

# Virginia English 7, Semester A

## Course Overview

English is the study of the creation and analysis of literature written in the English language. In Virginia English 7, Semester A, you will explore different elements of fiction such as theme, characters, setting, and plot. You will also improve your writing by developing skills required for academic writing. You will evaluate how change affects society and an individual's personal growth by analyzing various informational texts. In addition, you will conduct a group discussion on the topic of change. In the latter part of the course, you will examine various poetic devices and elements of drama. You will also compare a dramatic text to its film version. In the final unit, you will analyze elements of writing such as tone, audience, purpose, and structure in informational texts.

## Course Goals

By the end of this course, you will be able to do the following:

- Explore different elements of fiction such as theme, characters, setting, and plot.
- Develop skills for planning, organizing, drafting, and editing academic writing.
- Evaluate the topic of change in informational texts.
- Prepare for and conduct a group discussion on the topic of change.
- Examine how to form and develop a main idea in academic writing.
- Analyze literary devices such as literal and figurative language and sound in poetry.
- Evaluate common forms and structural elements found in poetry.
- Explore the main literary characteristics of drama.
- Compare and contrast a dramatic text with its film adaptation.
- Investigate elements of writing such as tone, audience, purpose, and structure in informational texts.
- Develop skills needed to present ideas to an audience.

## General Skills

To participate in this course, you should be able to do the following:

- Complete basic operations with word processing software, such as Microsoft Word or Google Docs.

- Complete basic operations with presentation software, such as Microsoft PowerPoint or Google Docs Presentation.
- Perform online research using various search engines and library databases.
- Communicate through email and participate in discussion boards.

*For a complete list of general skills that are required for participation in online courses, refer to the Prerequisites section of the Student Orientation, found at the beginning of this course.*

## **Credit Value**

Virginia English 7, Semester A is a 0.5-credit course.

## **Course Materials**

- notebook
- pencil or pen
- computer with Internet connection and speakers or headphones
- Microsoft Word or equivalent
- Microsoft PowerPoint or equivalent

Some course readings may require a visit to your school library or public library.

## **Course Pacing Guide**

This course description and pacing guide is intended to help you keep on schedule with your work. Note that your course instructor may modify the schedule to meet the specific needs of your class.

## **Unit 1: What Can We Learn from Change?**

### **Summary**

This unit focuses on various elements of fiction. In the opening lesson, you will investigate theme in O. Henry's short story "A Retrieved Reformation." In the next lesson, you will examine types of characters in "The Open Window" by H. H. Munro. You will then evaluate how setting can influence plot and characters in reading selections such as "The Caterpillar" by Ellen Robena Field and "The Pit and the Pendulum" by Edgar Allan Poe. You will also analyze the common features of plot development in Guy de Maupassant's "The Necklace." In the final lesson of this unit and

the unit activity, you will develop skills for planning, organizing, drafting, and editing academic writing.

Day	Activity/Objective	Type
1 day: 1	<b>Syllabus and Plato Student Orientation</b> <i>Review the Course Syllabus and Plato Student Orientation at the beginning of this course.</i>	Course Orientation
4 days: 2–5	<b>Experiencing Change in Life and Literature</b> <i>Investigate the theme of change in literature.</i>	Lesson
4 days: 6–9	<b>Defining Characters in Fiction</b> <i>Examine different types of characters in fiction.</i>	Lesson
4 days: 10–13	<b>Exploring Setting in Fiction</b> <i>Evaluate how setting can influence plot and characters in fiction.</i>	Lesson
4 days: 14–17	<b>Building Plot in Fiction</b> <i>Analyze common features of plot development in fiction.</i>	Lesson
3 days: 18–20	<b>Identifying the Writing Process</b> <i>Develop skills for planning, organizing, drafting, and editing academic writing.</i>	Lesson
3 days: 21–23	<b>Unit Activity and Discussion—Unit 1</b>	Unit Activity/ Discussion
1 day: 24	<b>Posttest—Unit 1</b>	Assessment

## Unit 2: When Is Change Beneficial?

### Summary

This unit focuses on the topic of change and how it is reflected in informational texts. In the first lesson, you will explore topics of social change in Patrick Henry’s speech “Give Me Liberty or Give Me Death.” Later, you will evaluate how writers discuss personal change by reading Robert Louis Stevenson’s essay titled “On the Enjoyment of Unpleasant Places.” In the third lesson of this unit, you will prepare for and conduct a group discussion on the topic of change. In the last lesson, you will examine how to form and develop a main idea in academic writing.

Day	Activity/Objective	Type
4 days: 25–28	<b>Investigating Change in Society</b> <i>Explore topics of social change in informational texts.</i>	Lesson
4 days: 29–32	<b>Exploring Personal Growth</b> <i>Evaluate how writers discuss personal change in informational texts.</i>	Lesson
3 days: 33–35	<b>Discussing Change in Our Lives</b> <i>Prepare for and conduct a group discussion on the topic of change.</i>	Lesson
3 days: 36–38	<b>Constructing a Main Idea</b> <i>Examine how to form and develop a main idea in academic writing.</i>	Lesson
3 days: 39–41	<b>Unit Activity and Discussion—Unit 2</b>	Unit Activity/ Discussion
1 day: 42	<b>Posttest—Unit 2</b>	Assessment

## Unit 3: How Do We Communicate an Idea?

### Summary

This unit focuses on the genres of poetry and drama. First, you will analyze literary and figurative meaning in Emily Dickinson’s poem “The Railway Train” and Robert Frost’s poems “Fire and Ice” and “Design.” Next, you will analyze the importance of sound in the poems “Winter-Time” by Robert Louis Stevenson and “Nothing Gold Can Stay” by

Robert Frost. In the third lesson, you will evaluate common forms and structural elements in Amy Lowell’s poem “Lilacs.” You will then examine important literary features of drama in Anton Chekhov’s *The Proposal*. In the last lesson, you will compare George Bernard Shaw’s drama *Pygmalion* to its film adaptation.

Day	Activity/Objective	Type
5 days: 43–47	<b>Discovering Meaning in Poetry</b> <i>Analyze literal and figurative meaning in poetry.</i>	Lesson
4 days: 48–51	<b>Hearing Sound in Poetry</b> <i>Investigate the importance of sound in poetry.</i>	Lesson
4 days: 52–55	<b>Crafting Structure in Poetry</b> <i>Evaluate common forms and structural elements found in poetry.</i>	Lesson
5 days: 56–60	<b>Exploring Elements of Drama</b> <i>Examine important literary features of drama.</i>	Lesson
5 days: 61–65	<b>Evaluating a Film Adaptation</b> <i>Compare a drama and its film adaptation.</i>	Lesson
3 days: 66–68	<b>Unit Activity and Discussion—Unit 3</b>	Unit Activity/ Discussion
1 day: 69	<b>Posttest—Unit 3</b>	Assessment

## Unit 4: How Do We Communicate with an Audience?

### Summary

This unit focuses on the features of literary writing as they appear in informational texts. In the first lesson, you will consider how writers modify their tone to fit their audience by reading Henry Petroski’s “Design out of a Paper Bag.” Next, you will evaluate various writing purposes in the essay “Taming the Bicycle” by Mark Twain. In the third lesson, you will examine various writing structures in the reading selection “Collecting Rocks” by Rachel M. Barker. In the final lesson of this unit, you will develop skills needed to present ideas to an audience.

Day	Activity/Objective	Type
4 days: 70–73	<b>Matching Tone to an Audience</b> <i>Consider how writers modify the tone in informational texts to fit the audience.</i>	Lesson
3 days: 74–76	<b>Identifying Purpose in Nonfiction</b> <i>Evaluate various writing purposes in informational texts.</i>	Lesson
4 days: 77–80	<b>Creating Structure in Nonfiction</b> <i>Examine various writing structures found in informational texts.</i>	Lesson
4 days: 81–84	<b>Presenting Ideas to an Audience</b> <i>Develop the skills needed to present ideas to an audience.</i>	Lesson
3 days: 85–87	<b>Unit Activity and Discussion—Unit 4</b>	Unit Activity/ Discussion
1 day: 88	<b>Posttest—Unit 4</b>	Assessment
1 day: 89	<b>End-of-Semester Review</b>	
1 day: 90	<b>End-of-Semester Test</b>	Assessment

## Virginia English 7, Semester B

### Course Overview

English is the study of the creation and analysis of literature written in the English language. In Virginia English 7, Semester B, you will analyze the literary elements of point of view and conflict in literature. You will study the features and techniques of persuasive writing. You will evaluate the use of the literary element of conflict in informational texts. In addition, you will learn about the main characteristics of public speaking and deliver a persuasive speech. In the latter part of this course, you will investigate the topic of identity in literature. In the final unit, you will read novels and explore various literary elements.

### Course Goals

By the end of this course, you will be able to do the following:

- Analyze point of view, conflict, theme, setting, and plot in literature.
- Determine the primary features of persuasive writing.
- Develop skills for writing persuasively.
- Explore the element of conflict in informational texts.
- Investigate the elements and purpose of public speaking.
- Identify and implement elements of speechwriting.
- Explore the topic of identity in literature.
- Develop research skills needed for writing academic papers.
- Trace the development of characters in a novel.
- Develop the skills necessary to draft a cohesive research paper.

### General Skills

To participate in this course, you should be able to do the following:

- Complete basic operations with word processing software, such as Microsoft Word or Google Docs.
- Complete basic operations with presentation software, such as Microsoft PowerPoint or Google Docs Presentation.
- Perform online research using various search engines and library databases.
- Communicate through email and participate in discussion boards.

*For a complete list of general skills that are required for participation in online courses, refer to the Prerequisites section of the Student Orientation, found at the beginning of this course.*

## **Credit Value**

Virginia English 7, Semester B is a 0.5-credit course.

## **Course Materials**

- notebook
- pencil or pen
- computer with Internet connection and speakers or headphones
- Microsoft Word or equivalent
- Microsoft PowerPoint or equivalent

Some course readings may require a visit to your school library or public library.

## **Course Pacing Guide**

This course description and pacing guide is intended to help you keep on schedule with your work. Note that your course instructor may modify the schedule to meet the specific needs of your class.

## **Unit 1: What Can Literature Teach Us about Conflict?**

### **Summary**

This unit focuses on the elements of narrative point of view and conflict in literature. You will evaluate narrative point of view in Yei Theodora Ozaki's short story "The Story of the Old Man Who Made Withered Trees to Flower." You will explore elements of internal conflict in the poem "Fire and Ice" by Robert Frost and the short story "The Moustache" by Robert Cormier. You will investigate characteristics of external conflict in Jack London's short story "To Build a Fire." You will also determine the primary features of public speaking. At the end of the unit, you will develop skills for writing persuasively.



<b>Day</b>	<b>Activity/Objective</b>	<b>Type</b>
1 day: 1	<b>Syllabus and Plato Student Orientation</b> <i>Review the Plato Student Orientation and Course Syllabus at the beginning of this course.</i>	Course Orientation
4 days: 2–5	<b>Seeing Point of View in Narratives</b> <i>Evaluate narrative point of view in literature.</i>	Lesson
5 days: 6–10	<b>Examining Internal Conflict in Literature</b> <i>Analyze elements of internal conflict in literature.</i>	Lesson
5 days: 11–15	<b>Exploring External Conflict in Literature</b> <i>Investigate characteristics of external conflict in literature.</i>	Lesson
3 days: 16–18	<b>Identifying Elements of Persuasion</b> <i>Determine prominent features of persuasive writing.</i>	Lesson
3 days: 19–21	<b>Writing Persuasively</b> <i>Develop skills for writing persuasively.</i>	Lesson
3 days: 22–24	<b>Unit Activity and Discussion—Unit 1</b>	Unit Activity/ Discussion
1 day: 25	<b>Posttest—Unit 1</b>	Assessment

## Unit 2: How Can We Positively Influence a Conflict?

### Summary

This unit focuses on nonfictional texts. You will consider various viewpoints of a conflict presented in Franklin D. Roosevelt’s “Pearl Harbor Speech.” You will examine how writers reflect on conflict in “Conference with General De Witt,” “Executive Order of President Franklin D. Roosevelt,” and the “Presidential Letter of Apology.” You will investigate the elements and purpose of public speaking in Winston Churchill’s speech “Blood, Toil, Tears, and Sweat.” Finally, you will identify and implement elements of speechwriting.

<b>Day</b>	<b>Activity/Objective</b>	<b>Type</b>
4 days: 26–29	<b>Evaluating the Sides of a Conflict</b> <i>Consider various viewpoints of a conflict presented in informational texts.</i>	Lesson
4 days: 30–33	<b>Reflecting on Conflict</b> <i>Examine how writers reflect on conflict in literary nonfiction.</i>	Lesson
3 days: 34–36	<b>Making an Impact with Public Speaking</b> <i>Investigate the elements and purpose of public speaking.</i>	Lesson
4 days: 37–40	<b>Delivering a Persuasive Speech</b> <i>Identify and implement elements of speechwriting.</i>	Lesson
3 days: 41–43	<b>Unit Activity and Discussion—Unit 2</b>	Unit Activity/ Discussion
1 day: 44	<b>Posttest—Unit 2</b>	Assessment

## Unit 3: Does Our Search for Identity Ever End?

### Summary

This unit explores the topic of identity in literature. You will examine the theme of identity in the short stories “Little Red Riding Hood” and Ambrose Bierce’s “A Horseman in the Sky.” You will explore how the topic of place can influence the discussion of identity in the poems “In Flanders Fields” by John McCrae, “Places” by Sara Teasdale, and “Chicago” by Carl Sandburg. You will evaluate how the topic of heritage can influence the discussion of identity in the poem “The Twelfth Song of Thunder” and Julia Alvarez’s narrative nonfiction piece “Names/Nombres.” You will develop the research skills needed for writing academic papers.

<b>Day</b>	<b>Activity/Objective</b>	<b>Type</b>
4 days: 45–48	<b>Undertaking the Journey of Identity</b> <i>Examine the theme of identity in literature.</i>	Lesson

4 days: 49–52	<b>Defining Identity with Place</b> <i>Explore how the topic of place can influence the discussion of identity in poetry.</i>	Lesson
4 days: 53–56	<b>Searching for Identity in Heritage</b> <i>Evaluate how the topic of heritage can influence the discussion of identity in informational texts.</i>	Lesson
3 days: 57–59	<b>Developing Research Skills</b> <i>Develop the research skills needed for writing academic papers.</i>	Lesson
3 days: 60–62	<b>Unit Activity and Discussion—Unit 3</b>	Unit Activity/ Discussion
1 day: 63	<b>Posttest—Unit 3</b>	Assessment

## Unit 4: Is It the Achievement or the Journey that Defines Us?

### Summary

This unit focuses on character development in novels. You will read and analyze literary elements of one of the following novels: Jack London’s *The Call of the Wild*, J. R. R. Tolkien’s *The Hobbit*, Ernest Hemingway’s *The Old Man and the Sea*, or Madeline L’Engle’s *A Wrinkle in Time*. You will develop the skills necessary to craft a cohesive academic paper.

Day	Activity/Objective	Type
4 days: 64–67	<b>Identifying the Goals of Characters</b> <i>Examine how writers develop characters through their needs and goals.</i>	Lesson
4 days: 68–71	<b>Relating to Characters</b> <i>Explore how writers craft characters to be relatable to readers.</i>	Lesson
5 days: 72–76	<b>Examining Character Development</b> <i>Analyze how characters change over the course of a longer work.</i>	Lesson

5 days: 77–81	<b>Concluding the Journey</b> <i>Evaluate how the needs and goals of characters can be resolved in fiction.</i>	Lesson
4 days 82–85	<b>Crafting a Clear Message</b> <i>Develop the skills necessary to craft a cohesive academic paper.</i>	Lesson
3 days: 86–88	<b>Unit Activity and Discussion—Unit 4</b>	Unit Activity/ Discussion
1 day: 89	<b>Posttest—Unit 4</b>	Assessment
1 day: 90	<b>End of Semester Test</b>	Assessment