

# Course Name - Strategic Literacy - Ninth Grade English

Qtr./Mon.	Content	HSCE	Essential Skills	Assessment	Vocabulary
ongoing	<b>In Class Essay (ICE) (ongoing weekly)</b>	<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> <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 1.2.4 Assess strengths, weaknesses, and development as a writer by examining a collection of own writing.</p> <p>CE 1.3.2 Compose written and spoken essays or work-related text that demonstrate logical thinking and the development of ideas for academic, creative, and personal purposes: essays that convey the author's message by using an engaging introduction (with a clear thesis as appropriate), well-constructed paragraphs, transition sentences, and a powerful conclusion.</p>	<p>SWBAT:</p> <ul style="list-style-type: none"> <li>Practice modeling the ACT writing test in writing a well rounded response with an introduction, thesis statement, evidence, examples and explanations.</li> </ul>	<ul style="list-style-type: none"> <li>Written</li> </ul>	<ul style="list-style-type: none"> <li>Thesis</li> <li>Topic sentence</li> <li>Introduction</li> <li>Attention getter</li> <li>Conclusion</li> <li>Word choice</li> </ul>

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Ongoing	<b>In Class Essay (ICE) (ongoing weekly)</b>	<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 1.3.9 Use the formal, stylistic, content, and mechanical conventions of a variety of genres in writing.</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>			

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Ongoing	<b>Expository Essay</b>	<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 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 1.1.3 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>	<p>SWBAT:</p> <ul style="list-style-type: none"> <li>• Scaffold their writing skills, starting with sentence structure, building toward paragraph structure, and culminating with multi-paragraph essays.</li> <li>• Write a well rounded response with an introduction, thesis statement, evidence, examples and explanations.</li> </ul>	<ul style="list-style-type: none"> <li>• Objective tests and quizzes</li> <li>• Contextual questions</li> <li>• Essay Tests</li> <li>• Writing Process:               <ul style="list-style-type: none"> <li>o brainstorming</li> <li>o drafting</li> <li>o editing</li> <li>o revising</li> <li>o checklists</li> <li>o rewriting</li> </ul> </li> </ul>	<ul style="list-style-type: none"> <li>• Rubric</li> <li>• Outline</li> <li>• Introduction</li> <li>• Attention getter</li> <li>• Thesis</li> <li>• Body</li> <li>• Conclusion</li> <li>• Clincher</li> </ul>

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Ongoing	<b>Expository Essay</b>	<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>CE 1.3.2 Compose written and spoken essays or work-related text that demonstrate logical thinking and the development of ideas for academic, creative, and personal purposes: essays that convey the author’s message by using an engaging introduction (with a clear thesis as appropriate), well-constructed paragraphs, transition sentences, and a powerful conclusion.</p>			

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ongoing	<b>Expository Essay</b>	<p>CE 1.3.3 Compose essays with well-crafted and varied sentences demonstrating a precise, flexible, and creative use of language.</p> <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 1.3.9 Use the formal, stylistic, content, and mechanical conventions of a variety of genres in writing.</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>			

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Ongoing	<b>Expository Essay</b>	<p>CE 2.1.5 Analyze and evaluate the components of multiple organizational patterns (e.g., compare/contrast, cause/effect, problem/solution, fact/opinion, theory/evidence).</p> <p>CE 1.5.4 Use technology tools (e.g., word processing, presentation and multimedia software) to produce polished written and multimedia work (e.g., literary and expository works, proposals, business presentations, advertisements).</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. 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>			

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ongoing	<b>Vocabulary (ongoing weekly)</b>	<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 4.1.2 Use resources to determine word meanings, pronunciations, and word etymologies (e.g., context, print and electronic dictionaries, thesauruses, glossaries, and others).</p>	<p>SWBAT:</p> <ul style="list-style-type: none"> <li>• Increase vocabulary through exposure of newly introduced words that will appear on the ACT.</li> <li>• Demonstrate comprehension via weekly quizzes.</li> <li>• Use terms in writing to demonstrate understanding and increasing lexicon.</li> </ul>	<ul style="list-style-type: none"> <li>• Homework</li> <li>• Quiz</li> </ul>	<ul style="list-style-type: none"> <li>• 10 ACT preparatory vocabulary terms introduced per week.</li> <li>• 150 new words presented per semester.</li> <li>• Synonyms</li> <li>• Antonyms</li> <li>• Mnemonic devices</li> </ul>
ongoing	<b>Grammar and Usage (ongoing)</b>	<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>	<p>SWBAT:</p> <ul style="list-style-type: none"> <li>• Define, identify, and apply the eight parts of speech to their writing.</li> <li>• Use and spell homophones correctly.</li> <li>• Identify sentence fragments and run-ons, and build appropriate sentence structure.</li> <li>• Use punctuation correctly.</li> </ul>	<ul style="list-style-type: none"> <li>• Homework</li> <li>• Objective Quizzes</li> <li>• Written assignments</li> </ul>	<ul style="list-style-type: none"> <li>• Nouns</li> <li>• Pronouns</li> <li>• Adjectives</li> <li>• Adverbs</li> <li>• Verbs</li> <li>• Prepositions</li> <li>• Conjunctions</li> <li>• Interjections</li> <li>• Homophones</li> </ul>

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Q1	<b>Short Stories</b>	<p>CE 2.1.1 Use a variety of pre-reading and previewing strategies (e.g., acknowledge own prior knowledge, make connections, generate questions, make predictions, scan a text for a particular purpose or audience, analyze text structure and features) to make conscious choices about how to approach the reading based on purpose, genre, level of difficulty, text demands and features.</p> <p>CE 2.1.2 Make supported inferences and draw conclusions based on informational print and multimedia features (e.g., prefaces, appendices, marginal notes, illustrations, bibliographies, author's pages, footnotes, diagrams, tables, charts, maps, timelines, graphs, and other visual and special effects) and explain how authors and speakers use them to infer the organization of text and enhance understanding, convey meaning, and inspire or mislead audiences.</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>SWBAT:</p> <ul style="list-style-type: none"> <li>• Define and identify literary devices.</li> <li>• Critically analyze the elements of short stories, and establish real world connections.</li> <li>• Draw connections between multiple texts.</li> <li>• Use context clues to determine the meaning of unfamiliar words.</li> <li>• Draw inferences about characters' motives and implied themes.</li> <li>• Analyze and apply literary terms and devices.</li> <li>• Describe, interpret and evaluate short fictional texts in order to construct meaning, extend understanding, and demonstrate appreciation.</li> <li>• Engage in before, during, and after reading strategies.</li> </ul>	<ul style="list-style-type: none"> <li>• Objective test</li> <li>• Essay response</li> <li>• Performance assessment</li> <li>• Class discussion</li> <li>• Projects</li> </ul>	<ul style="list-style-type: none"> <li>• plot</li> <li>• characterization</li> <li>• point-of-view</li> <li>• irony</li> <li>• symbolism</li> <li>• conflict</li> <li>• theme</li> <li>• mood</li> <li>• tone</li> <li>• imagery</li> <li>• inference</li> <li>• figurative language</li> <li>• dialogue</li> <li>• dialect</li> </ul>



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Q1	Short Stories	<p>CE 2.1.7 Demonstrate understanding of written, spoken, or visual information by restating, paraphrasing, summarizing, critiquing, or composing a personal response; distinguish between a summary and a critique.</p> <p>CE 2.1.11 Demonstrate appropriate social skills of audience, group discussion, or work team behavior by listening attentively and with civility to the ideas of others, gaining the floor in respectful ways, posing appropriate questions, and tolerating ambiguity and lack of consensus.</p> <p>CE 2.1.12 Use a variety of strategies to enhance listening comprehension (e.g., monitor message for clarity and understanding, ask relevant questions, provide verbal and nonverbal feedback, notice cues such as change of pace or emphasis that indicate a new point is about to be made; and take notes to organize essential information).</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>			

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Q1	<b>Short Stories</b>	<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 2.3.5 Engage in self-assessment as a reader, listener, and viewer, while monitoring comprehension and using a variety of strategies to overcome difficulties when constructing and conveying meaning.</p> <p>CE 2.3.6 Reflect on personal understanding of reading, listening, and viewing; set personal learning goals; and take responsibility for personal growth.</p> <p>CE 3.1.1 Interpret literary language (e.g., imagery, allusions, symbolism, metaphor) while reading literary and expository works.</p>			

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Q1	<b>Short Stories</b>	<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> <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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Q1	<b>Short Stories</b>	<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 3.2.1 Recognize a variety of literary genres and forms (e.g., poetry, drama, novels, short stories, autobiographies, biographies, multi-genre texts, satire, parody, allegory) and demonstrate an understanding of the way in which genre and form influence meaning.</p> <p>CE 3.2.4 Respond by participating actively and appropriately in small and large group discussions about literature (e.g., posing questions, listening to others, contributing ideas, reflecting on and revising initial responses).</p> <p>CE 3.2.5 Respond to literature in a variety of ways (e.g., dramatic interpretation, reader's theatre, literature circles, illustration, writing in a character's voice, engaging in social action, writing an analytic essay) providing examples of how texts affect their lives, connect them with the contemporary world, and communicate across time.</p>			

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Q1	Short Stories	<p>CE 3.3.2 Read and analyze classic and contemporary works of literature (American, British, world) representing a variety of genres and traditions and consider their significance in their own time period as well as how they may be relevant to contemporary society.</p> <p>CE 4.2.1 Understand how languages and dialects are used to communicate effectively in different roles, under different circumstances, and among speakers of different speech communities (e.g., ethnic communities, social groups, professional organizations).</p> <p>CE 4.2.3 Recognize and appreciate language variety, understand that all dialects are rule-governed, and respect the linguistic differences of other speech communities.</p>			

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Q2	<i>Romeo and Juliet</i>	<p>CE 2.1.1 Use a variety of pre-reading and previewing strategies (e.g., acknowledge own prior knowledge, make connections, generate questions, make predictions, scan a text for a particular purpose or audience, analyze text structure and features) to make conscious choices about how to approach the reading based on purpose, genre, level of difficulty, text demands and features.</p> <p>CE 2.1.2 Make supported inferences and draw conclusions based on informational print and multimedia features (e.g., prefaces, appendices, marginal notes, illustrations, bibliographies, author's pages, footnotes, diagrams, tables, charts, maps, timelines, graphs, and other visual and special effects) and explain how authors and speakers use them to infer the organization of text and enhance understanding, convey meaning, and inspire or mislead audiences.</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>SWBAT:</p> <ul style="list-style-type: none"> <li>• Define and identify literary devices.</li> <li>• Critically analyze the elements of drama, and establish real world connections.</li> <li>• Use context clues to determine the meaning of unfamiliar words.</li> <li>• Draw inferences about characters' motives and implied themes.</li> <li>• Analyze and apply drama/poetry terms and devices.</li> <li>• Describe, interpret and evaluate dramatic text in order to construct meaning, extend understanding, and demonstrate appreciation.</li> <li>• Engage in before, during, and after reading strategies.</li> </ul>	<ul style="list-style-type: none"> <li>• Objective test</li> <li>• Essay response</li> <li>• Performance assessment</li> <li>• Class discussion</li> <li>• Projects</li> </ul>	<p><b>Drama Terms</b></p> <ul style="list-style-type: none"> <li>• Drama</li> <li>• Act</li> <li>• Scene</li> <li>• Stage directions</li> <li>• Monologue</li> <li>• Aside</li> <li>• Soliloquy</li> <li>• Props</li> <li>• Foil</li> <li>• Tragedy</li> <li>• Comedy</li> <li>• Oxymoron</li> <li>• Pun</li> </ul> <p><b>Poetry terms</b></p> <ul style="list-style-type: none"> <li>• Metaphor</li> <li>• Simile</li> <li>• Personification</li> <li>• Alliteration</li> <li>• Hyperbole</li> <li>• Assonance</li> <li>• Consonance</li> <li>• Allusion</li> <li>• Iambic pentameter</li> <li>• Sonnet</li> <li>• Rhyming couplet</li> </ul>

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Q2	<i>Romeo and Juliet</i>	<p>CE 2.1.7 Demonstrate understanding of written, spoken, or visual information by restating, paraphrasing, summarizing, critiquing, or composing a personal response; distinguish between a summary and a critique.</p> <p>CE 2.1.11 Demonstrate appropriate social skills of audience, group discussion, or work team behavior by listening attentively and with civility to the ideas of others, gaining the floor in respectful ways, posing appropriate questions, and tolerating ambiguity and lack of consensus.</p> <p>CE 2.1.12 Use a variety of strategies to enhance listening comprehension (e.g., monitor message for clarity and understanding, ask relevant questions, provide verbal and nonverbal feedback, notice cues such as change of pace or emphasis that indicate a new point is about to be made; and take notes to organize essential information).</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>			

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Q2	<i>Romeo and Juliet</i>	<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 2.3.5 Engage in self-assessment as a reader, listener, and viewer, while monitoring comprehension and using a variety of strategies to overcome difficulties when constructing and conveying meaning.</p> <p>CE 2.3.6 Reflect on personal understanding of reading, listening, and viewing; set personal learning goals; and take responsibility for personal growth.</p> <p>CE 3.1.1 Interpret literary language (e.g., imagery, allusions, symbolism, metaphor) while reading literary and expository works.</p>			



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Q2	<i>Romeo and Juliet</i>	<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> <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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Q2	<i>Romeo and Juliet</i>	<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 3.2.1 Recognize a variety of literary genres and forms (e.g., poetry, drama, novels, short stories, autobiographies, biographies, multi-genre texts, satire, parody, allegory) and demonstrate an understanding of the way in which genre and form influence meaning.</p> <p>CE 3.2.2. Identify different types of poetry (e.g., epic, lyric, sonnet, free verse) and explain how specific features (e.g., figurative language, imagery, rhythm, alliteration, etc.) influence meaning.</p> <p>CE 3.2.3 Identify how elements of dramatic literature (e.g., dramatic irony, soliloquy, stage direction, and dialogue) illuminate the meaning of the text.</p> <p>CE 3.2.4 Respond by participating actively and appropriately in small and large group discussions about literature (e.g., posing questions, listening to others, contributing ideas, reflecting on and revising initial responses).</p>			

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Q2	<i>Romeo and Juliet</i>	<p>CE 3.2.5 Respond to literature in a variety of ways (e.g., dramatic interpretation, reader's theatre, literature circles, illustration, writing in a character's voice, engaging in social action, writing an analytic essay) providing examples of how texts affect their lives, connect them with the contemporary world, and communicate across time.</p> <p>CE 3.3.2 Read and analyze classic and contemporary works of literature (American, British, world) representing a variety of genres and traditions and consider their significance in their own time period as well as how they may be relevant to contemporary society.</p> <p>CE 4.2.1 Understand how languages and dialects are used to communicate effectively in different roles, under different circumstances, and among speakers of different speech communities (e.g., ethnic communities, social groups, professional organizations).</p> <p>CE 4.2.3 Recognize and appreciate language variety, understand that all dialects are rule-governed, and respect the linguistic differences of other speech communities.</p>			

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Q3	<i>The Odyssey</i>	<p>CE 2.1.1 Use a variety of pre-reading and previewing strategies (e.g., acknowledge own prior knowledge, make connections, generate questions, make predictions, scan a text for a particular purpose or audience, analyze text structure and features) to make conscious choices about how to approach the reading based on purpose, genre, level of difficulty, text demands and features.</p> <p>CE 2.1.2 Make supported inferences and draw conclusions based on informational print and multimedia features (e.g., prefaces, appendices, marginal notes, illustrations, bibliographies, author's pages, footnotes, diagrams, tables, charts, maps, timelines, graphs, and other visual and special effects) and explain how authors and speakers use them to infer the organization of text and enhance understanding, convey meaning, and inspire or mislead audiences.</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>SWBAT:</p> <ul style="list-style-type: none"> <li>• Recognize historical context.</li> <li>• Compare/contrast modern American values with those of Ancient Greece.</li> <li>• Define and identify literary devices.</li> <li>• Critically analyze the elements of the text, and establish real world connections.</li> <li>• Use context clues to determine the meaning of unfamiliar words.</li> <li>• Draw inferences about characters' motives and implied themes.</li> <li>• Analyze and apply literary terms and devices.</li> <li>• Describe, interpret and evaluate the text in order to construct meaning, extend understanding, and demonstrate appreciation.</li> <li>• Engage in before, during, and after reading strategies.</li> </ul>	<ul style="list-style-type: none"> <li>• Objective test</li> <li>• Essay response</li> <li>• Performance assessment</li> <li>• Class discussion</li> <li>• Projects</li> </ul>	<ul style="list-style-type: none"> <li>• Homer</li> <li>• Epic hero</li> <li>• Epic</li> <li>• Epithet</li> <li>• Trojan War</li> <li>• Quest</li> <li>• Values</li> <li>• Allusion</li> <li>• Epic simile</li> <li>• Foreshadowing</li> <li>• Flashback</li> <li>• Alliteration</li> <li>• Hyperbole</li> <li>• Personification</li> <li>• Metaphor</li> <li>• Narrative poetry</li> </ul>

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Q3	<i>The Odyssey</i>	<p>CE 2.1.7 Demonstrate understanding of written, spoken, or visual information by restating, paraphrasing, summarizing, critiquing, or composing a personal response; distinguish between a summary and a critique.</p> <p>CE 2.1.11 Demonstrate appropriate social skills of audience, group discussion, or work team behavior by listening attentively and with civility to the ideas of others, gaining the floor in respectful ways, posing appropriate questions, and tolerating ambiguity and lack of consensus.</p> <p>CE 2.1.12 Use a variety of strategies to enhance listening comprehension (e.g., monitor message for clarity and understanding, ask relevant questions, provide verbal and nonverbal feedback, notice cues such as change of pace or emphasis that indicate a new point is about to be made; and take notes to organize essential information).</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>			

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Qtr./Mon.	Content	HSCE	Essential Skills	Assessment	Vocabulary
Q3	<i>The Odyssey</i>	<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 2.3.5 Engage in self-assessment as a reader, listener, and viewer, while monitoring comprehension and using a variety of strategies to overcome difficulties when constructing and conveying meaning.</p> <p>CE 2.3.6 Reflect on personal understanding of reading, listening, and viewing; set personal learning goals; and take responsibility for personal growth.</p> <p>CE 3.1.1 Interpret literary language (e.g., imagery, allusions, symbolism, metaphor) while reading literary and expository works.</p>			

# Course Name - Strategic Literacy - Ninth Grade English

Qtr./Mon.	Content	HSCE	Essential Skills	Assessment	Vocabulary
Q3	<i>The Odyssey</i>	<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>			

# Course Name - Strategic Literacy - Ninth Grade English

Qtr./Mon.	Content	HSCE	Essential Skills	Assessment	Vocabulary
Q3	<i>The Odyssey</i>	<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.</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 3.2.1 Recognize a variety of literary genres and forms (e.g., poetry, drama, novels, short stories, autobiographies, biographies, multi-genre texts, satire, parody, allegory) and demonstrate an understanding of the way in which genre and form influence meaning.</p> <p>CE 3.2.2. Identify different types of poetry (e.g., epic, lyric, sonnet, free verse) and explain how specific features (e.g., figurative language, imagery, rhythm, alliteration, etc.) influence meaning.</p> <p>CE 3.2.4 Respond by participating actively and appropriately in small and large group discussions about literature (e.g., posing questions, listening to others, contributing ideas, reflecting on and revising initial responses).</p>			



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Q3	<i>The Odyssey</i>	<p>CE 3.2.5 Respond to literature in a variety of ways (e.g., dramatic interpretation, reader's theatre, literature circles, illustration, writing in a character's voice, engaging in social action, writing an analytic essay) providing examples of how texts affect their lives, connect them with the contemporary world, and communicate across time.</p> <p>CE 3.3.2 Read and analyze classic and contemporary works of literature (American, British, world) representing a variety of genres and traditions and consider their significance in their own time period as well as how they may be relevant to contemporary society.</p> <p>CE 3.3.5 Demonstrate familiarity with world literature, including authors beyond American and British literary traditions.</p>			

# Course Name - Strategic Literacy - Ninth Grade English

Qtr./Mon.	Content	HSCE	Essential Skills	Assessment	Vocabulary
Q4	<i>Lord of the Flies</i>	<p>CE 2.1.1 Use a variety of pre-reading and previewing strategies (e.g., acknowledge own prior knowledge, make connections, generate questions, make predictions, scan a text for a particular purpose or audience, analyze text structure and features) to make conscious choices about how to approach the reading based on purpose, genre, level of difficulty, text demands and features.</p> <p>CE 2.1.2 Make supported inferences and draw conclusions based on informational print and multimedia features (e.g., prefaces, appendices, marginal notes, illustrations, bibliographies, author's pages, footnotes, diagrams, tables, charts, maps, timelines, graphs, and other visual and special effects) and explain how authors and speakers use them to infer the organization of text and enhance understanding, convey meaning, and inspire or mislead audiences.</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>SWBAT:</p> <ul style="list-style-type: none"> <li>• Recognize historical context.</li> <li>• Define and identify literary devices.</li> <li>• Critically analyze the elements of the text, and establish real world connections.</li> <li>• Use context clues to determine the meaning of unfamiliar words.</li> <li>• Draw inferences about characters' motives and implied themes.</li> <li>• Analyze and apply literary terms and devices.</li> <li>• Describe, interpret and evaluate the text in order to construct meaning, extend understanding, and demonstrate appreciation.</li> <li>• Engage in before, during, and after reading strategies.</li> </ul>	<ul style="list-style-type: none"> <li>• Objective test</li> <li>• Essay response</li> <li>• Performance assessment</li> <li>• Class discussion</li> <li>• Projects</li> </ul>	<ul style="list-style-type: none"> <li>• plot</li> <li>• characterization</li> <li>• point-of-view</li> <li>• irony</li> <li>• symbolism</li> <li>• conflict</li> <li>• theme</li> <li>• mood</li> <li>• tone</li> <li>• imagery</li> <li>• inference</li> <li>• figurative language</li> <li>• allegory</li> <li>• dialogue</li> <li>• dialect</li> <li>• universalism</li> </ul>

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Q4	<i>Lord of the Flies</i>	<p>CE 2.1.7 Demonstrate understanding of written, spoken, or visual information by restating, paraphrasing, summarizing, critiquing, or composing a personal response; distinguish between a summary and a critique.</p> <p>CE 2.1.11 Demonstrate appropriate social skills of audience, group discussion, or work team behavior by listening attentively and with civility to the ideas of others, gaining the floor in respectful ways, posing appropriate questions, and tolerating ambiguity and lack of consensus.</p> <p>CE 2.1.12 Use a variety of strategies to enhance listening comprehension (e.g., monitor message for clarity and understanding, ask relevant questions, provide verbal and nonverbal feedback, notice cues such as change of pace or emphasis that indicate a new point is about to be made; and take notes to organize essential information).</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>			

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Q4	<i>Lord of the Flies</i>	<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 2.3.5 Engage in self-assessment as a reader, listener, and viewer, while monitoring comprehension and using a variety of strategies to overcome difficulties when constructing and conveying meaning.</p> <p>CE 2.3.6 Reflect on personal understanding of reading, listening, and viewing; set personal learning goals; and take responsibility for personal growth.</p> <p>CE 3.1.1 Interpret literary language (e.g., imagery, allusions, symbolism, metaphor) while reading literary and expository works.</p>			

**Course Name - Strategic Literacy - Ninth Grade English**

Qtr./Mon.	Content	HSCE	Essential Skills	Assessment	Vocabulary
Q4	<i>Lord of the Flies</i>	<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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Qtr./Mon.	Content	HSCE	Essential Skills	Assessment	Vocabulary
Q4	<i>Lord of the Flies</i>	<p>CE 3.2.5 Respond to literature in a variety of ways (e.g., dramatic interpretation, reader's theatre, literature circles, illustration, writing in a character's voice, engaging in social action, writing an analytic essay) providing examples of how texts affect their lives, connect them with the contemporary world, and communicate across time.</p> <p>CE 3.3.2 Read and analyze classic and contemporary works of literature (American, British, world) representing a variety of genres and traditions and consider their significance in their own time period as well as how they may be relevant to contemporary society.</p> <p>CE 3.3.5 Demonstrate familiarity with world literature, including authors beyond American and British literary traditions.</p> <p>CE 4.2.1 Understand how languages and dialects are used to communicate effectively in different roles, under different circumstances, and among speakers of different speech communities (e.g., ethnic communities, social groups, professional organizations).</p>			

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Q4	<b>Reading</b>	CE 2.3.2 Read, view, and/or listen independently to a variety of fiction, nonfiction, and multimedia genres based on student interest and curiosity. 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). CE 4.1.4 Control standard English structures in a variety of contexts (e.g., formal speaking, academic prose, business, and public writing) using language carefully and precisely.	SWBAT: <ul style="list-style-type: none"> <li>• Read independently books of choice.</li> <li>• Critically read instructions and formulate questions.</li> <li>• Present analysis of content of literature in a public format.</li> </ul>		