

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

Course Title: English II

Curricular Area: English

Course Number: ENG 201/202; 231/232; 281/282

Length: One year

Grade Level(s): 10

Prerequisites: none

Meets a UC a-g Requirement: b English

Meets NCAA Requirement: Yes

Meets High School Graduation Requirement for:
English

Course Description

English II explores the thematic concept of culture; it takes the grade 9 emphasis on self-awareness and expands it by studying the extent to which one’s culture influences one’s worldview. Using texts that represent a variety of cultures, genres, and experiences, English II dives deeply into how language use and structure conveys authors’ points of view, perspective, and bias. Throughout, students must integrate evidence from texts to support complex theses and arguments in written and oral responses, including research investigations, collaborative presentations using digital media, and writing in a variety of modes including argumentative, explanatory, and narrative.

Alignment

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

Instructional Materials

Required Textbook(s)

1. *SpringBoard English Language Arts Grade 9—California Edition*. The College Board (2017). ISBN:978-1-4573-0467-1

Supplemental Materials

1. *SpringBoard Writing Workshop Grade 9—California Edition*. The College Board (2017). ISBN:xxx
2. *SpringBoard Close Reading Workshop Grade 9—California Edition*. The College Board (2017). ISBN:xxx

Full Texts and Other Media

1. *Life in the Freezer: The Big Freeze*, directed by Alastair Fothergill (Online Clips)
2. *March of the Penguins*, directed by Luc Jacquet (Online Clips)
3. *The 11th Hour*, directed by Nadia Conners and Leila Conners Petersen
4. *Things Fall Apart*, by Chinua Achebe

Web Sites

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

Exit Criteria

Activities

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

High School Curriculum Map for **English II**

Development Team

This Course of Study was developed/revised in 2018 by Patricia Gonzalez (BHS), David Johnson (Wash IS), Elisabeth Sosa (GTHS), Candice Tapia (CHS), Andrew Vidal (CHS), Scott Warden (BHS), Heidi Wilson (GTHS)

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Grade 10 ELA Curriculum Map Introduction

Annotated Map

The annotated map is provided to clarify each section of the Curriculum Map.

Per Year/ Unit Requirements

Each grade has determined per year and/or per unit requirements.

- At least 1 timed write per unit
- One Presentation per semester.
 - Possible Suggested Units: Unit 1 EA1, Unit 3 EA1, Unit 4 EA 1, Unit 5 EA 1 & 2)
- At least 3 full writes per year (at least one for each writing standard) Possible Suggested Units:
 - Argumentative: Unit 2 EA 2, Unit 3 EA 2, Unit 4 EA 2,
 - Informational: Unit 1 EA1, Unit 3 EA 1,
 - Narrative: Unit 2 EA2,
- At least one research project

ELD Requirements

ELD designated will be teaching out of the designated grade level Springboard text. Texts with two asterisks on the ELA core curriculum map are shared texts with the companion ELD designated curriculum and must be included in the core instructional path. If you replace a shared text, you must collaborate with ELD teacher in developing ELD curriculum that still meets the same language outcomes as the original unit. Note: The ELD course is not designed to support ELA; rather its purpose is to develop language.

Scaffolds that are provided throughout instruction must be in place throughout assessments as well. Focus should be on gradual release in terms of preparing students to complete assessments without specific scaffolds.

Need-to-knows

- The theme of cultural identity is integral to the SpringBoard course of study and must be included.
- Grammar is a component that students will learn as they complete writing assignments.
- Springboard Rubrics are to be used for each Embedded Assessment
- Semester finals--meet Federal Program Monitoring requirements
 - S1= SB Digital Unit Assessments 1 & 2 (with redundant questions deleted)--taken on either SB or Illuminate platform.
 - S2 2018-19 = SB Unit Assessment 4--taken on either SB or Illuminate platform.
 - S2 2019-20 + = SB Unit Assessment 4 & 5 (with redundant questions deleted) --taken on either SB or Illuminate platform.

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Unit One: Cultural Conversations

OVERVIEW

The twenty-first-century classroom and workplace are settings in which people from different cultures mix and work together. Unit 1 guides students’ explorations of culture and its components—nationality, family, ethnicity, gender, race, and subgroups—examining how these components shape their perceptions of themselves and the world around them. As students seek to understand their own culture and the cultures of others, they are able to evaluate different perspectives and adjust their own thinking by learning from others. Students will also explore the concept of cultural identity and diverse cultural perspectives by examining a variety of texts that range from personal reflections to short stories and art. By studying a wide range of texts representing a variety of cultural perspectives, students make connections to their own lives to better understand the interrelationships among multiple cultures.

UNIT OBJECTIVES AND CONTENT STANDARDS TO BE ASSESSED

Reading/ Listening Objectives	Content Standards	Where Assessed
<ul style="list-style-type: none"> ● Analyze how culture affects identity and perceptions 	<ul style="list-style-type: none"> ● R.1,R.2, R.6 	<ul style="list-style-type: none"> ● EA 1 , UA1
<ul style="list-style-type: none"> ● Examine a variety of texts and genres to analyze: <ul style="list-style-type: none"> ○ concept of voice ○ a writer’s syntactic structures 	<ul style="list-style-type: none"> ● R.1, R.3, R.4, R.5, L.3 	<ul style="list-style-type: none"> ● UA 1
Writing/Speaking Objectives	Content Standards	Where Assessed
<ul style="list-style-type: none"> ● Explain a complex idea or concept that conveys your cultural identity 	<ul style="list-style-type: none"> ● W.2 	<ul style="list-style-type: none"> ● EA 1
<ul style="list-style-type: none"> ● Apply syntactic structure in writing 	<ul style="list-style-type: none"> ● W.2, L.1 	<ul style="list-style-type: none"> ● EA 1
<ul style="list-style-type: none"> ● Writing a response in an academic voice 	<ul style="list-style-type: none"> ● W.2, L.1 	<ul style="list-style-type: none"> ● EA 1, UA 1
<ul style="list-style-type: none"> ● Use relevant and sufficient textual evidence 	<ul style="list-style-type: none"> ● W.2, R.1 	<ul style="list-style-type: none"> ● EA1

UNIT ASSESSMENT:

- Embedded Assessment 1.1**
- Write an essay which explains the concept of cultural identity and reflects on your own cultural identity.

MAJOR TASKS

- Essential activities: 1.2
- Activities with Anchor Texts:
 - 1.7 (“By Any Other Name”)
 - 1.11 “My Mother Pieced Quilts” portion only
 - 1.12 (“Two Ways to Belong in America”)

ESSENTIAL PRACTICES

- Effective speaking and listening skills that build capacity for collaboration and communication.
- Using AP strategies to analyze and evaluate style and writer’s craft
- *Writing to Sources* or *Check your Understanding* as formative assessment (checkpoints)
- Numerous close reads with variety of texts and genres for the purpose of analyzing the concept of voice and author’s syntax
- OPTIC
- SOAPSTone
- SIFT
- Reading Discussion Groups
- Collaborative Discussions

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SHARED TEXTS

- Memoir:
“By Any Other Name” by Santha Rama Rau**
- Personal Essay:
“Two Ways to Belong in America” by Bharati Mukherjee**
- “My Mother Pieced Quilts” by Teresa Palomo Acosta**

ELD STANDARDS TO BE ADDRESSED IN INSTRUCTION

Emerging	Expanding	Bridging
<ul style="list-style-type: none"> ● PI.1: Engage in conversational exchanges and express ideas on familiar current events and academic topics by asking and answering yes-no questions and <i>wh-</i> questions and responding using phrases and short sentences. ● PI.6a: Explain ideas, phenomena, processes, and text relationships based on close reading of a variety of grade-appropriate texts, presented in various print and multi-media formats, using short sentences and a select set of general academic and domain-specific words. ● PI.7: Explain how successfully writers and speakers structure texts and use language to persuade the reader or create other specific effects, with substantial support. ● PI.10a: Write short literary and informational texts collaboratively and independently. ● PII.1: Apply analysis of the organizational structure of different text types to comprehending texts and to writing brief arguments, informative/explanatory texts and narratives. ● PII.4: Expand noun phrases to create increasingly detailed sentences about personal and familiar academic topics. 	<ul style="list-style-type: none"> ● PI.1: Contribute to class, group, and partner discussions, sustaining conversations on a variety of age and grade-appropriate academic topics by following turn-taking rules, asking and answering relevant, on-topic questions, affirming others, providing additional, relevant information, and paraphrasing key ideas. ● PI.6a: Explain ideas, phenomena, processes, and relationships within and across texts based on close reading of a variety of grade-appropriate texts, presented in various print and multimedia formats, using increasingly detailed sentences, and an increasing variety of general academic and domain-specific words. ● PI.7: Explain how successfully writers and speakers structure texts and use language to persuade the reader or create other specific effects, with moderate support. ● PI.10a: Write longer literary and informational texts collaboratively and independently by using appropriate text organization and growing understanding of register. ● PII.1: Apply analysis of the organizational structure of different text types to comprehending texts and to writing increasingly clear and cohesive arguments, informative/explanatory texts and narratives. ● PII.4: Expand noun phrases in a growing number of ways to create detailed sentences that accurately describe, explain, and summarize information and ideas on a variety of personal and academic topics. 	<ul style="list-style-type: none"> ● PI.1: Contribute to class, group, and partner discussions, sustaining conversations on a variety of age and grade-appropriate academic topics by following turn-taking rules, asking and answering relevant, on-topic questions, affirming others, and providing coherent and well-articulated comments and additional information. ● PI.6a: Explain ideas, phenomena, processes, and relationships within and across texts based on close reading of a variety of grade-level texts, presented in various print and multimedia formats, using a variety of detailed sentences and a range of general academic and domain-specific words. ● PI.7: Explain how successfully writers and speakers structure texts and use language to persuade the reader or create other specific effects, with light support. ● PI.10a: Write longer and more detailed literary and informational texts collaboratively and independently using appropriate text organization and register. ● PII.1: Apply analysis of the organizational structure of different text types to comprehending texts and to writing clear and cohesive arguments, informative/explanatory texts and narratives. ● PII.4: Expand noun phrases in a variety of ways to create detailed sentences that accurately describe concrete and abstract ideas, explain procedures and sequences, summarize texts and ideas, and present and critique points of view on a variety of academic topics.

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

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Unit Two—*Cultural Conversations*

OVERVIEW

Unit 2 explores the ways a writer’s cultural identity is reflected in their writing, through imagery, subject matter, events, characters, style, and dialogue. It also focuses on how a person’s identity helps shape their perspective on legal, political, and societal problems. To delve into this topic, students will examine a variety of texts that range from poems and narratives to arguments that take a stand or convey an argument.

UNIT OBJECTIVES AND CONTENT STANDARDS TO BE ASSESSED

Reading/ Listening Objectives	Content Standards	Where Assessed
<ul style="list-style-type: none"> ● Identify the elements of argument and explain how they persuade <ul style="list-style-type: none"> ○ Use of rhetorical strategies, including persuasive appeals and rhetorical techniques 	<ul style="list-style-type: none"> ● R.6, W.2, L.1, L.2 	<ul style="list-style-type: none"> ● EA 2
<ul style="list-style-type: none"> ● Analyze and interpret the underlying social and cultural values presented in literature <ul style="list-style-type: none"> ○ evaluate the role that culture plays in defining ourselves as individuals ○ analyze perspectives of justice across cultures and over time 	<ul style="list-style-type: none"> ● R.1, R.6 	<ul style="list-style-type: none"> ● EA 2
<ul style="list-style-type: none"> ● Analyze narrative techniques 	<ul style="list-style-type: none"> ● R.3,R.4 	<ul style="list-style-type: none"> ● EA 1
<ul style="list-style-type: none"> ● Analyze how stylistic effects are achieved in narratives across multiple genres. 	<ul style="list-style-type: none"> ● R.4, R.5 	<ul style="list-style-type: none"> ● EA 2
Writing/ Speaking Objectives	Content Standards	Where Assessed
<ul style="list-style-type: none"> ● Construct a narrative that expresses a cultural perspective. 	<ul style="list-style-type: none"> ● W.3 	<ul style="list-style-type: none"> ● EA 1
<ul style="list-style-type: none"> ● Apply the elements of argument 	<ul style="list-style-type: none"> ● W.1 	<ul style="list-style-type: none"> ● EA 2
<ul style="list-style-type: none"> ● Develop an argument on an issue for a specific audience, using an effective genre. 	<ul style="list-style-type: none"> ● W.1 	<ul style="list-style-type: none"> ● EA 2
<ul style="list-style-type: none"> ● Use narrative techniques in writing 	<ul style="list-style-type: none"> ● W.3 	<ul style="list-style-type: none"> ● EA1

UNIT ASSESSMENT:

Embedded Assessment 2

- Your assignment is to develop an argument about an issue that resonates across cultures.

MAJOR TASKS

- Embedded Assessment 1**
 - Your assignment is to write a narrative about an incident, either real or imagined, that conveys a cultural perspective and includes one or more elements of culture.
- Activities with Anchor Texts:
 - 2.3 (“Funny in Farsi”)
 - 2.13 (excerpt from “On Civil Disobedience”)
- Embed Activity 1.13 (or like)

ESSENTIAL PRACTICES

- Effective speaking and listening skills that build capacity for collaboration and communication.
- Using AP strategies to analyze and evaluate style and writer’s craft
- *Writing to Sources* or *Check your Understanding* as formative assessment (checkpoints)
- Numerous close reads with variety of texts and genres for the purpose of analyzing narrative techniques and stylistic effects, rhetorical strategies, and persuasive

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- appeals
- Socratic Seminar
- Reading Discussion Groups
- Collaborative Discussions

SHARED TEXTS

- Memoir Excerpt:
“Funny in Farsi” by Firoozeh Dumas**
- Speech Excerpt:
“On Civil Disobedience” by Mohandas K. Gandhi**
- To provide models for EA 1 include:
 - Graphic novel **and** Short story Poem

ELD STANDARDS TO BE ADDRESSED IN INSTRUCTION

Emerging	Expanding	Bridging
<ul style="list-style-type: none"> ● PI.1: Engage in conversational exchanges and express ideas on familiar current events and academic topics by asking and answering yes-no questions and <i>wh-</i> questions and responding using phrases and short sentences. ● PI.3: Negotiate with or persuade others in conversations using learned phrases, as well as open responses to express and defend opinions. ● PI.5: Demonstrate comprehension of oral presentations and discussions on familiar social and academic topics by asking and answering questions, with prompting and substantial support. ● PI.6a: Explain ideas, phenomena, processes, and text relationships (e.g., compare/contrast, cause/effect, evidence-based argument) based on close reading of a variety of grade-appropriate texts, presented in various print and multi-media formats, using short sentences and a select set of general academic and domain-specific words. ● PI.9: Plan and deliver brief oral presentations and reports on grade-appropriate topics that present evidence and facts to support ideas. ● PI.10a: Write short literary and informational texts (e.g., an argument about water rights) collaboratively (e.g., with peers) and independently. ● PI.10b: Write brief summaries of texts 	<ul style="list-style-type: none"> ● PI.1: Contribute to class, group, and partner discussions, sustaining conversations on a variety of age and grade-appropriate academic topics by following turn-taking rules, asking and answering relevant, on-topic questions, affirming others, providing additional, relevant information, and paraphrasing key ideas. ● PI.3: Negotiate with or persuade others in conversations using a growing number of learned phrases and open responses to express and defend nuanced opinions. ● PI.5: Demonstrate comprehension of oral presentations and discussions on a variety of social and academic topics by asking and answering questions that show thoughtful consideration of the ideas or arguments, with moderate support. ● PI.6a: Explain ideas, phenomena, processes, and relationships within and across texts (e.g., compare/contrast, cause/effect, themes, evidence-based argument) based on close reading of a variety of grade-appropriate texts, presented in various print and multimedia formats, using increasingly detailed sentences, and an increasing variety of general academic and domain-specific words. ● PI.9: Plan and deliver a variety of oral presentations and reports on grade-appropriate topics that present 	<ul style="list-style-type: none"> ● PI.1: Contribute to class, group, and partner discussions, sustaining conversations on a variety of age and grade-appropriate academic topics by following turn-taking rules, asking and answering relevant, on-topic questions, affirming others, and providing coherent and well-articulated comments and additional information. ● PI.3: Negotiate with or persuade others in conversations in appropriate registers using a variety of learned phrases, indirect reported speech, and open responses to express and defend nuanced opinions. ● PI.5: Demonstrate comprehension of oral presentations and discussions on a variety of social and academic topics by asking and answering detailed and complex questions that show thoughtful consideration of the ideas or arguments, with light support. ● PI.6a: Explain ideas, phenomena, processes, and relationships within and across texts based on close reading of a variety of grade-level texts, presented in various print and multimedia formats, using a variety of detailed sentences and a range of general academic and domain-specific words. ● PI.9: Plan and deliver a variety of oral presentations and reports on grade-appropriate topics that express complex and abstract ideas well supported by evidence and sound

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<p>and experiences by using complete sentences and key words (e.g., from notes or graphic organizers).</p> <ul style="list-style-type: none"> ● PII.5: Expand sentences with simple adverbials (e.g., adverbs, adverb phrases, prepositional phrases) to provide details (e.g., time, manner, place, cause) about familiar activities or processes. 	<p>evidence and facts to support ideas by using growing understanding of register.</p> <ul style="list-style-type: none"> ● PI.10a: Write longer literary and informational texts (e.g., an argument about water rights) collaboratively (e.g., with peers) and independently by using appropriate text organization and growing understanding of register. ● PI.10b: Write increasingly concise summaries of texts and experiences by using complete sentences and key words (e.g., from notes or graphic organizers). ● PII.5: Expand sentences with a growing variety of adverbials (e.g., adverbs, adverb phrases, prepositional phrases) to provide details (e.g., time, manner, place, cause) about familiar or new activities or processes. 	<p>reasoning, and are delivered using an appropriate level of formality and understanding of register.</p> <ul style="list-style-type: none"> ● PI.10a: Write longer and more detailed literary and informational texts collaboratively and independently using appropriate text organization and register. ● PI.10b: Write clear and coherent summaries of texts and experiences by using complete and concise sentences and key words. ● PII.5: Expand sentences with a variety of adverbials to provide details about a variety of familiar and new activities and processes.
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**These items are shared with the companion ELD Designated curriculum and must be addressed in the ELA classroom. In addition, the noted texts must be included in the core instructional path.

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Unit Three—*Dramatic Justice* (SpringBoard Unit 4)

OVERVIEW

In Unit 4, students will examine the issue of justice by reading and analyzing texts from around the world, including several dramatic monologues from novels and plays plus the text of the ancient Greek tragedy *Antigone*. Students will study these works to explore how culture address the complex issues of right and wrong.

UNIT OBJECTIVES TO BE ASSESSED

Reading/ Listening Objectives

- Evaluate and critique oral interpretations.
- Analyze characterization, conflicting motivations of a complex character, and major themes in a drama.
- Analyze point of view and cultural experience reflected in literature
- Analyze an oral interpretation of a monologue conveying a complex character’s voice.
- Analyzing the ways that social, cultural, geographical, and historical contexts of texts impact a reader’s interpretation of text.
- Analyze how stylistic effects are achieved.

Content Standards

- R.3, R.5
- R.1, R.2,R.3, R.4
- R.1, R.6
- R.1, R.3, R.4
- R.1, R.6
- R.4, R.5

Where Assessed

- EA1,2
- EA2
- EA2
- EA1
- EA2
- EA1

Writing/ Speaking Objectives

- Present an oral interpretation of a monologue conveying a complex character’s voice.
- Write a literary analysis essay examining the development of a tragic hero and the development of plot and theme.

Content Standards

- W.2, W.3
- W.2

Where Assessed

- EA1
- EA2

UNIT ASSESSMENT:

Embedded Assessment 2

- Write a literary analysis essay examining the development of a tragic hero and the development of plot and theme.

MAJOR TASKS

- Embedded Assessment 1**
 - Your assignment is to research, analyze, and present an oral interpretation of a monologue.
- Activities with Anchor Texts
 - 4.3 (excerpt from *The Tragedy of Romeo and Juliet*)
 - 4.9 (Soul Sisters - Drama: *Antigone*)
 - 4.14 (Odes to Love and Drama - Drama: *Antigone*)

ESSENTIAL PRACTICES

- Effective speaking and listening skills that build capacity for collaboration and communication.
- Using AP strategies to analyze and evaluate style and
- Numerous close reads with variety of texts and genres for the purpose of analyzing complex writer’s craft
- *Writing to Sources* or *Check your Understanding* as formative assessment (checkpoints) character, oral interpretations, major themes, points of view and cultural experience, and the impact of a text’s context on the reader’s interpretation
- SOAPStone
- SMELL

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- Marking the Text
- Reading Discussion Groups
- Collaborative Discussions

SHARED TEXTS

- Drama:
Excerpt from **The Tragedy of Romeo and Juliet**, by William Shakespeare**
Antigone, by Sophocles(Activity 4.9 and 4.14)**

ELD STANDARDS

Emerging	Expanding	Bridging
<ul style="list-style-type: none"> ● PI.1: Engage in conversational exchanges and express ideas on familiar current events and academic topics by asking and answering yes-no questions and <i>wh</i>- questions and responding using phrases and short sentences. ● PI.2: Collaborate with peers to engage in short, grade-appropriate written exchanges and writing projects, using technology as appropriate. ● PI.5: Demonstrate comprehension of oral presentations and discussions on familiar social and academic topics by asking and answering questions, with prompting and substantial support. ● PI.6a: Explain ideas, phenomena, processes, and text relationships (e.g., compare/contrast, cause/effect, evidence-based argument) based on close reading of a variety of grade-appropriate texts, presented in various print and multi-media formats, using short sentences and a select set of general academic and domain-specific words. ● PI.9: Plan and deliver brief oral presentations and reports on grade-appropriate topics that present evidence and facts to support ideas. 	<ul style="list-style-type: none"> ● PI.1: Contribute to class, group, and partner discussions, sustaining conversations on a variety of age and grade-appropriate academic topics by following turn-taking rules, asking and answering relevant, on-topic questions, affirming others, providing additional, relevant information, and paraphrasing key ideas. ● PI.2: Collaborate with peers to engage in increasingly complex grade-appropriate written exchanges and writing projects, using technology as appropriate. ● PI.5: Demonstrate comprehension of oral presentations and discussions on a variety of social and academic topics by asking and answering questions that show thoughtful consideration of the ideas or arguments, with moderate support. ● PI.6a: Explain ideas, phenomena, processes, and relationships within and across texts based on close reading of a variety of grade-appropriate texts, presented in various print and multimedia formats, using increasingly detailed sentences, and an increasing variety of general academic and domain-specific words. ● PI.9: Plan and deliver a variety of oral presentations and reports on grade-appropriate topics that present evidence and facts to support ideas by using growing understanding of register. 	<ul style="list-style-type: none"> ● PI.1: Contribute to class, group, and partner discussions, sustaining conversations on a variety of age and grade-appropriate academic topics by following turn-taking rules, asking and answering relevant, on-topic questions, affirming others, and providing coherent and well-articulated comments and additional information. ● PI.2: Collaborate with peers to engage in a variety of extended written exchanges and complex grade-appropriate writing projects, using technology as appropriate. ● PI.5: Demonstrate comprehension of oral presentations and discussions on a variety of social and academic topics by asking and answering detailed and complex questions that show thoughtful consideration of the ideas or arguments, with light support. ● PI.6a: Explain ideas, phenomena, processes, and relationships within and across texts based on close reading of a variety of grade-level texts, presented in various print and multimedia formats, using a variety of detailed sentences and a range of general academic and domain-specific words. ● PI.9: Plan and deliver a variety of oral presentations and reports on grade-appropriate topics that express complex and abstract ideas well supported by evidence and sound reasoning, and are delivered using an appropriate level of formality and understanding of register.

**These items are shared with the companion ELD Designated curriculum and must be addressed in the ELA classroom.

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In addition, the noted texts must be included in the core instructional path.

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Unit Four- *Building Cultural Bridges* (SpringBoard Unit 5)

OVERVIEW

Unit 5 explores how people with different perspectives view cultural and environmental issues, and how these differences in perspective often lead to conflict. It also focuses on how people can come together to analyze and address a conflict or problem by identifying stakeholders, evaluating bias, analyzing arguments, and finding a way to compromise. To delve into this topic, students will examine a variety of nonfiction selections including song lyrics, films, articles, and speeches.

UNIT OBJECTIVES TO BE ASSESSED

Reading/ Listening Objectives	Content Standards	Where Assessed
● Examine how nonfiction texts (both print and non-print) construct our perceptions of what is true.	● R.1, R.2, R.4	● EA2
● Analyze how writers and speakers use evidence and appeals to support a claim.	● R.3, R.4, R.5, R.6	● EA1
● Examine the credibility of a text or its author.	● R.1, R.2R.6	● EA1, EA2
● Explore a complex issue or problem from multiple perspectives	● R.1, R.2, R.6, R.7, W.7	● EA1, EA2
● Analyzing print and non-print nonfiction media as complex rhetorical texts.	● R.1, R.2, R.6	● EA1, EA2
● Evaluating the purpose and legitimacy of sources.	● R.6	● EA1, EA2
● Analyzing and critiquing texts for rhetoric and argumentation.	● R.1, R.6	● EA2
Writing/ Speaking Objectives	Content Standards	Where Assessed
● Collaborate with peers to present a solution.	● W.2	● EA1
● Use media strategically to enhance a presentation.	● W.6	● EA2
● Synthesizing sources in support of a sustained argument based on readings and research.	● W.1	● EA1, EA2

UNIT ASSESSMENT:

Embedded Assessment 5.2: Create a documentary that presents your solution to an environmental conflict

MAJOR TASKS

- Embedded Assessment 5.1**
 - Present a solution to an environmental conflict
- Activities with Anchor Texts
 - 5.11 (“A Roaring Battle Over Sea Lions”)
 - 5.13 (“The HSUS and Wild Fish Conservancy File Suit to Stop Sea Lion Killing and Bonneville Dam”)
 - 5.13 (“Sea Lions vs. salmon: Restore balance and common sense”)

ESSENTIAL PRACTICES

- Viewing Guide
- SMELL
- Fishbowl
- Discussion Groups
- Note-taking
- Marking the Text
- Reading Discussion Groups
- Collaborative Discussions

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SHARED TEXTS

- Article:
“A Roaring Battle Over Sea Lions,” by Bill Hewitt**
- Press Release:
“The HSUS and Wild Fish Conservancy File Suit to Stop Sea Lion Killing at Bonneville Dam,” by The Humane Society of the United States and the Wild Fish Conservancy**
- Editorial:
“Sea lions vs. salmon: Restore balance and common sense,” by Fidelia Andy**

ELD STANDARDS

Emerging	Expanding	Bridging
<ul style="list-style-type: none"> ● PI.1: Engage in conversational exchanges and express ideas on familiar current events and academic topics by asking and answering yes-no questions and <i>wh</i>- questions and responding using phrases and short sentences. ● PI.2: Collaborate with peers to engage in short, grade-appropriate written exchanges and writing projects, using technology as appropriate. ● PI.5: Demonstrate comprehension of oral presentations and discussions on familiar social and academic topics by asking and answering questions, with prompting and substantial support. ● PI.6a: Explain ideas, phenomena, processes, and text relationships based on close reading of a variety of grade-appropriate texts, presented in various print and multi-media formats, using short sentences and a select set of general academic and domain-specific words. ● PI.9: Plan and deliver brief oral presentations and reports on grade-appropriate topics that present evidence and facts to support ideas. ● PI.10a: Write short literary and informational texts collaboratively and independently. ● PI.11a: Justify opinions by articulating some relevant textual evidence or background knowledge, with visual support. 	<ul style="list-style-type: none"> ● PI.1: Contribute to class, group, and partner discussions, sustaining conversations on a variety of age and grade-appropriate academic topics by following turn-taking rules, asking and answering relevant, on-topic questions, affirming others, providing additional, relevant information, and paraphrasing key ideas. ● PI.2: Collaborate with peers to engage in increasingly complex grade-appropriate written exchanges and writing projects, using technology as appropriate. ● PI.5: Demonstrate comprehension of oral presentations and discussions on a variety of social and academic topics by asking and answering questions that show thoughtful consideration of the ideas or arguments, with moderate support. ● PI.6a: Explain ideas, phenomena, processes, and relationships within and across texts based on close reading of a variety of grade-appropriate texts, presented in various print and multimedia formats, using increasingly detailed sentences, and an increasing variety of general academic and domain-specific words. ● PI.9: Plan and deliver a variety of oral presentations and reports on grade-appropriate topics that present evidence and facts to support ideas by using growing understanding of register. ● PI.10a: Write longer literary and informational texts and independently by using appropriate text organization and growing understanding of register. 	<ul style="list-style-type: none"> ● PI.1: Contribute to class, group, and partner discussions, sustaining conversations on a variety of age and grade-appropriate academic topics by following turn-taking rules, asking and answering relevant, on-topic questions, affirming others, and providing coherent and well-articulated comments and additional information. ● PI.2: Collaborate with peers to engage in a variety of extended written exchanges and complex grade-appropriate writing projects, using technology as appropriate. ● PI.3: Negotiate with or persuade others in conversations in appropriate registers using a variety of learned phrases, indirect reported speech, and open responses to express and defend nuanced opinions. ● PI.5: Demonstrate comprehension of oral presentations and discussions on a variety of social and academic topics by asking and answering detailed and complex questions that show thoughtful consideration of the ideas or arguments, with light support. ● PI.6a: Explain ideas, phenomena, processes, and relationships within and across texts based on close reading of a variety of grade-level texts, presented in various print and multimedia formats, using a variety of detailed sentences and a range of general academic and domain-specific words. ● PI.9: Plan and deliver a variety of oral presentations and reports on grade-appropriate topics that express complex and abstract ideas well supported by evidence and sound reasoning, and are

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	<ul style="list-style-type: none">● PI.11a: Justify opinions and positions or persuade others by making connections between ideas and articulating relevant textual evidence or background knowledge.	<p>delivered using an appropriate level of formality and understanding of register.</p> <ul style="list-style-type: none">● PI.10a: Write longer and more detailed literary and informational texts collaboratively and independently using appropriate text organization and register.● PI.11a: Justify opinions or persuade others by making connections and distinctions between ideas and texts and articulating sufficient, detailed, and relevant textual evidence or background knowledge, using appropriate register.
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**These items are shared with the companion ELD Designated curriculum and must be addressed in the ELA classroom. In addition, the noted texts must be included in the core instructional path.

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

Unit Five—*Cultures in Conflict* (SpringBoard Unit 3)

OVERVIEW

Unit 3 continues the exploration of culture by examining what happens to a community when outsiders try to influence it. As students read and analyze Chinua Achebe’s novel *Things Fall Apart*, they will learn about the African Ibo culture, make connections to their own culture, and consider the novel’s characters and their responses to the cultural change.

Although the unit is primarily a novel study, students will have the opportunity to conduct research and present their findings in a group presentation. They will also have opportunities to refine their academic writing skills. Two poems and an interview with Chinua Achebe complement the novel. By the end of this unit, students should become more proficient in close reading, formal writing, literary analysis, research, and communication.

UNIT OBJECTIVES TO BE ASSESSED

Reading/ Listening Objectives	Content Standards	Where Assessed
● Analyze cultural experiences reflected in a work of literature from outside the United States.	● R.1, R.6	● EA1, EA2
● Analyze how complex characters in a novel develop and interact to advance a plot or theme.	● R.1, R.2, R.3	● EA2
● Research to answer questions, explore complex ideas, and gather relevant information.	● W.7, W.8, W.9	● EA1
● Analyze and interpret a novel of literary merit.	● R.1, R.2, R.3, R.4, R.5, R.6	● EA1, EA2
● Analyzing a novel and academic writing, including literary analysis.	● R.1, R.3, R.5	● EA1, EA2
● Conduct research emphasizing evaluation and citation of sources.	● W.7, W.8, W.9	● EA1
Writing/Speaking Objectives	Content Standards	Where Assessed
● Present findings to an audience clearly and logically, making use of digital media.	● SL.4, SL.5	● EA1
● Draw evidence from a literary text to support analysis and reflection.	● W.9, R.1,	● EA2
● Demonstrating proficiency in all aspects of the writing process.	● W.4, W.5	● EA2

UNIT ASSESSMENT:

Embedded Assessment 2**

- Analytical essay examines character’s response to cultural collision caused by introduction of Western ideas into Ibo culture

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MAJOR TASKS		Essential Practices
<ul style="list-style-type: none"> ● Embedded Assessment 1 <ul style="list-style-type: none"> ○ Compare/contrast cultural aspect from pre-colonial to postcolonial Nigeria in presentation format ● Activities with Anchor Texts: <ul style="list-style-type: none"> ○ 3.13, 3.19 <i>Things Fall Apart</i> (novel) ○ 3.20 (“An African Voice”) 	<ul style="list-style-type: none"> ● OPTIC ● SOAPStone ● SIFT ● Reading Discussion Groups ● Collaborative Discussions 	
SHARED TEXTS		
<ul style="list-style-type: none"> ● Interview: “An African Voice” by Katie Bacon** ● Novel Excerpt: <i>Things Fall Apart</i> (Chapter 13 & 23) by Chinua Achebe** 		
ELD STANDARDS ADDRESSED IN INSTRUCTION		
Emerging	Expanding	Bridging
<ul style="list-style-type: none"> ● PI.1: Engage in conversational exchanges and express ideas on familiar current events and academic topics by asking and answering yes-no questions and <i>wh</i>- questions and responding using phrases and short sentences. ● PI.5: Demonstrate comprehension of oral presentations and discussions on familiar social and academic topics by asking and answering questions, with prompting and substantial support. ● PI.6a: Explain ideas, phenomena, processes, and text relationships (e.g., compare/contrast, cause/effect, evidence-based argument) based on close reading of a variety of grade-appropriate texts, presented in various print and multi-media formats, using short sentences and a select set of general academic and domain-specific words. ● PI.8: Analyzing language choices Explain how a writer’s or speaker’s choice of phrasing or specific words (e.g., describing a character or action as <i>aggressive</i> versus <i>bold</i>) produces nuances and different effects on the audience. ● PI.10a: Write short literary and informational texts (e.g., an argument about water rights) collaboratively (e.g., with peers) and independently. 	<ul style="list-style-type: none"> ● PI.1: Contribute to class, group, and partner discussions, sustaining conversations on a variety of age and grade-appropriate academic topics by following turn-taking rules, asking and answering relevant, on-topic questions, affirming others, providing additional, relevant information, and paraphrasing key ideas. ● PI.5: Demonstrate comprehension of oral presentations and discussions on a variety of social and academic topics by asking and answering questions that show thoughtful consideration of the ideas or arguments, with moderate support. ● PI.6a: Explain ideas, phenomena, processes, and relationships within and across texts (e.g., compare/contrast, cause/effect, themes, evidence-based argument) based on close reading of a variety of grade-appropriate texts, presented in various print and multimedia formats, using increasingly detailed sentences, and an increasing variety of general academic and domain-specific words. ● PI.8: Explain how a writer’s or speaker’s choice of phrasing or specific words (e.g., using figurative language or words with multiple meanings to describe an event or character) produces nuances 	<ul style="list-style-type: none"> ● PI.1: Contribute to class, group, and partner discussions, sustaining conversations on a variety of age and grade-appropriate academic topics by following turn-taking rules, asking and answering relevant, on-topic questions, affirming others, and providing coherent and well-articulated comments and additional information. ● PI.5: Demonstrate comprehension of oral presentations and discussions on a variety of social and academic topics by asking and answering detailed and complex questions that show thoughtful consideration of the ideas or arguments, with light support. ● PI.6a: Explain ideas, phenomena, processes, and relationships within and across texts based on close reading of a variety of grade-level texts, presented in various print and multimedia formats, using a variety of detailed sentences and a range of general academic and domain-specific words. ● PI.8: Explain how a writer’s or speaker’s choice of a variety of different types of phrasing or words produces nuances and different effects on the audience. ● PI.10a: Write longer and more detailed literary and informational texts collaboratively and independently using appropriate text organization and

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<ul style="list-style-type: none"> ● PI.10b: Write brief summaries of texts and experiences by using complete sentences and key words (e.g., from notes or graphic organizers). ● PII.6: Combine clauses in a few basic ways (e.g., creating compound sentences using <i>and</i>, <i>but</i>, <i>so</i>; creating complex sentences using <i>because</i>) to make connections between and to join ideas (e.g., <i>I want to read this book because it describes the solar system</i>). ● PII.7: Condense ideas in a few basic ways (e.g., by compounding verb or prepositional phrases) to create precise and detailed simple, compound, and complex sentences (e.g., <i>The students asked survey questions and recorded the responses</i>). 	<p>and different effects on the audience.</p> <ul style="list-style-type: none"> ● PI.10a: Write longer literary and informational texts (e.g., an argument about water rights) collaboratively (e.g., with peers) and independently by using appropriate text organization and growing understanding of register. ● PI.10b: Write increasingly concise summaries of texts and experiences by using complete sentences and key words (e.g., from notes or graphic organizers). ● PII.6: Combine clauses in a growing number of ways to create compound and complex sentences that make connections between and link concrete and abstract ideas, for example, to express a reason (e.g., <i>He stayed at home on Sunday in order to study for Monday's exam</i>) or to make a concession (e.g., <i>She studied all night even though she wasn't feeling well</i>). ● PII.7: Condense ideas in a growing number of ways (e.g., through embedded clauses or by compounding verbs or prepositional phrases) to create more precise and detailed simple, compound, and complex sentences (e.g., <i>Species that could not adapt to the changing climate eventually disappeared</i>). 	<p>register.</p> <ul style="list-style-type: none"> ● PI.10b: Write clear and coherent summaries of texts and experiences by using complete and concise sentences and key words. ● PII.6: Combine clauses in a variety of ways to create compound and complex sentences that make connections between and link concrete and abstract ideas, for example, to make a concession, or to establish cause. ● PII.7: Condense ideas in a variety of ways to create precise simple, compound, and complex sentences that condense concrete and abstract ideas.
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**These items are shared with the companion ELD Designated curriculum and must be addressed in the ELA classroom. In addition, the noted texts must be included in the core instructional path.