

**Unit One: Storytelling (Weeks 1-9)**

Essential Questions:

- What makes good storytelling?
- How do you create your own stories?

Texts/Resources	Assessments/Performance Tasks	Standards
<p>Selection of short stories, including:</p> <ol style="list-style-type: none"> <li>1. “The Lady or the Tiger”- Frank R. Stockton</li> <li>2. “Breakfast”- John Steinbeck</li> <li>3. “A Piece of Steak”- Jack London</li> <li>4. “Beyond Lies the the Wub”- Phillip K. Dick</li> <li>5. “Harrison Bergeron”- Kurt Vonnegut</li> <li>6. “Quitters, Inc.”- Stephen King</li> <li>7. “The Bet”- Anton Chekov</li> <li>8. “By the Waters of Babylon” – Stephen Vincent Benet</li> <li>9. “The Gift of the Magi”- O. Henry</li> </ol>	<ol style="list-style-type: none"> <li>1. Writing Journal               <ol style="list-style-type: none"> <li>a. 10 pages per week</li> <li>b. Daily writing prompts</li> <li>c. Each students reads aloud from journal a minimum of once per week</li> </ol> </li>   <li>2. Creation of own short story               <ol style="list-style-type: none"> <li>a. 10-12 pages which develop:                   <ol style="list-style-type: none"> <li>i. Characters</li> <li>ii. Plot</li> <li>iii. Conflict</li> <li>iv. Setting</li> <li>v. dialogue</li> </ol> </li> </ol> </li> </ol>	<p><b>Reading for Literature</b></p> <ul style="list-style-type: none"> <li>2-Determine theme</li> <li>3-Analyze complex characters</li> <li>4-Determine meaning of words as used in text</li> <li>5-Analyze structure</li> <li>6-Satire/Irony</li> <li>9-Transformation of source material</li> <li>10-Text complexity</li> </ul> <p><b>Writing Standard</b></p> <ul style="list-style-type: none"> <li>3-Write narratives</li> <li>4-Organization</li> <li>5-Revising/Editing</li> <li>6-Technology</li> <li>10-Write routinely</li> </ul> <p><b>Speaking Standard</b></p> <ul style="list-style-type: none"> <li>1-Collaborative Discussion</li> </ul> <p><b>Language</b></p> <ul style="list-style-type: none"> <li>1-Demonstrate conventions of grammar</li> <li>2-Demonstrate conventions of spelling</li> <li>3-Vary syntax for effect</li> <li>4-Determine meaning through context</li> <li>5-Demonstrate understanding of figurative language</li> </ul>

**Unit Two: Poetry (Weeks 10-14)**

Essential Questions:

- What makes good poetry?
- How do you create your own poetry?

Texts/Resources	Assessments/Performance Tasks	Standards
<ol style="list-style-type: none"> <li>1. Assorted poems – each student selects a poem to share with the class</li> <li>2. Packet of poems from famous authors”               <ol style="list-style-type: none"> <li>a. Langston Hughes</li> <li>b. Carl Sandburg</li> <li>c. ee cummings</li> <li>d. D.H. Lawrence</li> <li>e. Gwendolyn Brooks</li> <li>f. Charles Bukowski</li> </ol> </li> </ol>	<ol style="list-style-type: none"> <li>2. Writing Journal               <ol style="list-style-type: none"> <li>a. 10 pages per week</li> <li>b. Daily writing prompts</li> <li>c. Each students reads aloud from journal a minimum of once per week</li> </ol> </li> <li>3. Recitation of poems</li> <li>4. Annotations of poems</li> <li>5. Creation of own poetry collection               <ol style="list-style-type: none"> <li>a. Three free verse</li> <li>b. Five haiku</li> <li>c. Ode</li> <li>d. Elegy</li> <li>e. Acrostic</li> <li>f. Copy/Change</li> <li>g. Sonnet</li> </ol> </li> </ol>	<p><b>Reading for Literature</b></p> <ul style="list-style-type: none"> <li>2-Determine theme</li> <li>3-Analyze complex characters</li> <li>4-Determine meaning of words as used in text</li> <li>5-Analyze structure</li> <li>6-Satire/Irony</li> <li>9-Transformation of source material</li> <li>10-Text complexity</li> </ul> <p><b>Writing Standard</b></p> <ul style="list-style-type: none"> <li>3-Write narratives</li> <li>4-Organization</li> <li>5-Revising/Editing</li> <li>6-Technology</li> <li>10-Write routinely</li> </ul> <p><b>Speaking Standard</b></p> <ul style="list-style-type: none"> <li>1-Collaborative Discussion</li> </ul> <p><b>Language</b></p> <ul style="list-style-type: none"> <li>1-Demonstrate conventions of grammar</li> <li>2-Demonstrate conventions of spelling</li> <li>3-Vary syntax for effect</li> <li>4-Determine meaning through context</li> <li>5-Demonstrate understanding of figurative language</li> </ul>

**Unit Three: Student Choice (Weeks 15-18)**

Essential Questions:

- Creation of different types of writing based on student/class preference

Texts/Resources	Assessments/Performance Tasks	Standards
<p>1. Assorted poems/short stories/children’s books (dependent on student choice)</p>	<p>1. Writing Journal</p> <ul style="list-style-type: none"> <li>a. 10 pages per week</li> <li>b. Daily writing prompts</li> <li>c. Each students reads aloud from journal a minimum of once per week</li> </ul> <p>2. Creation of one of the following:</p> <ul style="list-style-type: none"> <li>a. Specific genre short story (sci-fi, western, romance, etc.)</li> <li>b. Children’s book</li> <li>c. First person narrative</li> <li>d. Script</li> </ul> <p>3. Portfolio of the work done all semester/Sharing of that portfolio</p>	<p><b>Reading for Literature</b></p> <ul style="list-style-type: none"> <li>2-Determine theme</li> <li>3-Analyze complex characters</li> <li>4-Determine meaning of words as used in text</li> <li>5-Analyze structure</li> <li>6-Satire/Irony</li> <li>9-Transformation of source material</li> <li>10-Text complexity</li> </ul> <p><b>Writing Standard</b></p> <ul style="list-style-type: none"> <li>3-Write narratives</li> <li>4-Organization</li> <li>5-Revising/Editing</li> <li>6-Technology</li> <li>10-Write routinely</li> </ul> <p><b>Speaking Standard</b></p> <ul style="list-style-type: none"> <li>1-Collaborative Discussion</li> </ul> <p><b>Language</b></p> <ul style="list-style-type: none"> <li>1-Demonstrate conventions of grammar</li> <li>2-Demonstrate conventions of spelling</li> <li>3-Vary syntax for effect</li> <li>4-Determine meaning through context</li> <li>5-Demonstrate understanding of figurative language</li> </ul>