

Newport-Mesa Unified School District
Office of Secondary Curriculum and Instruction
High School Course of Study

Course Title	<i>Comp Lit 4AB</i>	Course Code	<i>F0409-F0410</i>
---------------------	---------------------	--------------------	--------------------

Transcript Title:	Comp Lit 4AB		Grades Levels:	12	Board Adoption Date:		May, 2014
Content Area:	English		GPA Scale:	4.0	Date Course Submitted:		April 2014
Credential Req:	Single-Subject English		Graduation Subject Areas:	English			
UC/CSU “A-G” Area Approvals:				School Site that wrote and submitted the course:		Estancia, NHHS, CMHS, CdM, Early College, and Back Bay	
Recommend Skills):	Reading and Writing at grade level						
Next course(s):							

COURSE DESCRIPTION *(catalog summary):*

Comp Lit 4AB is designed to prepare students to engage a diverse array of classic and contemporary works in mediums ranging from text, video, audio, and other multimedia formats. Based on the Common Core Standards, this course provides students with the skills and knowledge to become critical readers and writers by analyzing key ideas and details, craft and structure, and the integration of knowledge and ideas in literature and informational text. This course is an integrated, literature-based program that focuses on exploration of issues relevant to students' lives as adults and productive citizens.

Students will develop their writing skills by examining text types and purposes and by writing arguments, explanatory/informational texts, and narratives. Using the full writing process, students will learn how to produce and distribute quality writing using technology's capacity to produce, publish, and share writing products. Students will conduct short research projects and will participate in a range of collaborative discussions integrating multiple sources of information. This course will advance students' knowledge of the conventions of Standard English and will strengthen vocabulary acquisition and use to prepare students for real life experiences in college and in 21st century careers because their use extends across reading, writing, speaking, and listening.

GOALS *(expected performance outcomes for students):*

Students will:

1. Demonstrate independence by comprehending and evaluating grade-level texts across a range of types and disciplines so that they can construct effective arguments and articulate their own ideas.

Newport-Mesa Unified School District
Office of Secondary Curriculum and Instruction
High School Course of Study

Course Title	<i>Comp Lit 4AB</i>	Course Code	<i>F0409-F0410</i>
---------------------	---------------------	--------------------	--------------------

2. Build strong content knowledge by reading purposefully and listening attentively in order to engage with works of quality and substance.
3. Respond in speaking and writing to the varying demands of audience, task, purpose, and discipline.
4. Engage in open-minded, but discerning conversations surrounding texts in order to question an author's or speaker's assumptions by assessing the veracity of claims and soundness of reasoning.
5. Use and value evidence when supporting their own points in writing and speaking, making their reasoning clear.
6. Use technology and digital media strategically and capably.
7. Appreciate that the twenty-first-century classroom and workplace are settings in which people from often widely divergent cultures and who represent diverse experiences and perspectives must learn and work together.
8. Vicariously inhabit worlds and experiences much different than their own by reading classic and contemporary works of literature representative of a variety of periods, cultures, and worldviews

Adapted from the Common Core "Habits of Mind"

CALIFORNIA CONTENT STANDARDS *(how the course aligns with California and/or national curriculum standards):*

- RL 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.
- RL 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.
- RL 12.3 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).
- RL 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.)
- RL 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.
- RL 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).
- RL 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. (Include at least one play by Shakespeare and one play by an American dramatist.)
- RL 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.

Newport-Mesa Unified School District
Office of Secondary Curriculum and Instruction
High School Course of Study

Course Title	<i>Comp Lit 4AB</i>	Course Code	<i>F0409-F0410</i>
---------------------	---------------------	--------------------	--------------------

RL 12.10 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.

RI 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.

RI 12.2 Determine a central idea of a text and analyze its development over the course of the text, including how it emerges and is shaped and refined by specific details; provide an objective summary of the text.

RI 12.3 Analyze how the author unfolds an analysis or series of ideas or events, including the order in which the points are made, how they are introduced and developed, and the connections that are drawn between them.

RI 12.4 Determine the meaning of words and phrases as they are used in a text, including figurative, connotative, and technical meanings; analyze the cumulative impact of specific word choices on meaning and tone (e.g., how the language of a court opinion differs from that of a newspaper).

RI 12.5 Analyze in detail how an author’s ideas or claims are developed and refined by particular sentences, paragraphs, or larger portions of a text (e.g., a section or chapter).

a. Analyze the use of text features (e.g., graphics, headers, captions) in functional workplace documents.

RI 12.6 Determine an author’s point of view or purpose in a text and analyze how an author uses rhetoric to advance that point of view or purpose.

RI 12.7 Analyze various accounts of a subject told in different mediums (e.g., a person’s life story in both print and multimedia), determining which details are emphasized in each account.

RI 12.8 Delineate and evaluate the argument and specific claims in a text, assessing whether the reasoning is valid and the evidence is relevant and sufficient; identify false statements and fallacious reasoning.

RI 12.9 Analyze seminal U.S. documents of historical and literary significance (e.g., Washington’s Farewell Address, the Gettysburg Address, Roosevelt’s Four Freedoms speech, King’s “Letter from Birmingham Jail”), including how they address related themes and concepts.

RI 12.10 By the end of grade 12, read and comprehend literary nonfiction at the high end of the grades 11–CCR text complexity band independently and proficiently.

W 12.1 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.

Newport-Mesa Unified School District
Office of Secondary Curriculum and Instruction
High School Course of Study

Course Title	<i>Comp Lit 4AB</i>	Course Code	<i>F0409-F0410</i>
---------------------	---------------------	--------------------	--------------------

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).

W 12.2 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.

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.

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.

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.

d. Use precise language, domain-specific vocabulary, and techniques such as metaphor, simile, and analogy to manage the complexity of the topic.

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.

f. Provide a concluding statement or section that follows from and supports the information or explanation presented (e.g., articulating implications or the significance of the topic).

W 12.3 Write narratives to develop real or imagined experiences or events using effective technique, well-chosen details, and well-structured event sequences.

a. Engage and orient the reader by setting out a problem, situation, or observation and its significance, establishing one or multiple point(s) of view, and introducing a narrator and/or characters; create a smooth progression of experiences or events.

b. Use narrative techniques, such as dialogue, pacing, description, reflection, and multiple plot lines, to develop experiences, events, and/or characters.

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).

d. Use precise words and phrases, telling details, and sensory language to convey a vivid picture of the experiences, events, setting, and/or characters.

e. Provide a conclusion that follows from and reflects on what is experienced, observed, or resolved over the course of the narrative.

W 12.4 Produce clear and coherent writing in which the development, organization, and style are appropriate to task, purpose, and audience.

W 12.5 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.)

Newport-Mesa Unified School District
Office of Secondary Curriculum and Instruction
High School Course of Study

Course Title	Comp Lit 4AB	Course Code	F0409-F0410
--------------	--------------	-------------	-------------

W 12.6 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.

W 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.

W 12.8 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

W 12.9 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 opinions and dissents] and the premises, purposes, and arguments in works of public advocacy (e.g., *The Federalist*, presidential addresses)”).

W 12.10 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.

SL 12.1 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.

SL 12.2 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.

SL 12.3 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.

Newport-Mesa Unified School District
Office of Secondary Curriculum and Instruction
High School Course of Study

Course Title	<i>Comp Lit 4AB</i>	Course Code	<i>F0409-F0410</i>
---------------------	---------------------	--------------------	--------------------

SL 12.4 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

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

b. Plan and present an argument that: supports a precise claim; provides a logical sequence for claims, counterclaims, and 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. (11th or 12th grade.) CA

SL 12.5 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.

SL 12.6 Adapt speech to a variety of contexts and tasks, demonstrating a command of formal English when indicated or appropriate.

L 12.1 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.

L 12.2 Demonstrate command of the conventions of standard English capitalization, punctuation, and spelling when writing.

a. Observe hyphenation conventions.

b. Spell correctly.

L 12.3 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.

L 12.4 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.

Newport-Mesa Unified School District
Office of Secondary Curriculum and Instruction
High School Course of Study

Course Title	Comp Lit 4AB	Course Code	F0409-F0410
--------------	--------------	-------------	-------------

- 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).
- L 12.5 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.
- L 12.6 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.

EVALUATION (*how students will be assessed and graded*):

Students will be given a benchmark assessment on a combination of reading for literature standards and reading for information standards at the end of the first quarter and the end of the third quarter. Speaking and listening standards will be assessed through class discussions, Socratic seminars, literary circles, and the Senior Exit Project presentation. Narrative, analytical/informative, and argumentative writing will be assessed throughout the year, with and argumentative essay as the benchmark at the end of quarter two. Writing will be assessed with common rubrics based on the various modalities.

CORE TEXT

Prentice Hall: The British Tradition

SUPPLEMENTAL TEXTS

King Lear, A Doll's House, Indian Killer, Always Running, Brave New World, Fences, The Color Purple, The Importance of Being Earnest, All the Pretty Horses, Death of a Salesman, Wit, The Metamorphosis, Hamlet, Of Love and Shadows, One Flew Over the Cuckoo's Nest, No Exit, Into Thin Air, Bird by Bird, Everything's an Argument, In Cold Blood, The Tragedy of Julius Caesar, The Things They Carried, In the Shadow of Two Towers, The Road, Othello, Writing with Style, Pride and Prejudice, Blind Assassin, Great Expectations, The Unbearable Lightness of Being, The Wave, Assassination Vacation, The Film Club, Blink, Liar's Club, Malcolm X, Oedipus, Brave New World, Frankenstein, Siddhartha, Heart of Darkness, White Noise, Canterbury Tales, House of Spirits, The Namesake, Nickle and Dimed, Ishmael, Dorian Gray, Importance of Being Earnest, Moses of the

Newport-Mesa Unified School District
Office of Secondary Curriculum and Instruction
High School Course of Study

Course Title	<i>Comp Lit 4AB</i>	Course Code	<i>F0409-F0410</i>
---------------------	---------------------	--------------------	--------------------

Mountain, A Prayer for Owen Meany, A Clockwork Orange, Handmaids Tale, Super Sad True Love Story, The Collector, The Turn of the Screw, The Crossing, The Electric Kool Aid Acid Test,

Newport-Mesa Unified School District
Office of Secondary Curriculum and Instruction
High School Course of Study

Course Title	<i>Comp Lit 4AB</i>	Course Code	<i>F0409-F0410</i>
---------------------	---------------------	--------------------	--------------------

Unit 1	Length of Unit: 5 weeks			
	Key Vocabulary	Standards (referenced)	Model Tasks	Tools / Texts
<i>Human Responsibility</i>	Altruism, hedonism, pragmatism, paganism, bystander effect, Relativism, Formalism, Objectivism, "Golden Rule," Judeo-Christian morality Morality/Moral Development Heroism Friendship Justice/Truth Sacrifice	BENCHMARK (November) Reading for Literature <i>Key Ideas and Details</i> RL 12.1 Cite strong and thorough textual evidence to support analysis RL 12.2 Determine two or more themes or central ideas Range of Reading RL 12.10 read and comprehend literature Reading for Information <i>Integration of Knowledge and Ideas</i> RI 12.8 Delineate and evaluate the argument Range of Reading RI 12.10 read and comprehend nonfiction Writing Text Types and Purposes W 12.1 Write arguments Production and Distribution of Writing W 12.5 Develop and strengthen writing Range of Writing W 12.10 Write routinely	Read and annotate, use of study/annotation guides, think/pair/share, close reading, reading quizzes Respond to writing prompts Incorporate both ideological terms and evidence/ideas from text Write an argumentative multi-paragraph essay in MLA format	<i>Prentice Hall: The British Tradition</i> <i>Supplemental Texts: Beowulf</i> <i>All the Pretty Horses</i> <i>Fences</i> <i>Death of a Salesman</i> Selection of non-fiction for explanatory and informational focus

Newport-Mesa Unified School District
Office of Secondary Curriculum and Instruction
High School Course of Study

Course Title	Comp Lit 4AB		Course Code	F0409-F0410
		Language <i>Conventions of Standard English</i> L 12.2 Demonstrate command of the conventions of standard English <i>Vocabulary Acquisition and Use</i> L 12.4 Determine and clarify the meaning of unknown and multiple-meaning words and phrases Speaking and Listening <i>Presentation of Knowledge and Ideas</i> SL 12.6 Adapt speech to a variety of contexts and tasks		
Differentiation	Support -- for students who are struggling with the content	Content: <i>Readings will be scaffolded through annotation, think pair share, close reading</i> Process: <i>Participate in small group discussions about text, journaling,</i> Product: <i>Four Paragraph Argumentative Essay including 4 quotes from text to support position</i>		
	Extension – for high achieving students.	Content: <i>Additional readings available for high achieving students</i> Process: <i>Lead small group discussions about text</i> Product: <i>Six Paragraph Argumentative Essay including 6 quotes from text to support position</i>		
Evaluation	Formative Assessments (ongoing & mid-lesson): <i>Class discussions</i> <i>Vocabulary/Terms Quizzes</i> <i>Practiced timed writings</i>			

Newport-Mesa Unified School District
Office of Secondary Curriculum and Instruction
High School Course of Study

Course Title	<i>Comp Lit 4AB</i>	Course Code	<i>F0409-F0410</i>
---------------------	---------------------	--------------------	--------------------

	<i>Summative Assessments</i> (unit final evaluation): <i>BENCHMARK : Argumentative Essay</i>
--	--

Newport-Mesa Unified School District
Office of Secondary Curriculum and Instruction
High School Course of Study

Course Title	<i>Comp Lit 4AB</i>	Course Code	<i>F0409-F0410</i>
---------------------	---------------------	--------------------	--------------------

Unit 2	Length of Unit: 5 weeks			
	Key Vocabulary	Standards (referenced)	Model Tasks	Tools / Texts
<i>Challenging the Norm</i>	Feudalism, propaganda, utopia, dystopia, entitlements and rights Satire, irony, rhetorical appeals (ethos, pathos, logos), vices and virtues (seven deadly sins)	BENCHMARK (November) Reading for Literature <i>Key Ideas and Details</i> RL 12.2 Determine the central ideas of a text Craft and Structure RL 12.6 Understand an author's use of inferences and nuances Range of Reading RL 12. 10 Read and comprehend grade-level appropriate literature Reading for Information Craft and Structure RI 12.5 Analyze in detail how an author's ideas or claims are developed RI 12.6 Analyze and author's point of view or purpose Integration of Knowledge and Ideas RI 12.7 Integrate and evaluate multiple sources RI 12.8 Delineate and evaluate the argument and specific claims in a text Range of Reading RI 12.10 Read and comprehend nonfiction Writing Text Types and Purposes W 12.1 Write arguments Production and Distribution of	Students will explore how the people in control, control those beneath them. They will be given various examples of institutional influence and propaganda (church, government, media). Students will analyze/discuss how propaganda reveals the values of the society/institution. Students will analyze the mode of propaganda that affected them most profoundly. Students will read, annotate, discuss, reflect and journal. Students will recognize the author's criticism of a societal institution and/or citizen's behavior and argue if this criticism is still relevant today. Students will develop an argument answering the essay prompt and synthesize the given sources to support their claim and refute the counter-claim.	<i>Prentice Hall The British Tradition</i> <i>The Canterbury Tales</i> <i>Brave New World</i> <i>Importance of Being Earnest</i> Selection of non-fiction for explanatory and informational focus

Newport-Mesa Unified School District
Office of Secondary Curriculum and Instruction
High School Course of Study

Course Title	Comp Lit 4AB	Course Code	F0409-F0410
		Writing W 12.5 Develop and strengthen writing as needed Research to Build and Present Knowledge W 12.7 Conduct short as well as more sustained research projects to answer a question W12.8 Gather relevant information from multiple authoritative print and digital sources Range of Writing W12.10 Write routinely over extended time frames Language Conventions of Standard English L 12.2 Demonstrate command of capitalization, punctuation, and spelling when writing Vocabulary Acquisition and Use L 12.4 Determine or clarify the meaning of unknown and multi-meaning words and phrases Speaking and Listening Comprehensions and Collaboration SL 12.3 Evaluate a speaker’s point of view, reasoning, and use of evidence and rhetoric Presentation of Knowledge and Ideas SL 12.5 Make strategic use of digital media	

Newport-Mesa Unified School District
Office of Secondary Curriculum and Instruction
High School Course of Study

Course Title		Comp Lit 4AB	Course Code	F0409-F0410
Differentiation	Support -- for students who are struggling with the content	Content: Grade-level appropriate text with modeling and scaffolding to access language and content. Process: Templates, graphic organizers for writing as well as literary theme and word choice, revision and editing process organizers and scaffolding. Samples, teacher modeling, peer sharing, writing conferences. Close reading with citing of textual evidence to be used in essay. Product: Argument Answer Essay		
	Extension – for high achieving students.	Content: <i>Higher level text and historical information pertaining to literature</i> Process: Synthesis of multiple texts. Product: Multiple paragraph essay, which will integrate strong and thorough textual evidence		
Evaluation	Formative Assessments (<i>ongoing & mid-lesson</i>): Read and discuss articles, poems, visual media, current events or primary sources that relate to the topics of propaganda, Feudalism, utopia, dystopia and entitlement			
	Summative Assessments (<i>unit final evaluation</i>): <i>Synthesis/Argumentative Essay</i> <i>BENCHMARK TEST: READING FOR INFORMATION and READING FOR LITERATURE</i>			

Newport-Mesa Unified School District
Office of Secondary Curriculum and Instruction
High School Course of Study

Course Title	<i>Comp Lit 4AB</i>	Course Code	<i>F0409-F0410</i>
---------------------	---------------------	--------------------	--------------------

Unit 3	Length of Unit: 5 weeks			
	Key Vocabulary	Standards (referenced)	Model Tasks	Tools / Texts
<i>Decisions, Dilemmas and Discoveries</i>	Existentialism, Oedipal Complex, Fatalism, The Chain of Being. Feminist, Marxist, Psychological, Historical/Biographical, Moral/Philosophical, Formalist, Mythological/Archetypal, Review of Literary/Figurative Devices morality, loyalty, fate, revenge, justice, sanity, illusion vs. reality	Reading for Literature <i>Craft and Structure</i> RL 12.4 Determine the meaning of words and phrases <i>Integration of Knowledge and Ideas</i> RL 12.7 Analyze multiple interpretations of a story, drama, or poem <i>Range of Reading</i> RL 12. 10 Read and comprehend grade-level appropriate literature Reading for Information <i>Range of Reading</i> RI 12.10 Read and comprehend nonfiction Writing <i>Text Types and Purposes</i> W 12.2 Write informative/explanatory W 12.3 Write narratives <i>Production and Distribution of Writing</i> W 12.5 Develop and strengthen writing as needed <i>Range of Writing</i> W12.10 Write routinely over extended time frames Language <i>Conventions of Standard English</i>	Students will write questions to each other for advice and slip in plant questions that deal with the dilemmas/conflicts from the play. Student will read and discuss play. Compare and contrast interpretations of scenes from films with a focus on directors' choices. Students retell a scene from Hamlet or King Lear in a first person voice of a character important to that scene. Students will use soliloquies 2-6 to practice paraphrasing skills and analysis of literary devices and figurative language. <i>Small groups (literature circles and/or Socratic Seminars) to discuss ways in which persuasive devices are used to influence various audiences.</i> <i>Written analysis with textual evidence.</i>	<i>Prentice Hall: The British Tradition</i> <i>Hamlet</i> <i>King Lear</i> Selection of non-fiction for explanatory and informational focus

Newport-Mesa Unified School District
Office of Secondary Curriculum and Instruction
High School Course of Study

Course Title	Comp Lit 4AB		Course Code	F0409-F0410	
		L 12.2 Demonstrate command of capitalization, punctuation, and spelling when writing Vocabulary Acquisition and Use L 12.4 Determine or clarify the meaning of unknown and multi-meaning words and phrases			
Differentiation	Support -- for students who are struggling with the content	Content: <i>No Fear Shakespeare, Audio and/or Film Version</i> Process: <i>Small group discussion of text, audio and film versions</i> Product: Live performance of a scene from the text that reveals both thematic idea and modernization of language			
	Extension – for high achieving students.	Content: <i>Read additional Analysis, Attend Live performance</i> Process: <i>Synthesis of multiple mediums</i> Product: Live performance of a scene from the text that reveals both thematic idea and modernization of language, Memorization of selected text, writing new content in blank verse or sonnet form.			
Evaluation	Formative Assessments (<i>ongoing & mid-lesson</i>): Read and discuss articles, poems, visual media, current events or primary sources				
	Summative Assessments (<i>unit final evaluation</i>): Live performance of a scene from the text that reveals both thematic idea and modernization of language. This also will include a writing component. Modernization of scene that reveals student understanding of thematic content and purpose.				

Newport-Mesa Unified School District
Office of Secondary Curriculum and Instruction
High School Course of Study

Course Title	<i>Comp Lit 4AB</i>	Course Code	<i>F0409-F0410</i>
---------------------	---------------------	--------------------	--------------------

Unit 4	Length of Unit: 5 weeks			
	Key Vocabulary	Standards (referenced)	Model Tasks	Tools / Texts
<i>The Individual Versus Society</i>	<i>Point of view, Tone, Imagery</i>	Reading for Literature <i>Craft and Structure</i> RL 12.4 Determine the meaning of words and phrases RL 12.6 Understand an author's use of inferences and nuances <i>Range of Reading</i> RL 12. 10 Read and comprehend grade-level appropriate literature Reading for Information <i>Craft and Structure</i> RI 12.5 Analyze in detail how an author's ideas or claims are developed RI 12.6 Determine an author's point of view or purpose in a text in which the rhetoric is particularly effective persuasiveness, or beauty of the text. <i>Integration of Knowledge and Ideas</i> RI 12.8 Delineate and evaluate the argument and specific claims in a text Benchmark (February) Writing <i>Text Types and Purposes</i> W 12.1 Write arguments to support claims in an analysis of substantive topics or texts, <i>Production and Distribution of Writing</i>	Students will read, journal and discuss. Read and annotate passages from texts Non-Fiction related to the individual versus society <i>Informational and/or Reflective Writing Task based on text.</i>	<i>Prentice Hall Literature The British Tradition</i> <i>Frankenstein</i> <i>A Doll House</i> <i>One Flew Over The Cuckoo's Nest</i>

Newport-Mesa Unified School District
Office of Secondary Curriculum and Instruction
High School Course of Study

Course Title	Comp Lit 4AB	Course Code	F0409-F0410
--------------	--------------	-------------	-------------

		W 12.5 Develop and strengthen writing as needed Range of Writing W12.10 Write routinely over extended time frames Language Conventions of Standard English L 12.2 Demonstrate command of capitalization, punctuation, and spelling when writing Knowledge of Language L 12.3 Apply knowledge of language Vocabulary Acquisition and Use L 12.4 Determine or clarify the meaning of unknown and multi-meaning words and phrases L 12.5. Demonstrate understanding of figurative language Speaking and Listening Comprehensions and Collaboration SL 12.1 Initiate and participate effectively in a range of collaborative discussions SL 12.3 Evaluate a speaker's point of view, reasoning, and use of evidence and rhetoric		
Differentiation	Support -- for students who are struggling with the content	Content: <i>Readers Theater (in class reading),</i> Process: <i>Templates/Graphic Organizers for plot and character development</i>		

Newport-Mesa Unified School District
Office of Secondary Curriculum and Instruction
High School Course of Study

Course Title	Comp Lit 4AB	Course Code	F0409-F0410
		Product: <i>Storyboarding, Character Freeze Frame, journaling, quote response/analysis</i>	
	Extension – for high achieving students.	Content: <i>Extended research on psychological issues and moral ethical dilemmas</i>	
		Process: Student directed inquiry and research, supplemental non-fiction reaction	
		Product: Presentations to class, found poems	
Evaluation	<i>Formative Assessments (ongoing & mid-lesson):</i> Checking for Understanding (key vocabulary, etc.) Class discussions Annotated readings Peer review/accountability (literature circles/Socratic Seminars) Brief written responses/reflections Reading quizzes		
	<i>Summative Assessments (unit final evaluation):</i> <i>Informational and/or Reflective Writing Task based on text.</i>		

Newport-Mesa Unified School District
Office of Secondary Curriculum and Instruction
High School Course of Study

Course Title	<i>Comp Lit 4AB</i>	Course Code	<i>F0409-F0410</i>
---------------------	---------------------	--------------------	--------------------

Unit 5	Length of Unit: 5 Weeks			
	Key Vocabulary	Standards (referenced)	Model Tasks	Tools / Texts
<i>Power, Politics and People</i>	imperialism, socialism, economics, inalienable rights, class structure, imagery, irony, tone, understatement, satire	Benchmark (April) Reading for Literature Key Ideas and Details RL 12.2 Determine the central ideas of a text Craft and Structure RL 12. 4 Determine the meaning of words and phrases Range of Reading RL 12. 10 Read and comprehend grade-level appropriate literature Reading for Information RI 12.2 Determine two or more central ideas of a text Craft and Structure RI 12.4 Determine the meaning of words and phrases RI 12.6 Determine an author's point of view or purpose in a text in which the rhetoric is particularly effective persuasiveness, or beauty of the text. Integration of Knowledge and Ideas RI 12.7 Integrate and evaluate multiple sources of information presented in different media or formats Range of Reading RI 12.10 Read and comprehend nonfiction Writing Text Types and Purposes W 12.2 Write informative/explanatory texts Production and Distribution of Writing W 12.5 Develop and strengthen writing as needed W 12. 6 Use technology, including the Internet, to produce, publish, and update individual or shared	Read and cite textual evidence for analysis of central ideas, author's purpose, reflection, and research. Annotate and closely read for political ideologies, ethical considerations, tone, imagery, satire, litotes, and irony Students will learn the historical time period in order to fully analyze the piece of literature as well as use technology to convey this understanding. Literary Response Essay	<i>Prentice Hall Literature The British Tradition</i> <i>Native Son</i> <i>Indian Killer</i> <i>1984</i> <i>Heart of Darkness</i> <i>Of Love and Shadows</i>

Newport-Mesa Unified School District
Office of Secondary Curriculum and Instruction
High School Course of Study

Course Title	Comp Lit 4AB	Course Code	F0409-F0410
--------------	--------------	-------------	-------------

		writing products in response to ongoing feedback Research to Build and Present Knowledge W 12.9 Draw evidence from literary or informational texts to support analysis, reflection, and research. Range of Writing W12.10 Write routinely over extended time frames Language Conventions of Standard English L 12.1 Demonstrate command of the conventions L 12.2 Demonstrate command of capitalization, punctuation, and spelling when writing Vocabulary Acquisition and Use L 12.3 Apply knowledge of language to understand how language functions L 12.4 Determine or clarify the meaning of unknown and multi-meaning words and phrases Speaking and Listening Presentation of Knowledge and Ideas SL 12.4 Present information, findings, and supporting evidence SL 12.5 Make strategic use of digital media		
Differentiation	Support -- for students who are struggling with the content	Content: Grade-level appropriate text with modeling and scaffolding to access language and content. Process: Templates, graphic organizers for writing as well as literary theme and word choice, revision and editing process organizers and scaffolding. Samples, teacher modeling, peer sharing, writing conferences. Close reading with citing of textual evidence to be used in essay. Product: <i>Literary Response Essay</i>		
	Extension – for high	Content: Supplemental literature (stories, poems, videos, etc.), news articles/nonfiction text, complex		

Newport-Mesa Unified School District
Office of Secondary Curriculum and Instruction
High School Course of Study

Course Title	Comp Lit 4AB	Course Code	F0409-F0410
--------------	--------------	-------------	-------------

	achieving students. literary devices Process: <i>Additional Analysis of complex literary devices</i> Product: More in-depth or extensive project/assignment parameters, inclusion of complex literary techniques
Evaluation	<i>Formative Assessments (ongoing & mid-lesson):</i> Checking for Understanding (key vocabulary, etc.) Class discussions Annotated readings Peer review/accountability (literature circles/Socratic Seminars) Brief written responses/reflections Reading quizzes
	<i>Summative Assessments (unit final evaluation):</i> <i>BENCHMARK : Literary Response Essay</i>

Newport-Mesa Unified School District
Office of Secondary Curriculum and Instruction
High School Course of Study

Course Title	<i>Comp Lit 4AB</i>	Course Code	<i>F0409-F0410</i>
---------------------	---------------------	--------------------	--------------------

Unit 6	Length of Unit: 6 weeks: 3 weeks of the first semester and 3 weeks of second semester)			
	Key Vocabulary	Standards (referenced)	Model Tasks	Tools / Texts
Reflections	<i>Vocabulary Varies based on individual project experience</i> <i>MLA Format</i>	Reading for Literature Key Ideas and Details RL 12.1 Cite strong and thorough textual evidence Range of Reading RL 12. 10 Read and comprehend grade-level appropriate literature Reading for Information RI 12.1 Cite strong and thorough textual evidence Craft and Structure RI 12.5 Analyze and evaluate the effectiveness of the structure an author uses in his or her exposition or argument Integration of Knowledge and Ideas RI 12.8 Delineate and evaluate the reasoning in seminal US texts Range of Reading RI 12.10 Read and comprehend nonfiction Writing Production and Distribution of Writing W 12.5 Develop and strengthen writing as needed W 12. 6 Use technology, including the Internet, to produce, publish, and update individual or shared writing products in response to ongoing feedback W 12.8 Gather relevant information from	<i>Senior Exit Project requirements and practice presentations</i> <i>Informational writing based on research and field work</i> <i>Presentations</i>	<i>Senior Exit Model</i> <i>For each Comprehensive High School in NMUSD</i>

Newport-Mesa Unified School District
Office of Secondary Curriculum and Instruction
High School Course of Study

Course Title	Comp Lit 4AB	Course Code	F0409-F0410
--------------	--------------	-------------	-------------

		multiple authoritative print and digital sources <i>Range of Writing</i> W12.10 Write routinely over extended time frames Language <i>Conventions of Standard English</i> L 12.1 Demonstrate command of the conventions L 12.2 Demonstrate command of capitalization, punctuation, and spelling when writing <i>Vocabulary Acquisition and Use</i> L 12.4 Determine or clarify the meaning of unknown and multi-meaning words and phrases L 12.6. 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 BENCHMARK (MAY/JUNE) <i>Speaking and Listening</i> <i>Comprehension and Collaboration</i> SL 12.2 Analyze the purpose of information presented in diverse media and formats <i>Presentation of Knowledge and Ideas</i> SL 12.4 Present information, findings, and supporting evidence SL 12.6 Adapt speech to a variety of contexts and tasks, demonstrating command of formal English		
--	--	--	--	--

Newport-Mesa Unified School District
Office of Secondary Curriculum and Instruction
High School Course of Study

Course Title	Comp Lit 4AB		Course Code	F0409-F0410
Differentiation	Support -- for students who are struggling with the content	Content: Student Choice/ Student Driven. Examples/ Models available for student viewing Process: Consultation with individual students to discuss deadlines Product: Project Presentation. Paper length is flexible based on individual needs.		
	Extension – for high achieving students.	Content: Student Choice/ Student Driven. Examples/ Models available for student viewing Process: Consultation with individual students to discuss deadlines Product: Project Presentation		
Evaluation	Formative Assessments Presentation of NMUSD Senior Exit Project Progress checks on project components throughout school year			
	Summative Assessments (unit final evaluation): Presentation of Exit Project at respective comprehensive high school BENCHMARK: SPEAKING AND LISTENING			

Newport-Mesa Unified School District
Office of Secondary Curriculum and Instruction
High School Course of Study

Course Title	<i>Comp Lit 4AB</i>	Course Code	<i>F0409-F0410</i>
---------------------	---------------------	--------------------	--------------------

Unit 7	Length of Unit: 5 weeks			
	Key Vocabulary	Standards (referenced)	Model Tasks	Tools / Texts
<i>Exiting</i>	psychology, levels of consciousness, self-actualization, crisis of consciousness, the absurd, lucid dreaming dialogue, internal dialogue, actions, descriptions, essence traits and action traits, motivation, conflicting motivation, desire, credibility/reliability	Reading for Literature Key Ideas and Details RL 12.2. Determine two or more themes or central ideas of a text RL 12.3. Analyze the impact of the author's choices regarding how to develop and relate elements of a story or drama Craft and Structure RL 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) Range of Reading RL 12. 10 Read and comprehend grade-level appropriate literature Reading for Information Key Ideas and Details RI 12.3 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. Writing Types of Writing W 12.3. Write narratives to develop real or imagined	Read and annotate pieces of text (core novels/plays) citing textual evidence for central thematic references as well as author's word choice to convey tone, meaning and purpose. <i>Research world religions</i> Discuss greater themes and motifs in class	<i>No Exit</i> <i>Choice of Non-Fiction Text</i>

Newport-Mesa Unified School District
Office of Secondary Curriculum and Instruction
High School Course of Study

Course Title	<i>Comp Lit 4AB</i>	Course Code	<i>F0409-F0410</i>
---------------------	---------------------	--------------------	--------------------

		experiences or events <i>Production and Distribution of Writing</i> W 12.4 Produce clear and coherent writing in which the development, organization and style are appropriate to task, purpose and audience. <i>Research to Build and Present Knowledge</i> W 12.8 Gather relevant information from multiple authoritative print and digital sources <i>Range of Writing</i> W12.10 Write routinely over extended time frames Language <i>Conventions of Standard English</i> L 12.2 Demonstrate command of capitalization, punctuation, and spelling when writing <i>Knowledge of Language</i> L 12. 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. Speaking and Listening <i>Comprehension and</i>		
--	--	---	--	--

Newport-Mesa Unified School District
Office of Secondary Curriculum and Instruction
High School Course of Study

Course Title	Comp Lit 4AB	Course Code	F0409-F0410
--------------	--------------	-------------	-------------

		Collaboration SL 12.1 Initiate and participate effectively in a range of collaborative		
Differentiation	Support -- for students who are struggling with the content	Content: Grade-level appropriate text with modeling and scaffolding to access language and content. Process: Templates, graphic organizers for writing as well as literary theme and word choice, revision and editing process organizers and scaffolding. Samples, teacher modeling, peer sharing, writing conferences. Close reading as a model for their own writing. Product: <i>Narrative Story/Metacognitive Reflection</i>		
	Extension – for high achieving students.	Content: Supplemental literature (stories, poems, videos, etc.), news articles/nonfiction text, complex literary devices. Readings for historical and philosophical context. Process: Additional analysis of complex literary devices Product: <i>Narrative Story/Metacognitive Reflection</i>		
Evaluation	Formative Assessments (<i>ongoing & mid-lesson</i>): Checking for Understanding (key vocabulary, etc.) Class discussions Annotated readings Peer review/accountability (literature circles/Socratic Seminars) Brief written responses/reflections Reading quizzes <i>Research Existentialism</i>			
	Summative Assessments (<i>unit final evaluation</i>): <i>Narrative Story/Metacognitive Reflection</i>			

Newport-Mesa Unified School District
Office of Secondary Curriculum and Instruction
High School Course of Study

Course Title	<i>Comp Lit 4AB</i>	Course Code	<i>F0409-F0410</i>
---------------------	---------------------	--------------------	--------------------