

**MT. DIABLO UNIFIED SCHOOL DISTRICT
COURSE OF STUDY**

COURSE TITLE:	ENGLISH/ LANGUAGE ARTS IV, GRADE 12
COURSE NUMBER:	0190
DEPARTMENT:	English
LENGTH OF COURSE:	One Year
CREDITS PER SEMESTER:	5
GRADE LEVEL(S):	12
REQUIRED OR ELECTIVE:	Required
PREREQUISITES:	English III
BOARD OF EDUCATION ADOPTION:	June 20, 2000

COURSE DESCRIPTION

~~English IV is a required one-year senior class. In this course students will expand their knowledge of the classics, modern works of world literature, and non-fiction. This course focuses on close reading of literary works and on advanced forms of composition with development of both style and precision. Skills and concepts are taught in an integrated way to be mutually reinforcing. (This course is aligned with the MDUSD adopted Language Arts Content Standards.)~~

COURSE OVERVIEW

English IV is a required one-year senior course designed to help students continue development in the language arts. This course focuses on the study of reading, writing, language, and speaking and listening. The skills and strategies are taught in an integrated way to be mutually reinforcing and to align with the state and district adopted standards. There is an emphasis on critical thinking, increasingly complex texts, informational texts and nonfiction, integrating technology, and academic vocabulary. The range of texts includes canonical authors, as well as writers from diverse backgrounds.

COURSE OUTLINE

† **MAJOR GOALS** (CCSS for ELA/Literacy Standards)

~~1.1 To develop permanent habits of critical and appreciative reading~~ 1.2

~~To develop the ability to listen critically and effectively~~

~~1.3 To speak clearly, fluently, and thoughtfully~~

~~1.4 To compose in an effective, well organized fashion, free from gross errors in mechanics and structure~~

~~1.5 To understand how language works and how it develops~~

Students ready for college, careers, and civic life demonstrate the following capabilities as literate individuals. They

- Demonstrate independence
- Build strong content knowledge
- Respond to the varying demands of audience, task, purpose, and discipline
- Comprehend as well as critique
- Value evidence
- Use technology and digital media strategically and capably
- Come to understand the perspectives of others.

COURSE OBJECTIVES *(ELA Framework)*

The five KEY THEMES of ELA/Literacy instruction are largely overlapping and consistent with the call for the integration of reading, writing, speaking and listening, and language in the CA CCSS for ELA/Literacy Standards

- Meaning Making
 - Students engage in increasingly sophisticated levels of analysis and interpretation in their reading, listening, speaking, and writing. They are expected to analyze, evaluate, and address multiple authors, sources, motivations, representations, perspectives, and points of view, themes and ideas, and interpretations as they read, write, speak, and listen.
- Language Development
 - Students come to understand and analyze how the structure and its organization in a variety of texts differ across academic disciplines, and they need to apply and adapt language forms and features to express their own ideas and construct arguments as appropriate to purpose, audience, and a range of formal and informal academic tasks.
- Effective Expression

- Students become increasingly effective at expressing themselves through different genres of writing using specific rhetorical devices to support assertions. They synthesize multiple sources in their writing and synthesize comments, claims, and evidence on all sides of an issue in collaborative discussions. Students develop and deliver increasingly sophisticated presentations on complex and varied topics. They use words, phrases, clauses, and varied syntax to link major sections of text.
- Content Knowledge
 - Literacy is an essential tool for learning in every content area and preparing for postsecondary futures. Students wield appropriate literacy tools in all the disciplines they study. They engage with literary and informational text, participating in cross disciplinary exploration and research projects. Wide reading supports their acquisition of knowledge in ELA and other disciplines. Participating in an organized independent reading program contributes to their knowledge.
- Foundation Skills
 - Ideally, students' knowledge of foundational skills is well established by the time they enter high school, and they access and produce printed language efficiently. However, students who for a variety of reasons have not developed proficiency in the foundational reading skills at this point need intensive instruction in these skills, so they can access grade-level content as soon as possible.

~~2. PERFORMANCE OBJECTIVES~~

READING

~~2.1 Word analysis, fluency, and systematic vocabulary development~~

~~Vocabulary and Concept Development~~

~~2.1.1 Trace the etymology and apply knowledge of Greek, Latin, and Anglo-Saxon roots and affixes to draw inferences concerning the meaning of words~~

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~~2.1.2 Identify and use different levels of language from formal to informal~~

~~2.2 Reading Comprehension (Focus on Informational Materials)~~

~~Comprehension and Analysis of Grade-Level-appropriate Text:~~

~~2.2.1 Analyze an author's implicit and explicit philosophical assumptions and beliefs about a text:~~

- ~~identify examples of slant, bias and propaganda~~
- ~~identify literary and cultural allusions in reading~~

- identify the author's attitude and techniques which reveal that attitude
- identify the following stylistic techniques which contribute to the total effect of a work of literature or characterize a particular author (diction, dialogue, sentence structure, characterization, description, narration, irony, allusions)

Expository Critique:

- 2.2.3 Critique the logic of arguments, their appeal to specific audiences, and the extent to which the arguments address reader concerns (e.g., appeal to reason, to authority, to pathos and emotion)

2.3 Literary Response and Analysis

Structural Features of Literature:

- 2.3.1 Analyze characteristics of subgenres (e.g., satire, parody, allegory, pastoral) that are used in poetry, prose, plays, the novel, the short story, the essay, and other basic genres:

- identify, define, use, and discuss in terms of a specific work of literature all aspects of each of the literary genres and perform each of the following critical reading tasks:
 - ⇒ interpret ideas suggested through inference
 - ⇒ identify and explain examples of symbolism
 - ⇒ identify and explain examples of figurative language and other literary techniques.
- identify the major themes which are common in world literature and the ways in which these themes find expression in particular periods or cultures
- identify conflicts in world literature and how various factors influence the ways in which these conflicts are solved
- identify sources of common world heritage as various aspects of this heritage are expressed in literature

Narrative Analysis of Grade-Level-Appropriate Text:

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- 2.3.2 Analyze the way in which authors through the centuries and throughout the world have used archetypes drawn from myth, tradition, and current issues in literature, film, political speeches, and religious writing (e.g., how the archetype of banishment from an ideal world may be used to interpret Shakespeare's tragedy *Hamlet*)

- 2.3.2 Analyze recognized works of current and traditional world literature from a variety of sources:

- 2.3.2.1 Evaluate and contrast the philosophical, political, religious, ethical, and social influences of the historical period that shaped the

characters, plots, and settings. These may include selections from Homeric Greece, the medieval period, the romantic period, neoclassical literature, and modern literature

2.3.3 Read a variety of works of literature based on personal choice

Literary Criticism:

Analyze the philosophical arguments presented in literary works in light of the author's background and motivation in relation to the quality of each work and the credibility of its characters (e.g., Erich Remarque's WWI experience and its impact on *All Quiet on the Western Front*)

COURSE CONTENT

READING: LITERATURE	
<p><i>To become college and career ready, students must grapple with works of exceptional craft and thought whose range extends across genres, cultures, and centuries. Such works offer profound insights into the human condition and serve as models for students' own thinking and writing. Along with high-quality contemporary works, these texts should be chosen from among seminal U.S. documents, the classics of American literature, and the timeless dramas of Shakespeare. Through wide and deep reading of literature and literary nonfiction of steadily increasing sophistication, students gain a reservoir of literary and cultural knowledge, references, and images; the ability to evaluate intricate arguments; and the capacity to surmount the challenges posed by complex texts. (CCSS-ELA)</i></p>	
Content Standards	Suggested Practices
<p>RL 11-12.1. Cite strong and thorough textual evidence to support analysis of what the text says explicitly as well as inferences drawn from the text, including determining where the text leaves matters uncertain.</p>	<ul style="list-style-type: none"> • Write sophisticated analytical paragraphs correctly quoting and citing examples from text • Choose apt evidence that shows both breadth and depth of understanding. • Annotate for multiple purposes: writing, discussion, and presentations. • Use quotations from the text to support multiple substantial and supportable interpretations.
<p>RL 11-12.2 Determine two or more themes or central ideas of a text and analyze their development over the course of the text, including how they interact and build on one another to produce a complex account; provide an objective summary of the text.</p>	<ul style="list-style-type: none"> • Make claims (verbal or written) regarding multiple main or significant themes within a text, and choose apt quotations to support those claims in writing, discussions, and presentations. • Articulate how themes are revealed, verbally and in written form. .

<p>RL. 11-12.3 3. Analyze the impact of the author’s choices regarding how to develop and relate elements of a story or drama (e.g., where a story is set, how the action is ordered, how the characters/archetypes are introduced and developed).</p>	<ul style="list-style-type: none"> ● Identify main events in a text and how they are related to one another. ● Defend (verbally and in writing) why certain events are important and how the author controls the reader’s experience by manipulating the order of events and interactions between characters. ● Examples include plot mapping, timelines, flow charts, reordering or rewording of scenes, or reevaluating text as plot unfolds.
<p>RL.11–12.4 . Determine the meaning of words and phrases as they are used in the text, including figurative and connotative meanings; analyze the impact of specific word choices on meaning and tone, including words with multiple meanings or language that is particularly fresh, engaging, or beautiful. (Include Shakespeare as well as other authors.)</p>	<ul style="list-style-type: none"> ● Close-read and annotate text to analyze how diction, figurative language, and other literary or dramatic elements affect meaning and tone. ● Close-read and annotate text with reference to multiple connotative and denotative meanings of words and phrases.
<p>RL. 11-12.5 Analyze how an author’s choices concerning how to structure specific parts of a text (e.g., the choice of where to begin or end a story, the choice to provide a comedic or tragic resolution) contribute to its overall structure and meaning as well as its aesthetic impact.</p>	<ul style="list-style-type: none"> ● Identify main events in a text and how they are related to one another. ● Defend (verbally and in writing) why certain events are important and how the author controls the reader’s experience through structures.
<p>RL.11-12.6 Analyze a case in which grasping point of view requires distinguishing what is directly stated in a text from what is really meant (e.g., satire, sarcasm, irony, or understatement).</p>	<ul style="list-style-type: none"> ● Identify the vocabulary of elements of fiction, poetry, and drama to inform discussions and writing (for example, terms like “irony,” “sarcasm,” or “satire”). ● Identify denotative and connotative meanings of words and phrases. ● Make inferences based on word choice.
<p>RL.11-12.7 Analyze multiple interpretations of a story, drama, or poem (e.g., recorded or live production of a play or recorded novel or poetry), evaluating how each version interprets the source text.</p>	<ul style="list-style-type: none"> ● Watch, read, or listen to multiple interpretations of a piece of work and describe how different versions interpret the work in meaningful ways.
<p>RL.11-12.8 (Not applicable to literature)</p>	

<p>RL.11-12.9 Demonstrate knowledge of eighteenth-, nineteenth- and early-twentieth century foundational works of American literature, including how two or more texts from the same period treat similar themes or topics.</p>	<ul style="list-style-type: none"> ● Compare and contrast different works from the same and different historical periods (verbally and in writing).
<p>RL.11-12.10 By the end of grade 11, read and comprehend literature, including stories, dramas, and poems, in the grades 11–CCR text complexity band proficiently, with scaffolding as needed at the high end of the range.</p>	<ul style="list-style-type: none"> ● Read literature and other materials appropriate to student maturity and skill. ● (See “Course Materials” for lists of grade level readings).
<p>Sample Unit Assignment;</p> <p>Students will read an essay about monsters and then identify various story structures. Students will create a detailed story map of the various structures of the narrative including, but not limited to conflict, themes, characters, and setting.</p>	

<p>READING: INFORMATIONAL TEXTS</p>	
<p>Content Standards</p>	<p>Suggested Practices</p>
<p>RI11-12.1 Cite strong and thorough textual evidence to support analysis of what the text says explicitly as well as inferences drawn from the text, including determining where the text leaves matters uncertain.</p>	<ul style="list-style-type: none"> ● Write analytical papers, quoting text or citing examples and citing examples ● Annotate for multiple purposes: writings, discussions, and presentations. ● Use quotations from the text to support multiple substantial and supportable interpretations. ● Choose apt evidence that shows both breadth and depth of understanding.
<p>RI.11-12.2 Determine two or more central ideas of a text and analyze their development over the course of the text, including how they interact and build on one another to provide a complex analysis; provide an objective summary of the text</p>	<ul style="list-style-type: none"> ● Make claims (verbal or written) regarding multiple main or significant themes within a text, and choose apt quotations to support those claims during writings, discussions, and presentations. ● Develop the use of structural elements within the the body of the essay
<p>RI.11-12.3 Analyze a complex set of ideas or sequence of events and explain how specific</p>	<ul style="list-style-type: none"> ● Articulate how and why the author constructs an argument

<p>individuals, ideas, or events interact and develop over the course of the text.</p>	<ul style="list-style-type: none"> ● Synthesize main idea(s), knowing how to paraphrase and quote sources properly.
<p>RI.11-12.4 Determine the meaning of words and phrases as they are used in a text, including figurative, connotative, and technical meanings; analyze how an author uses and refines the meaning of a key term or terms over the course of a text</p>	<ul style="list-style-type: none"> ● Identify and assess the usage of academic language within the text in order to assess literal meaning, as well as connotative and denotative meanings.
<p>RI.11-12.5 Analyze and evaluate the effectiveness of the structure an author uses in his or her exposition or argument, including whether the structure makes points clear, convincing, and engaging. a. Analyze the use of text features (e.g., graphics, headers, captions) in public documents.</p>	<ul style="list-style-type: none"> ● Annotate texts with focus on structural elements, and their effectiveness on a clear and understandable argument ● Investigate reliability of text features
<p>RI.11-12.6. Determine an author’s point of view or purpose in a text in which the rhetoric is particularly effective, analyzing how style and content contribute to the power, persuasiveness, or beauty of the text.</p>	<ul style="list-style-type: none"> ● Consider historical and biographical context. ● Annotate text to identify literary and rhetorical devices such as repeated words or phrases, allusions, loaded words, figurative language, or imagery in order to affect the audience.
<p>RI.11-12.7. Integrate and evaluate multiple sources of information presented in different media or formats (e.g., visually, quantitatively) as well as in words in order to address a question or solve a problem.</p>	<ul style="list-style-type: none"> ● Assess, evaluate, and synthesize multiple sources of information.
<p>RI.11-12.8 (Not applicable to informational text)</p>	<ul style="list-style-type: none"> ●
<p>RI.11-12.9 Analyze seventeenth-, eighteenth-, and nineteenth-century foundational U.S. documents of historical and literary significance (including The Declaration of Independence, the Preamble to the Constitution, the Bill of Rights, and Lincoln’s Second Inaugural Address) for their themes, purposes, and rhetorical features.</p>	<ul style="list-style-type: none"> ● Compare and contrast two works noting similarities and differences in theme, style, tone, and context.
<p>RI.11-12.10 By the end of grade 11, read and comprehend literary nonfiction in the grades 11–CCR text complexity band</p>	<ul style="list-style-type: none"> ● Read literature, literary nonfiction and other textual materials that are appropriate to student maturity and skill.

proficiently, with scaffolding as needed at the high end of the range.

Sample Unit Assignment

Students will read and understand an essay about the historical context of World War II. Students will annotate the texts and create a detailed One Pager that highlights the historical context of the war, the role that propaganda played versus factual and subjective informational readings.

WRITING

Writing Strategies:

~~2.4 Students write coherent and focused texts that convey a well-defined perspective and tightly reasoned argument. The writing demonstrates students' awareness of the audience and purpose and progression through the stages of the writing process~~

Organization and Focus:

~~2.4.1 Demonstrate effective use of rhetorical devices such as:~~

- ~~•parallelism~~
- ~~•repetition~~
- ~~•analogy~~

Research and Technology:

~~2.4.2. Incorporate clear research questions and methods, including:~~

- ~~•electronics media~~
- ~~•print media~~
- ~~•primary sources~~

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Evaluation and Revision:

~~2.4.3. Revise text to improve and enhance:~~

- ~~•individual voice~~
- ~~•sentence variety and style~~
- ~~•clarity of diction~~
- ~~•distinction of tone~~
- ~~•awareness of audience~~
- ~~•logical coherence, including transitional devices~~
- ~~•appropriate use of active and passive voice~~

2.5 Writing Applications (Genres and Their Characteristics)

~~Students combine the rhetorical strategies of narration, exposition, persuasion, and description to produce texts which incorporate research, organization, and drafting strategies outlined in 2.4 of this course of study. Student writing demonstrates a~~

~~command of standard American English.~~

~~2.5.1 Write reflective compositions that:~~

- ~~• explore the significance of personal experiences, events, conditions or concerns by using rhetorical strategies~~
- ~~• draw comparisons between specific incidents and broader themes that illustrate the writer's beliefs or generalizations about life~~
- ~~• maintain a balance in describing individual incidents and relating those incidents to more general and abstract ideas~~

~~2.5.2 Write applications and resumes that:~~

- ~~• provide clear and purposeful information and address the intended audience appropriately~~
 - ~~• modify language and tone to achieve intended effects and aid comprehension~~
- ~~• follow a conventional style for the type of document (e.g., resume, memorandum)~~

~~2.5.3 Write technical documents, procedures, or process papers that:~~

- ~~• focus on logic~~
- ~~• give examples~~
- ~~• anticipate readers' misunderstandings~~

~~2.5.4 Write in-depth responses to literature that:~~

- ~~• demonstrate a comprehensive understanding of the significant ideas in works of passages~~
- ~~• analyze the use of imagery, language, universal themes, and unique aspects of text~~
- ~~• support important ideas and viewpoints through accurate and detailed references to the text and to other works~~

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- ~~• demonstrate an understanding of the author's use of stylistic devices and an appreciation of the effects created~~
- ~~• identify and assess the impact of perceived ambiguities, nuances, and complexities within the text~~

WRITING

For students, writing is a key means of asserting and defending claims, showing what they know about a subject, and conveying what they have experienced, imagined, thought, and felt. To be college- and career-ready writers, students must take task, purpose, and audience into careful consideration, choosing words, information, structures, and formats deliberately. They need to know how to combine elements of different kinds of writing – for example, to use narrative strategies within an argument and explanation within narrative – to produce complex and nuanced writing. They need to be able to use technology strategically when creating, refining, and collaborating on writing. They have become adept at gathering information, evaluating sources, and citing material accurately, reporting findings from their research and analysis of sources in a clear and cogent manner. They

must have the flexibility, concentration, and fluency to produce high-quality first-draft text under a tight deadline as well as the capacity to revisit and make improvements to a piece of writing over multiple drafts when circumstances encourage or require it. (CCSS-ELA)

Content Standards

1. Write arguments to support claims in an analysis of substantive topics or texts, using valid reasoning and relevant and sufficient evidence.

a. Introduce precise, knowledgeable claim (s), establish the significance of the claim (s), distinguish the claim (s) from alternate or opposing claims, and create an organization that logically sequences claim (s), counter claims, reasons, and evidence.

b. Develop claim (s) and counterclaims fairly and thoroughly, supplying the most relevant evidence for each while pointing out the strengths and limitations of both in a manner that anticipates the audience’s knowledge level, concerns, values, and possible biases.

c. Use words, phrases, and clauses as well as varied syntax to link the major sections of the text, create cohesion, and clarify the relationships between claim (s) and reasons, between reasons and evidence, and between claim(s) and counterclaims.

d. Establish and maintain a formal style and objective tone while attending to the norms and conventions of the discipline in which they are writing

e. Provide a concluding statement or section that follows from and supports the argument presented.

f. Use specific rhetorical devices to support assertions (e.g. appeal to logic through reasoning; appeal to emotion or ethical belief; relate a personal anecdote, case study, or analogy).

Suggested Practices

- Write an analytical essay making a sophisticated claim supported with relevant textual evidence, employing a structure appropriate to successful support of the argument.
- Synthesize, analyze, and organize a variety of texts in writing. Create a claim which establishes an original and unified perspective using evidence from all texts.
- Utilize academic and engaging style and syntax while maintaining formal diction, effective transitions, and sentence variety.

Sample Unit Assignment

Students will develop a claim and an argument based on the novel *Brave New World* (or other pre approved text). Students should address the questions: Why do the characters and people in the texts take the risks they do? What do they learn from their risk-taking experiences? Students will synthesize ideas in a fully developed argument essay by preparing and presenting an argument about the importance of taking risks in life.

<p>2. Write informative/explanatory texts to examine and convey complex ideas, concepts, and information clearly and accurately through the effective selection, organization, and analysis of content.</p> <p>a. Introduce a topic or thesis statement; organize complex ideas, concepts, and information so that each new element builds on that which precedes it to create a unified whole; include formatting (e.g., headings) graphics (e.g., figures, tables), and multimedia when useful to aiding comprehension. CA</p> <p>b. Develop the topic thoroughly by selecting the most significant and relevant facts, extended definitions, concrete details, quotations, or other information and examples appropriate to the audience’s knowledge of the topic.</p> <p>c. Use appropriate and varied transitions and syntax to link the major sections of the text, create cohesion, and clarify the relationships among complex ideas and concepts.</p> <p>d. Use precise language, domain-specific vocabulary, and techniques such as metaphor, simile, and analogy to manage the complexity of the topic</p> <p>e. Establish and maintain a formal style and objective tone while attending to the norms and conventions of the discipline in which they are writing.</p> <p>f. Provide a concluding statement or section that follows from and supports the information or explanation presented (e.g., articulation implications or the significance of the topic).</p>	<ul style="list-style-type: none"> • Create short and extended informative/expository assignments, such as: research reports, speeches, rhetorical compositions, definition essays, letters, instructions and manuals, and interviews.
<p>Sample Unit Assignment:</p> <p>Students will create a presentation to multiple audiences and use digital media to enhance the presentation. Students should demonstrate their deep analysis of the different approaches Franklin Delano Roosevelt (or a different historical figure) used to with different audiences to persuade them of the importance of going to war.</p>	
<p>3. Write narratives to develop real or imagined experiences or events using effective technique, well-chosen details, and well-structured event sequences.</p> <p>a. Engage and orient the reader by setting out a problem, situation, or observation and its significance, establishing one or</p>	<ul style="list-style-type: none"> • Write to convey personal experiences, either real (nonfiction – autobiography, biography or memoir) or imaginary (fiction) that entertains, instructs and/or informs. Types of narrative include journals, learning logs, personal narrative (college/ reflective essays), autobiographical

<p>multiple point(s) of view, and introducing a narrator and/or characters; create a smooth progression of experiences or events.</p> <p>b. Use narrative techniques, such as dialogue, pacing, description, reflection, and multiple plot lines, to develop experiences, events, and /or characters.</p> <p>c. Use a variety of techniques to sequence events so that they build on one another to create a coherent whole and build toward a particular tone and outcome (e.g., a sense of mystery, suspense, growth, or resolution).</p> <p>d. Use precise words and phrases, telling details, and sensory language to convey a vivid picture of the experiences, events, setting, and/or characters.</p> <p>e. . Provide a conclusion that follows from and reflects on what is experienced, observed, or resolved over the course of the narrative.</p>	<p>incidents, monologues, and proposals.</p> <ul style="list-style-type: none"> ● Use a variety of appropriate narrative techniques, such as varied point of view, setting, character, dialogue, and description with sensory language to convey a vivid impression. ● Smaller formative assessments may include: original short stories, character emulation (e.g. writing in the voice of a character), and/or writing scenes from literature from different characters’ perspectives.
<p>4. Produce clear and coherent writing in which the development, organization, and style are appropriate to task, purpose, and audience.</p>	<ul style="list-style-type: none"> ● Write pieces demonstrating appropriate awareness of: Subject, Occasion, Audience, Purpose, Speaker, Tone (“SOAPSTone”).
<p>Sample Unit Assignment</p> <p>Students will write a narrative to develop an imagined perspective and events. The essay should depict the writer’s choices regarding the development of a story and the introduction of characters, plot and other story structures.</p>	
<p>5. Develop and strengthen writing as needed by planning, revising, editing, rewriting, or trying a new approach, focusing on addressing what is most significant for a specific purpose and audience.</p>	<ul style="list-style-type: none"> ● Demonstrate knowledge of and implementation of the writing process, including prewriting, drafting, and editing. Assignments might include: Peer editing, editing for brevity, and self-editing multiple drafts, including evaluating word choice, eliminating deadwood, and adding/streamlining transitional words and phrases.
<p>6. Use technology, including the Internet, to produce, publish, and update individual or shared writing products in response to ongoing feedback, including new arguments or information</p>	<ul style="list-style-type: none"> ● Create collaborative editing groups through Google Docs or Turnitin.com ● Employ various publishing tools such as Google tools, EasyBib, Noodle Tools, and spell check to refine documents.
<p>7. Conduct short as well as more sustained</p>	<ul style="list-style-type: none"> ● Develop a research question on a topic, find

<p>research projects to answer a question (including a self-generated question) or solve a problem; narrow or broaden the inquiry when appropriate; synthesize multiple sources on the subject, demonstrating understanding of the subject under investigation</p>	<p>multiple sources, synthesize, and write about a subject in short or longer pieces. Create presentations on background or other topics in relation to other fiction or nonfiction texts, or history, in order to provide understanding of the context of a work or theme.</p>
<p>8. Gather relevant information from multiple authoritative print and digital sources, using advanced searches effectively; assess the strengths and limitations of each source in terms of the task, purpose, and audience; integrate information into the text selectively to maintain the flow of ideas, avoiding plagiarism and overreliance on any one source and following a standards format for citations including footnotes and endnotes.</p>	<ul style="list-style-type: none"> Independently utilize library, librarian, and other resources to research and find relevant sources, and create a piece of writing that integrates those sources, using a properly formatted document and Works Cited page (e.g., MLA).
<p>9. Draw evidence from literary or informational texts to support analysis, reflection, and research. a. Apply grades 11-12 Reading standards to literature (e.g. “Demonstrate knowledge of eighteenth-, nineteenth-, and early-twentieth century foundational works of American literature, including how two or more texts from the same period treat similar themes or topics”). b. Apply grades 11-12 Reading standards to literary nonfiction (e.g. “delineate and evaluate the reasoning in seminal U.S. texts, including the application of constitutional principles and use of legal reasoning (e.g., in U.S. Supreme Court Case majority of opinions and dissent(s) and the premises, purposes, and arguments in works of public advocacy (e.g. The Federalist, presidential address)</p>	<ul style="list-style-type: none"> Write a piece relating one text to another text, making competent and credible arguments about the way in which allusions or sources affect the other text.
<p>10. Write routinely over extended time frames (time for research, reflection, and revision) and shorter time frames (a single sitting or a day or two) for a range of tasks, purposes, and audiences.</p>	<ul style="list-style-type: none"> Write pieces of diverse lengths and for different purposes. Examples include journals, quick-writes, text in project slides, personal narratives, in-class essays, mini-essays, extended essays, term papers, and large research projects.
<p>Sample Unit Assignment:</p> <p>Students will research and produce a career analysis presentation that highlights a career of interest and examines the history or the job or career. They will discuss the evolution of productivity and accountability and evaluate how they would find a balance as a practitioner in the field. Students will write a fully developed research paper on the career and give a 3-5 minute presentation on what they researched and</p>	

learned about the career that they chose to research.

WRITTEN AND ORAL ENGLISH LANGUAGE CONVENTIONS

2.6 Written and Oral English Language Conventions

Manuscript Form:

2.6.1 Demonstrate appropriate formal manuscript requirements in writing (e.g., *Modern Language Association Handbook MLA*)

LANGUAGE CONVENTIONS

To be college and career ready in language, students must have firm control over the conventions of standard English. At the same time, they must come to appreciate that language is at least as much a matter of craft as of rules and be able to choose words, syntax, and punctuation to express themselves and achieve particular functions and rhetorical effects. They must also have extensive vocabularies, built through reading and study, enabling them to comprehend complex texts and engage in purposeful writing about and conversations around content. They need to become skilled in determining or clarifying the meaning of words and phrases they encounter, choosing flexibly from an array of strategies to aid them. They must learn to see an individual word as part of a network of other words— words, for example, that have similar denotations but different connotations. The inclusion of Language standards in its own strand should not be taken as an indication that skills related to conventions, effective language use, and vocabulary are unimportant to reading, writing, speaking, and listening; indeed, they are inseparable from such contexts. (CCSS-ELA)

Content Standards	Suggested Practices
1. Demonstrate command of the conventions of standard English grammar and usage when writing or speaking. a. Apply the understanding that usage is a matter of convention, can change over time, and is sometimes contested. b. Resolve issues of complex or contested usage, consulting references (e.g., Merriam-Webster’s Dictionary of English Usage, Garner’s Modern American Usage) as needed.	<ul style="list-style-type: none"> ● Use language appropriately when writing and speaking ● Use appropriate resources for mastery of language complexity
2. Demonstrate command of the conventions of standard English capitalization, punctuation, and spelling when writing. a. Observe hyphenation conventions. b. Spell correctly	<ul style="list-style-type: none"> ● Mastery of appropriate punctuation for complex/compound sentences
3. Apply knowledge of language to	<ul style="list-style-type: none"> ● Mastery of syntax as a technique for

<p>understand how language functions in different contexts, to make effective choices for meaning or style, and to comprehend more fully when reading or listening.</p> <p>a. Vary syntax for effect, consulting references (e.g., Tufte's Artful Sentences) for guidance as needed; apply an understanding of syntax to the study of complex texts when reading</p>	<p>communication</p> <ul style="list-style-type: none"> ● Understanding language appropriateness in all levels of communication (speaking/listening, writing, reading)
<p>4. Determine or clarify the meaning of unknown and multiple-meaning words and phrases based on grades 11–12 reading and content, choosing flexibly from a range of strategies.</p> <p>a. Use context (e.g., the overall meaning of a sentence, paragraph, or text; a word's position or function in a sentence) as a clue to the meaning of a word or phrase.</p> <p>b. Identify and correctly use patterns of word changes that indicate different meanings or parts of speech (e.g., conceive, conception, conceivable). Apply knowledge of Greek, Latin, and Anglo-Saxon roots and affixes to draw inferences concerning the meaning of scientific and mathematical terminology. CA</p> <p>c. Consult general and specialized reference materials (e.g., college-level dictionaries, rhyming dictionaries, bilingual dictionaries, glossaries, thesauruses), both print and digital, to find the pronunciation of a word or determine or clarify its precise meaning, its part of speech, its etymology, or its standard usage. CA</p> <p>d. Verify the preliminary determination of the meaning of a word or phrase (e.g., by checking the inferred meaning in context or in a dictionary)</p>	<ul style="list-style-type: none"> ● Identify context clues in order to discern meaning of words ● Identify how and why words can have multiple meanings focusing on origins and meanings of scientific and mathematical terminology.
<p>5. Demonstrate understanding of figurative language, word relationships, and nuances in word meanings.</p> <p>a. Interpret figures of speech (e.g., hyperbole, paradox) in context and analyze their role in the text.</p> <p>b. Analyze nuances in the meaning of words with similar denotations.</p>	<ul style="list-style-type: none"> ● Master annotation text to identify and interpret figurative language, figures of speech and other literary devices; focus on rhetorical elements (e.g., hyperbole and paradox)
<p>6. Acquire and use accurate general academic and domain-specific words and phrases, sufficient for reading, writing,</p>	<ul style="list-style-type: none"> ● Demonstrate the mastery of sophisticated vocabulary ● Assess multiple words/phrases for

speaking, and listening at the college and career readiness level; demonstrate independence in gathering vocabulary knowledge when considering a word or phrase important to comprehension or expression.	appropriate usage (e.g., rhetorical shift, idiom, euphemism)
<p>Sample Unit Assignment Weekly Language and Vocabulary Journal Students will maintain a language and vocabulary journal. In this journal, students will reflect and log progress as they are taught word origin with vocabulary. Greek and Latin roots surround us on a daily basis. Words like "geography," "astronomy," and "biology" all are based in Latin. Giving students the building blocks of language can help them formulate a better and deeper understanding of their language. They will have a better grasp of complex vocabulary and will even be better foreign language learners.</p>	

LISTENING AND SPEAKING

2.7 Listening and Speaking Strategies

Comprehension:

~~2.7.1 Participate in class discussion, making points clearly, qualifying ideas, and synthesizing the development of a point made by one speaker and restated or elaborated upon by at least one other speaker~~

~~2.7.2 Identify points made by speakers in class discussion or in media presentations, verifying or questioning source material used to substantiate points, and adding specific information or additional source material to substantiate or qualify points made~~

Organization and Delivery of Oral Communication:

~~2.7.3 Use organizational devices for clarity, force, and aesthetic effect (e.g., rhetorical strategies, questions, concrete and figurative language, and appropriate visual/multi-media aids)~~

~~2.7.4 Select, read aloud, or recite, and interpret a literary passage which fits into a theme or pattern discussed, to demonstrate an understanding of meaning (e.g., may include aesthetic effect using gesture, movement, vocalization, and artistic staging)~~

Analysis and Evaluation of Oral Media Communication:

~~2.7.5 Analyze and critique the impact of a speaker or the media on the audience. Consider diction, syntax, purpose, persuasion, and organization~~

Analysis and Evaluation of Oral Media Communication:

2.8 Speaking Applications (Genres and Their Characteristics)

~~2.8.1 Research and present informational or interpretive investigations, exposition, narration, description, persuasion, or some combination of these to support the main thesis (e.g., reports on author, literary and historical periods, individual works of fiction and non-fiction on a variety of topics, including self-selected ones, based on primary and secondary sources)~~

SPEAKING and LISTENING

To be college and career ready, students must have ample opportunities to take part in a variety of rich, structured conversations—as part of a whole class, in small groups, and with a partner—built around important content in various domains. They must be able to contribute appropriately to these conversations, make comparisons and contrasts, and analyze and synthesize a multitude of ideas according to the standards of evidence appropriate to a particular discipline. Whatever their intended major or profession, high school graduates will depend heavily on their ability to listen attentively to others so that they are able to build on others’ meritorious ideas while expressing their own clearly and persuasively.

New technologies have broadened and expanded the role that speaking and listening play in acquiring and sharing knowledge and have tightened the link to other forms of communication. The Internet has accelerated the speed at which connections between speaking, listening, reading, and writing can be made, requiring that students be ready to use these modalities nearly simultaneously. Technology itself is changing quickly, creating a new urgency for students to be adaptable in response to changes.

Content Standards

1. Initiate and participate effectively in a range of collaborative discussions (one-on-one, in groups, and teacher-led) with diverse partners on grades 11-12 topics, texts, and issues, building on others’ ideas and expressing their own clearly and persuasively.
 - a. Come to discussions prepared, having read and researched material under study; explicitly draw on that preparation by referring to evidence from texts and other research on the topic or issue to stimulate a thoughtful, well-reasoned exchange of ideas.
 - b. Work with peers to promote civil, democratic discussions and decision-making, set clear goals and deadlines, and establish individual roles as needed.
 - c. Propel conversations by posing and responding to questions that probe reasoning

Suggested Practices

- Examples include informally pair-sharing ideas in order to transition into formal whole class discussions and paraphrasing in order to respond thoughtfully, pre-writing / journaling to generate ideas for discussion, small-group reading of a literary work to prepare for larger-group discussion
- Read and annotate texts in order to determine author’s main idea, purpose and style and/or build claims and questions to initiate classroom discussion

<p>and evidence; ensure a hearing for a full range of positions on a topic or issue; clarify, verify, or challenge ideas and conclusions; and promote divergent and creative perspectives.</p> <p>d. Respond thoughtfully to diverse perspectives; synthesize comments, claims, and evidence made on all sides of an issue; resolve contradictions when possible; and determine what additional information or research is required to deepen the investigation or complete the task.</p>	
<p>2. Integrate multiple sources of information presented in diverse formats and media (e.g., visually, quantitatively, orally) in order to make informed decisions and solve problems, evaluating the credibility and accuracy of each source and noting any discrepancies among the data</p>	<ul style="list-style-type: none"> ● Identify and analyze different characteristics of sources to evaluate the credibility and accuracy of the information in the sources.
<p>3. Evaluate a speaker’s point of view, reasoning, and use of evidence and rhetoric, assessing the stance, premises, links among ideas, word choice, points of emphasis, and tone used</p>	<ul style="list-style-type: none"> ● Evaluate point-of-view in order to determine subjectivity versus objectivity. ● Close-read passages in order to draw conclusions and make assertions about point-of-view.
<p>4. Present information, findings, and supporting evidence (e.g., reflective, historical investigation, response to literature presentations), conveying a clear and distinct perspective and a logical argument, such that listeners can follow the line of reasoning, alternative or opposing perspectives are addressed, and the organization, development, substance, and style are appropriate to purpose, audience, and a range of formal and informal tasks. Use appropriate eye contact, adequate volume, and clear pronunciation. CA</p> <p>a. Plan and deliver a reflective narrative that: explores the significance of a personal experience, event, or concern; uses sensory language to convey a vivid picture; includes appropriate narrative techniques (e.g., dialogue, pacing, description); and draws comparisons between the specific incident and broader themes. (11th or 12th grade) CA</p> <p>b. Plan and present an argument that: supports a precise claim; provides a logical sequence for claims, counterclaims, and</p>	<ul style="list-style-type: none"> ● Present speeches, participate in Socratic Seminars, and deliver informal/formal presentations or recitations with appropriate delivery using effective public speaking techniques. ● Consider purpose, audience, and occasion when preparing for speaking assignments and opportunities.

<p>evidence; uses rhetorical devices to support assertions (e.g., analogy, appeal to logic through reasoning, appeal to emotion or ethical belief); uses varied syntax to link major sections of the presentation to create cohesion and clarity; and provides a concluding statement that supports the argument presented.</p>	
<p>5. Make strategic use of digital media (e.g., textual, graphical, audio, visual, and interactive elements) in presentations to enhance understanding of findings, reasoning, and evidence and to add interest.</p>	<ul style="list-style-type: none"> ● Use electronic devices to enhance informal and formal presentations. For example: adding videos, images, or other multimedia to projects.
<p>6. Adapt speech to a variety of contexts and tasks, demonstrating a command of formal English when indicated or appropriate.</p>	<ul style="list-style-type: none"> ● Participate in formal class discussions, Socratic Seminars, speeches, dramatic performances and presentations. ● Adapt vernacular to context (formal or informal)
<p>Sample Unit Assignment</p> <p>1) Watch this clip on how the Beauty industry creates Mannequins. Then write a response to the following question. http://www.pbs.org/pov/34x25x36/video/jesse-epstein/</p> <p>Do you agree that the mannequins shown in the film represent the ideal woman's body. Why or why not? How might the ideal of beauty represented by the mannequins get people to make purchases?</p> <p>2) Watch this Ted Talk by model Cameron Russell. Then write a response to the following questions. https://www.ted.com/talks/cameron_russell_looks_aren_t_everything_believe_me_i_m_a_model#t-522295</p> <p>What are your reactions to these images? How accurately do Russell's modeling pictures reflect her everyday appearance? Does seeing these contrasting images change the way you think about pictures of models found in magazines? Why or why not?</p> <p>3) Find a recent advertisement from a magazine, television and/or the Internet and identify the messages about body image that these advertisements are sending. Include a link or a picture of the advertisement for other students to view.</p> <p>4.) Create a 3-5 minute presentation that identifies the ways in which the beauty industry affects consumers.</p>	

3. CONTENT OUTLINE

~~In general, courses are presented with either literature, vocabulary, grammar, usage and/or composition as~~

the organizing factors. Typical units of study use as the title and the unifying element the following: a literary concept such as genre, theme, historical period, author or title with skill development areas such as grammar, usage, composition, or vocabulary. Representative units for English are as follows:

In general, courses are presented with either literature and/or composition as the organizing factors. Typical units of study use as the title and the unifying element the following: a literary concept such as genre, theme, historical period, author or title with skill development areas such as grammar, usage, composition, or vocabulary. Representative units for English are as follows:

3.1 Reading

3.1.1 Literary themes (this list is not exhaustive, and can draw from a variety of genres):

- Individual and his/her place in society
Chinua Achebe *Things Fall Apart*
Henrik Ibsen *A Doll's House*
- Fate and free will
Emily Bronte *Wuthering Heights*
Sophocles *Oedipus Rex*
- The nature of justice
W. Shakespeare *Hamlet*
Macbeth
Sophocles *Antigone*
- Search for identity
Herman Hesse *Siddhartha*
Erich Remarque *All Quiet on the Western Front*

3.2 Writing

~~3.2.1 Writing process including pre-writing, multiple drafts, and revision~~

~~3.2.2 Types of compositions may include:~~

- expository (reflective, analytical)
- technical (resume, applications)
- research-based

3.3 Skill development

3.3.1 Vocabulary

3.3.2 Grammar review

3.3.3 Analysis and critical thinking

3.3.4 Rhetoric

3.4 Listening and speaking skills

~~3.4.1 Individual and group presentations~~

~~3.4.2 Discussion~~

4. TIME ESTIMATES

~~4.1 Most literature units last from three to six weeks~~

~~4.2 Skill units may be intensive, lasting a week or two, or may be reviewed over a semester or a year~~

- Most units last from three to five weeks
- Units may be intensive, lasting a week or two, or may be taught periodically over a semester or a year

5. INSTRUCTIONAL MATERIALS

~~5.1 District-adopted texts~~

~~5.2 Supplementary materials~~

~~5.3 Multi-media technology and materials related to district curriculum~~

COURSE MATERIALS

Title	Publisher	Date
Timeless Voices, Timeless Themes - The British Tradition	Prentice Hall	2000
<u>ELA/ELD Framework</u>	California Department of Education	2016
<u>ELA Content Standards/CCSS</u>	California Department of Education	2000
http://www.pbs.org/pov/34x25x36/video/jesse-epstein/	PBS	
https://www.ted.com/talks/cameron_russell_looks_aren_t_everything_believe_me_i_m_a_model#t-522295	TedTalk	

- Supplemental Online Curriculum (eg; Apex)
- Teacher support resources can also be found in the [Educational Services Website](#).
- Master List of MDUSD High School Core and Extended Core List [HERE](#)- (Last revised 2/10/10)

- **NOTE:** This list shall be revised and brought before the Board of Education for approval in the 2021-22 school year.

6. EVALUATION OF STUDENT PROGRESS

6.1 Classwork/homework

6.2 Quizzes

6.3 Tests

6.4 Class discussions

6.5 Compositions

6.6 Projects (individual/collaborative)

~~6.7 Oral presentations~~

~~6.8 Rubrics~~

~~6.9 Peer evaluations~~

~~6.10 Self evaluation~~

~~6.11 Portfolios~~

Assessment Methods:

- Formative Assessment
- Summative Assessment
- **Reading Literature / Informational Text**
 - Claim-based writing
 - Summaries
 - Response journals
 - Tests and quizzes
 - Class discussions
 - Socratic Seminars
 - Philosophical Chairs
 - Student presentations
 - Extension activities requiring research and real-world connections
- **Writing**
 - Quickwrites
 - Analytical / Literary essays
 - Argumentative / Persuasive essays

- Positions papers
- Compare / Contrast papers
- Reflective essays
- Synthesis essays
- Narrative writing
- Informative writing
- Biographical writing
- Portfolio
- Editorials
- Blogs
- Journal responses

- **Language**
 - Formal writing
 - Class discussion
 - Tests or Quizzes
 - Presentations
 - Annotated Essays

- **Speaking and Listening**
 - Speeches
 - Socratic Seminar
 - Fishbowl
 - Pair-Share
 - Small group discussion
 - Dramatic recitations of texts
 - Formal presentation (individual, partner, or small group)
 - Debate (formal/informal)

Committee Members:

~~Jan Bergamini Retired
 Danice Bordette Concord High School Mary Butler
 College Park High School Evie Groch Curriculum
 Specialist Barbara Lamberti Mt. Diablo High
 School Steve McCoy Mt. Diablo High School Jed
 Morrow Ygnacio Valley High School Jim Neel
 Olympic High School Julie Tracy Clayton Valley
 High School~~

College Now: Miranda Broder, Teacher
 College Park: Adam Huntley, Teacher

Concord:	Elizabeth Herring, Teacher Gabrielle Murphy, Teacher
Mt. Diablo High:	Ruben Quinones, Teacher Tyler Mintzer, Teacher
Dent Center:	Susan Hartwig, Curriculum Specialist
Willow Creek:	Jeanne Johnson, Instructional Coach Jodi Masongsong, Instructional Coach