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Definitions

CALPADS	California Longitudinal Pupil Achievement Data System
CTE Technical Prep	A course within a CTE technical career pathway or program that has been articulated with a postsecondary education or through an apprenticeship program of at least 2 years following secondary instruction.
Instructional Level Code	Represents a nonstandard instructional level at which the content of a specific course is either above or below a 'standard' course instructional level. These levels may be identified by the actual level of instruction or identified by equating the course content and level of instruction with a state or nationally recognized advanced course of study, such as IB or AP.
Instructional Level Honors, UC Certified	Includes all AP courses.
Instructional Level Honors, non UC Certified	Requires Board approval.
Instructional Level College	Includes ACE courses. Equivalent to college course and content, but not an AP course. Not related to section, but to course.

EDUCATIONAL SERVICES

Course Title: English 4 – The World of Shakespeare #0127

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EDUCATIONAL SERVICES

Department: **English**Course Title: **English 4 - The World of Shakespeare**Course Number: **#0127**Unit Title: **Comedies****Content Area Standards** (Please identify the source): List content standards students will master in this unit.

RS 11-12: 1-7, 10

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.
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.
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).
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.)
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.
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).
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. (Include at least one play by Shakespeare and one play by an American dramatist.)
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.

By the end of grade 12, read and comprehend literature, including stories, dramas, and poems, at the high end of the grades 11–CCR text complexity band independently and proficiently.

RSIT 11-12: 2-6

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.
3. Analyze a complex set of ideas or sequence of events and explain how specific individuals, ideas, or events interact and develop over the course of the text.
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 (e.g., how Madison defines *faction* in *Federalist* No. 10). **(See grade 11–12 Language standards 4–6 for additional expectations.) CA**
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. CA**
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.

WS 11-12: 1a-f, 4-5, 7-8, 10

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), counterclaims, 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). CA

4. Produce clear and coherent writing in which the development, organization, and style are appropriate to task, purpose, and audience. (Grade-specific expectations for writing types are defined in standards 1–3 above.)

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. (Editing for conventions should demonstrate command of Language standards 1–3 up to and including grades 11–12.)

7. Conduct short as well as more sustained 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.

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 standard format for citation **including footnotes and endnotes. CA**

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.

SLS 11-12: 1a-d, 2

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 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.
- 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.

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.

LS 11-12: 1-6

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.

2. Demonstrate command of the conventions of standard English capitalization, punctuation, and spelling when

writing.

- a. Observe hyphenation conventions.
 - b. Spell correctly.
3. Apply knowledge of language to understand how language functions in different contexts, to make effective choices for meaning or style, and to comprehend more fully when reading or listening.
- 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.
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.
- 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.
 - 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**
 - 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**
 - 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).
5. Demonstrate understanding of figurative language, word relationships, and nuances in word meanings.
- a. Interpret figures of speech (e.g., hyperbole, paradox) in context and analyze their role in the text.
 - b. Analyze nuances in the meaning of words with similar denotations.
6. Acquire and use accurately general academic and domain-specific words and phrases, sufficient for reading, writing, 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.

Unit Outline: A detailed descriptive summary of all topics covered in the unit. Explain what the students will learn, know and be able to do.

After reading the play, students will make careful observations of textual detail (plot, character motivation, themes, and Shakespeare's use of language) and establish connections among their observations, and draw from those connections a series of inferences leading to an interpretive conclusion about the meaning and value the plays. In addition, the students will examine the comic vision which can be seen through different themes. Some of the themes are as follows:

- a. A community working a way out to renew itself.
- b. The cyclical motion of renewal
- c. Exploration of human follies and foolishness.
- d. Exploration of the eternal nature of life.

As an introduction to the unit, the students will read informational texts that support the theme of human failings and comedy to create and sustain arguments based on readings, research and/or personal experience.

Instructional Strategies: Indicate how the Instructional Strategies support the delivery of the curriculum and the course goals. Indicate how assignments support the Common Core State Standards.

Using direct instruction, in class reading and impromptu acting, collaborative group assignments, jigsaw activities, and other available technology to engage students in-depth analysis of the comic vision. Teachers will incorporate standards into lessons relating to *Taming of the Shrew* and *Twelfth Night*

Assessments: Describe the Formative and Summative assessments that will be used to demonstrate learning and mastery of the standards.

Many of the activities during the unit will provide opportunities for assessment of student learning. Some of these activities include both summative and formative assessments. The teacher may select from any of the following: Dialectical journals, journal writes, quizzes, Socratic seminars, debates, student presentations, group presentations, literature circles, persuasive essays, analytical essays, expository presentations, quick writes, reading logs, informal quizzes, graded discussions.

Interventions: Describe methods used to support students who fail to master unit Formative and Summative assessments. Students will have many opportunities to demonstrate their understanding. Seniors get to select their fourth year English class, so the students come in with an interest in the subject. However, if students need additional support modification of reading pace and an opportunity to work with the teacher one-on-one and successful peers is an option. In addition, the teacher may select essay revision, Academic Recovery, Intersession, lesson repetition, or scaffolding. For Special Education students, books-on-tape provides extra support.

EDUCATIONAL SERVICES

Department: **English**

Course Title: **English 4 - The World of Shakespeare**

Course Number: **#0127**

Unit Title: **The Later Plays**

Content Area Standards (Please identify the source): List content standards students will master in this unit.

RS 11-12: 1-7, 10
RI 11-12: 2-6
WS 11-12: 1a-f or 2a-f
WS 11-12: 4-5, 7-8, 10
SL 11-12: 1a-d, 2

Unit Outline: A detailed descriptive summary of all topics covered in the unit. Explain what the students will learn, know and be able to do.

After reading the play, students will make careful observations of textual detail (plot, character motivation, themes, and Shakespeare's use of language) and establish connections among their observations, and draw from those connections a series of inferences leading to an interpretive conclusion about the meaning and value the plays. Shakespeare's later plays combined elements of both tragedy and comedy with an ending in redemption, so students will compare these plays to the plays read previously to examine the how the elements work together to create an entertaining production as well as a thoughtful commentary on life.

Instructional Strategies: Indicate how the Instructional Strategies support the delivery of the curriculum and the course goals. Indicate how assignments support the Common Core State Standards.

Using direct instruction, in class reading and impromptu acting, collaborative group assignments, jigsaw activities, and other available technology to engage students in-depth analysis of the comic vision. Teachers will incorporate standards into lessons relating to The Winter's Tale, and/or The Tempest.

Assessments: Describe the Formative and Summative assessments that will be used to demonstrate learning and mastery of the standards.

Many of the activities during the unit will provide opportunities for assessment of student learning. Some of these activities include both summative and formative assessments. The teacher may select from any of the following: Dialectical journals, journal writes, quizzes, Socratic seminars, debates, student presentations, group presentations, literature circles, persuasive essays, analytical essays, expository presentations, quick writes, reading logs, informal quizzes, graded discussions.

Interventions: Describe methods used to support students who fail to master unit Formative and Summative assessments.

Students will have many opportunities to demonstrate their understanding. Seniors get to select their fourth year English class, so the students come in with an interest in the subject. However, if students need additional support modification of reading pace and an opportunity to work with the teacher one-on-one and successful peers is an option. In addition, the teacher may select essay revision, Academic Recovery, Intersession, lesson repetition, or scaffolding. For Special Education students, books-on-tape provides extra support.

EDUCATIONAL SERVICES

Department: **English**

Course Title: **English 4 - The World of Shakespeare**

Course Number: **#0127**

Unit Title: **Tragedies**

Content Area Standards (Please identify the source): List content standards students will master in this unit.

RS 11-12: 1-7, 10

RI 11-12: 2-6

WS 11-12: 1a-f or 2a-f

WS 11-12: 4-5, 7-8, 10

SL 11-12: 1a-d, 2

Unit Outline: A detailed descriptive summary of all topics covered in the unit. Explain what the students will learn, know and be able to do.

After reading the play, students will make careful observations of textual detail (plot, character motivation, themes, and Shakespeare's use of language) and establish connections among their observations, and draw from those connections a series of inferences leading to an interpretive conclusion about the meaning and value the play. In studying tragedy, the students will examine the tragic vision which can be seen through different themes. Some of the themes are as follows:

- a. An individual struggles to control the circumstances of his/her existence.
- b. Exploration of human short comings and mortality.
- c. Resolution of conflict and order through the mortal nature of life.

In addition, students will create and sustain arguments after reading essays/informational texts that support the theme of human failings.

Instructional Strategies: Indicate how the Instructional Strategies support the delivery of the curriculum and the course goals. Indicate how assignments support the Common Core State Standards.

Using direct instruction, in class reading and impromptu acting, collaborative group assignments, jigsaw activities, and other available technology to engage students in-depth analysis of the comic vision. Teachers will incorporate standards into lessons relating to Othello, Macbeth, Hamlet, King Lear.

Assessments: Describe the Formative and Summative assessments that will be used to demonstrate learning and mastery of the standards.

Many of the activities during the unit will provide opportunities for assessment of student learning. Some of these activities include both summative and formative assessments. The teacher may select from any of the following: Dialectical journals, journal writes, quizzes, Socratic seminars, debates, student presentations, group presentations, literature circles, persuasive essays, analytical essays, expository presentations, quick writes, reading logs, informal quizzes, graded discussions.

Interventions: Describe methods used to support students who fail to master unit Formative and Summative assessments.

Students will have many opportunities to demonstrate their understanding. Seniors get to select their fourth year English class, so the students come in with an interest in the subject. However, if students need additional support modification of reading pace and an opportunity to work with the teacher one-on-one and successful peers is an option. In addition, the teacher may select essay revision, Academic Recovery, Intersession, lesson repetition, or scaffolding. For Special Education students, books-on-tape provides extra support.

EDUCATIONAL SERVICES

Department: **English**

Course Title: **English 4 - The World of Shakespeare**

Course Number: **#0127**

Unit Title: **Henry IV**

Content Area Standards (Please identify the source): List content standards students will master in this unit.

RS 11-12: 1-7, 10
RI 11-12: 2-6
WS 11-12: 1a-f or 2a-f
WS 11-12: 4-5, 7-8, 10
SL 11-12: 1a-d, 2

Unit Outline: A detailed descriptive summary of all topics covered in the unit. Explain what the students will learn, know and be able to do.

After reading the play, students will produce expository, analytical, and/or argumentative compositions that introduce a complex central idea and develop it with appropriate evidence drawn from plot, character motivation, themes, and of course Shakespeare's use of language. In studying a history play, the students will examine the how the elements of both tragedy and comedy work together with history to create an entertaining production. In addition, students will read historical account of the Battle of Agincourt or other related essay on the play.

Instructional Strategies: Indicate how the Instructional Strategies support the delivery of the curriculum and the course goals. Indicate how assignments support the Common Core State Standards.

Using direct instruction, in class reading and impromptu acting, collaborative group assignments, jigsaw activities, and other available technology to engage students in-depth analysis of the comic vision. Teachers will incorporate standards into lessons relating to Henry IV.

Assessments: Describe the Formative and Summative assessments that will be used to demonstrate learning and mastery of the standards.

Many of the activities during the unit will provide opportunities for assessment of student learning. Some of these activities include both summative and formative assessments. The teacher may select from any of the following: Dialectical journals, journal writes, quizzes, Socratic seminars, debates, student presentations, group presentations, literature circles, persuasive essays, analytical essays, expository presentations, quick writes, reading logs, informal quizzes, graded discussions.

Interventions: Describe methods used to support students who fail to master unit Formative and Summative assessments.

Students will have many opportunities to demonstrate their understanding. Seniors get to select their fourth year English class, so the students come in with an interest in the subject. However, if students need additional support modification of reading pace and an opportunity to work with the teacher one-on-one and successful peers is an option. In addition, the teacher may select essay revision, Academic Recovery, Intersession, lesson repetition, or scaffolding. For Special Education students, books-on-tape provides extra support.

EDUCATIONAL SERVICES

Department: **English**

Course Title: **English 4 - The World of Shakespeare**

Course Number: **#0127**

Unit Title: **The Sonnets**

Content Area Standards (Please identify the source): List content standards students will master in this unit.

RS 11-12: 1-7, 10

RI 11-12: 2-6

WS 11-12: 1a-f or 2a-f

WS 11-12: 4-5, 7-8, 10

SL 11-12: 1a-d, 2

Unit Outline: A detailed descriptive summary of all topics covered in the unit. Explain what the students will learn, know and be able to do.

After reading several of Shakespeare's sonnets, students will analyze and interpret poetic devices such as imagery, personification, rhythm and tone, and create arguments on how those devices add to the sonnets' meaning. In addition, students will explore and analyze how the sonnet's logical organization of ideas works within the structure of the sonnet format. Students will also analyze Shakespeare's original audience for the sonnets and the message he is discussing. In addition, the students will read critiques of the sonnets and their impact on the English language in order to create and sustain arguments.

Instructional Strategies: Indicate how the Instructional Strategies support the delivery of the curriculum and the course goals. Indicate how assignments support the Common Core State Standards.

Using direct instruction, in class reading and impromptu acting, collaborative group assignments, jigsaw activities, and other available technology to engage students in-depth analysis of the comic vision. Teachers will incorporate standards into lessons relating to sonnets.

Assessments: Describe the Formative and Summative assessments that will be used to demonstrate learning and mastery of the standards.

Many of the activities during the unit will provide opportunities for assessment of student learning. Some of these activities include both summative and formative assessments. The teacher may select from any of the following: Dialectical journals, journal writes, quizzes, Socratic seminars, debates, student presentations, group presentations, literature circles, persuasive essays, analytical essays, expository presentations, quick writes, reading logs, informal quizzes, graded discussions.

Interventions: Describe methods used to support students who fail to master unit Formative and Summative assessments.

Students will have many opportunities to demonstrate their understanding. Seniors get to select their fourth year English class, so the students come in with an interest in the subject. However, if students need additional support modification of reading pace and an opportunity to work with the teacher one-on-one and successful peers is an option. In addition, the teacher may select essay revision, Academic Recovery, Intersession, lesson repetition, or scaffolding. For Special Education students, books-on-tape provides extra support.

EDUCATIONAL SERVICES

Department: **English**

Course Title: **English 4 - The World of Shakespeare**

Course Number: **#0127**

Unit Title: **College Application Unit**

Content Area Standards (Please identify the source): List content standards students will master in this unit.

RI 11-12:4, 7

WS 11-12: 3a-e

WS 11-12: 4-5, 10

Unit Outline: A detailed descriptive summary of all topics covered in the unit. Explain what the students will learn, know and be able to do.

After several reading several reflective essays/articles/poems and reflective exercises, students will write their college application essay or a reflective essay depending upon the student's need. In order for students to write selected reflective piece, the teacher will use different genres of reflection: poetry, quick writes, essays, art, collages. After personal reflection, student will look at profession reflection such as essays and poems. After proper brainstorming, the student will begin drafting their own writing.

Instructional Strategies: Indicate how the Instructional Strategies support the delivery of the curriculum and the course goals. Indicate how assignments support the Common Core State Standards.

Using direct instruction, collaborative group assignments and other available technology to engage students in depth analysis of art of reflection and narration.

Assessments: Describe the Formative and Summative assessments that will be used to demonstrate learning and mastery of the standards.

Many of the activities during the unit will provide opportunities for assessment of student learning. Some of these activities include both summative and formative assessments. The teacher may select from any of the following: Dialectical journals, journal writes, quizzes, Socratic seminars, debates, student presentations, group presentations, literature circles, persuasive essays, analytical essays, expository presentations, quick writes, reading logs, informal quizzes, graded discussions.

Interventions: Describe methods used to support students who fail to master unit Formative and Summative assessments.

Students will have many opportunities to demonstrate their understanding. Seniors get to select their fourth year English class, so the students come in with an interest in the subject. However, if students need additional support modification of reading pace and an opportunity to work with the teacher one-on-one and successful peers is an option. In addition, the teacher may select essay revision, Academic Recovery, Intersession, lesson repetition, or scaffolding. For Special Education students, books-on-tape provides extra support.