

Course Name - Strategic Literacy - Eleventh Grade English

Qtr./Mon.	Content	HSCE	Essential Skills	Assessment	Vocabulary
1	<p>Early American History Possible Texts/Authors for this Unit: <u>The Crucible</u>, <u>The Adventures of Huckleberry Finn</u>, <u>The Scarlet Letter</u>, Bradstreet, Wheatly, Edwards, Mather, Jefferson, Franklin, Poe, Emerson, Thoreau, Hawthorne, Melville, Fireside Poets, and other supplemental materials</p>	<p>1.3.1 Compose written, spoken, and/or multimedia compositions in a range of genres (eg. personal narrative, biography,</p> <p>CE 2.1.3 Determine the meaning of unfamiliar words, specialized vocabulary,</p> <p>CE 2.1.4 Identify and evaluate the primary focus, logical argument, structure, and style of a text or speech and the ways in which these elements support or confound meaning or purpose.</p> <p>2.1.5 Analyze and evaluate the</p> <p>CE 2.2.1 Recognize literary and</p> <p>CE 2.2.2 Examine the ways in which prior knowledge and personal experience affect the understanding of written, spoken, or multimedia text.</p> <p>CE 2.2.3 Interpret the meaning of written, spoken, and visual texts by drawing on different cultural, theoretical, and critical perspectives.</p> <p>CE 2.3.3 Critically read and interpret instructions for a variety of tasks (e.g., completing assignments, using software, writing college and job applications).</p> <p>CE 3.1.1 Interpret literary language (e.g., imagery, allusions, symbolism, metaphor) while reading literary and expository works.</p>	<p>Identify Early Stages of American Literature via genre and style. Understand character development, conflict, theme and how it relates to the time period. Use persuasive strategies to compare character and situation.</p>	<p>Essays, quizzes, tests and/or projects</p>	<p>Puritanism , Puritan Doctrine, Utilitarian Literature, Rationalism, pathos, ethos, logos, Romanticism, Transcendentalism, Anti-Transcendentalism, satire, irony, symbolism</p>

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1	Early American History	<p>CE 3.1.2 Demonstrate an understanding of literary characterization, character development, the function of major and minor characters, motives and causes for action, and moral dilemmas that characters encounter by describing their function in specific works.</p> <p>CE 3.1.3 Recognize a variety of plot structures and elements (e.g., story within a story, rising action, foreshadowing, flash backs, cause-and-effect relationships, conflicts, resolutions) and describe their impact on the reader in specific literary works.</p> <p>CE 3.1.4 Analyze characteristics of specific works and authors (e.g., voice, mood, time sequence, author vs. narrator, stated vs. implied author, intended audience and purpose, irony, parody, satire, propaganda, use of archetypes and symbols) and identify basic beliefs, perspectives, and philosophical assumptions underlying an author's work.</p> <p>CE 3.1.5 Comparatively analyze two or more literary or expository texts, comparing how and why similar themes are treated differently, by different authors, in different types of text, in different historical periods, and/or from different cultural perspectives.</p>			

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1	Early American History	<p>CE 3.1.6 Examine differing and diverse interpretations of literary and expository works and explain how and why interpretation may vary from reader to reader.</p> <p>CE 3.1.7 Analyze and evaluate the portrayal of various groups, societies, and cultures in literature and other texts.</p> <p>CE 3.1.8 Demonstrate an understanding of historical, political, cultural, and philosophical themes and questions raised by literary and expository works. characters, communities, themes, and issues in literature and other texts reflect</p> <p>CE 3.1.10 Demonstrate an understanding of the connections between literary and expository works, themes, and historical and contemporary contexts.</p> <p>CE 3.3.1 Explore the relationships among individual works, authors, and literary movements in English and American literature (e.g., Romanticism, Puritanism, the Harlem Renaissance, Postcolonial), and consider the historical, cultural, and societal contexts in which works were produced.</p> <p>4.1.4 Control standard English structures in a variety of contexts (eg. formal speaking, academic prose, business, and public writing) using language carefully and precisely.</p>			

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1	Vocabulary and Grammar	CE 2.1.3 Determine the meaning of unfamiliar words, specialized vocabulary, figurative language, idiomatic expressions, and technical meanings of terms through context clues, word roots and affixes, and the use of appropriate resource materials such as print and electronic dictionaries. CE 4.1.1 Use sentence structures and vocabulary effectively within different modes (oral and written, formal and informal) and for various rhetorical CE 4.1.5 Demonstrate use of conventions of grammar, usage, and mechanics in written texts, including parts of speech, sentence structure and variety, spelling,		Quizzes, tests and essays	antonym/synonym subject-verb agreement, pronouns, prepositions, verb forms and voice, homophones and commonly confused words

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1	<p>Civil War to WW II Possible Texts/Author for this Unit: <u>Black Boy</u>, <u>The Great Gatsby</u>, <u>Of Mice and Men</u>, <u>Call of the Wild</u>, Whitman, Dickinson, Twain, Bierce, Chopin, Hemingway, London, Wright, Frost and other supplemental material</p>	<p>1.3.1 Compose written, spoken, and/or multimedia compositions in a range of genres (eg. Personal narrative, biography, poem, fiction, drama, creative nonfiction, summary, literary analysis essay, research report, or work related text): pieces that serve a variety of purposes (eg. expressive, informative, creative, and persuasive) and that use a variety of organizational patterns (eg. autobiography, free verse, dialogue, comparison/contrast, definition, or cause and effect).</p> <p>CE 2.1.3 Determine the meaning of unfamiliar words, specialized vocabulary, figurative language, idiomatic expressions, and technical meanings of terms through context clues, word roots and affixes, and the use of appropriate resource materials such as print and electronic dictionaries.</p> <p>CE 2.1.4 Identify and evaluate the primary focus, logical argument, structure, and style of a text or speech and the ways in which these elements support or confound meaning or purpose.</p> <p>2.1.5 Analyze and evaluate the components of multiple organizational patterns (eg. Compare/contrast, cause/effect, problem/solution, fact/opinion, theory/evidence)</p>	<p>Identify Early Stages of American Literature via genre and style. Understand character development, conflict, theme and how it relates to the time period. Use persuasive strategies to compare character and situation.</p>	<p>Essays, quizzes, tests and/or projects</p>	<p>Realism, Naturalism, Local Color, Lost Generation, Harlem Renaissance, social injustice</p>

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1	Civil War to WW II	<p>CE 2.2.1 Recognize literary and persuasive strategies as ways by which authors convey ideas and readers make meaning (e.g., imagery, irony, satire, parody, propaganda, overstatement/understatement, omission, and multiple points of view).</p> <p>CE 2.2.2 Examine the ways in which prior knowledge and personal experience affect the understanding of written, spoken, or multimedia text.</p> <p>CE 2.2.3 Interpret the meaning of written, spoken, and visual texts by drawing on different cultural, theoretical, and critical perspectives.</p> <p>CE 2.3.3 Critically read and interpret instructions for a variety of tasks (e.g., completing assignments, using software,</p> <p>CE 3.1.1 Interpret literary language (e.g., imagery, allusions, symbolism, metaphor) while reading literary and expository works.</p> <p>CE 3.1.2 Demonstrate an understanding of literary characterization, character development, the function of major and minor characters, motives and causes for action, and moral dilemmas that characters encounter by describing their function in specific works.</p>			

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1	Civil War to WW II	<p>CE 3.1.3 Recognize a variety of plot structures and elements (e.g., story within a story, rising action, foreshadowing, flash backs, cause-and-effect relationships, conflicts, resolutions) and describe their impact on the reader in specific literary works.</p> <p>CE 3.1.4 Analyze characteristics of specific works and authors (e.g., voice, mood, time sequence, author vs. narrator, stated vs. implied author, intended audience and purpose, irony, parody, satire, propaganda, use of archetypes and symbols) and identify basic beliefs, perspectives, and philosophical assumptions underlying an author's work.</p> <p>CE 3.1.5 Comparatively analyze two or more literary or expository texts, comparing how and why similar themes are treated differently, by different authors, in different types of text, in different historical periods, and/or from different cultural perspectives.</p> <p>CE 3.1.6 Examine differing and diverse interpretations of literary and expository works and explain how and why interpretation may vary from reader to reader.</p> <p>CE 3.1.7 Analyze and evaluate the portrayal of various groups, societies, and cultures in literature and other texts.</p>			

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1	Civil War to WW II	<p>CE 3.1.8 Demonstrate an understanding of historical, political, cultural, and philosophical themes and questions raised by literary and expository works.</p> <p>CE 3.1.9 Analyze how the tensions among characters, communities, themes, and issues in literature and other texts reflect human experience.</p> <p>CE 3.1.10 Demonstrate an understanding of the connections between literary and expository works, themes, and historical and contemporary contexts.</p> <p>CE 3.3.1 Explore the relationships among individual works, authors, and literary movements in English and American literature (e.g., Romanticism, Puritanism, the Harlem Renaissance, Postcolonial), and consider the historical, cultural, and societal contexts in which works were produced.</p> <p>4.1.4 Control standard English structures in a variety of contexts (eg. formal speaking, academic prose, business, and public writing) using language carefully and precisely.</p>			

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2	Research Unit	<p>CE 1.1.1 Demonstrate flexibility in using independent and collaborative strategies for planning, drafting, revising, and editing complex texts.</p> <p>CE 1.1.2 Know and use a variety of prewriting strategies to generate, focus, and organize ideas (e.g., free writing, clustering/mapping, talking with others, brainstorming, outlining, developing graphic organizers, taking notes, summarizing, paraphrasing).</p> <p>CE 1.1.3 Select and use language that is appropriate (e.g., formal, informal, literary, or technical) for the purpose, audience, and context of the text, speech, or visual representation (e.g., letter to editor, proposal, poem, or digital story).</p> <p>CE 1.1.4 Compose drafts that convey an impression, express an opinion, raise a question, argue a position, explore a topic, tell a story, or serve another purpose, while simultaneously considering the constraints and possibilities (e.g., structure, language, use of conventions of grammar, usage, and mechanics) of the selected form or genre.</p>	Develop a thesis, construct an argument, synthesize sources, edit/revise, utilize MLA format	Research Paper	thesis, topic sentence, plagiarism, transitions, documentation

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2	Research Unit	<p>CE 1.1.5 Revise drafts to more fully and/or precisely convey meaning—drawing on response from others, self-reflection, and reading one’s own work with the eye of a reader; then refine the text— deleting and/or reorganizing ideas, and addressing potential readers’ questions.</p> <p>CE 1.1.6 Reorganize sentence elements as needed and choose grammatical and stylistic options that provide sentence variety, fluency, and flow.</p> <p>CE 1.1.7 Edit for style, tone, and word choice (specificity, variety, accuracy, appropriateness, conciseness) and for conventions of grammar, usage and mechanics that are appropriate for audience.</p> <p>CE 1.1.8 Proofread to check spelling, layout, and font; and prepare selected pieces for a public audience.</p> <p>1.3.1 Compose written, spoken, and/or multimedia compositions in a range of genres (eg. personal narrative, biography, poem, fiction, drama, creative nonfiction, summary, literary analysis essay, research report, or work related text): pieces that serve a variety of purposes (eg. expressive, informative, creative, and persuasive) and that use a variety of organizational patterns (eg. autobiography, free verse, dialogue, comparison/contrast, definition, or cause and effect).</p>			

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2	Research Unit	<p>CE 1.3.4 Develop and extend a thesis, argument, or exploration of a topic by analyzing differing perspectives and employing a structure that effectively conveys the ideas in writing (e.g. resolve inconsistencies in logic; use a range of strategies to persuade, clarify, and defend a position with precise and relevant evidence; anticipate and address concerns and counterclaims; provide a clear and effective conclusion).</p> <p>CE 1.3.5 From the outset, identify and assess audience expectations and needs; consider the rhetorical effects of style, form, and content based on that assessment; and adapt communication strategies appropriately and effectively.</p> <p>CE 1.4.1 Identify, explore, and refine topics and questions appropriate for research.</p> <p>CE 1.4.2 Develop a system for gathering, organizing, paraphrasing, and summarizing information; select, evaluate, synthesize, and use multiple primary and secondary (print and electronic) resources.</p>			

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2	Research Unit	<p>CE 1.4.3 Develop and refine a position, claim, thesis, or hypothesis that will be explored and supported by analyzing different perspectives, resolving inconsistencies, and writing about those differences in a structure appropriate for the audience (e.g., argumentative essay that avoids inconsistencies in logic and develops a single thesis; exploratory essay that explains differences and similarities and raises additional questions).</p> <p>CE 1.4.4 Interpret, synthesize, and evaluate information/findings in various print sources and media (e.g., fact and opinion, comprehensiveness of the evidence, bias, varied perspectives, motives and credibility of the author, date of publication) to draw conclusions and implications.</p> <p>CE 1.4.5 Develop organizational structures appropriate to the purpose and message, and use transitions that produce a sequential or logical flow of ideas.</p> <p>CE 1.4.6 Use appropriate conventions of textual citation in different contexts (e.g., different academic disciplines and workplace writing situations).</p>			

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2	Research Unit	<p>CE 1.4.7 Recognize the role of research, including student research, as a contribution to collective knowledge, selecting an appropriate method or genre through which research findings will be shared and evaluated, keeping in mind the needs of the prospective audience. (e.g., presentations, online sharing, written products such as a research report, a research brief, a multi-genre report, I-Search, literary analysis, news article).</p> <p>CE 2.3.4 Critically interpret primary and secondary research-related documents (e.g., historical and government documents, newspapers, critical and technical articles, and subject-specific books).</p>			

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2	<p>Modernism to Contemporary Possible texts: <u>Catcher in the Rye, A Raisin in the Sun,</u> Faulkner, McCullers, Hemmingway and other supplemental material</p>	<p>CE 2.1.3 Determine the meaning of unfamiliar words, specialized vocabulary, figurative language, idiomatic expressions, and technical meanings of terms through context clues, word roots and affixes, and the use of appropriate resource materials such as print and electronic dictionaries.</p> <p>CE 2.1.4 Identify and evaluate the primary focus, logical argument, structure, and style of a text or speech and the ways in which these elements support or confound meaning or purpose.</p> <p>2.1.5 Analyze and evaluate the components of multiple organizational patterns (eg. Compare/contrast, cause/effect, problem/solution, fact/opinion, theory/evidence)</p> <p>CE 2.2.1 Recognize literary and persuasive strategies as ways by which authors convey ideas and readers make meaning (e.g., imagery, irony, satire, parody, propaganda, overstatement/understatement, omission, and multiple points of view).</p> <p>CE 2.2.2 Examine the ways in which prior knowledge and personal experience affect the understanding of written, spoken, or multimedia text.</p> <p>CE 2.2.3 Interpret the meaning of written, spoken, and visual texts by drawing on different cultural, theoretical, and critical perspectives.</p>	<p>Identify the stages of American Literature via genre and style. Understand character development, conflict, theme and how it relates to the time period. Use persuasive strategies to compare character and situation.</p>	<p>Unit Tests, quizzes, essays and/or projects</p>	<p>stream of conscience, flashback, Imagist</p>

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2	Modernism to Contemporary	<p>CE 3.3.1 Explore the relationships among individual works, authors, and literary movements in English and American literature (e.g., Romanticism, Puritanism, the Harlem Renaissance, Postcolonial), and consider the historical, cultural, and societal contexts in which works were produced.</p> <p>4.1.4 Control standard English structures in a variety of contexts (eg. formal speaking, academic prose, business, and public writing) using language carefully and precisely.</p>			
2	Vocabulary and Grammar	<p>CE 2.1.3 Determine the meaning of unfamiliar words, specialized vocabulary, figurative language, idiomatic expressions, and technical meanings of terms through context clues, word roots and affixes, and the use of appropriate resource materials such as print and electronic dictionaries.</p> <p>CE 4.1.1 Use sentence structures and vocabulary effectively within different modes (oral and written, formal and informal) and for various rhetorical purposes.</p> <p>CE 4.1.5 Demonstrate use of conventions of grammar, usage, and mechanics in written texts, including parts of speech, sentence structure and variety, spelling, capitalization, and punctuation.</p>	Increase vocabulary through exposure of newly introduced words that will appear on the ACT. Increase lexicon.	Quizzes, tests and essays	colon and colon use, qu