

Beginning of the Year: Writer's Moves (Weeks 1-2)

Essential Questions:

- How do authors create powerful writings?

Texts/Resources	Assessments/Performance Tasks	Standards
Short Texts: 1. "Tiny Stories"	1. Short Writings: a. Multiple Writer's Notebook Entries via Ohio Writing Project Prompts 2. Extended Writing: a. Your assignment is to write a story of 100-150 words which models the writer's moves studied in class. (Graded via rubric)_	Writing Standard 1-Write arguments 2-Write informative texts 4-Organization 5-Planning/Revising 6-Technology 9-Evidence from literary texts 10-Write routinely

Unit One: The Individual and Society (Weeks 3-9)

Essential Questions:

- How can one remain an individual and stay connected to society?
- What role does individualism play in American society?

Texts/Resources	Assessments/Performance Tasks	Standards
<p>Short Texts:</p> <ol style="list-style-type: none"> 1. Emily Dickinson poetry 2. “Hamadi” by Naomi Shihab Nye 3. “Two Kinds” by Amy Tan 4. Various Mentor Texts of Literary Criticism <p>Extended Text: <i>House on Mango Street</i> by Sandra Cisneros</p>	<ol style="list-style-type: none"> 1. Reading Quizzes over short texts 2. Short Writings: <ol style="list-style-type: none"> a. Multiple Writer’s Notebook Entries via Ohio Writing Project Prompts b. Select ONE of the pieces of fictional literature studied in this unit and create an expository writing of literary criticism. Use evidence from the literature. Model the writing after the mentor texts we studied. 3. Extended Writing: <ol style="list-style-type: none"> a. Create your own personal vignette using the OWP “slowing down a moment” activity 	<p>Reading for Informational Text</p> <ul style="list-style-type: none"> 1-Cite textual evidence 3-Analyze how ideas interact 4-Determine meaning of words as used in text 6-Determine author’s purpose 7-Multiple sources 10-Text complexity <p>Reading for Literature</p> <ul 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 6-Analyze irony 9-Analyze foundational American lit 10-Text complexity <p>Writing Standard</p> <ul style="list-style-type: none"> 1-Write argument 2-Write informative texts 3-Write narrative <p>Speaking Standard</p> <ul style="list-style-type: none"> 1-Collaborative Discussion <p>Language Standard</p> <ul 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 Two: Power, Protest and Change (Weeks 13-18)

Essential Questions:

- How can literature create change?
- Why are words sometimes more powerful than actions?

Texts/Resources	Assessments/Performance Tasks	Standards
<p>Short Texts:</p> <ol style="list-style-type: none"> 1. “What to the Slave is the Fourth of July?” by Frederick Douglass 2. “Ain’t I a Woman?” by Sojourner Truth 3. “Yellow Wallpaper” by Charlotte Perkins Gilman 4. “Story of an Hour” by Kate Chopin 5. Harlem Renaissance poetry 6. Various Mentor Texts of Argumentative Writing <p>Extended Text: <i>The Crucible</i> by Arthur Miller</p>	<ol style="list-style-type: none"> 1. Reading Quizzes over short texts and sections of extended text 2. Short Writings: <ol style="list-style-type: none"> a. Multiple Writer’s Notebook Entries via Ohio Writing Project Prompts b. Create an expository paragraph which includes research about the impact of Harlem Renaissance on literature and art. 3. Extended Writing: <ol style="list-style-type: none"> a. Your assignment is to write a multi-paragraph argumentative essay that uses the mentor texts as a model. 	<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 5-Demonstrate understanding of figurative language 6-Acquire domain specific words

Unit Three: American Identity (Weeks 19-24)

Essential Questions:

- Why do readers react differently to the same piece of literature?

Texts/Resources	Assessments/Performance Tasks	Standards
<p>Short Texts: 1. Maya Angelou poetry</p> <p>Extended Text: 1. <i>Their Eyes Were Watching God</i> by Zora Neale Hurston</p>	<ol style="list-style-type: none"> 1. Reading Quizzes over text 2. Short Writings: <ol style="list-style-type: none"> a. Multiple Writer’s Notebook Entries via Ohio Writing Project Prompts b. Create a full-page advertisement for the Local Newspaper, The Florida Times where you describe the town and reasons why people should move there c. Write a 2-page analysis about how Joe exhibits signs of “gaslighting.” Use text evidence from both <i>Their Eyes Were Watching God</i> and the article to explain your response 3. Extended Writing: <ol style="list-style-type: none"> a. Create an expository essay from a list of prompts. Student choose which prompt they want to use. 	<p>Reading for Literature 1-Cite textual evidence 2-Determine themes 3-Analyze author’s choices 4-Determine meaning of words as used in text 6-Analyze irony 10-Text complexity</p> <p>Writing Standard 2-Write informative texts 9-Evidence from literary texts 10-Write routinely</p> <p>Speaking Standard 1-Collaborative Discussion</p> <p>Language Standard 1-Demonstrate conventions of grammar 2-Demonstrate conventions of spelling 4-Determine meaning through context</p>

Unit Four: The Power of Place (Weeks 25-32)

Essential Questions:

- How does place influence an author’s choices?
- How does environment impact one’s identity?

Texts/Resources	Assessments/Performance Tasks	Standards
<p>Short Texts:</p> <ol style="list-style-type: none"> 1. Robert Frost poetry 2. Mary Oliver poetry 3. Carl Sandburg poetry 4. “Knoxville, Tennessee” by Nikki Giovanni 5. “A Rose for Emily” by William Faulkner 6. “To Build a Fire” by Jack London 7. “The Man to Send Rain Clouds” by Leslie Marmon Silko 8. Various Expository Mentor Texts 	<ol style="list-style-type: none"> 1. Reading Quizzes over texts 2. Short Writings: <ol style="list-style-type: none"> a. Multiple Writer’s Notebook Entries via Ohio Writing Project Prompts b. Create poem that mirrors one of the poet’s styles 3. Extended Writing: <ol style="list-style-type: none"> a. Create a narrative essay that demonstrates the power of a place; use the mentor text as a model. 	<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"> 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 4-Determine meaning through context 5-Demonstrate understanding of figurative language 6-Acquire domain specific words

Unit Five: Dystopian Tales (Weeks 33-36)

Essential Questions:

- How does American literature portray a dystopian society?

Texts/Resources	Assessments/Performance Tasks	Standards
<p>Short Texts:</p> <ol style="list-style-type: none"> 1. Various Savvas poems 2. “By the Waters of Babylon” by Stephen Vincent Benet 3. “The Pedestrian” by Ray Bradbury 	<ol style="list-style-type: none"> 1. Reading Quizzes over sections of text 2. Short Writings: <ol style="list-style-type: none"> a. Multiple Writer’s Notebook Entries via Ohio Writing Project Prompts 3. Extended Writing: <ol style="list-style-type: none"> a. Book Creator Project about characteristics of a dystopian society 	<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 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 4-Determine meaning through context 5-Demonstrate understanding of figurative language