

**Beginning of the Year: Writer's Moves (Week 1)**

## 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)_	<b>Writing Standard</b> 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 2-8)**

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"> <li>1. Emily Dickinson poetry</li> <li>2. “Hamadi” by Naomi Shihab Nye</li> <li>3. “Two Kinds” by Amy Tan</li> <li>4. Walt Whitman poetry</li> <li>5. Various Mentor Texts of Literary Criticism</li> </ol> <p>Extended Text: <i>House on Mango Street</i> by Sandra Cisneros</p>	<ol style="list-style-type: none"> <li>1. Reading Quizzes over short texts</li> <li>2. Short Writings:               <ol style="list-style-type: none"> <li>a. Multiple Writer’s Notebook Entries via Ohio Writing Project Prompts</li> </ol> </li> <li>3. Extended Writing:               <ol style="list-style-type: none"> <li>a. 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.</li> <li>b. Timed Writing: Character Analysis of Esperanza from <i>House on Mango Street</i></li> </ol> </li> </ol>	<p><b>Reading for Informational Text</b></p> <ol style="list-style-type: none"> <li>1-Cite textual evidence</li> <li>3-Analyze how ideas interact</li> <li>4-Determine meaning of words as used in text</li> <li>6-Determine author’s purpose</li> <li>7-Multiple sources</li> <li>10-Text complexity</li> </ol> <p><b>Reading for Literature</b></p> <ol style="list-style-type: none"> <li>1-Cite textual evidence</li> <li>2-Determine themes</li> <li>3-Analyze author’s choices</li> <li>4-Determine meaning of words as used in text</li> <li>6-Analyze irony</li> <li>9-Analyze foundational American lit</li> <li>10-Text complexity</li> </ol> <p><b>Writing Standard</b></p> <ol style="list-style-type: none"> <li>1-Write argument</li> <li>2-Write informative texts</li> <li>3-Write narrative</li> </ol> <p><b>Speaking Standard</b></p> <ol style="list-style-type: none"> <li>1-Collaborative Discussion</li> </ol> <p><b>Language Standard</b></p> <ol style="list-style-type: none"> <li>1-Demonstrate conventions of grammar</li> <li>2-Demonstrate conventions of spelling</li> <li>3-Apply knowledge of language</li> <li>4-Determine meaning through context</li> </ol>

**Unit Two: Power, Protest and Change (Weeks 9-13)**

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"> <li>1. “What to the Slave is the Fourth of July?” by Frederick Douglass</li> <li>2. “Ain’t I a Woman?” by Sojourner Truth</li> <li>3. “Yellow Wallpaper” by Charlotte Perkins Gilman</li> <li>4. “Story of an Hour” by Kate Chopin</li> <li>5. “Everyday Use” by Alice Walker</li> </ol>	<ol style="list-style-type: none"> <li>1. Reading Quizzes over short texts and sections of extended text</li> <li>2. Short Writings:               <ol style="list-style-type: none"> <li>a. Multiple Writer’s Notebook Entries via Ohio Writing Project Prompts</li> </ol> </li> <li>3. Extended Writing:               <ol style="list-style-type: none"> <li>a. In groups, students will create a presentation which focuses on specific time periods in American History in which protest literature was created.</li> </ol> </li> </ol>	<p><b>Reading for Literature</b></p> <ol style="list-style-type: none"> <li>1-Cite textual evidence</li> <li>2-Determine themes</li> <li>3-Analyze author’s choices</li> <li>4-Determine meaning of words as used in text</li> <li>5-Analyze structure</li> <li>6-Analyze irony/sarcasm</li> <li>9-Foundational American literature</li> <li>10-Text complexity</li> </ol> <p><b>Writing Standard</b></p> <ol style="list-style-type: none"> <li>1-Write arguments</li> <li>2-Write informative texts</li> <li>4-Organization</li> <li>5-Planning/Revising</li> <li>6-Technology</li> <li>9-Evidence from literary texts</li> <li>10-Write routinely</li> </ol> <p><b>Speaking Standard</b></p> <ol style="list-style-type: none"> <li>1-Collaborative Discussion</li> </ol> <p><b>Language Standard</b></p> <ol style="list-style-type: none"> <li>1-Demonstrate conventions of grammar</li> <li>2-Demonstrate conventions of spelling</li> <li>3-Apply knowledge of language</li> <li>4-Determine meaning through context</li> <li>5-Demonstrate understanding of figurative language</li> <li>6-Acquire domain specific words</li> </ol>

**Unit Three: Argumentation and Critique (Weeks 14-18)**

Essential Questions:

- How can people effectively create and argument or critique?

Texts/Resources	Assessments/Performance Tasks	Standards
<p>Short Texts:            1. Mentor Argumentative Writings            2. Mentor Food Reviews</p> <p>Extended Text:  <i>The Crucible</i> by Arthur Miller</p>	<p>1. Short Writings:            a. Multiple Writer’s Notebook Entries via Ohio Writing Project Prompts</p> <p>2. Extended Writing:            a. Create an argumentative writing that models the mentor texts (timed writing) on a topic of student choice</p> <p>b. Create a food review modeled after the mentor texts</p> <p>c. Timed Final Exam Essay</p>	<p><b>Reading for Literature</b>            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><b>Writing Standard</b>            2-Write informative texts            9-Evidence from literary texts            10-Write routinely</p> <p><b>Speaking Standard</b>            1-Collaborative Discussion</p> <p><b>Language Standard</b>            1-Demonstrate conventions of grammar            2-Demonstrate conventions of spelling            4-Determine meaning through context</p>

**Unit Four: Empowerment (Weeks 19-26)**

Essential Questions:

- How can literature empower authors and readers?

Texts/Resources	Assessments/Performance Tasks	Standards
<p>Short Texts:</p> <ol style="list-style-type: none"> <li>Harlem Renaissance Poetry:               <ol style="list-style-type: none"> <li>Langston Hughes</li> <li>Claude McKay</li> </ol> </li> <li>Maya Angelou Poetry</li> </ol> <p>Extended Text:  <i>Their Eyes Were Watching God</i> by Zora Neale Hurston</p>	<ol style="list-style-type: none"> <li>Reading Quizzes over text</li> <li>Short Writings:           <ol style="list-style-type: none"> <li>Multiple Writer’s Notebook Entries via Ohio Writing Project Prompts</li> <li>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</li> </ol> </li> <li>Extended Writing:           <ol style="list-style-type: none"> <li>Create an expository essay from a list of prompts. Student choose which prompt they want to use.</li> </ol> </li> </ol>	<p><b>Reading for Literature</b></p> <ol style="list-style-type: none"> <li>Cite textual evidence</li> <li>Determine themes</li> <li>Analyze author’s choices</li> <li>Determine meaning of words as used in text</li> <li>Analyze irony</li> <li>Text complexity</li> </ol> <p><b>Writing Standard</b></p> <ol style="list-style-type: none"> <li>Write informative texts</li> <li>Evidence from literary texts</li> <li>Write routinely</li> </ol> <p><b>Speaking Standard</b></p> <ol style="list-style-type: none"> <li>Collaborative Discussion</li> </ol> <p><b>Language Standard</b></p> <ol style="list-style-type: none"> <li>Demonstrate conventions of grammar</li> <li>Demonstrate conventions of spelling</li> <li>Determine meaning through context</li> </ol>

**Unit Four: The Power of Place (Weeks 27-31)**

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"> <li>1. “To Build a Fire” by Jack London</li> <li>2. “The Man to Send Rain Clouds” by Leslie Marmon Silko</li> <li>3. Ralph Waldo Emerson excerpts</li> <li>4. Henry David Thoreau excerpts</li> <li>5. Various Expository Mentor Texts</li> </ol>	<ol style="list-style-type: none"> <li>1. Reading Quizzes over texts</li> <li>2. Short Writings:               <ol style="list-style-type: none"> <li>a. Multiple Writer’s Notebook Entries via Ohio Writing Project Prompts</li> </ol> </li> <li>3. Extended Writing:               <ol style="list-style-type: none"> <li>a. Create a narrative essay that demonstrates the power of a place; use the mentor text as a model.</li> </ol> </li> </ol>	<p><b>Reading for Literature</b></p> <ol style="list-style-type: none"> <li>1-Cite textual evidence</li> <li>2-Determine themes</li> <li>3-Analyze author’s choices</li> <li>4-Determine meaning of words as used in text</li> <li>5-Analyze structure</li> <li>6-Analyze irony/sarcasm</li> <li>9-Foundational American literature</li> <li>10-Text complexity</li> </ol> <p><b>Writing Standard</b></p> <ol style="list-style-type: none"> <li>2-Write informative texts</li> <li>4-Organization</li> <li>5-Planning/Revising</li> <li>6-Technology</li> <li>9-Evidence from literary texts</li> <li>10-Write routinely</li> </ol> <p><b>Speaking Standard</b></p> <ol style="list-style-type: none"> <li>1-Collaborative Discussion</li> </ol> <p><b>Language Standard</b></p> <ol style="list-style-type: none"> <li>1-Demonstrate conventions of grammar</li> <li>2-Demonstrate conventions of spelling</li> <li>4-Determine meaning through context</li> <li>5-Demonstrate understanding of figurative language</li> <li>6-Acquire domain specific words</li> </ol>

**Unit Five: Short Stories (Weeks 32-36)**

Essential Questions:

- How do short stories portray aspects of American life and culture?

Texts/Resources	Assessments/Performance Tasks	Standards
<p>Short Texts:</p> <ol style="list-style-type: none"> <li>1. “By the Waters of Babylon” by Stephen Vincent Benet</li> <li>2. “The Pedestrian” by Ray Bradbury</li> <li>3. “A Rose for Emily” by William Faulkner</li> <li>4. “The Leap” by Louise Erdrich</li> <li>5. “Ambush” by Tim O’Brien</li> </ol>	<ol style="list-style-type: none"> <li>1. Reading Quizzes over sections of text</li> <li>2. Short Writings:               <ol style="list-style-type: none"> <li>a. Multiple Writer’s Notebook Entries via Ohio Writing Project Prompts</li> </ol> </li> <li>3. Extended Writing:               <ol style="list-style-type: none"> <li>a. Book Creator Project about characteristics of short stories</li> </ol> </li> </ol>	<p><b>Reading for Literature</b></p> <ol style="list-style-type: none"> <li>1-Cite textual evidence</li> <li>2-Determine themes</li> <li>3-Analyze author’s choices</li> <li>4-Determine meaning of words as used in text</li> <li>5-Analyze structure</li> <li>6-Analyze irony/sarcasm</li> <li>9-Foundational American literature</li> <li>10-Text complexity</li> </ol> <p><b>Writing Standard</b></p> <ol style="list-style-type: none"> <li>1-Write arguments</li> <li>4-Organization</li> <li>5-Planning/Revising</li> <li>6-Technology</li> <li>9-Evidence from literary texts</li> <li>10-Write routinely</li> </ol> <p><b>Speaking Standard</b></p> <ol style="list-style-type: none"> <li>1-Collaborative Discussion</li> </ol> <p><b>Language Standard</b></p> <ol style="list-style-type: none"> <li>1-Demonstrate conventions of grammar</li> <li>2-Demonstrate conventions of spelling</li> <li>4-Determine meaning through context</li> <li>5-Demonstrate understanding of figurative language</li> </ol>