

Course Name - Strategic Literacy - Senior English

Qtr./Mon.	Content	HSCE	Essential skills	Assessment	Vocabulary
Sept. (3 wks)	Post-Graduation Planning Unit	<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 1.1.5 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 1.1.7 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 1.5.4 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</p>	Plan, draft and revise a formal resume for use in college admissions process or future job searches. Apply research to formulate post-graduation plans.	Formal Response	Resume, senior questionnaire, scholarship essay, admissions essay

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Oct. (4 wks.)	Personal Writing	<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>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 1.1.7 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</p>	SWBAT identify the differences between autobiography, biography, memoir and personal narrative. Plan, draft and revise a final piece of personal writing that reflects their own experiences.	Formal Written Response	Autobiography, biography, memoir, personal narrative

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Nov. (1 wk)	Non-fiction Reading	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). 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 3.1.4 Analyze characteristics of	SWBAT recognize various genres of non-fiction literature including the autobiography, biography, memoir and personal narrative through reading and analysis.	Formal Written Response	Non-fiction literature, genre
On going throughout first quarter	Book Review	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. 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). 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	Students will choose a piece of literature to read, analyze and respond to in a formal or informal format.	Formal Written Response and/or Informal Presentation	Analysis, review, evaluate, criticize, respond, literary genre

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On going throughout year	Vocabulary & Grammar (ongoing weekly)	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	SWBAT increase vocabulary through exposure to new vocabulary words.	Homework, Collaborative Projects	Synonym, antonym, connotation, denotation

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Nov./Dec. (4 wks)	MLA Formatted Research Paper	<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> <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</p>	SWBAT evaluate web sites for legitimate, reliable information. SWBAT use databases for research purposes. SWBAT demonstrate ability to use MLA formatting in formal essays. SWBAT effectively use pre-writing and outlining skills as well as demonstrate proper presentation techniques.	Formal Written Response	Works cited, citation, plagiarism, copyright, fair use, annotations, précis

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Nov./Dec. (4 wks) Cont.	MLA Formatted Research Paper	<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> <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</p>			

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Dec./Jan. (4 wks)	APA Formatted Research Paper	<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> <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</p>	<p>SWBAT evaluate web sites for legitimate, reliable information. SWBAT use databases for research purposes. SWBAT demonstrate ability to use APA formatting in formal essays. SWBAT effectively use pre-writing and outlining skills as well as demonstrate proper presentation techniques.</p>	Formal Written Response	Works cited, citation, plagiarism, copyright, fair use, active voice, annotations, précis

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Jan./Feb. (4 wks)	Literature 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 2.1.2 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>CE 2.1.4 Identify and evaluate the primary focus, logical argument, structure, and style of a text or speech and the ways in</p>	<p>SWBAT demonstrate understanding of varied critical approaches to reading.</p> <p>SWBAT demonstrate knowledge of various literary terms and their application within chosen text.</p>	Written Assessment, Test	Literary terms, plot, genre

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March wk)	(1) Literary Analysis Paper	<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 1.3.9 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</p>	<p>SWBAT write a formal analytical response to a chosen piece of literature demonstrating an understanding of plot structure and literary elements and describe their impact on the reader in specific literary works.</p>	Formal Written Assessment	Analysis, plot structure, literary elements

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March/April (4 Wks)	Short Story Unit	<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 1.1.5 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 1.1.7 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 1.2.1 Write, speak, and use images and graphs to understand and discover complex ideas.</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> <p>CE 1.2.3 Write, speak, and create artistic representations to express personal experience and perspective (e.g., personal</p>	<p>SWBAT identify themes, characters, plot, characterization, and point of view.</p> <p>Analyze and evaluate the portrayal of varying groups of individuals or various events through 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, informal presentation</p>	<p>Characterization, point of view, plot, critical and creative thinking</p>

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April (1 Wk)	Movie Review	<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 2.1.9 Examine the intersections and distinctions between visual (media images, painting, film, and graphic arts) and verbal communication.</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</p>	Students will analyze and respond in a formal or informal format to a film.	Informal Written Assessment	Analysis, review, evaluate, criticize, respond, film genre

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April/May (4 Wks)	Senior Scrapbook	<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 1.2.2 Write, speak, and visually represent to develop self-awareness and insight (e.g., diary, journal writing, portfolio self-assessment).</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 1.2.4 Assess strengths, weaknesses,</p>	<p>SWBAT compile and organize a scrapbook or portfolio demonstrating their growth and development as learners throughout their school career.</p>	Project	<p>Self awareness, insight, personal growth, reflection</p>

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May (2 Wks)	Community Action Project: Letter Writing or Community Service Project	<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>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 1.3.1 Compose written, spoken, and/or</p>	SWBAT communicate effectively with peers and community. Students will demonstrate empathetical responses to perceived problems within their community.	Written Assessment or Project	Community awareness, insight, reflection, empathy