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

Selection of short stories, including:
1. "The Lady or the Tiger"- Frank R. Stockton
2. "Breakfast"- John Steinbeck
3. "A Piece of Steak"- Jack London
4. "Beyond Lies the the Wub"- Phillip K. Dick
5. "Harrison Bergeron"- Kurt Vonnegut
6. "Quitters, Inc."- Stephen King
7. "The Bet"- Anton Chekov
8. "By the Waters of Babylon" – Stephen Vincent Benet
9. "The Gift of the Magi"- O. Henry
	1. Writing Journal
	   a. 10 pages per week
	   b. Daily writing prompts
	   c. Each students reads aloud from journal a minimum of once per week
	
	2. Creation of own short story
	   a. 10-12 pages which develop:
	      i. Characters
	      ii. Plot
	      iii. Conflict
	      iv. Setting
	      v. dialogue
		Reading for Literature
		2-Determine theme
		3-Analyze complex characters
		4-Determine meaning of words as used in text
		5-Analyze structure
		6-Satire/Irony
		9-Transformation of source material
		10-Text complexity
		Writing Standard
		3-Write narratives
		4-Organization
		5-Revising/Editing
		6-Technology
		10-Write routinely
		Speaking Standard
		1-Collaborative Discussion
		Language
		1-Demonstrate conventions of grammar
		2-Demonstrate conventions of spelling
		3-Vary syntax for effect
		4-Determine meaning through context
		5-Demonstrate understanding of figurative language

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

1. Assorted poems – each student selects a poem to share with the class
 	
2. Packet of poems from famous authors"
 	
    a. Langston Hughes
    b. Carl Sandburg
    c. ee cummings
    d. D.H. Lawrence
    e. Gwendolyn Brooks
    f. Charles Bukowski
	2. Writing Journal
	
	    a. 10 pages per week
	    b. Daily writing prompts
	    c. Each students reads aloud from journal a minimum of once per week
	
	3. Recitation of poems
	
	4. Annotations of poems
	
	5. Creation of own poetry collection
	
	    a. Three free verse
	    b. Five haiku
	    c. Ode
	    d. Elegy
	    e. Acrostic
	    f. Copy/Change
	    g. Sonnet
		Reading for Literature
		2-Determine theme
		3-Analyze complex characters
		4-Determine meaning of words as used in text
		5-Analyze structure
		6-Satire/Irony
		9-Transformation of source material
		10-Text complexity
		Writing Standard
		3-Write narratives
		4-Organization
		5-Revising/Editing
		6-Technology
		10-Write routinely
		Speaking Standard
		1-Collaborative Discussion
		Language
		1-Demonstrate conventions of grammar
		2-Demonstrate conventions of spelling
		3-Vary syntax for effect
		4-Determine meaning through context
		5-Demonstrate understanding of figurative language

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

1. Assorted poems/short stories/children's books (dependent on student choice)	1. Writing Journal
	
	   a. 10 pages per week
	
	   b. Daily writing prompts
	
	   c. Each students reads aloud from journal a minimum of once per week
	
	2. Creation of one of the following:
	
	   a. Specific genre short story (sci-fi, western, romance, etc.)
	
	   b. Children's book
	
	   c. First person narrative
	
	   d. Script
	
	3. Portfolio of the work done all semester/Sharing of that portfolio
		Reading for Literature
		2-Determine theme
		3-Analyze complex characters
		4-Determine meaning of words as used in text
		5-Analyze structure
		6-Satire/Irony
		9-Transformation of source material
		10-Text complexity
		Writing Standard
		3-Write narratives
		4-Organization
		5-Revising/Editing
		6-Technology
		10-Write routinely
		Speaking Standard
		1-Collaborative Discussion
		Language
		1-Demonstrate conventions of grammar
		2-Demonstrate conventions of spelling
		3-Vary syntax for effect
		4-Determine meaning through context
		5-Demonstrate understanding of figurative language