

Course Name - Strategic Literacy - Tenth Grade English

Qtr./Mon.	Content	HSCE	Essential Skills	Assessment	Vocabulary
Sept (1.5 wks)	Introduction Speech	<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.</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 1.2.3 Write, speak, and create artistic representations to express personal experience and perspective (e.g., personal narrative, poetry, imaginative writing, slam poetry, blogs, webpages).</p> <p>CE 1.5.2 Prepare spoken presentations that effectively address audiences by careful use of voice, pacing, gestures, eye contact.</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>	One minute time parameters, eye contact, voice control, posture, content, audience participation. Assessed through rubric and written evaluation.	Informal - In Class	Volume, pace, eye contact, inflection, stance,

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		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).			
Sept (3 days)	Introduction Letter	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.	SWBAT construct an autobiography to introduce themselves answering and addressing all questions on assignment sheet. Assessment is final copy for instructor to evaluate student completeness, grammar, content, structure and mechanics to gage student abilities.	Informal - Written Response	informal letter

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Sept. (2 wks)	Business Letter	<p>CE 1.1.1 Demonstrate flexibility in using independent and collaborative strategies for planning, drafting, revising, and editing complex texts. 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.</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>	SWBAT draft, edit, compose a formal business letter to a college, business or institution. Assessment will be based upon use of correct business letter format, formal language usage. Final written test will evaluate student understanding of parts of a business letter, envelope completion and proofreading skills.	Formal Written/Quiz	Block format, salutation, inside address, body, complimentary closing, coherence,
Sept.	Business Letter	<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>			

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		<p>CE 1.5.3 Select format and tone based on the desired effect and audience, using effective written and spoken language, sound, and/or visual representations (e.g., focus, transitions, facts, detail and evidence to support judgments, skillful use of rhetorical devices, and a coherent conclusion).</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, sentence structure and variety, spelling, capitalization, and punctuation.</p>			

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	<p>ICE (ongoing weekly, every Monday)</p>	<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 1.5.3 Select format and tone based on the desired effect and audience, using effective written and spoken language, sound, and/or visual representations (e.g., focus, transitions, facts, detail and evidence to support judgments, skillful use of rhetorical devices, and a coherent conclusion).</p>	<p>SWBAT write a well rounded response with an introduction, thesis statement, evidence, examples and explanations. Written assessments will evaluate students ability to write a formal response with aforementioned attributes. In addition these writing requirements will be monitored and evaluated: topic sentence, use grammar properly, spelling, word usage, formal language and a conclusion.</p>	<p>Written</p>	<p>Thesis, topic sentence, introduction, attention getter, conclusion, word choice,</p>

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	ICE (ongoing weekly, every Monday)	<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 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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	Vocabulary & Grammar (ongoing weekly, every Friday)	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 purposes. 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.	SWBAT increase vocabulary through exposure of newly introduced words that will appear on the ACT. Assessment will be based upon weekly quiz for comprehension and usage of terms in writing assignments demonstrating understanding and increasing lexicon.	Homework, Quiz	10 ACT preparatory vocabulary terms introduced per week. 150 new words presented per semester. Homophones.

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Sept.	Speech unit- Informative Speech/Hero Speech, Outlines, MLA	<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 1.1.6 Reorganize sentence elements as needed and choose grammatical and stylistic options that provide sentence variety, fluency, and flow.</p> <p>CE 1.1.8 Proofread to check spelling, layout, and font; and prepare selected pieces for a public audience.</p> <p>CE 1.3.6 Use speaking, writing, and visual presentations to appeal to audiences of different social, economic, and cultural backgrounds and experiences (e.g., include explanations and definitions according to the audience's background, age, or knowledge of the topic; adjust formality of style; consider interests of potential readers).</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>	<p>SWBAT construct a well organized speech for intended audience using effective speaking skills and presentation skills. Student will construct an outline in MLA format and demonstrate their ability to develop a properly structured outline. Assessment will be based upon a written evaluation of oral presentation based upon rubric. Outline will be assessed based upon completion, format and content.</p>	<p>Formal - Oral Assessment, Written Assessment with rubric</p>	<p>Works cited, visual aide, voice control, transitions, time-parameter, formal language,</p>

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Sept.	Speech unit- Informative Speech/Hero Speech, Outlines, MLA	<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 1.5.2 Prepare spoken and multimedia presentations that effectively address audiences by careful use of voice, pacing, gestures, eye contact, visual aids, audio and video technology.</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 4.1.1 Use sentence structures and vocabulary effectively within different modes (oral and written, formal and informal) and for various rhetorical purposes.</p>			

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Oct (4 wks)	Cultural Readings - (House On Mango Street, various short stories)	<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>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 2.2.3 Interpret the meaning of written, spoken, and visual texts by drawing on different cultural, theoretical, and critical perspectives.</p> <p>CE 3.1.7 Analyze 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.</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>SWBAT empathize and make connections with varying cultures and better understand a variety of cultural backgrounds through the exploration of non-fiction literature. SWBAT explore their own heritage and background through an assessable project. Assessments will include written project as well as final comprehension test based upon chosen novel or short stories. Students are also evaluated upon written study guides that accompany readings.</p>	<p>Objective test/Written test, Written Assessment, Writing project</p>	<p>cultural reading, critical reading, ideology, vignette,</p>

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Oct (4 wks)	Cultural Readings - (House On Mango Street, various short stories)	CE 3.3.3 Draw on a variety of critical perspectives to respond to and analyze works of literature (e.g., religious, biographical, feminist, multicultural, political). 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).			

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Oct (2 wks)	Archetypal Reading Unit	<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 2.1.3 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 2.2.1 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 2.2.3 Interpret the meaning of written, spoken, and visual texts by drawing on critical perspectives.</p>	<p>SWBAT demonstrate understanding of varied critical approaches to reading. Archetypal reading understanding using literature as a device. Assessments will be based upon written response to prompt which will demonstrate understanding of symbolism and ability to read deeper and look for authors intended purpose.</p>	Written Assessment, Quiz	archetype, symbolism, imagery, macabre, climax, resolution
Oct.	Archetypal Reading Unit	<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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		<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 3.1.8 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>			

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Dec (3 wks)	Personal Narrative Unit, MLA	<p>CE 1.3.1 Compose written, spoken, and/or multimedia compositions in a range of genres (e.g., 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 (e.g., expressive, informative, creative, and persuasive) and that use a variety of organizational patterns (e.g., autobiography, free verse, dialogue, comparison/contrast, definition, or cause and effect). CE 1.3.3 Compose essays with well-crafted and varied sentences demonstrating a precise, flexible, and creative use of language.</p> <p>CE 1.3.9 Use the formal, stylistic, content, and mechanical conventions of a variety of genres in speaking, writing, and multimedia presentations.</p> <p>CE 1.5.3 Select format and tone based on the desired effect and audience, using effective written and spoken language, sound, and/or visual representations (e.g., focus, transitions, facts, detail and evidence to support judgments, skillful use of rhetorical devices, and a coherent conclusion).</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>SWBAT demonstrate the ability to write an MLA formatted well rounded personal account. Assessments will be based upon rubric that evaluates MLA format, introduction, conclusion, mechanics, style, sequencing and sensory details.</p>	<p>Written Assessment with rubric</p>	<p>personal narrative, empathy, simile, metaphor, tone, diction, audience, flashback</p>

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Dec	Personal Narrative Unit, MLA	<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 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 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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Jan (6 wks)	"To Kill A Mockingbird"	<p>CE 1.3.1 Compose written, spoken, and/or multimedia compositions in a range of genres (e.g., 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 (e.g., expressive, informative, creative, and persuasive) and that use a variety of organizational patterns (e.g., autobiography, free verse, dialogue, comparison/contrast, definition, or cause and effect).</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 2.3.7 Participate as an active member of a reading, listening, and viewing community, collaboratively selecting materials to read or events to view and enjoy (e.g., book talks, literature circles, film clubs).</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> <p>CE 3.1.7 Analyze and evaluate the portrayal of various groups, societies, and cultures in literature and other texts.</p>	<p>SWBAT identify themes, characters, plot, characterization, gender/racial/socioeconomic bias and point of view. Analyze and evaluate the portrayal of varying groups of individuals through classic literature using critical and creative thinking. Objective test, essay response, in class discussion and reading guides will be assessment tools.</p>	<p>Project, Test, Written Assessment</p>	<p>characterization, gender bias, prejudice, point of view, plot, critical and creative thinking</p>

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Jan.	"To Kill A Mockingbird"	<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 3.2.5 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 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 4.2.2 Understand the implications and potential consequences of language use (e.g., appropriate professional speech; sexist, racist, homophobic language).</p>			

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		CE 4.2.4 Understand the appropriate uses and implications of casual or informal versus professional language; understand, as well, the implications of language designed to control others and the detrimental effects of its use on targeted individuals or groups (e.g., propaganda, homophobic language, and racial, ethnic, or gender epithets).			
March (4 wks)	Argumentative Unit / Persuasive	<p>CE 2.3.1 Read, listen to, and view diverse texts for multiple purposes such as learning complex procedures, making work-place decisions, or pursuing in-depth studies.</p> <p>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.</p> <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).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 1.2.2 Write, speak, and visually represent to develop self-awareness and insight (e.g., diary, journal writing, portfolio self-assessment).</p>	SWBAT research, outline, draft, edit and present a logical, persuasive argument. Assessment will be based upon a persuasive essay with rubric that measures logic, reasoning and emotional appeals. Speech will be assessed and based upon eye contact, volume, stance, inflection, gestures, articulation, diction, and persuasive techniques.	Formal - Oral Assessment, Written Assessment	argumentative, persuasive, peer review, logical fallacies, opposing viewpoint, rebuttal,

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Mar.	Argumentative Unit / Persuasive	<p>CE 1.2.3 Write, speak, and create artistic representations to express personal experience and perspective (e.g., personal narrative, poetry, imaginative writing, slam poetry, blogs, webpages).</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>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>			

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Mar.	Argumentative Unit / Persuasive	<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 2.1.3 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>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 2.2.3 Interpret the meaning of written, spoken, and visual texts by drawing on different cultural, theoretical, and critical perspectives.</p>			

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Mar.	Argumentative Unit / Persuasive	<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 3.1.7 Analyze and evaluate the portrayal of various groups, societies, and cultures in literature and other texts.</p> <p>CE 3.4.2 Understand that media and popular texts are produced within a social context and have economic, political, social, and aesthetic purposes.</p> <p>CE 3.4.3 Understand the ways people use media in their personal and public lives.</p>			
April (3 wks)	"Tuesdays With Morrie"	<p>CE 1.2.2 Write, speak, and visually represent to develop self-awareness and insight (e.g., diary, journal writing, portfolio self-assessment).</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 2.3.6 Reflect on personal understanding of reading, listening, and viewing; set personal learning goals; and take responsibility for personal growth.</p> <p>CE 3.1.7 Analyze and evaluate the portrayal of various groups, societies, and cultures in literature and other texts.</p>	<p>SWBAT read and interpret non-fiction contemporary literature and empathize with biographical pieces; emphasis on aphorisms. Assessment will be based upon in-class discussions, final objective test and journaling.</p>	Test	empathy, aphorism, interpretation, influence, sequencing

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May (2 wks)	Job Interview Unit	CE 1.1.3 Select and use language that is appropriate (e.g., formal, informal) for the purpose, audience, and context of the text, speech, or visual representation. CE 1.5.3 Select format and tone based on the desired effect and audience, using effective written and spoken language. 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. CE 4.1.1 Use sentence structures and vocabulary effectively within different modes and for various rhetorical purposes.	SWBAT complete an authentic job application and be prepared for a job interview. Students will conduct mock interviews and learn to present themselves professionally and articulate. Assessment will be based upon completed application and personal interview techniques and preparedness.	Written Assessment - Oral Interview Assessment	Impression, body language, standard vs. formal language

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May (3 wks)	Decade Group Speech	<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.</p> <p>CE 1.3.6 Use speaking, writing, and visual presentations to appeal to audiences of different social, economic, and cultural backgrounds and experiences.</p> <p>CE 1.3.7 Participate collaboratively and productively in groups (e.g., response groups, work teams, discussion groups, and committees)—fulfilling roles and responsibilities, posing relevant questions, giving and following instructions, acknowledging and building on ideas and contributions of others to answer questions or to solve problems, and offering dissent courteously.</p> <p>CE 1.3.8 Evaluate own and others' effectiveness in group discussions and formal presentations (e.g., considering accuracy, relevance, clarity, and delivery; types of arguments used; and relationships among purpose, audience, and content).</p> <p>CE 1.3.9 Use the formal, stylistic, content, and mechanical conventions of a variety of genres in speaking, writing, and multimedia presentations.</p> <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.</p>	<p>SWBAT research, organize, and synthesize data working collaboratively within a group. A final group hour long presentation culminates the public speaking component. Assessment includes in class written evaluation based upon rubric, outline and formal bibliography.</p>	<p>Formal - Oral Assessment</p>	<p>stage presence, movement, physical characterization, transition</p>

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May (3 wks)	Decade Group Speech	<p>CE 1.4.4 Interpret, synthesize, and evaluate information/findings in various print sources and media to draw conclusions and implications.</p> <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 2.1.6 Recognize the defining characteristics of informational texts, speeches, and multimedia presentations and elements of expository texts; critically examine the argumentation and conclusions of multiple informational texts.</p> <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>			