

Unit One: Writing Freedom (Weeks 1-4)

Essential Questions:

- What is the meaning of freedom?
- What are the most effective tools for establishing and preserving freedom?

Texts/Resources	Assessments/Performance Tasks	Standards
<p>Short Texts:</p> <ol style="list-style-type: none"> List of headlines Samples of introductions, body paragraphs, conclusions, essay Nonfiction texts/current event articles “Totally Free?” “Declaration of Independence” by Thomas Jefferson “Preamble to the Constitution” by Gouverneur Morris “Bill of Rights” by James Madison “from The Interesting Narrative of the Life of Olaudah Equiano” by Olaudah Equiano “Gettysburg Address” by Abraham Lincoln 	<ol style="list-style-type: none"> Vocabulary Quizzes (1) over Level 3 words (literary terminology) NoRedInk practice (2/quarter) Reading Check (digital) “It’s My Right!” speech Short Writings: <ol style="list-style-type: none"> Writer’s Notebook entries (OWP) Argumentative Mystery Paragraph Extended Writing: <ol style="list-style-type: none"> Informative/Expository Essay- Analyze writers’ moves in two texts. Include their purpose and evaluate their effectiveness. 	<p>Reading for Informational Text</p> <ol style="list-style-type: none"> Cite textual evidence Analyze how ideas interact Determine meaning of words as used in text Determine author’s purpose Text complexity <p>Writing Standard</p> <ol style="list-style-type: none"> Write informative texts Write narratives Evidence from literary texts Write routinely <p>Speaking Standard</p> <ol style="list-style-type: none"> Collaborative Discussion <p>Language Standard</p> <ol style="list-style-type: none"> Demonstrate conventions of grammar Demonstrate conventions of spelling Apply knowledge of language Determine meaning through context

Unit Two: Individual and Society (Weeks 5-10)

Essential Questions:

- What roles does individualism play in American society?
- What are the risks and rewards of nonconformity?

Texts/Resources	Assessments/Performance Tasks	Standards
<p>Short Texts:</p> <ol style="list-style-type: none"> 1. “from the Preface to the 1855 Edition of Leaves of Grass” by Walt Whitman 2. “from Song of Myself” by Walt Whitman 3. “I Hear America Singing” by Walt Whitman 4. “On the Beach at Night Alone” by Walt Whitman 5. “America” by Walt Whitman 6. “The Soul selects her own Society-” by Emily Dickinson 7. “The Soul unto itself” by Emily Dickinson 8. “Fame is a fickle food” by Emily Dickinson 9. “They shut me up in Prose-” by Emily Dickinson 10. “There is a solitude of space” by Emily Dickinson 11. “I heard a Fly buzz-when I died-” by Emily Dickinson 12. “I’m Nobody! Who are you?” by Emily Dickinson 13. “from Nature” by Ralph Waldo Emerson 14. “from Self-Reliance” by Ralph Waldo Emerson 15. “from Walden” by Henry David Thoreau 16. “from Civil Disobedience” by Henry David Thoreau <p>Extended Texts:</p> <ol style="list-style-type: none"> 1. <i>Passing</i> by Nella Larsen 2. <i>Ethan Frome</i> by Edith Wharton 	<ol style="list-style-type: none"> 1. Reading quizzes over novels 2. Vocabulary Quizzes (1) over Level 2 words selected from the texts 3. NoRedInk practice (2/quarter) 4. Short Writings: <ol style="list-style-type: none"> a. Writer’s Notebook entries (OWP) b. Analyze the strengths and weakness of Transcendentalism as it relates to the individual and society. c. In the nineteenth century Emily Dickinson and Walt Whitman were considered to be “new American voices.” Examine Dickinson’s and Whitman’s writing moves and subjects that made them “new American voices.” Include the purpose and effectiveness of each writer’s move as it is discussed. 5. Extended Writings: <ol style="list-style-type: none"> a. Compare society’s contribution to Irene’s inner turmoil in <i>Passing</i> to society’s contribution to Ethan’s inner turmoil in <i>Ethan Frome</i>. In your analysis, include specific writers’ moves that help convey the novels’ themes. 	<p>Reading for Informational Text</p> <ol style="list-style-type: none"> 1-Cite textual evidence 2-Determine central idea 4-Determine meaning of words as used in text 5-Evaluate structure 10-Text complexity <p>Reading for Literature</p> <ol style="list-style-type: none"> 1-Cite textual evidence 2-Determine theme 3-Analyze complex characters 5-Analyze structure 9-Foundational American literature 10-Text complexity <p>Writing Standard</p> <ol style="list-style-type: none"> 2-Write informative texts 3-Write narratives 9-Evidence from literary texts 10-Write routinely <p>Speaking Standard</p> <ol style="list-style-type: none"> 1-Collaborative Discussion <p>Language Standard</p> <ol style="list-style-type: none"> 1-Demonstrate conventions of grammar 2-Demonstrate conventions of spelling 3-Apply knowledge of language 4-Determine meaning through context

Unit Three: Grit and Grandeur (Weeks 11-15)

Essential Questions:

- What is the relationship between literature and place?
- How do American authors use regional details to make the events and themes of a narrative come to life for readers?

Texts/Resources	Assessments/Performance Tasks	Standards
<p>Short Texts:</p> <ol style="list-style-type: none"> Primary sources about WWI, the Lost Generation, and Civil Rights <p>Extended Texts:</p> <ol style="list-style-type: none"> <i>A Raisin in the Sun</i> by Lorraine Hansberry <i>The Sun Also Rises</i> by Ernest Hemingway 	<ol style="list-style-type: none"> Reading Quizzes over texts NoRedInk practice (2/quarter) Vocabulary Quizzes (1) over Level 3 words (literary terminology) Short Writings: <ol style="list-style-type: none"> Writer’s Notebook entries (OWP) Argumentative paragraphs (Mess with a Quote) Lift a Line Extended Writing: <ol style="list-style-type: none"> Choose one prompt- *The first words of the novel are “Robert Cohn.” What is his function in the book? *Explain what the novel says about morality and the meaning of life. *How do the three key settings impact the novel? Hansberry gains inspiration for her play from Langston Hughes’ poem, “Harlem.” Write an essay that argues how one or various characters represent specific lines of Hughes’ poem, and what the impact of each representation is. Discuss the significance of Africa and African heritage in this play. How does it affect the characters’ attitudes? How is their heritage significant to each character in the novel? How do these attitudes shape the characters? 	<p>Reading for Informational Text</p> <ol style="list-style-type: none"> Cite textual evidence Analyze how ideas interact Determine meaning of words as used in text Determine author’s purpose Multiple sources Text complexity <p>Reading for Literature</p> <ol style="list-style-type: none"> Cite textual evidence Determine themes Analyze author’s choices Analyze irony Text complexity <p>Writing Standard</p> <ol style="list-style-type: none"> Write argument Organization Planning/Revising Technology Evidence from literary texts Write routinely <p>Speaking Standard</p> <ol style="list-style-type: none"> Collaborative Discussion <p>Language Standard</p> <ol style="list-style-type: none"> Demonstrate conventions of grammar Demonstrate conventions of spelling Apply knowledge of language Determine meaning through context

Unit Four: Facing Our Fears (Weeks 16-20)

Essential Questions:

- How do we respond when challenged by fear?
- How did American Gothic author Edgar Allen Poe create a new genre of literature?

Texts/Resources	Assessments/Performance Tasks	Standards
<p>Short Texts:</p> <ol style="list-style-type: none"> 1. “Black Cat” by Poe 2. “Premature Burial” by Poe 3. “The Pit and The Pendulum” by Poe 4. “The Cask of Amontillado” by Poe 5. “The Philosophy of Composition” by Poe 6. “The Minister’s Black Veil” by Nathaniel Hawthorne <p>Extended Texts:</p> <ol style="list-style-type: none"> 7. <i>The Crucible</i> by Arthur Miller 	<ol style="list-style-type: none"> 1. Reading Quizzes over texts 2. NoRedInk practice (2/quarter) 3. Vocabulary Quizzes (1) over Level 3 words (literary terminology) 4. Short Writings: <ol style="list-style-type: none"> a. Writer’s Notebook entries (OWP) b. Lift a Line c. Analyze Poe’s writers’ moves. 5. Extended Writing: <ol style="list-style-type: none"> a. How does Edgar Allan Poe use a fusion of literary devices and gothic conventions to convey his views of human nature? Cite from at least three of Poe’s texts to support your claim. b. Choose one prompt- *How is <i>The Crucible</i> an allegory for the McCarthy Hearings during the Red Scare? Include a detailed analysis of components in the play and connect them with components from McCarthyism. Your focus should stay on the play; do not spend the majority of your response explaining McCarthyism. *At the end of the play, Reverend Hale insists that John Proctor’s design to hang instead of admitting that he was consorting with the devil is an act of excessive pride or stubbornness. As the old saying goes, sometimes people do "bite off their nose to spite their face." Do you think that Proctor’s last act was an act of excessive 	<p>Reading for Literature</p> <ol style="list-style-type: none"> 1-Cite textual evidence 2-Determine themes 3-Analyze author’s choices 4-Determine meaning of words as used in text 10-Text complexity <p>Writing Standard</p> <ol style="list-style-type: none"> 2-Write informative texts 4-Organization 5-Planning/Revising 6-Technology 9-Evidence from literary texts 10-Write routinely <p>Speaking Standard</p> <ol style="list-style-type: none"> 1-Collaborative Discussion <p>Language Standard</p> <ol style="list-style-type: none"> 1-Demonstrate conventions of grammar 2-Demonstrate conventions of spelling 3-Apply knowledge of language 4-Determine meaning through context

	<p>pride or honor? Were his actions foolish or noble? Please explain your choice. Base your decision off of what you know about John from the play.</p> <p>*Preserving one's reputation at any cost is a prevalent theme in <i>The Crucible</i>. Examine two characters in detail who are concerned with their reputations. How does this affect the outcome of the Salem Witch Trials?</p> <p>*Examine a theme from <i>The Crucible</i>. How does Arthur Miller illustrate the theme through specific characters and dialogue?</p>	
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Unit Five: Early Modernism (Weeks 21-24)

Essential Questions:

- How did the events of World War I change literature?
- How did why did the style of American literature change from the late 1800’s to the early 1900’s?

Texts/Resources	Assessments/Performance Tasks	Standards
<p>Short Texts:</p> <ol style="list-style-type: none"> Imagist poetry: <ul style="list-style-type: none"> “The Red Wheelbarrow” by William Carlos Williams “This is Just to Say” by William Carlos Williams “In a Station of the Metro” by Ezra Pound Harlem Renaissance poetry: <ul style="list-style-type: none"> “If We Must Die” by Claude McKay “Harlem” by Langston Hughes “Mother to Son” by Langston Hughes “I, Too” by Langston Hughes “The Negro Speaks of Rivers” by Langston Hughes A variety of Harlem Renaissance art <p>Extended Text: <i>Their Eyes Were Watching God</i> by Zora Neale Hurston</p>	<ol style="list-style-type: none"> Reading Quizzes over sections of extended text NoRedInk practice, digital (2/quarter) Vocabulary Quizzes (3) over Level 3 words (literary terminology) Harlem Renaissance Art Presentation Short Writings: <ol style="list-style-type: none"> Writer’s Notebook entries (OWP) Lift a Line Mess with a Quote Choose one Imagist poem or Harlem Renaissance poem and prove that the poem represents the essence of Imagism or the Harlem Renaissance Movement. Include writers’ moves and the effectiveness of them in your response. Extended Writing: <ol style="list-style-type: none"> Choose one prompt- *How do diction, figurative language, and detail contribute to Janie’s development and the historical and cultural context? *Janie’s transformation is evident through her three marriages. Use each marriage to describe how Janie has changed as an individual and a wife. *In literature, often a character is developed as he or she acts and reacts in the context of marriage. In a well-organized essay, discuss how the character of Janie is developed through 	<p>Reading for Literature</p> <ol style="list-style-type: none"> Cite textual evidence Determine themes Analyze author’s choices Determine meaning of words as used in text Analyze structure Analyze irony/sarcasm Foundational American literature Text complexity <p>Writing Standard</p> <ol style="list-style-type: none"> Write arguments Write informative texts Organization Planning/Revising Technology Evidence from literary texts Write routinely <p>Speaking Standard</p> <ol style="list-style-type: none"> Collaborative Discussion <p>Language Standard</p> <ol style="list-style-type: none"> Demonstrate conventions of grammar Demonstrate conventions of spelling Determine meaning through context Demonstrate understanding of figurative language Acquire domain specific words

	<p>descriptions of her life, attitudes, and actions in her three marriages. Use specific references from the novel to support your points. Do not merely summarize the plot.</p> <p>*Many works of literature depict a character who is on a quest. Discuss the character of Janie as an example of a person on a quest. Define as concretely as you can the nature of her quest, discuss the outcome of the quest, and explain how this quest serves to develop the themes of the novel. Avoid plot summary.</p>	
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Unit Six: Research Task (Weeks 25-27)

Essential Question:

- Create an essential question about a controversial technological issue.

Texts/Resources	Assessments/Performance Tasks	Standards
<ol style="list-style-type: none"> 1. Researched articles from credible online sources (based on each student’s topic) 2. Sources to evaluate credible vs fake news/information 3. Primary Sources 4. Library sources and databases 	<ol style="list-style-type: none"> 1. 6-7 minute presentation 2. Multi-media presentation 3. Research paper with Works Cited page (must include counterclaims and rebuttals) 	<p>Reading for Informational Text 7-Multiple sources 10-Text complexity</p> <p>Writing Standard 7-Research Project 8-Gather information from multiple sources</p> <p>Speaking Standard 2-Integrate multiple sources 3-Evaluate POV 4-Present information 5-Use digital media 6-Adapt speech to task</p>

Unit Seven: Ordinary Lives, Extraordinary Tales (Weeks 28-36)

Essential Question:

- What do stories reveal about the human condition?

Texts/Resources	Assessments/Performance Tasks	Standards
<p>Short Texts:</p> <ol style="list-style-type: none"> 1. “Yellow Wallpaper” by Charlotte Perkins Gilman 2. “Where are You Going, Where Have You Been?” by Joyce Carrol Oates 3. “A Good Man is Hard to Find” by Flannery O’Connor <p>Extended Texts: <i>The Sound and the Fury</i> by William Faulkner <i>A Streetcar Named Desire</i> by Tennessee Williams</p>	<ol style="list-style-type: none"> 1. Reading Quizzes over short texts and sections of extended texts 2. NoRedInk practice, digital (2/quarter) 3. Vocabulary Quizzes (2) over Level 3 words (literary terminology) 4. Extended Writings: <ol style="list-style-type: none"> a. Analyze William Faulkner’s writing style in <i>The Sound and the Fury</i>. Include how Faulkner’s writing style effectively accomplishes his goal as a writer or conveys a specific theme. b. The short stories we have analyzed all address deficiencies or weaknesses in society and how an individual is affected by them. Choose one story and examine the society’s weaknesses and how they affect the character(s). c. Choose one prompt- *Examine the role of music in the play. When and how is it utilized? How does music parallel characters and/or themes? *What is Williams’ attitude toward women? How does he communicate this attitude? Consider how females are stereotyped and treated in the play. * Analyze the character of Blanche. How does Williams use dialogue and stage directions to establish Blanche’s independence or dependence upon men? 	<p>Reading for Literature</p> <ol style="list-style-type: none"> 1-Cite textual evidence 2-Determine themes 3-Analyze author’s choices 4-Determine meaning of words as used in text 5-Analyze structure 6-Analyze irony/sarcasm 9-Foundational American literature 10-Text complexity <p>Writing Standard</p> <ol style="list-style-type: none"> 1-Write arguments 2-Write informative texts 4-Organization 5-Planning/Revising 6-Technology 9-Evidence from literary texts 10-Write routinely <p>Speaking Standard</p> <ol style="list-style-type: none"> 1-Collaborative Discussion <p>Language Standard</p> <ol style="list-style-type: none"> 1-Demonstrate conventions of grammar 2-Demonstrate conventions of spelling 3-Apply knowledge of language 4-Determine meaning through context

	<p>*Analyze the character of Stella. How does Williams use dialogue and stage directions to establish Stella's independence or dependence upon men?</p> <p>*How does Williams use scenery, dialogue, lighting, and costume notes to heighten the tension and set the stage for the ensuing conflict between Stella and Stanley and the conflict between Blanche and Stanley? Is Stanley's anger justified? How? Are his actions justified? Explain.</p> <p>*Write a thematic analysis based on one of the topics below.</p> <ul style="list-style-type: none">A. AppearanceB. Society and ClassC. Fantasy and DelusionD. Marriage/Masculinity and Physicality/Femininity and Dependence	
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