

**EL DORADO UNION HIGH SCHOOL DISTRICT  
Educational Services**

**Course of Study Information Page**

<b>Course Title: English 4: Literature and the Environment #0123</b>	
<b>Rationale:</b> The environment is an important focus for students of the millennial generation. Consider a recent poll (May 2006) which found that 61 percent of young Americans “think the government should be working the hardest to help improve the environment” (PA Dept. of Env. Protection). Clearly, a course that blends the subject of the environment with an English course has real potential to actively engage students (rather than passively) in learning and applying the skills of English Language Arts in a compelling context. This course meets one year of the UC or CSU “b” requirement for admission.	
<b>Course Description:</b> This course will provide students with an opportunity to explore how literature is used to examine the relationships between humans and the environment, from solitary experiences to the complexities of environmental needs in a modern society. Students will engage with the many dimensions of environmental literature, from placed based writing to persuasion in advocacy and politics to personal narratives about adventure and discovery.	
<b>How Does This Course Align With or Meet State and District Content Standards? (Please attach a copy of the standards used)</b> <p style="text-align: center;">See Units of Study</p>	
<b>Length of Course:</b>	Two semesters
<b>Grade Level:</b>	12
<b>Credit:</b> <input type="checkbox"/> Number of units: 5 credits per semester <input type="checkbox"/> Meets graduation requirements <input type="checkbox"/> Request for UC "a-g" requirements <input type="checkbox"/> College Prep <input type="checkbox"/> Elective <input type="checkbox"/> Vocational	
<b>Prerequisites:</b>	Successful completion of Eng. I,II,III
<b>Department(s):</b>	English
<b>District Sites:</b>	UMHS
<b>Board of Trustees Adoption Date:</b>	

<b>Textbook(s)/Instructional Materials:</b>	<ul style="list-style-type: none"> <li>▪ <u>The Book of Yaak</u> by Rick Bass</li> <li>▪ <u>Desert Solitaire</u> by Edward Abbey</li> <li>▪ <u>The River Why</u> by David James Duncan</li> <li>▪ <u>A Sand County Almanac</u> by Aldo Leopold</li> <li>▪ <u>Never Cry Wolf</u> by Farley Mowat</li> <li>▪ <u>Cadillac Desert</u> by Marc Riesner</li> <li>▪ <u>A Walk in the Woods</u> by Bill Bryson</li> <li>▪ <u>An Inconvenient Truth</u> by Al Gore</li> </ul>
<b>Date Adopted by the Board of Trustees:</b>	

EL DORADO UNION HIGH SCHOOL DISTRICT  
Educational Services

Course Title: Literature and the Environment

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**EL DORADO UNION HIGH SCHOOL DISTRICT  
Educational Services**

**Course Title: Literature and the Environment**

**UNIT #1: Early Roots of Environmental Literature:  
Native American, transcendental, Muir**

**GOAL:**

- A) To read and understand the roots of environmental literature; to establish the genre as one that has been within society for well over a century.
- B) To enlighten students as to the legacy of early writers, such as Native American leaders, Thoreau, Emerson, Muir and how their voices still resonate with modern environmental movements and society as a whole.

OBJECTIVES	SUGGESTED ACTIVITIES
<p>The student will:</p>	
<p>1. Read and understand representative works from early roots of environmental literature by analyzing and responding to those works through writing and discussion.</p>	<ul style="list-style-type: none"> <li>▪ Readings from the major writers, leaders, thinkers and communities of the early environmental movement before it was characterized as a movement. Such people and groups include, among others, Native American leaders, Thoreau, Emerson, and Muir</li> <li>▪ Research paper based on the lesser known, but meritorious, writings from the aforementioned writers, thinkers, leaders.</li> <li>▪ Journal Topics, Quick-writes</li> <li>▪ Lecture notes</li> <li>▪ Graphic Organizers               <ul style="list-style-type: none"> <li>○ Appeal Chart</li> <li>○ K-W-L Plus chart</li> <li>○ Storyboards</li> <li>○ Venn Diagrams</li> <li>○ Symbol analysis</li> </ul> </li> <li>▪ Timed in-class essay</li> </ul>
<p>2. Understand the rhetorical devices used in essays, speeches, and other literary pieces from the featured literature.</p>	<ul style="list-style-type: none"> <li>▪ Analysis questions and journals</li> <li>▪ Reading comprehension tests and quizzes</li> <li>▪ Write paragraphs about the effectiveness of rhetorical devices on theme and purpose</li> <li>▪ Guided instruction in ethos, logos, and pathos</li> </ul>

Content Area Standards (Please identify the source)

The students will achieve the following content standards:

1. California Language Arts Content Standards Grades 11-12

*Comprehension and Analysis of Grade-Level-Appropriate Text*

2.2 Analyze the way in which clarity of meaning is affected by the patterns of organization, hierarchical structures, repetition of the main ideas, syntax, and word choice in the text.

2.4. Make warranted and reasonable assertions about the author's arguments by using elements of the text to defend and clarify interpretations.

2.5 Analyze an author's implicit and explicit philosophical assumptions and beliefs about a subject.

*Expository Critique*

2.6 Critique the power, validity, and truthfulness of arguments set forth in public documents; their appeal to both friendly and hostile audiences; and the extent to which the arguments anticipate and address reader concerns and counterclaims (e.g., appeal to reason, to authority, to pathos and emotion).

*Structural Features of Literature*

3.1 Analyze characteristics of subgenres (e.g., satire, parody, allegory, pastoral) that are used in poetry, prose, plays, novels, short stories, essays, and other basic genres.

3.2 Analyze the way in which the theme or meaning of a selection represents a view or comment on life, using textual evidence to support the claim.

3.5 Analyze recognized works of American literature representing a variety of genres and traditions:

3.5(c) Evaluate the philosophical, political, religious, ethical, and social influences of the historical period that shaped the characters, plots, and settings.

*Literary Criticism*

3.8 Analyze the clarity and consistency of political assumptions in a selection of literary works or essays on a topic (e.g., suffrage, women's role in organized labor). (Political approach)

3.9 Analyze the philosophical arguments presented in literary works to determine whether the authors' positions have contributed to the quality of each work and the credibility of the characters. (Philosophical approach)

*Writing*

2.2 Write responses to literature:

- a. Demonstrate a comprehensive understanding of the significant ideas in works or passages.
- b. Analyze the use of imagery, language, universal themes, and unique aspects of the text.
- c. Support important ideas and viewpoints through accurate and detailed references to the text and to other works.
- d. Demonstrate an understanding of the author's use of stylistic devices and an appreciation of the effects created.
- e. Identify and assess the impact of perceived ambiguities, nuances, and complexities within the text.

2.3 Write reflective compositions:

- a. Explore the significance of personal experiences, events, conditions, or concerns by using rhetorical strategies (e.g., narration, description, exposition, persuasion).
- b. Draw comparisons between specific incidents and broader themes that illustrate the writer's important beliefs or generalizations about life.

**EL DORADO UNION HIGH SCHOOL DISTRICT**  
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**Course Title: Literature and the Environment**

**UNIT #2: Sense of Place – *Place-Based Writing***

**GOAL:**

- A) This unit will focus on the prose of *place-based writing* as a keystone of environmental literature and as a distinct genre of writing. Students will study the prose of writers like Aldo Leopold, Edward Abbey, and Rick Bass who capture what is beautiful, unique, sacred, imperiled, or protected about their backyard and in so doing excite and enlighten the larger public about these places.
- B) A goal of this unit will encourage greater stewardship of our campus and the resources that make it a special place by having students write and reflect about their role as stewards of the campus community and environment.

OBJECTIVES	SUGGESTED ACTIVITIES
The student will:	
1. Read and understand representative works from place-based writers; analyzing and responding to those works through writing and discussions.	<ul style="list-style-type: none"> <li>▪ Socratic seminar</li> <li>▪ Gallery walks</li> <li>▪ Journal Topics, Quick-writes</li> </ul>
2. Write fictional, autobiographical, or biographical narratives connected to the writers included in this unit.  2. Write responses to literature by journaling and as distillations of thought and reflection to be used for Socratic seminar discussions.  3. Write reflective compositions: <ul style="list-style-type: none"> <li>▪ Explore the significance of personal experiences, events, and conditions using rhetorical strategies employed by the featured writing. This involves experimenting with established writing styles, a mimicking of sorts to better understand the methods of effective writing.</li> </ul>	<ul style="list-style-type: none"> <li>▪ Keep a journal to promote personal reflection, dialectic exchanges, creative writing (e.g., poetry, stream of consciousness), and other writing that is spontaneous, of the moment and provides a source from which to draw upon at a later time for revision as a more formally developed piece(s).</li> <li>▪ Participate in class <i>read-arounds</i> and presentations of writing, both in the raw forms and as refined, polished pieces as completed through a writing process.</li> <li>▪ Publish written pieces through regional writing contests, student-centered papers, etc.</li> <li>▪ Timed in-class expository essay.</li> </ul>

Content Area Standards (Please identify the source)

The students will achieve the following content standards:

*Structural Features of Literature*

3.1 Analyze characteristics of subgenres (e.g., satire, parody, allegory, pastoral) that are used in poetry, prose, plays, novels, short stories, essays, and other basic genres.

3.2 Analyze the way in which the theme or meaning of a selection represents a view or comment on life, using textual evidence to support the claim.

3.5 Analyze recognized works of American literature representing a variety of genres and traditions:

3.5 Evaluate the philosophical, political, religious, ethical, and social influences of the historical period that shaped the characters, plots, and settings.

*Literary Criticism*

3.8 Analyze the clarity and consistency of political assumptions in a selection of literary works or essays on a topic (e.g., suffrage, women's role in organized labor). (Political approach)

3.9 Analyze the philosophical arguments presented in literary works to determine whether the authors' positions have contributed to the quality of each work and the credibility of the characters. (Philosophical approach)

*Writing*

2.2 Write responses to literature:

- a. Demonstrate a comprehensive understanding of the significant ideas in works or passages.
- b. Analyze the use of imagery, language, universal themes, and unique aspects of the text.
- c. Support important ideas and viewpoints through accurate and detailed references to the text and to other works.
- d. Demonstrate an understanding of the author's use of stylistic devices and an appreciation of the effects created.
- e. Identify and assess the impact of perceived ambiguities, nuances, and complexities within the text.

2.3 Write reflective compositions:

- a. Explore the significance of personal experiences, events, conditions, or concerns by using rhetorical strategies (e.g., narration, description, exposition, persuasion).
- b. Draw comparisons between specific incidents and broader themes that illustrate the writer's important beliefs or generalizations about life.

**EL DORADO UNION HIGH SCHOOL DISTRICT  
Educational Services**

**Course Title: Literature and the Environment**

**UNIT #3: Man versus Nature**

**GOAL:**

- A) This unit will explore the historic and dynamic struggle between the human race and nature, between the tradeoffs of using the environment to suit the immediate needs of society – e.g., resource extraction, waste disposal – and the efforts to promote a more sustainable course of environmental benefits.
  - Reading materials will include Marc Reisner’s Cadillac Desert, an engaging blueprint about the politics of western water and the consequences of environmental tradeoffs connected to it.
- B) This unit will place the course materials in immediate local, regional, and state contexts for students interested in how their consumption choices affect the larger environmental systems.

OBJECTIVES	SUGGESTED ACTIVITIES
The student will:	
1. Read, analyze, and understand the political and social debates surrounding controversial issues of societal impacts on the environment.	<ul style="list-style-type: none"> <li>▪ A formal debate about a controversial environmental issue. This activity contains several key elements.               <ol style="list-style-type: none"> <li>1. Research of topic</li> <li>2. Analyzing of gathered information</li> <li>3. Formulating arguments to be employed during the debate.</li> <li>4. Presentation on the issue using the formal debate process</li> </ol> </li> <li>▪ Draft letters to the editor of state and local newspapers to be engaged in larger discussions about timely controversial issues</li> </ul>
2. Listen to and take notes on information presented to the class by experts in their field of study/work. <ul style="list-style-type: none"> <li>▪ Pose questions to the guest speaker based on information shared during presentation.</li> </ul>	<ul style="list-style-type: none"> <li>▪ Organize presentations to the class by guest speakers that are experts in their field.</li> </ul>
3. Learn to apply writing skills for professional correspondence.	<ul style="list-style-type: none"> <li>▪ Write professional letters of correspondence to communicate appreciation of the presenter’s efforts.</li> </ul>



4. Systematic Vocabulary Development	<ul style="list-style-type: none"><li>▪ Identify new words encountered during reading and discussions</li><li>▪ Create flip books and word trees to create resource notes to prepare for vocabulary tests.</li><li>▪ Vocabulary tests to evaluate comprehension</li></ul>
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Content Area Standards (Please identify the source)
The students will achieve the following content standards:

## **1. 1.0 Listening and Speaking Strategies**

Students formulate adroit judgments about oral communication. They deliver focused and coherent presentations that convey clear and distinct perspectives and demonstrate solid reasoning. They use gestures, tone, and vocabulary tailored to the audience and purpose.

### *Comprehension*

1.3 Interpret and evaluate the various ways in which events are presented and information is communicated by visual image makers (e.g., graphic artists, documentary filmmakers, illustrators, news photographers).

### *Organization and Delivery of Oral Communication*

1.4 Use rhetorical questions, parallel structure, concrete images, figurative language, characterization, irony, and dialogue to achieve clarity, force, and aesthetic effect.

1.5 Distinguish between and use various forms of classical and contemporary logical arguments, including:

- a. Inductive and deductive reasoning
- b. Syllogisms and analogies

1.6 Use logical, ethical, and emotional appeals that enhance a specific tone and purpose.

1.7 Use appropriate rehearsal strategies to pay attention to performance details, achieve command of the text, and create skillful artistic staging.

1.8 Use effective and interesting language, including:

- a. Informal expressions for effect
- b. Standard American English for clarity
- c. Technical language for specificity

### *Analysis and Evaluation of Oral and Media Communications*

1.11 Critique a speaker's diction and syntax in relation to the purpose of an oral communication and the impact the words may have on the audience.

1.12 Identify logical fallacies used in oral addresses (e.g., attack *ad hominem*, false causality, red herring, overgeneralization, bandwagon effect).

1.13 Analyze the four basic types of persuasive speech (i.e., propositions of fact, value, problem, or policy) and understand the similarities and differences in their patterns of organization and the use of persuasive language, reasoning, and proof.

## **1.0 Word Analysis, Fluency, and Systematic Vocabulary Development**

Students apply their knowledge of word origins to determine the meaning of new words encountered in reading materials and use those words accurately.

### *Vocabulary and Concept Development*

1.1 Trace the etymology of significant terms used in political science and history.

1.2 Apply knowledge of Greek, Latin, and Anglo-Saxon roots and affixes to draw inferences concerning the meaning of scientific and mathematical terminology.

2.5 Write job applications and résumés:

- a. Provide clear and purposeful information and address the intended audience appropriately.
- b. Use varied levels, patterns, and types of language to achieve intended effects and aid comprehension.
- c. Modify the tone to fit the purpose and audience.
- d. Follow the conventional style for that type of document (e.g., résumé, memorandum) and use page formats, fonts, and spacing that contribute to the readability and impact of the document.

**EL DORADO UNION HIGH SCHOOL DISTRICT  
Educational Services**

**Course Title: Literature and the Environment**

**UNIT #4: In Defense of the Wild: Environmental Advocacy through Writing**

**GOAL:**

- A) To examine the role of persuasive writing and public speaking within the sphere of debate surrounding environmental issues by considering the power of the individual and grassroots organizations in advocating on behalf of the environment.
- Never Cry Wolf, Farley Mowat's timeless account of studying arctic wolves, presents a compellingly poignant and humorous story that actually models how the craft of writing takes the experience of the field biologist to a larger audience who can be moved to action for a particular cause. Al Gore's An Inconvenient Truth (both in book and documentary form) will provide students with a cutting edge model of advocacy through writing in the 21<sup>st</sup> Century, of how to use technology in the presentation and dissemination of complex information.

OBJECTIVES	SUGGESTED ACTIVITIES
The student will:	
1. Read, discuss, and analyze the style and writing techniques of nonfiction pieces used in environmental advocacy	<ul style="list-style-type: none"> <li>▪ Socratic Seminar/Class discussions</li> <li>▪ Journal Topics, Quick-writes</li> <li>▪ Lecture notes/comprehension tests</li> <li>▪ Graphic Organizers               <ul style="list-style-type: none"> <li>▪ K-W-L Plus chart</li> <li>▪ Storyboards</li> <li>▪ Venn Diagrams</li> </ul> </li> <li>▪ Timed in-class expository essay</li> </ul>
2. Demonstrate the technical ability to skillfully create and deliver a multimedia presentation: Combine text, images, and sound and draw information from many sources (e.g., television broadcasts, videos, films, newspapers, magazines, the Internet, electronic media-generated images).	<ul style="list-style-type: none"> <li>▪ Creation of power point presentation delivered to an audience</li> <li>▪ Formally deliver presentation</li> <li>▪ Student evaluation of presentation</li> </ul>

Content Area Standards (Please identify the source)

The students will achieve the following content standards:

*1.0 Listening and Speaking Strategies*

Students formulate adroit judgments about oral communication. They deliver focused and coherent presentations that convey clear and distinct perspectives and demonstrate solid reasoning. They use gestures, tone, and vocabulary tailored to the audience and purpose.

*Comprehension*

- 1.1 Recognize strategies used by the media to inform, persuade, entertain, and transmit culture (e.g., advertisements; perpetuation of stereotypes; use of visual representations, special effects, language).
- 1.2 Analyze the impact of the media on the democratic process (e.g., exerting influence on elections, creating images of leaders, shaping attitudes) at the local, state, and national levels.
- 1.3 Interpret and evaluate the various ways in which events are presented and information is communicated by visual image makers (e.g., graphic artists, documentary filmmakers, illustrators, news photographers).

*Reading*

*Comprehension and Analysis of Grade-Level-Appropriate Text*

- 2.2 Analyze the way in which clarity of meaning is affected by the patterns of organization, hierarchical structures, repetition of the main ideas, syntax, and word choice in the text.
- 2.3 Verify and clarify facts presented in other types of expository texts by using a variety of consumer, workplace, and public documents.
- 2.4 Make warranted and reasonable assertions about the author's arguments by using elements of the text to defend and clarify interpretations.
- 2.5 Analyze an author's implicit and explicit philosophical assumptions and beliefs about a subject.

*2.0 Writing Applications (Genres and Their Characteristics)*

- 2.6 Deliver multimedia presentations:
  - a. Combine text, images, and sound and draw information from many sources (e.g., television broadcasts, videos, films, newspapers, magazines, CD-ROMs, the Internet, electronic media-generated images).
  - b. Select an appropriate medium for each element of the presentation.
  - c. Use the selected media skillfully, editing appropriately and monitoring for quality.
  - d. Test the audience's response and revise the presentation accordingly.

**EL DORADO UNION HIGH SCHOOL DISTRICT  
Educational Services**

**Course Title: Literature and the Environment**

**UNIT #5: Green Washing: Media, Politics, and the Environment**

**GOAL:**

- A) To explore the concept of *green washing*: the process of dishonestly portraying company practices, commercial products, and public policy as having an environmental benefit when, in truth, there is actually environmental harm.
  
- B) To disseminate the content of informational and nonfiction pieces designed for product placement or consumption aimed at the millennial generation.

OBJECTIVES	SUGGESTED ACTIVITIES
<p>The student will:</p>	
<p>1. Disseminate the content of informational and nonfiction pieces (<b>i.e., press releases, speeches, policy papers, Op-Ed</b>) designed to advance a particular position in order to verify the facts or fallacies of claims associated with the speeches, products, or media ads.</p>	<ul style="list-style-type: none"> <li>▪ Read and analyze press releases put forth by opposing organizations on a particular subject (e.g., oil companies and conservation groups in the debate over drilling in Alaska) to evaluate rhetorical strategies and nuances in prose.</li> <li>▪ Read and analyze policy statements put forth by government agencies, politicians, and non government organizations (NGOs) on a particular subject to evaluate rhetorical strategies and nuances of prose.</li> <li>▪ Write professional letters of correspondence/inquiry (e.g., business letters) to pose questions to appropriate representatives about published statements.</li> <li>▪ Read and analyze Op-Ed pieces on current issues and then craft an individual response for publication (e.g., letter to the editor)</li> </ul>
<p>2. Disseminate the content of informational and nonfiction pieces (<b>i.e., media ads, consumer products</b>) designed for product placement or consumption aimed at the millennial generation in order to verify the facts or fallacies of claims associated with the products or media ads.</p>	<ul style="list-style-type: none"> <li>▪ Construct/recreate a carefully designed media ad or product placement campaign that advances the student's position on a particular hot topic in the media or a consumer product, etc. as it relates to a current issue/product.</li> </ul>

<p>3. Systematic Vocabulary Development</p>	<ul style="list-style-type: none"><li>▪ Identify new words encountered during reading and discussions</li><li>▪ Create flip books and word trees to create resource notes to prepare for vocabulary tests.</li><li>▪ Vocabulary tests to evaluate comprehension</li></ul>
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Content Area Standards (Please identify the source)

The students will achieve the following content standards:

**1. 1.0 Listening and Speaking Strategies**

Students formulate adroit judgments about oral communication. They deliver focused and coherent presentations that convey clear and distinct perspectives and demonstrate solid reasoning. They use gestures, tone, and vocabulary tailored to the audience and purpose.

*Comprehension*

1.1 Recognize strategies used by the media to inform, persuade, entertain, and transmit culture (e.g., advertisements; perpetuation of stereotypes; use of visual representations, special effects, language).

1.2 Analyze the impact of the media on the democratic process (e.g., exerting influence on elections, creating images of leaders, shaping attitudes) at the local, state, and national levels.

1.3 Interpret and evaluate the various ways in which events are presented and information is communicated by visual image makers (e.g., graphic artists, documentary filmmakers, illustrators, news photographers).

*Writing Application*

2.5 Write job applications and résumés:

a. Provide clear and purposeful information and address the intended audience appropriately.

b. Use varied levels, patterns, and types of language to achieve intended effects and aid comprehension.

c. Modify the tone to fit the purpose and audience.

d. Follow the conventional style for that type of document (e.g., résumé, memorandum) and use page formats, fonts, and spacing that contribute to the readability and impact of the document.

**1.0 Word Analysis, Fluency, and Systematic Vocabulary Development**

Students apply their knowledge of word origins to determine the meaning of new words encountered in reading materials and use those words accurately.

*Vocabulary and Concept Development*

1.1 Trace the etymology of significant terms used in political science and history.

1.2 Apply knowledge of Greek, Latin, and Anglo-Saxon roots and affixes to draw inferences concerning the meaning of scientific and mathematical terminology.

**EL DORADO UNION HIGH SCHOOL DISTRICT  
Educational Services**

**Course Title: Literature and the Environment**

**UNIT #6: Humor in Environmental Literature**

**GOAL:**

This unit seeks to explore the use of humor as a writing form found in the larger genre of environmental literature.

OBJECTIVES	SUGGESTED ACTIVITIES
The student will:  1. Read and understand representative works from humor-based literature connected to the subject of the environment.	<ul style="list-style-type: none"><li>▪ Class discussions</li><li>▪ Journal topics/responses</li><li>▪ Lecture notes</li></ul>
2. Write responses to literature by journaling and as distillations of thought and reflection to be used for Socratic seminar discussions.  3. Write reflective compositions: <ul style="list-style-type: none"><li>▪ Explore the significance of personal experiences, events, and conditions using rhetorical strategies employed by the featured writing. This involves experimenting with established writing styles, a mimicking of sorts to better understand the methods of effective writing.</li></ul>	<ul style="list-style-type: none"><li>▪ Process papers based in creative writing.</li><li>▪ Timed in-class essay.</li></ul>



Content Area Standards (Please identify the source)

The students will achieve the following content standards:

1. *Writing*

2.2 Write responses to literature:

- a. Demonstrate a comprehensive understanding of the significant ideas in works or passages.
- b. Analyze the use of imagery, language, universal themes, and unique aspects of the text.
- c. Support important ideas and viewpoints through accurate and detailed references to the text and to other works.
- d. Demonstrate an understanding of the author's use of stylistic devices and an appreciation of the effects created.
- e. Identify and assess the impact of perceived ambiguities, nuances, and complexities within the text.

2.3 Write reflective compositions:

- a. Explore the significance of personal experiences, events, conditions, or concerns by using rhetorical strategies (e.g., narration, description, exposition, persuasion).
- b. Draw comparisons between specific incidents and broader themes that illustrate the writer's important beliefs or generalizations about life.

**EL DORADO UNION HIGH SCHOOL DISTRICT  
Educational Services**

**Course Title: Literature and the Environment**

**UNIT #7: Earth Day Every Day**

**GOAL:**

- A) This culminating unit seeks to take a look back on the course as a whole and to reach some conclusions for the individual student as to his/her outlook about the interactions and relationships between the environment and the community of which he/she is a part.
- B) This unit is what bridges the literature and the environment, that gives the student an understanding of how novels, news articles, and class discussions are not activities in a vacuum, but rather connected to the world outside the classroom.
- C) The senior research paper will constitute the heart of this unit and demonstrate student understanding and careful reflection about the key concepts and ideas explored in the course.

OBJECTIVES	SUGGESTED ACTIVITIES
The student will:	
1. Deliver a multimedia presentation that demonstrates an understanding of how to use technology to compliment and enhance the information gathered and organized on a particular subject through a process of secondary research.	<p>Research Project: <i>Investigating global environmental challenges of the 21<sup>st</sup> Century</i></p> <ul style="list-style-type: none"> <li>▪ Students will select a global environmental challenge on which to research the arguments and the facts being put forth by parties/entities on both sides of the issues. The researcher will subject the arguments to a rhetorical analysis – pathos, ethos, logos. The facts will be researched for their validity. Taken together, the rhetorical analysis and factual verification will be used by the researcher to present their own position on the global challenge.</li> </ul>
2. Peer evaluate and analyze the overall effectiveness of the presentation through active participation and careful observation of the presentation	<ul style="list-style-type: none"> <li>▪ Peer editing</li> <li>▪ Developing peer rubrics</li> <li>▪ Audience participation evaluations</li> </ul>

<p>3. Systematic Vocabulary Development</p>	<ul style="list-style-type: none"><li>▪ Identify new words encountered during reading and discussions</li><li>▪ Create flip books and word trees to create resource notes to prepare for vocabulary tests.</li><li>▪ Vocabulary tests to evaluate comprehension</li></ul>
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Content Area Standards (Please identify the source)

The students will achieve the following content standards:

**Writing Strategies**

*Research and Technology*

1.6 Develop presentations by using clear research questions and creative and critical research strategies (e.g., field studies, oral histories, interviews, experiments, electronic sources).

1.7 Use systematic strategies to organize and record information (e.g., anecdotal scripting, annotated bibliographies).

1.8 Integrate databases, graphics, and spreadsheets into word-processed documents.

*Evaluation and Revision*

1.9 Revise text to highlight the individual voice, improve sentence variety and style, and enhance subtlety of meaning and tone in ways that are consistent with the purpose, audience, and genre.

**Writing Applications**

2.4 Write historical investigation reports:

a. Use exposition, narration, description, argumentation, or some combination of rhetorical strategies to support the main proposition.

b. Analyze several historical records of a single event, examining critical relationships between elements of the research topic.

c. Explain the perceived reason or reasons for the similarities and differences in historical records with information derived from primary and secondary sources to support or enhance the presentation.

d. Include information from all relevant perspectives and take into consideration the validity and reliability of sources.

e. Include a formal bibliography.

2.6 Deliver multimedia presentations:

a. Combine text, images, and sound and draw information from many sources (e.g., television broadcasts, videos, films, newspapers, magazines, CD-ROMs, the Internet, electronic media-generated images).

b. Select an appropriate medium for each element of the presentation.

c. Use the selected media skillfully, editing appropriately and monitoring for quality.

d. Test the audience's response and revise the presentation accordingly.

**1.0 Word Analysis, Fluency, and Systematic Vocabulary Development**

Students apply their knowledge of word origins to determine the meaning of new words encountered in reading materials and use those words accurately.

*Vocabulary and Concept Development*

1.1 Trace the etymology of significant terms used in political science and history.

1.2 Apply knowledge of Greek, Latin, and Anglo-Saxon roots and affixes to draw inferences concerning the meaning of scientific and mathematical terminology.