

Homewood-Flossmoor High School

Transitional English (AC Senior English) Course Overview

| Date | Reading(s) | Writing Assignment(s) | Content Competency | Process Competency |
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| Quarter 1 | <p>Introductions/Norms/Building Relationships "Where I Come From" Student Samples, Template</p> <p>Selections from:</p> <ul style="list-style-type: none"> ● Best College Essays such as "Roots," "Breaking Catholicism," or "My Dark Place is My Happy Place" ● Contemporary Literature Packet such as "Drowning in Dishes but Finding a Home," "My Daughter Can Read Just Fine," and "Queer: Five Letters" ● 12 College Essays that Worked such as "Grandma's Kimchi" or "Porcelain God" <p>Full Text:</p> <ul style="list-style-type: none"> ● Doubt: A Parable ● Switch to Fences?! | <p>Where I'm From Poem</p> <ul style="list-style-type: none"> ● Rubric. <p>College Essay/Personal Statement</p> <ul style="list-style-type: none"> ● Common Application Essay Prompts ● Pre-Writing Questions for the Personal Essay ● Rubric for Personal Essay <p>Doubt Essay Prompt:</p> <ul style="list-style-type: none"> ● Was Father Flynn guilty or not? Explain your reasoning using evidence from the text. | <p>Students can consider reading and writing tasks and adapt their approaches and strategies.</p> <ol style="list-style-type: none"> 1. Reading: <ol style="list-style-type: none"> a. Students can apply and adjust active reading strategies to texts of similar rigor and structure as those they would likely encounter in a college or career setting. b. Students can summarize a text. c. Students can expand passive and active academic and career related vocabularies. 2. Writing: <ol style="list-style-type: none"> a. Students can identify the audience, purpose, and context of any given writing task. b. Students can choose writing processes based on audience, purpose, and task. | <ul style="list-style-type: none"> ● Cultural Competence ● Persistence ● Planning and Monitoring ● Technology Use |

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| <p>Quarter 2</p> | <ul style="list-style-type: none"> ● Introduction to the Holocaust ● Jewish Refugees on the St. Louis ● First They Came ● Nazi Germany's Euthanasia Program ● Elie Wiesel's Remarks at the Dedication ● The Man Who Coined Genocide ● Dark History of Rwanda's Genocide ● President Clinton's Remarks - Rwanda Genocide | <p>Writing Assessment 1: Letter</p> <p>Final Writing Assessment:</p> <ul style="list-style-type: none"> ● Over the course of this unit, you have gathered details from nonfiction texts about genocide. Use the evidence you have gathered to answer the essential question: Who is responsible for genocide? Your essay should make a claim and use historically accurate evidence from a variety of texts covered in this unit. | <p>Students can analyze, evaluate, and synthesize while writing.</p> <ol style="list-style-type: none"> 1. Reading: <ol style="list-style-type: none"> a. Students can analyze and interpret texts. b. Students can understand credibility and reliability of evidence in texts while reading. 2. Writing: <ol style="list-style-type: none"> a. Students can demonstrate how to incorporate and document relevant information from a variety of reliable print, digital, and other media. b. Students can engage with evidence while writing. | <ul style="list-style-type: none"> ● Self-Reflection ● Transfer ● Technology Use |
| <p>Quarter 3</p> | <ul style="list-style-type: none"> ● The Storyteller ● Life Isn't Fair - Deal With It ● What Makes Good People Do Bad Things? ● Do Juvenile Killers Deserve Life Behind Bars? ● For Many Returning Veterans, Moral Injury Just as Difficult | <p>Writing Assessment 1: Interview?</p> <p>Final Writing Assessment:</p> <ul style="list-style-type: none"> ● Over the course of this unit, you have gathered details from a range of thematic texts that are concerned with morality. Use the | <p>Students can analyze, evaluate, and synthesize while writing.</p> <ol style="list-style-type: none"> 3. Reading: <ol style="list-style-type: none"> a. Students can analyze and interpret texts. b. Students can understand the credibility and reliability of evidence in texts while reading. 4. Writing: <ol style="list-style-type: none"> a. Students can demonstrate how to incorporate and document relevant information from a variety of reliable print, digital, and other | <ul style="list-style-type: none"> ● Planning and Monitoring ● Transfer ● Technology Use |

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| | | evidence you have gathered to answer the essential question: How do we evaluate what's right or wrong? Support your answer using reasons and evidence from a variety of the texts covered in this unit. | media. b. Students can engage with evidence while writing. | |
| Quarter 4 | <ul style="list-style-type: none"> • The Curious Incident of the Dog in the Night-Time • Temple Grandin TED Talk • How Autism Freed Me to be Myself • Why I Refuse to Say I Fight My Disability <p>The Hate You Give?</p> | <p>Writing Assessment 1:</p> <ul style="list-style-type: none"> • Research Autism (Find three articles on the database) • Use your research to explain how a school or workplace could best support a student or employee on the autism spectrum. <p>Final Writing Assessment:</p> <ul style="list-style-type: none"> • Choice Board | <p>Students can demonstrate information literacy skills.</p> <ol style="list-style-type: none"> 1. Reading: <ol style="list-style-type: none"> a. Evaluate the role as a reader in the information community. b. Understand what makes sources authoritative and relevant to a given topic. 2. Writing: <ol style="list-style-type: none"> a. Evaluate the role as a contributing writer in the information community. b. Evaluate and integrate multiple sources of information presented in different media or formats as well as in words, in order to address a question or solve a problem. | <ul style="list-style-type: none"> • Time Management • Dependability • Technology Use |