examples from nonfiction texts.
- Students will analyze theme and craft in a short play.

Essential Question

- What is fair?

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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:** Letter From Mary Mallon: On Being Typhoid Mary
 - **Typhoid Mary video** (optional background info)
- **Task 2:** Life Isn't Fair — Deal With It
- **Task 3:** Serving in Florida (excerpt From *Nickel and Dimed*)
- **Task 4:** Do Juvenile Killers Deserve Life Behind Bars?
- **Task 5:** Trifles (a short play)
 - **VIDEO** of play (alternative to reading play)
- Extension Activity:
 - Read a book for 30 minutes.
 - **Log** to keep track of reading.

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- **Noredink** is a free online writing platform. Students should start with the modules for "Embedding Evidence: Avoiding Plagiarism & Using Citations."

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 7

Objectives

- Students will explore the impact that technology has on their reading, creativity, and ability to problem-solve.
- Students will explore how authors use different genres to establish a similar concept or theme.
- Students will analyze texts by explaining main idea, theme, and craft elements.

Essential Question

- How does technology affect us?

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:** What Adolescents Miss When We Let Them Grow Up in Hyperspace
- **Task 2:** The Machine Stops (This is a longer sci-fi story; students may want to listen to the story using the Guided Reading option on the Commonlit website)
- **Task 3:** Why it Matters That Teens are Reading Less
- **Task 4:** The Curse of the Inability to Imagine
- **Task 5:** Can Television be Considered Literature and Taught in English Classes?
- Extension Activity:
 - Read a book for 30 minutes.
 - **Log** to keep track of reading.

Resources

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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."

AP Literature Resources

- **AP Literature 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.