

# High School Course Description for **English IV**

**Course Title:** English IV

**Curricular Area:** English

**Course Number:** ENG407/408

**Length:** One Year

**Grade Level(s):** 12

**Prerequisites:** none

**Meets a UC a-g Requirement:** yes - b

**Meets NCAA Requirement:** Yes

**Meets High School Graduation Requirement for:**  
English

## Course Description

Students' SpringBoard journey culminates in Senior English with a year-long focus on using literary theory to analyze complex texts through multiple perspectives. Throughout the level, students will learn about and apply Archetypal, Cultural, Feminist, Historical, Marxist, and Reader Response Criticism to both literary and informational texts. Students will also use their knowledge of these theories to shed new light on film, photography, and media coverage of newsworthy events. Senior English offers many opportunities for students to synthesize their learning through rigorous writing and speaking tasks. Independent research, film study, and presentations go hand in hand with students' study of print texts, and allow students to develop complex and nuanced understandings of the texts, films, and issues in the course.

## Alignment

This course is aligned to the California Common Core State Standards for English Language Arts/Literacy in History/Social Studies, Science and Technical Subjects.

## Instructional Materials

### Required Textbook(s)

1. *SpringBoard English Language Arts Senior English—California Edition*. The College Board (2017). ISBN:978-1-4573-0468-2

### Supplemental Materials

2. *SpringBoard Writing Workshop Senior English—California Edition*. The College Board (2017). ISBN: xxx
3. *SpringBoard Close Reading Workshop Senior English—California Edition*. The College Board (2017). ISBN: xxx

### Full Texts and Other Media

1. *My Fair Lady*, directed by George Cukor
2. *Othello* – Two Film Versions
3. *Rear Window*, directed by Alfred Hitchcock
4. *Pygmalion*, by George Bernard Shaw
5. *The Giving Tree*, by Shel Silverstein
6. *The Tragedy of Othello, The Moor of Venice*, by William Shakespeare
7. *The Arrival*, by Shaun Tan

### Web Sites

1. *SpringBoard Online*  
<https://coltonjointunifiedca.springboardonline.org>

## Exit Criteria

### Activities

|  | <u>Percentage</u> |
|--|-------------------|
| Learning Tasks/ Activities .....   | 35%               |
| <ul style="list-style-type: none"> <li>• (Including but not limited to meaning making, skill development, critical reading, annotations, quick writes, homework, classwork)</li> </ul>   |                   |
| Student Applications .....   | 40%               |
| <ul style="list-style-type: none"> <li>• (Activities/Assignments in which students apply the learning from Learning Tasks with increasing levels of independence. Including but not limited to short writes, Socratic Seminars, Quizzes, informal presentations, Cold read, etc.)</li> </ul> |                   |
| Unit Culminating Tasks/ Assessments .....  | 25%               |
| <ul style="list-style-type: none"> <li>• (Including but not limited to Embedded Assessments, SpringBoard Unit Assessments, Full Writes, Extended Projects, etc.)</li> </ul>  |                   |
| Total: .....   | 100%              |

## High School Course Description for **English IV**

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### **Development Team**

This Course of Study was developed/revised in 2018 by Caroline Creel (GTHS), Elizabeth Garza (CHS), David Johnson(Wash IS), Polly Martinez (CHS), Christine Montgomery (BHS), and Elizabeth Slusarski (GTHS).

## High School Curriculum Map for **English IV**

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### **Learning Experiences and Instruction:**

Teachers utilize the Direct Interactive Instruction model to introduce new skills and concepts that are essential to the grade level content standards, then reinforce and develop those skills each quarter with the goal of bringing students to mastery by the end of the fourth quarter. All instruction will be based on the “I do, We do, You do” scaffolding model with an emphasis on individual differentiation as needed. Teachers will use a variety of the following:

- Inquiry-based learning
- Annotated reading
- Think-pair-share
- Reciprocal teaching
- Cloze reading & writing
- Guided reading & writing
- Cognitive modeling
- Text-based questioning strategies
- Graphic organizers/concept attainment
- Student-led groups
- Peer pairing
- Metacognitive learning: self-regulation, goal-setting, self-monitoring, and self-questioning

### **Support for English Language Learners:**

Extra time or modified versions of assignments will be given. The District will provide a language assistant. Additional strategies will be developed through the Response to Intervention plans –such as:

- SDAIE strategies
- Texts/materials in first language.
- Flexible grouping
- Structured engagement
- Peer pairing
- Academic vocabulary development
- Realia

### **Support for Special Education Students:**

Extra time or modified versions of assignments will be given. The District will provide an instructional assistant. Additional strategies will be developed through the Individual Education Plan process – such as:

- Realia
- Texts/materials in first language
- SDAIE strategies
- Flexible grouping
- Peer pairing
- Audio & visual aids
- Individualized academic instruction
- Modified assignments
- Modified texts
- Testing accommodations
- Tutoring (peer & teacher)

### **Stretching the Lesson for GATE Students:**

Differentiated curriculum will be provided to challenge the student and provide the student with opportunities to develop their identified talent. Teachers will use a variety of the following:

- Independent study supplemented with mentoring/tutoring
- Compacting
- Acceleration
- Depth & Complexity icons
- Modified texts
- Modified assignments
- Flexible grouping
- Inquiry-based Learning
- Enriched materials and learning experiences

Colton Joint Unified School District Course of Study  
**High School Curriculum Map for English IV**

## Unit One—*Perception Is Everything*

### OVERVIEW

In this unit students are introduced to the concept of *perspective* and are asked to consider how one’s perception determines his or her interpretation of the world. A corollary of this fact is the idea that one’s perception of reality is often filtered through various values, prejudices, and attitudes. In this level, students will learn about and apply multiple literary theories as filters in order to have deeper and richer ways to think about, interpret, and critique literature and life. Literary theory is presented to introduce the idea that the world is full of ideologies, theories, and biases through which students construct an understanding of their own as well as others’ experiences. Studying theory is a means to make students aware of competing visions of truth that they will examine and define from multiple perspectives

### UNIT OBJECTIVES AND CONTENT STANDARDS TO BE ASSESSED

| Reading/ Listening Objectives  | Content Standards   | Where Assessed  |
|--|---|---|
| <ul style="list-style-type: none"> <li>Analyze both print and/or non-print texts from a critical lens perspective.</li> </ul>      | <ul style="list-style-type: none"> <li>R.1, R.2, R.3, R.4, R.5,R.6</li> </ul> | <ul style="list-style-type: none"> <li>EA 2, UA1</li> </ul> |
| <ul style="list-style-type: none"> <li>Analyze the function, use, and effects of stylistic techniques.</li> </ul>                  | <ul style="list-style-type: none"> <li>R.4, R.6, L.3, L.5a</li> </ul>         | <ul style="list-style-type: none"> <li>EA 1, UA1</li> </ul> |
| Writing/ Speaking Objectives   | Content Standards   | Where Assessed  |
| <ul style="list-style-type: none"> <li>Create a thesis statement that identifies a perspective or position on an issue.</li> </ul> | <ul style="list-style-type: none"> <li>W.1a, W.2a</li> </ul>                  | <ul style="list-style-type: none"> <li>EA1</li> </ul>       |
| <ul style="list-style-type: none"> <li>Present a clear sequence of ideas that advances a position.</li> </ul>                      | <ul style="list-style-type: none"> <li>W.1a, W.1b, W.2a, W.2b</li> </ul>      | <ul style="list-style-type: none"> <li>EA1</li> </ul>       |

### UNIT ASSESSMENT

EA 2: Write a Reflective Essay\*\*

### MAJOR TASKS

- Act 1.14: Create an argument expressing your perspective (position) about an issue or topic of importance to you
- EA 1: Recast the argument from activity 1.14 or create an argument and recast it into another format. Include the intended thesis and a written rationale explaining how the chosen format conveys this thesis.

### ESSENTIAL PRACTICES

- Close reading of multiple texts
- Selected writing pieces at the end of activities (e.g., writing to sources...)
- Collaborative activities
- Informal presentations
- Opportunities to demo achievement independent of teacher guidance

Colton Joint Unified School District Course of Study  
**High School Curriculum Map for English IV**

**SHARED TEXTS**

- Vignette:  
“Four Skinny Trees” by Sandra Cisneros
- Poetry:  
“Speaking with Hands” by Luis J. Rodriguez
- Novel Excerpt:  
“Lindo Jong: Double Face” from *The Joy Luck Club* by Amy Tan

**ELD STANDARDS**

| Emerging  | Expanding  | Bridging   |
|---|--|--|
| <ul style="list-style-type: none"> <li>● <b>PI.6a:</b> Explain ideas, phenomena, processes, and text relationships (e.g., compare/ contrast, cause/effect, evidence-based argument) based on close reading of a variety of grade-appropriate texts, presented in various print and multimedia formats, using phrases, short sentences, and a select set of general academic and domain-specific words. b. Explain inferences and</li> <li>● <b>PI.6b:</b> Explain inferences and conclusions drawn from close reading of grade appropriate texts and viewing of multimedia, using familiar verbs (e.g., seems that)</li> <li>● <b>PI.10a:</b> Write short literary and informational texts (e.g., an argument about free speech) collaboratively (e.g., with peers) and independently.</li> <li>● <b>PI.11a</b> a. Justify opinions by articulating some textual evidence or background knowledge with visual support.</li> <li>● <b>PI.11b:</b> Express attitude and opinions or temper statements with familiar modal expressions (e.g., can, may).</li> <li>● <b>PII.1:</b> Apply analysis of the organizational structure of different text types (e.g., how arguments are organized by establishing clear relationships among claims, counterclaims, reasons, and evidence) to comprehending texts and to writing brief arguments, informative/explanatory texts, and narratives.</li> <li>● <b>PII.2b:</b> Apply knowledge of familiar language resources for linking ideas, events, or reasons throughout a text (e.g., using connecting/transition words</li> </ul> | <ul style="list-style-type: none"> <li>● <b>PI.6a:</b> Explain ideas, phenomena, processes, and relationships within and across texts (e.g., compare/contrast, cause/effect, themes, evidence-based argument) based on close reading of a variety of grade appropriate texts, presented in various print and multimedia formats, using increasingly detailed sentences, and a range of general academic and domain-specific words.</li> <li>● <b>PI.6b:</b> Explain inferences and conclusions drawn from close reading of grade-appropriate texts and viewing of multimedia using a variety of verbs and adverbials (e.g., indicates that, suggests, as a result).</li> <li>● <b>PI.10a:</b> Write longer literary and informational texts (e.g., an argument about free speech) collaboratively (e.g., with peers) and independently by using appropriate text organization and growing understanding of register.</li> <li>● <b>PI.11a</b> Justify opinions and positions or persuade others by making connections between ideas and articulating relevant textual evidence or background knowledge.</li> <li>● <b>PI.11b:</b> Express attitude and opinions or temper statements with a variety of familiar modal expressions (e.g., possibly/likely, could/ would).</li> <li>● <b>PII.1:</b> Apply analysis of the organizational structure of different text types (e.g., how arguments are organized by establishing clear relationships among claims, counterclaims, reasons, and evidence) to comprehending texts and to writing increasingly clear and cohesive</li> </ul> | <ul style="list-style-type: none"> <li>● <b>PI.6a:</b> Explain ideas, phenomena, processes, and relationships within and across texts (e.g., compare/contrast, cause/effect, themes, evidence-based argument) based on close reading of a variety of grade-level texts, presented in various print and multimedia formats, using a variety of detailed sentences and precise general academic and domain-specific words.</li> <li>● <b>PI.6b:</b> Explain inferences and conclusions drawn from close reading of grade-level texts and viewing of multimedia using a variety of verbs and adverbials. (e.g., creates the impression that, consequently).</li> <li>● <b>PI.10a:</b> Write longer and more detailed literary and informational texts (e.g., an argument about free speech) collaboratively (e.g., with peers) and independently by using appropriate text organization and register.</li> <li>● <b>PI.11a:</b> Justify opinions or persuade others by making connections and distinctions between ideas and texts and articulating sufficient, detailed, and relevant textual evidence or background knowledge by using appropriate register.</li> <li>● <b>PI.11b:</b> Express attitude and opinions or temper statements with nuanced modal expressions.</li> <li>● <b>PII.1:</b> Apply analysis of the organizational structure of different text types (e.g., how arguments are organized by establishing clear relationships among claims, counterclaims, reasons, and evidence) to comprehending texts and to writing clear and cohesive arguments,</li> </ul> |

## High School Curriculum Map for English IV

|  |   |   |
|--|---|---|
| <p>and phrases, such as first, second, finally) to comprehending and writing brief texts.</p> <ul style="list-style-type: none"> <li>● <b>PII.6:</b> Combine clauses in a few basic ways (e.g., creating compound sentences using and, but, so; creating complex sentences using because) to make connections between and join ideas (e.g., <i>I want to read this book because it tells the history of Pi</i>).</li> <li>● <b>PII.7:</b> Condense ideas in a few basic ways (e.g., by compounding verb or prepositional phrases) to create precise and detailed simple, compound, and complex sentences (e.g., <i>The students asked survey questions and recorded the responses</i>).</li> </ul> | <p>arguments, informative/explanatory texts, and narratives.</p> <ul style="list-style-type: none"> <li>● <b>PII.2b:</b> Apply knowledge of familiar language resources for linking ideas, events, or reasons throughout a text (e.g., using connecting/ transition words and phrases, such as <i>meanwhile, however, on the other hand</i>) to comprehending texts and to writing increasingly cohesive texts.</li> <li>● <b>PII.6:</b> Combine clauses in a growing number of ways to create compound and complex sentences that make connections between and link concrete and abstract ideas, for example, to express a reason (e.g., <i>He stayed at home on Sunday in order to study for Monday's exam</i>) or to make a concession (e.g., <i>She studied all night even though she wasn't feeling well</i>).</li> <li>● <b>PII.7:</b> Condense ideas in a growing number of ways (e.g., through embedded clauses or by compounding verb or prepositional phrases) to create more precise and detailed simple, compound, and complex sentences (e.g., <i>Species that could not adapt to the changing climate eventually disappeared</i>).</li> </ul> | <p>informative/explanatory texts, and narratives.</p> <ul style="list-style-type: none"> <li>● <b>PII.2b:</b> Apply knowledge of familiar language resources for linking ideas, events, or reasons throughout a text (e.g., using connecting/ transition words and phrases, such as <i>on the contrary, in addition, moreover</i>) to comprehending grade-level texts and writing cohesive texts for specific purposes and audiences.</li> <li>● <b>PII.6:</b> Combine clauses in a variety of ways to create compound and complex sentences that make connections between and link concrete and abstract ideas, for example, to make a concession (e.g., <i>While both characters strive for success, they each take different approaches to reach their goals</i>), or to establish cause (e.g., <i>Women's lives were changed forever after World War II as a result of joining the workforce</i>).</li> <li>● <b>PII.7:</b> Condense ideas in a variety of ways (e.g., through a variety of embedded clauses, or by compounding verb or prepositional phrases, nominalization) to create precise simple, compound, and complex sentences that condense concrete and abstract ideas (e.g., <i>The epidemic, which ultimately affected hundreds of thousands of people, did not subside for another year</i>).</li> </ul> |
|--|---|---|

\*\*Noted items are shared with the companion ELD Designated curriculum and must be addressed. In addition, the noted texts must be included in the core instructional path.

Colton Joint Unified School District Course of Study  
**High School Curriculum Map for English IV**

## Unit Two: *The Collective Perspective*

### OVERVIEW

Unit 2 provides an opportunity to continue the focus on critical perspectives. In this unit, students will learn about Archetypal, Marxist, and Feminist Criticism. Students will analyze characters, characterizations, and relationships between and among individuals and groups in a variety of texts, including drama, film, and nonfiction. Students will deepen their interpretation and discussion of texts by considering the social and cultural implications of analyzing a text from a particular perspective. By studying texts this way, students will start to understand various textual readings and reflect on whether the understanding of these perspectives enhances or limits their engagement with them.

### UNIT OBJECTIVES AND CONTENT STANDARDS TO BE ASSESSED

| Reading/ Listening Objectives   | Content Standards  | Where Assessed   |
|---|--|--|
| <ul style="list-style-type: none"> <li>Identify and apply critical thinking lens: Archetypal, Marxist, Feminist and other critical perspectives to drama, nonfiction, and non-print texts</li> </ul>  | <ul style="list-style-type: none"> <li>R.1, R.9</li> </ul>                       | <ul style="list-style-type: none"> <li>EA1, EA2</li> </ul> |
| <ul style="list-style-type: none"> <li>Analyze representative literary works                             <ul style="list-style-type: none"> <li>from various genres, periods, perspectives, and cultures</li> <li>for structure, style, and themes, as well as smaller elements such as figurative language, imagery, symbolism, tone, and characterization</li> <li>to determine how writers use language to provide meaning and convey pleasure for the reader</li> </ul> </li> </ul> | <ul style="list-style-type: none"> <li>R.1, R.2, R.3, R.4, L.4a, L.5b</li> </ul> | <ul style="list-style-type: none"> <li>EA2, UA</li> </ul>  |
| Writing/ Speaking Objectives  | Content Standards  | Where Assessed   |
| <ul style="list-style-type: none"> <li>Use the writing process to demonstrate understanding of text through a critical lens and an insightful analytical response applying the Feminist Critical Perspective to a short story.</li> </ul>   | <ul style="list-style-type: none"> <li>W.2, L.1</li> </ul>                       | <ul style="list-style-type: none"> <li>EA2</li> </ul>      |
| <ul style="list-style-type: none"> <li>Use a variety of organizational and rhetorical strategies for different modes of writing</li> </ul>  | <ul style="list-style-type: none"> <li>W.2 a-f, L.1</li> </ul>                   | <ul style="list-style-type: none"> <li>EA1, EA2</li> </ul> |

### UNIT ASSESSMENT:

SpringBoard Unit 2 Assessment-- digital multiple choice test provided through Springboard online assessments

\*The digital UA will act as the end of unit assessment and comprehensive semester final.

### MAJOR TASKS

- EA1: Transform a text from one genre, format, or medium to another to reflect your interpretation of that text with analysis through a critical lens
- EA2: Write an analytical essay applying the Feminist Critical Perspective to a short story\*\*
- Activity 2.4, 2.7, EA 2 are shared with ELD; use to support instruction\*\*

### ESSENTIAL PRACTICES

- Close reading of multiple texts
- Selected writing pieces at the end of activities (e.g., writing to sources...)
- Collaborative activities
- Informal presentations
- Opportunities to demo achievement independent of teacher guidance

## High School Curriculum Map for English IV

## SHARED TEXTS

- Myth:  
“Orpheus Sings: Pygmalion and the Statue” by Ovid
- Drama Excerpt  
from Act 2: *Pygmalion* by George Bernard Shaw
- Short Story:  
“The Story of an Hour” by Kate Chopin

## ELD STANDARDS

| Emerging   | Expanding  | Bridging  |
|--|--|---|
| <ul style="list-style-type: none"> <li>● <b>PI.1:</b> Engage in conversational exchanges and express ideas on familiar current events and academic topics by asking and answering yes-no questions and <i>wh</i>- questions and responding using phrases and short sentences.</li> <li>● <b>PI.3:</b> Negotiate with or persuade others in conversations (e.g., ask for clarification or repetition) using learned phrases (e.g., Could you repeat that please? I believe . . .) and open responses to express and defend opinions.</li> <li>● <b>PI.5:</b> Demonstrate comprehension of oral presentations and discussions on familiar social and academic topics by asking and answering questions with prompting and substantial support.</li> <li>● <b>PI.6a:</b> Explain ideas, phenomena, processes, and text relationships (e.g., compare/ contrast, cause/effect, evidence-based argument) based on close reading of a variety of grade-appropriate texts, presented in various print and multimedia formats, using phrases, short sentences, and a select set of general academic and domain-specific words.</li> <li>● <b>PI.10a:</b> Write short literary and informational texts (e.g., an argument about free speech) collaboratively (e.g., with peers) and independently.</li> <li>● <b>PI.10b:</b> Write brief summaries of texts and experiences by using complete sentences and key words (e.g., from notes or graphic organizers).</li> <li>● <b>PI.11a:</b> Justify opinions by articulating some textual evidence or background knowledge with visual support.</li> </ul> | <ul style="list-style-type: none"> <li>● <b>PI.1:</b> Contribute to class, group, and partner discussions, sustaining conversations on a variety of age and grade-appropriate academic topics by following turn-taking rules, asking and answering relevant, on-topic questions, affirming others, providing additional, relevant information, and paraphrasing key ideas.</li> <li>● <b>PI.3:</b> Negotiate with and persuade others (e.g., by presenting counter-arguments) in discussions and conversations using learned phrases (e.g., <i>You make a valid point, but my view is . . .</i>) and open responses to express and defend nuanced opinions.</li> <li>● <b>PI.5:</b> Demonstrate comprehension of oral presentations and discussions on a variety of social and academic topics by asking and answering questions that show thoughtful consideration of the ideas or arguments with moderate support.</li> <li>● <b>PI.6a:</b> Explain ideas, phenomena, processes, and relationships within and across texts (e.g., compare/contrast, cause/effect, themes, evidence-based argument) based on close reading of a variety of grade appropriate texts, presented in various print and multimedia formats, using increasingly detailed sentences, and a range of general academic and domain-specific words</li> <li>● <b>PI.10a:</b> Write longer literary and informational texts (e.g., an argument about free speech) collaboratively (e.g., with peers) and independently by using appropriate text organization and growing understanding of register.</li> </ul> | <ul style="list-style-type: none"> <li>● <b>PI.1:</b> Contribute to class, group and partner discussions, sustaining conversations on a variety of age and grade-appropriate academic topics.</li> <li>● <b>PI.3:</b> Negotiate with or persuade others in discussions and conversations in appropriate registers (e.g., to acknowledge new information and politely offer a counterpoint) using a variety of learned phrases (e.g., <i>You postulate that X. However, I've reached a different conclusion on this issue</i>) and open responses to express and defend nuanced opinions.</li> <li>● <b>PI.5:</b> Demonstrate comprehension of oral presentations and discussions on a variety of social and academic topics by asking and answering detailed and complex questions that show thoughtful consideration of the ideas or arguments with light support.</li> <li>● <b>PI.6a:</b> Explain ideas, phenomena, and relationships within and across texts based on close reading of a variety of grade-level texts, presented in various print and multimedia formats, using a variety of detailed sentences and precise general academic and domain-specific words</li> <li>● <b>PI.10a:</b> Write longer and more detailed literary and informational texts collaboratively and independently by using appropriate text organization.</li> <li>● <b>PI.10b:</b> Write clear and coherent summaries of texts and experiences by using complete and concise sentences and key words.</li> <li>● <b>PI.11a:</b> Justify opinions or persuade others by making connections and distinctions between ideas and texts</li> </ul> |



## High School Curriculum Map for **English IV**

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|  | <ul style="list-style-type: none"><li>● <b>PI.10b:</b> Write increasingly concise summaries of texts and experiences by using complete sentences and key words (e.g., from notes or graphic organizers).</li><li>● <b>PI.11a:</b> Justify opinions and positions or persuade others by making connections between ideas and articulating relevant textual evidence or background knowledge.</li></ul> | and articulating sufficient, detailed, and relevant textual evidence or background knowledge by using appropriate register. |
|--|---|---|

\*\*Noted items are shared with the companion ELD Designated curriculum and must be addressed. In addition, the shared texts must be included in the core instructional path.

Colton Joint Unified School District Course of Study  
**High School Curriculum Map for English IV**

### Unit Three: *Evolving Perspectives*

#### OVERVIEW

In this unit, students will deepen their understanding of critical perspectives through the application of Reader Response, Feminist, Marxist, Cultural, and Archetypal Criticism to scenes from a drama. William Shakespeare's plays, particularly *The Tragedy of Othello, the Moor of Venice*, provide students the opportunity for utilizing any one of these criticisms in their interpretation, as well as that of the Historical Criticism; introduced in this unit.

#### UNIT OBJECTIVES AND CONTENT STANDARDS TO BE ASSESSED

| Reading/ Listening Objectives   | Content Standards  | Where Assessed  |
|---|--|---|
| <ul style="list-style-type: none"> <li>Apply a critical perspective to the interpretation of a drama</li> </ul>                               | <ul style="list-style-type: none"> <li>R.1, R.2, R.3, R.4, R.5, R.6, L.3</li> </ul>        | <ul style="list-style-type: none"> <li>EA1, EA2</li> </ul>    |
| <ul style="list-style-type: none"> <li>Interpret a scenario considering character background and motivation.</li> </ul>                       | <ul style="list-style-type: none"> <li>R.1, R.3</li> </ul>                                 | <ul style="list-style-type: none"> <li>A.3.21, EA2</li> </ul> |
| <ul style="list-style-type: none"> <li>Compare interpretations of a text from different critical perspectives.</li> </ul>                     | <ul style="list-style-type: none"> <li>R.7, R.2</li> </ul>                                 | <ul style="list-style-type: none"> <li>EA1, EA2</li> </ul>    |
| <ul style="list-style-type: none"> <li>Analyze a character's speech in relation to the play as a whole.</li> </ul>                            | <ul style="list-style-type: none"> <li>R.1, R.3, R.5, R.2, R.4, L.3</li> </ul>             | <ul style="list-style-type: none"> <li>EA2</li> </ul>         |
| <ul style="list-style-type: none"> <li>Adopt a critical lens to gather evidence about and question a character in a play.</li> </ul>          | <ul style="list-style-type: none"> <li>R.1, R.3, R.2</li> </ul>                            | <ul style="list-style-type: none"> <li>EA1</li> </ul>         |
| Writing/ Speaking Objectives  | Content Standards  | Where Assessed  |
| <ul style="list-style-type: none"> <li>Defend the most effective interpretation with a rationale.</li> </ul>                                  | <ul style="list-style-type: none"> <li>W.2a, W.2b, R.1, R.2, R.3, R.4, R.5, R.6</li> </ul> | <ul style="list-style-type: none"> <li>EA1</li> </ul>         |
| <ul style="list-style-type: none"> <li>Apply analysis of character and critical perspective in a character sketch.</li> </ul>                 | <ul style="list-style-type: none"> <li>W.1a-f, SL.2, R.3, R.1, R.5, R.6</li> </ul>         | <ul style="list-style-type: none"> <li>EA2</li> </ul>         |
| <ul style="list-style-type: none"> <li>Determine staging, blocking, and delivery of a speech.</li> </ul>                                      | <ul style="list-style-type: none"> <li>SL.2, SL.6</li> </ul>                               | <ul style="list-style-type: none"> <li>EA2</li> </ul>         |
| <ul style="list-style-type: none"> <li>Defend an interpretation based on a critical perspective.</li> </ul>                                   | <ul style="list-style-type: none"> <li>W.2a, W.2b, R.1, R.3, R.7</li> </ul>                | <ul style="list-style-type: none"> <li>EA1, EA2</li> </ul>    |
| <ul style="list-style-type: none"> <li>Present a scene performance that represents an interpretation based on critical perspective</li> </ul> | <ul style="list-style-type: none"> <li>SL.1a-d, SL.2, SL.6, R.1, R.3, R.7</li> </ul>       | <ul style="list-style-type: none"> <li>EA2</li> </ul>         |

#### UNIT ASSESSMENT

**EA1:** Construct an argumentative essay defending the critical lens that you feel provides modern society with the most compelling view of literature. (Embedded Assessment 1, page 253).

#### MAJOR TASKS

- Short writings that apply or argue for a particular critical lens to a text or texts.
- Short presentations that apply to or argue for a particular critical lens.
- Activity 3.3--compare/contrast development of a theme in song lyrics and/or poetry.

#### ESSENTIAL PRACTICES

- Close reading of multiple texts
- Selected writing pieces at the end of activities (e.g., writing to sources...)
- Collaborative activities
- Informal presentations
- Opportunities to demonstrate achievement independent of

## High School Curriculum Map for English IV

|  |                         |
|--|-------------------------|
| <ul style="list-style-type: none"> <li>● Activity 3.5--Use a Marxist critical lens to analyze characters' relationships.</li> <li>● Activity 3.7--Analyze elements of character and critical perspectives.</li> <li>● Activity 3.9--Analyze a work of literary criticism "The Moor in English Renaissance Drama"</li> <li>● Activities 3.19-3.21--Collaboration in acting companies and post activities/independent reflection.</li> <li>● EA2: Interpret a scene from Othello using one of the critical perspectives you have studied; plan, rehearse, and perform the scene. (Embedded Assessment 1, page 263).**</li> <li>● Reflection writing of applying a critical lens to a text</li> </ul> | <p>teacher guidance</p> |
|--|-------------------------|

### SHARED TEXTS

|  |
|--|
| <ul style="list-style-type: none"> <li>● Drama Excerpts:<br/>Act II, Scene III from <i>The Tragedy of Othello, the Moor of Venice</i> by William Shakespeare<br/>Act III, Scene IV from <i>The Tragedy of Othello, the Moor of Venice</i> by William Shakespeare</li> <li>● Literary Criticism Excerpt:<br/>From <i>The Moor in English Renaissance Drama</i> by Jack D'Amico</li> </ul> |
|--|

### ELD STANDARDS

| Emerging  | Expanding   | Bridging   |
|---|---|--|
| <ul style="list-style-type: none"> <li>● <b>PI.1:</b> Engage in conversational exchanges and express ideas on familiar current events and academic topics by asking and answering yes-no questions and <i>wh-</i> questions and responding using phrases and short sentences.</li> <li>● <b>PI.2:</b> Collaborate with peers to engage in short, grade-appropriate written exchanges and writing projects, using technology as appropriate.</li> <li>● <b>PI.5:</b> Demonstrate comprehension of oral presentations and discussions on familiar social and academic topics by asking and answering questions with prompting and substantial support.</li> <li>● <b>PI.6a:</b> Explain ideas, phenomena, processes, and text relationships (e.g., compare/ contrast, cause/effect, evidence-based argument) based on close reading of a variety of grade-appropriate texts, presented in various print and multimedia formats, using phrases, short sentences, and a select set of general academic and domain-specific words.</li> <li>● <b>PI.10a:</b> Write short literary and informational texts (e.g., an argument about free speech) collaboratively (e.g., with peers) and independently.</li> </ul> | <ul style="list-style-type: none"> <li>● <b>PI.1:</b> Contribute to class, group, and partner discussions, sustaining conversations on a variety of age and grade-appropriate academic topics by following turn-taking rules, asking and answering relevant, on-topic questions, affirming others, providing additional, relevant information, and paraphrasing key ideas.</li> <li>● <b>PI.2:</b> Collaborate with peers to engage in increasingly complex grade-appropriate written exchanges and writing projects, using technology as appropriate.</li> <li>● <b>PI.5:</b> Demonstrate comprehension of oral presentations and discussions on a variety of social and academic topics by asking and answering questions that show thoughtful consideration of the ideas or arguments with moderate support</li> <li>● <b>PI.6a:</b> Explain ideas, phenomena, processes, and relationships within and across texts (e.g., compare/contrast, cause/effect, themes, evidence-based argument) based on close reading of a variety of grade appropriate texts, presented in various print and multimedia formats, using increasingly</li> </ul> | <ul style="list-style-type: none"> <li>● <b>PI.1:</b> Contribute to class, group and partner discussions, sustaining conversations on a variety of age and grade-appropriate academic topics.</li> <li>● <b>PI.2:</b> Collaborate with peers to engage in a variety of extended written exchanges and complex grade-appropriate writing projects using technology as appropriate.</li> <li>● <b>PI.5:</b> Demonstrate comprehension of oral presentations and discussions on a variety of social and academic topics by asking and answering detailed and complex questions that show thoughtful consideration of the ideas or arguments with light support.</li> <li>● <b>PI.6a:</b> Explain ideas, phenomena, and relationships within and across texts based on close reading of a variety of grade-level texts, presented in various print and multimedia formats, using a variety of detailed sentences and precise general academic and domain-specific words.</li> <li>● <b>PI.10a:</b> Write longer and more detailed literary and informational texts collaboratively and independently by using appropriate text organization.</li> <li>● <b>PII.1:</b> Apply analysis of the</li> </ul> |

## High School Curriculum Map for **English IV**

|  |   |   |
|--|---|---|
| <ul style="list-style-type: none"> <li>● <b>PII.1:</b> Apply analysis of the organizational structure of different text types (e.g., how arguments are organized by establishing clear relationships among claims, counterclaims, reasons, and evidence) to comprehending texts and to writing brief arguments, informative</li> </ul> | <p>detailed sentences, and a range of general academic and domain-specific words.</p> <ul style="list-style-type: none"> <li>● <b>PI.10a:</b> Write longer literary and informational texts (e.g., an argument about free speech) collaboratively (e.g., with peers) and independently by using appropriate text organization and growing understanding of register.</li> <li>● <b>PII.1:</b> Apply analysis of the organizational structure of different text types (e.g., how arguments are organized by establishing clear relationships among claims, counterclaims, reasons, and evidence) to comprehending texts and to writing increasingly clear and cohesive arguments, informative/explanatory texts, and narratives</li> </ul> | <p>organizational structure of different text types to comprehending texts and to writing increasingly clear and cohesive arguments, informative/explanatory texts, and narratives.</p> |
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\*\*Noted items are shared with the companion ELD Designated curriculum and must be addressed. In addition, the noted texts must be included in the core instructional path.

Colton Joint Unified School District Course of Study  
**High School Curriculum Map for English IV**

## Unit Four: *Creating Perspectives*

### OVERVIEW

This unit asks students to assess how the various critical lenses they have been exploring may be applied to real-world events to inform an understanding of the underlying tensions that contribute to the resonance and importance of an event in the context of society. Students analyze print and non-print journalistic texts—and their own reactions to them. They also consider how personal and cultural experiences, assumptions, and biases influence perspectives on what is “true” about an event, becoming filters that strongly influence how we interpret the world. By studying how a single event is reported by different journalistic sources (both initially and over time), students will explore how the critical lenses they have examined influence the way we define truth.

### UNIT OBJECTIVES AND CONTENT STANDARDS TO BE ASSESSED

| Reading/ Listening Objectives  | Content Standards                 | Where Assessed |
|--|-----------------------------------|----------------|
| ● Evaluate media as an information source.   | ● R.5, R.7                        | ● EA1          |
| ● Investigate a variety of perspectives on a single event.   | ● R.7, R.6                        | ● EA1          |
| ● Analyze how different critical perspectives shape the reporting and interpreting of events.      | ● R.6, R.5, R.3                   | ● EA1          |
| ● Conducting analyses based on close reading through a variety of critical perspectives            | ● R.1, R.2, R.3, R.4, R.5, R.6    | ● EA1, EA2     |
| Writing/ Speaking Objectives   | Content Standards                 | Where Assessed |
| ● Create a media text applying multiple lenses to the investigation and representation of an event | ● W.6, W.7, W.8, SL.2, SL.4, SL.5 | ● EA2          |
| ● Evaluate, select, and use quotations to create an effect for the reader.                         | ● R.1, W.2b                       | ● EA1, EA2     |

### UNIT ASSESSMENT

EA 1: Your assignment is to create an argumentative task, including an annotated bibliography that argues for the use of a particular critical lens to interpret an event, supporting your argument with evidence from at least four texts.

### MAJOR TASKS

- EA 2: Your assignment is to create a media text (TV news magazine, short documentary film, network news broadcast, podcast, etc.) in which you transform the information you gathered from your research into an argument concerning the topic/issue you have chosen. It may be recorded or presented live.
- Short writings that apply or argue for a particular critical lens to a text or texts.
- Activity 4.2--Explain how informational texts reflect or reveal critical perspectives.
- Activity 4.4--Analyze the role of bias in contrasting

### ESSENTIAL PRACTICES

- Close reading of multiple texts
- Selected writing pieces at the end of activities (e.g., writing to sources...)
- Collaborative activities
- Informal presentations
- Opportunities to demo achievement independent of teacher guidance

# High School Curriculum Map for English IV

news reports.

- Activity 4.5--Investigate how critical lenses both shape and reveal perspectives on real-world events and issues.
- Activity 4.7--Closely read and analyze a text in order to present key information to peers. Synthesize connections between texts in support of an overall interpretive claim. Evaluate different organizational options in order to present information and findings clearly.

## SHARED TEXTS

- Article:  
"How the Media Twist the News" by Sheila Gribben Liaugminas
- Speech:  
"President Outlines Hurricane Katrina Relief Efforts" by George W. Bush
- Editorial:  
"It's Time for a Nation to Return the Favor" by The Times-Picayune

## ELD STANDARDS

| Emerging   | Expanding  | Bridging  |
|--|--|---|
| <ul style="list-style-type: none"> <li>● <b>PI.1:</b> Engage in conversational exchanges and express ideas on familiar current events and academic topics by asking and answering yes-no questions and <i>wh-</i> questions and responding using phrases and short sentences.</li> <li>● <b>PI.3:</b> Negotiate with or persuade others in conversations (e.g., ask for clarification or repetition) using learned phrases (e.g., <i>Could you repeat that please? I believe . . .</i>) and open responses to express and defend opinions.</li> <li>● <b>PI.6a:</b> Explain ideas, phenomena, processes, and text relationships (e.g., compare/ contrast, cause/effect, evidence-based argument) based on close reading of a variety of grade-appropriate texts, presented in various print and multimedia formats, using phrases, short sentences, and a select set of general academic and domain-specific words.</li> <li>● <b>PI.6b:</b> Explain inferences and conclusions drawn from close reading of grade appropriate texts and viewing of multimedia, using familiar verbs (e.g., <i>seems that</i>).</li> <li>● <b>PI.7:</b> Explain how successfully writers</li> </ul> | <ul style="list-style-type: none"> <li>● <b>PI.1:</b> Contribute to class, group, and partner discussions, sustaining conversations on a variety of age and grade-appropriate academic topics by following turn-taking rules, asking and answering relevant, on-topic questions, affirming others, providing additional, relevant information, and paraphrasing key ideas.</li> <li>● <b>PI.3:</b> Negotiate with and persuade others (e.g., by presenting counter-arguments) in discussions and conversations using learned phrases (e.g., <i>You make a valid point, but my view is . . .</i>) and open responses to express and defend nuanced opinions.</li> <li>● <b>PI.6a:</b> Explain ideas, phenomena, processes, and relationships within and across texts (e.g., compare/contrast, cause/effect, themes, evidence-based argument) based on close reading of a variety of grade appropriate texts, presented in various print and multimedia formats, using increasingly detailed sentences, and a range of general academic and domain-specific words.</li> <li>● <b>PI.6b:</b> Explain inferences and conclusions drawn from close reading</li> </ul> | <ul style="list-style-type: none"> <li>● <b>PI.1:</b> Contribute to class, group, and partner discussions, sustaining conversations on a variety of age and grade-appropriate academic topics by following turn-taking rules, asking and answering relevant, on-topic questions, affirming others, and providing coherent and well-articulated comments and additional information.</li> <li>● <b>PI.3:</b> Negotiate with or persuade others in discussions and conversations in appropriate registers (e.g., to acknowledge new information and politely offer a counterpoint) using a variety of learned phrases (e.g., <i>You postulate that X. However, I've reached a different conclusion on this issue</i>) and open responses to express and defend nuanced opinions.</li> <li>● <b>PI.6a:</b> Explain ideas, phenomena, processes, and relationships within and across texts (e.g., compare/contrast, cause/effect, themes, evidence-based argument) based on close reading of a variety of grade-level texts, presented in various print and multimedia formats, using a variety of detailed sentences and precise general academic and domain-specific words</li> </ul> |

Colton Joint Unified School District Course of Study  
**High School Curriculum Map for English IV**

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|---|--|--|
| <p>and speakers structure texts and use language (e.g., specific word or phrasing choices) to persuade the reader (e.g., by providing evidence to support claims or connecting points in an argument) or create other specific effects.</p> | <p>of grade-appropriate texts and viewing of multimedia using a variety of verbs and adverbials (</p> <ul style="list-style-type: none"> <li>● <b>PI.7:</b> Explain how successfully writers and speakers structure texts and use language (e.g., specific word or phrasing choices) to persuade the reader (e.g., by providing well-worded evidence to support claims or connecting points in an argument in specific ways) or create other specific effects, with moderate support.</li> </ul> | <ul style="list-style-type: none"> <li>● <b>PI.6b:</b> Explain inferences and conclusions drawn from close reading of grade-level texts and viewing of multimedia using a variety of verbs and adverbials (e.g., creates the impression that, consequently).</li> <li>● <b>PI.7:</b> Explain how successfully writers and speakers structure texts and use language (e.g., specific word or phrasing choices) to persuade the reader (e.g., by providing well-worded evidence to support claims or connecting points in an argument in specific ways) or create other specific effects, with light support.</li> </ul> |
|---|--|--|

\*\*Noted items are shared with the companion ELD Designated curriculum and must be addressed. In addition, the noted texts must be included in the core instructional path.

**Unit Five: *Multiple Perspectives***

| <b>OVERVIEW</b>   |   |  |
|---|---|--|
| <p>Throughout the year, students have applied various critical perspectives to their reading of multiple texts, evaluating how each perspective impacts meaning. Unit Five is the culmination of the year’s focus. In it, students apply all of the critical perspectives to a single, graphic or visual text. Students will then build on this foundation as they explore a play or novel with a small group, choosing which critical perspectives to apply and evaluating how each one helps them make meaning.</p> |   |  |
| <b>UNIT OBJECTIVES AND CONTENT STANDARDS TO BE ASSESSED</b>   |   |  |
| <b>Reading/ Listening Objectives</b>  | <b>Content Standards</b>  | <b>Where Assessed</b>  |
| <ul style="list-style-type: none"> <li>● Use a critical perspective for analysis and interpretation over the course of an extended text</li> <li>● Analyze literary works through multiple critical perspectives</li> <li>● Analyze text features of a graphic or visual text*<br/> <small>* the intent of this objective is to identify and analyze the text features of a <i>specific</i> visual or graphic text so that students can apply it to their own visual or graphic texts.</small> </li> </ul>            | <ul style="list-style-type: none"> <li>● R.1, R.2, R.3, R.4, R.5, R.6</li> <li>● R.2, R.5, R.7</li> <li>● R.1, R.7, R.5a</li> </ul> | <ul style="list-style-type: none"> <li>● EA1</li> <li>● EA1, Final</li> <li>● EA1</li> </ul> |
| <b>Writing/ Speaking Objectives</b>   | <b>Content Standards</b>  | <b>Where Assessed</b>  |
| <ul style="list-style-type: none"> <li>● Present a synthesis of critical perspectives using a performance-based or visual medium</li> <li>● Apply text features of a graphic or visual text (in a highly complex final product)</li> </ul>  | <ul style="list-style-type: none"> <li>● SL.1d, SL.4</li> <li>● SL.5</li> </ul>   | <ul style="list-style-type: none"> <li>● EA1</li> <li>● EA1</li> </ul>                       |
| <b>UNIT ASSESSMENT:</b>   |   |  |

## High School Curriculum Map for English IV

You will collaboratively prepare an analysis of a literary work through multiple critical perspectives and present it in a performance-based or visual medium of your choice. Your analysis should include a summary of the text in a visual format.

### MAJOR TASKS

- Short writings that apply or argue for a particular critical lens to a text or texts.
- Activity 5.5--analyzes features of graphic novel; apply to visual text of choice.
- Activity 5.11--"The New Colossus" shared with ELD; use to support instruction.
- Activity 5.12--Media Presentation.

Essential for Embedded Assessment (not necessarily graded):

- Activity 5.15 & 16--foundation of analysis of self-selected text for EA.

### ESSENTIAL PRACTICES

- Close reading of multiple texts
- Selected writing pieces at the end of activities (e.g., writing to sources...)
- Collaboration on student-led teams for an extended amount of time
- Informal presentations
- Opportunities to demo achievement independent of teacher guidance

### SHARED TEXTS

- Essay Excerpt:  
"Comments on The Arrival" by Shaun Tan
- Graphic Novel Excerpt Part II:  
The Arrival by Shaun Tan
- Poetry:  
"The New Colossus" by Emma Lazarus

### ELD STANDARDS

| Emerging  | Expanding  | Bridging  |
|---|--|---|
| <ul style="list-style-type: none"> <li>● <b>PI.1:</b> Engage in conversational exchanges and express ideas on familiar current events and academic topics by asking and answering yes-no questions and <i>wh</i>- questions and responding using phrases and short sentences.</li> <li>● <b>PI.2:</b> Collaborate with peers to engage in short, grade-appropriate written exchanges and writing projects, using technology as appropriate</li> <li>● <b>PI.3:</b> Negotiate with or persuade others in conversations (e.g., ask for clarification or repetition) using learned phrases (e.g., Could you repeat that please? I believe . . .) and open responses to express and defend opinions.</li> <li>● <b>PI.6b:</b> Explain inferences and conclusions drawn from close reading of</li> </ul> | <ul style="list-style-type: none"> <li>● <b>PI.1:</b> Contribute to class, group, and partner discussions, sustaining conversations on a variety of age and grade-appropriate academic topics by following turn-taking rules, asking and answering relevant, on-topic questions, affirming others, providing additional, relevant information, and paraphrasing key ideas.</li> <li>● <b>PI.2:</b> Collaborate with peers to engage in increasingly complex grade-appropriate written exchanges and writing projects, using technology as appropriate.</li> <li>● <b>PI.3:</b> Negotiate with and persuade others (e.g., by presenting counter-arguments) in discussions and conversations using learned phrases (e.g., <i>You make a valid point, but my</i></li> </ul> | <ul style="list-style-type: none"> <li>● <b>PI.1:</b> Exchanging information and ideas with others through oral collaborative discussions on a range of social and academic topics.</li> <li>● <b>PI.2:</b> Interacting with others in written English in various communicative forms (print, communicative technology and multimedia).</li> <li>● <b>PI.3:</b> Offering and justifying opinions, negotiating with and persuading others in communicative exchanges.</li> <li>● <b>PI.6b:</b> Explain inferences and conclusions drawn from close reading of grade-level texts and viewing of multimedia using a variety of verbs and adverbials (e.g., creates the impression that, consequently).</li> <li>● <b>PI.6c:</b> Use knowledge of morphology (e.g., derivational suffixes), context,</li> </ul> |



## High School Curriculum Map for English IV

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| <p>grade appropriate texts and viewing of multimedia, using familiar verbs (e.g., seems that).</p> <ul style="list-style-type: none"> <li>● <b>PI.6c:</b> Use knowledge of morphology (e.g., common prefixes and suffixes), context, reference materials, and visual cues to determine the meaning of unknown and multiple-meaning words on familiar topics.</li> <li>● <b>PI.9:</b> Plan and deliver brief oral presentations and reports on grade-appropriate topics that present evidence and facts to support ideas.</li> <li>● <b>PI.12a:</b> Use familiar general academic (e.g., temperature, document) and domain specific (e.g., cell, the Depression) words to create clear spoken and written texts.</li> </ul> | <p><i>view is . . .</i>) and open responses to express and defend nuanced opinions.</p> <ul style="list-style-type: none"> <li>● <b>PI.6b:</b> Explain inferences and conclusions drawn from close reading of grade-appropriate texts and viewing of multimedia using a variety of verbs and adverbials (e.g., indicates that, suggests, as a result).</li> <li>● <b>PI.6c:</b> Use knowledge of morphology (e.g., affixes, Greek and Latin roots), context, reference materials, and visual cues to determine the meaning of unknown and multiple-meaning words on familiar and new topics.</li> <li>● <b>PI.9:</b> Plan and deliver a variety of oral presentations and reports on grade-appropriate topics that present evidence and facts to support ideas by using growing understanding of register.</li> <li>● <b>PI.12a:</b> Use an increasing variety of grade appropriate general academic (e.g., fallacy, dissuade) and domain-specific (e.g., chromosome, federalism) academic words accurately and appropriately when producing increasingly complex written and spoken texts</li> </ul> | <p>reference materials, and visual cues to determine the meaning, including figurative and connotative meanings, of unknown and multiple-meaning words on a variety of new topics.</p> <ul style="list-style-type: none"> <li>● <b>PI.9:</b> Plan and deliver a variety of oral presentations and reports on grade-appropriate topics that express complex and abstract ideas, well supported by evidence and reasoning, and are delivered by using an appropriate level of formality and understanding of register.</li> <li>● <b>PI.12a:</b> Use a variety of grade-appropriate general (e.g., alleviate, salutary) and domain-specific (e.g., soliloquy, microorganism) academic words and phrases, including persuasive language, accurately and appropriately when producing complex written and spoken texts.</li> </ul> |
|--|---|--|

\*\*Noted items are shared with the companion ELD Designated curriculum and must be addressed. In addition, the noted texts must be included in the core instructional path.

### Proposal: Semester Final...

Prepare a reflection on your senior collection (portfolio/collective assignment/collective task).

- explain how your understanding of perspective has developed over the year
- present at least three unique perspectives that you have applied and explain how they have impacted your interpretations of texts previously read.
- Support your understanding of perspective and critical lenses with evidence from your senior collection/ collection of work from the time you have been in Senior English.