

LAN0900_202338_Staging_EMBR_TEM

LAN-900

2023 05/01/2023 to 04/30/2024 Modified 03/23/2023

Course Description

This year-long course continues to build on the sequential review and development of grammar and communication skills in writing. An evaluation of world literature develops analytical skills using examples of short stories, the novella, the novel, poetry, allegory, and drama selected from a variety of periods and authors. These and other texts frame the students' vocabulary comprehension through contextual application. A research paper using appropriate style, format, and documentation will analyze a social issue from a historical, biblical, and literary perspective. Students are guided with biblical truths to develop the skills necessary to honor God through excellence in the written and spoken word.

Rationale

This course is rich with classic works and renowned authors, key components of a broad understanding of literature. As students are exposed to these great works, they are also making connections with universal themes still evident in our own world.

Course Learning Outcomes

- A. The student will make planned oral presentations.
- B. The student will evaluate auditory, visual, and written media messages.
- C. The student will define and utilize vocabulary assigned in the course.
- D. The student will demonstrate comprehension of and analyze literary texts.
- E. The student will develop narrative, expository, and persuasive writings for a variety of audiences and purposes.
- F. The student will self-edit writing for correct grammar, capitalization, punctuation, spelling, sentence structure, and paragraphing.
- G. The student will use print, electronic databases, online resources, and/or other media to access information to create a research product.

Biblical Integration Outcomes

- A. The student will examine and analyze literature in the context of biblical perspective.
- B. The student will critically think and understand the value of studying classic and modern literature to strengthen an empathetic and evangelistic attitude toward others.

Course Resources

See Ember's [Systems Requirements](#) for computer specifications necessary to operate this curriculum.

- Note: Embedded YouTube videos may be utilized to supplement Ember's YouTube videos are the property of the respective content creator, licensed to YouTube for distribution and user access. As a non-profit educational institution, Ember is able to use YouTube video content under the YouTube Terms of Service. For additional information on copyright, please contact the [Jerry](#)

* Course Policies

Types of Assessments

To simplify and clearly identify which policies apply to which assessment, each assessment has been categorized into one of four categories: Lesson, Assignment, Quiz, or Test. Each applicable item on the course Modules page has been designated with an identifier chosen from among these categories. Thus, a Quiz on the American Revolution may be designated by the title, "1.2.W Quiz: The American Revolution."

- **Lesson:** *Any item on the Modules page designated as a "Lesson"*

These include instructional content and sometimes an assessment of that content. Typically, a Lesson will be the day-to-day work that a student completes.

- **Assignment:** *Any item on the Modules page designated as an "Assignment"*

Typical examples of Assignments include, but are not limited to, papers, book reports, projects, labs, and speeches. Assignments are usually something that the student should do his or her best work on the first time.

- **Quiz:** *Any item on the Modules page designated as a "Quiz"*

This usually takes the form of a traditional assessment where the student will answer questions to demonstrate knowledge of the subject. Quizzes cover a smaller amount of material than Tests.

- **Test:** *Any item on the Modules page designated as a "Test"*

This usually takes the form of a traditional assessment where the student will answer questions to demonstrate knowledge of the subject. Tests cover a larger amount of material than Quizzes.

Materials Selection Policy

Ember curates educational materials that are consistent with the school's philosophy; however, the fallen human condition depicted in literature (as in Scripture itself) is not always pleasant. Valuable works sometimes have objectionable or profane elements. Good books provide four (4) recognized values.

- They build godly attitudes and character traits.
- They deepen our social and cultural awareness.
- They strengthen our use of written language.
- They provide a lifelong source of enjoyment and relaxation.

In order to instill these values in students and fulfill the stated objectives of the school, all Ember students are expected to read and study good books on a regular basis. Recognizing that materials designed for one level may not be appropriate for another, three (3) levels of criteria are applied:

- Elementary materials must contain no objectionable material,
- Objectionable elements in sixth through eighth-grade materials must be limited and must serve a specific educational purpose, and
- Objectionable content may be included in high school materials but must be outweighed by positive literary, curricular, and/or Christian values.

The curriculum department has approved required educational materials for students.

Resubmission Policy

Students are expected to submit their best work on the first submission for every Lesson, Assignment, Quiz, and Test. However, resubmissions may be permitted in the following circumstances:

- **Lesson:** Students are automatically permitted two attempts on a lesson. Students may freely resubmit for their first two

attempts without the need for teacher approval.

If a student feels that he or she deserves a resubmission on a Lesson, Assignment, Quiz, or Test due to a technical issue such as a computer malfunction, the student should message his or her teacher to make the request. With Ember, the teacher may be a physical school teacher or the student's parent/guardian. The teacher can give another attempt from his or her Canvas account. For more information on how to do this, please review the Ember orientation course.

Schedule

Module 1: Grammar & Writing Review

- Week 1: Introduction and Plagiarism Review
- Week 2: Strong Writing and Style
- Week 3: Grammar Review

Module 2: Short Stories

- Week 4: O Henry and Fyodor Dostoevsky
- Week 5: Richard Connell, Alice Walker, and Amy Tan
- Week 6: James Thurber, Gwendolyn Brooks, and Frank Stockton
- Week 7: Comparison/Contrast Essay; Jack London and Ambrose Bierce
- Week 8: Essay Submission; Module Tests Week 9: Quarter Review, Test

Module 3: Novel: Great Expectations Part 1 (Volume 1)

- Week 10: *Great Expectations*, Chapters 1-6
- Week 11: *Great Expectations*, Chapters 7-19

Module 4: Novel: Great Expectations Part 2 (Volumes 2 and 3)

- Week 12: *Great Expectations*, Chapters 20-33
- Week 13: *Great Expectations*, Chapters 34-46
- Week 14: *Great Expectations*, Chapters 47-59
- Week 15: Reviews; Tests; Essay Submission

Module 5: Poetry

- Week 16: Edgar Allen Poe, Gwendolyn Brooks, and Sidney Lanier
- Week 17: Langston Hughes, Emily Dickinson, Percy Bysshe Shelley, Elizabeth Barrett Browning, Dylan Thomas, and Louisa May Alcott
- Week 18: Poetry, Continued

Module 6: Novella: Jekyll and Hyde

- Week 19: *Dr. Jekyll and Mr. Hyde* Introduction
- Week 20: *Dr. Jekyll and Hyde*, Chapters 1-8
- Week 21: *Dr. Jekyll and Mr. Hyde*, Chapters 9-10; Module 6 Test

Module 7: Literary Genres: Fiction & Nonfiction

- Week 22: Fiction
- Week 23: Nonfiction
- Week 24: Nonfiction, continued

Module 8: Pilgrim's Progress

- Week 25: Introduction to Bunyan and Allegory
- Week 26: Pilgrim's Progress, Chapters 6-10
- Week 27: Oral Presentation Preparation

Module 9: Media Literacy and Research Paper

- Week 28: Media Literacy
- Week 29: Research Paper
- Week 30: Research, continued
- Week 31: Research, continued

Module 10: William Shakespeare's *Romeo and Juliet*

- Week 32: Introduction to Shakespeare and *Romeo and Juliet*
- Week 33: *Romeo and Juliet*, continued
- Week 34: *Romeo and Juliet*, continued; Research Paper
- Week 35: *Romeo and Juliet* Analysis
- Week 36: Oral Presentation and Exam