

## Grade 7

<b>Theme: Identity</b> <b>Time Frame: September/October</b>	Essential Questions	Reading Experiences	Writing Experiences	Listening/Speaking Experiences
	<ul style="list-style-type: none"> <li>• Who am I &amp; who am I becoming?</li> <li>• What “tools” &amp; “materials” do people use to “build” an identity, a sense of who they are?</li> <li>• Who are the influential people in my life?</li> <li>• What key moments, challenges or turning points have helped shape my life?</li> </ul>	<p><u>Emphasis: Standard 2</u></p> <ul style="list-style-type: none"> <li>• <b>Touchstone Texts</b> may include:               <ul style="list-style-type: none"> <li>- <i>Light in the Forest</i></li> <li>- <i>Freak the Mighty</i></li> <li>- “<i>Eleven</i>”</li> <li>- “<i>Thank You, M’am</i>”</li> <li>- “<i>The Necklace</i>”</li> </ul> </li> <li>“Charles” Short Story</li> <li>- Selected poems from Prentice Hall anthology</li> <li>• <b>Suggested texts for small-group &amp; independent reading:</b> <ul style="list-style-type: none"> <li>- Native American myths &amp; legends</li> <li>- assorted poetry &amp; short stories from Prentice Hall anthology</li> </ul> </li> <li>• <b>Begin Reader’s Response Journal</b></li> </ul>	<p><u>Emphasis: Standard 2</u></p> <p><b>Writing pieces may include the following:</b></p> <p><b>Literary Response &amp; Expression:</b></p> <ul style="list-style-type: none"> <li>• Personal narrative (narrating &amp; reflecting on defining or pivotal moments, key influences)</li> <li>• Reader’s Response Journal</li> </ul> <p><b>Social Interaction:</b></p> <ul style="list-style-type: none"> <li>• Friendly letters</li> </ul>	<ul style="list-style-type: none"> <li>• Experiences may include the following:               <ul style="list-style-type: none"> <li>- Small-group sharing of narratives (early drafts &amp; final version)</li> </ul> </li> <li>• Whole-class &amp; small-group discussion</li> </ul>

**Grade 7**

<b>Theme: Looking Back, Thinking Ahead</b> <b>Time Frame: November/December/January</b>	<b>Essential Questions</b>	<b>Reading Experiences</b>	<b>Writing Experiences</b>	<b>Listening/Speaking Experiences</b>
	<ul style="list-style-type: none"> <li>• What can we know about the past?</li> <li>• What can the challenges of an earlier generation offer us in terms of understanding &amp; direction?</li> <li>• How do we evaluate competing stories about the past? What can we learn from competing perspectives on past events?</li> <li>• How can crisis or conflict become an opportunity for growth? What does it take to turn something especially difficult, challenging or negative into something positive?</li> </ul>	<p><u>Emphasis: Standards 1 &amp; 2</u></p> <p>Touchstone texts <b>may include:</b></p> <ul style="list-style-type: none"> <li>• <i>Trapped Between the Lash &amp; the Gun</i></li> </ul> <p>Optional resources for discussion will include, but not be limited to:</p> <ul style="list-style-type: none"> <li>• <i>Non-fiction pieces</i></li> <li>• “The Day I Died was Just Another Day”</li> <li>• “Harriett Tubman Trade Book”</li> <li>-Various theme related texts</li> </ul> <p>Maintain <b>Reader’s Response Journal</b></p>	<p>Emphasis: Standards 1, 2, 3 &amp; 4</p> <p><b>Writing pieces may include the following</b></p> <p style="text-align: center;">↓</p> <p>Critical Analysis &amp; Evaluation:</p> <ul style="list-style-type: none"> <li>• Character analysis essay tied to touchstone text</li> </ul> <p>*Include short answer and strong paragraph writing</p> <p>Information &amp; Understanding; Literary Response &amp; Expression; Social Interaction:</p> <ul style="list-style-type: none"> <li>• Oral history focused on family or community</li> </ul> <p>• <b>Critical Analysis &amp; Evaluation; Literary Response &amp; Expression:</b></p> <p>On-demand writing. <b>Timed writing</b> prompt will ask students to compare &amp; contrast information &amp; perspectives from different sources. In responding, students will be expected to make reference to their touchstone texts &amp; independent readings, &amp; they will be encouraged to reference sources from the oral history projects, as well.</p>	<ul style="list-style-type: none"> <li>• Experiences may include the following:</li> <li>-Whole-class &amp; small-group discussion of readings</li> <li>• Interviews with family &amp;/or community members</li> <li>• Small-group sharing of oral history drafts</li> <li>• Presentation of final oral history projects</li> </ul> <p>*To include non-fiction and fiction texts</p>

**Grade 7**

<b>Theme: Charting a Course</b> <b>Time Frame: February</b>	Essential Questions	Reading Experiences	<i>Writing</i> Experiences	Listening/Speaking Experiences
	<ul style="list-style-type: none"> <li>• • How can we know, as we plunge ahead through life, that we’re making good, sound decisions? When life seems to speed up and push us along at such a fast pace, how is it possible to reflect on our decisions and get a sense of where we are headed?</li> <li>• What can our struggles teach us about others and ourselves?</li> <li>• In what ways and to what extent do other people influence who we are, who we might become?</li> </ul> <p>How do you think about your identity, your “self”? Do you think of “the self” as something solid and stable, a kind of core, unchanging over time, pretty much the same wherever you are and no matter whom you’re with? Or do you think of “the self” as something more fluid, more likely to change, something that can be revised or rewritten by experience? Or maybe you see it not as a single thing but as a multi-faceted thing, something that has many different aspects or sides that come forward at different times, depending on where you are, who you’re with, what you’re doing, what others are expecting, and so on. As you read these stories and poems, think about identity. What can these characters and these stories teach you about the notion of “the self” in general, and about <i>your</i> self in particular.</p>	<p><u>Emphasis: Standards 1, 2 &amp; 3</u></p> <p>Required Poetry:</p> <ul style="list-style-type: none"> <li>• “Phenomenal Woman”</li> <li>• “Still I Rise”</li> <li>• “Mother to Son”</li> <li>• “Dream Deferred”</li> <li>• “As I Grew Older”</li> <li>-“The Big Sea”</li> <li>-“I Know Why the Caged Bird Sings”</li> </ul> <p><b>Print &amp; web-based informational texts</b> for cross-cultural perspectives on “coming of age” (students to search &amp; select informational texts in consultation with librarian)</p> <p><b>Suggested theme-related titles for independent reading &amp; literature circles:</b></p> <ul style="list-style-type: none"> <li>• <i>Nineteen Varieties of Gazelle: Poems of the Middle East</i></li> <li>• <i>Cool Salsa: Bilingual Poems on Growing Up Latino in the United States</i></li> <li>• <i>Black Diamond</i></li> <li>• <i>Baseball Saved Us</i></li> </ul> <p>Maintain <b>Reader’s Response Journal</b></p>	<p><u>Emphasis: Standards 2 &amp; 3</u></p> <p><b>Writing pieces may include the following:</b></p> <p><b>Literary Response &amp; Expression:</b></p> <p>Short personal narratives, poems &amp; “think” pieces (reflections on growing up, musings on what lies ahead; explorations of connections between literary text &amp; personal experience or knowledge)</p> <p><b>Literary Response &amp; Expression; Critical Analysis &amp; Evaluation:</b></p> <p>Essay examining one character &amp; his or her growth &amp;/or change over the course of the book (may be based on touchstone text or a book for independent or small-group reading)</p>	<p>Experiences may include the following:</p> <ul style="list-style-type: none"> <li>• Whole-class &amp; small-group discussion of readings</li> <li>• Small-group sharing of essay drafts &amp; short narratives/think pieces</li> <li>• Presentation/sharing of information on cross-cultural perspectives on coming of age</li> <li>• “Spoken word” event: Students’ interpretive performances of poetry (their own &amp;/or favorites from those studied)</li> </ul>

**Grade 7**

<p style="text-align: center;"><b>Theme: Culture &amp; Tradition</b> <b>Time Frame: March/April</b></p>	<p style="text-align: center;"><b>Essential Questions</b></p>	<p style="text-align: center;"><b>Reading Experiences</b></p>	<p style="text-align: center;"><b>Writing Experiences</b></p>	<p style="text-align: center;"><u>Listening/Speaking Experiences</u></p>
	<ul style="list-style-type: none"> <li>•What is my idea of a perfect world?</li> <li>•What do people mean when they talk about “culture”? What is a good working definition of the term?</li> <li>•What are some cultural traditions that I participate in, and how do these both reflect and shape my identity?</li> <li>•How do I feel about cultures other than my own?</li> <li>•What are some traditional practices that some cultures may consider odd or even “wrong”?</li> <li>•What cultural assumptions or beliefs do these stories and novels challenge me to think about or question?</li> </ul>	<p><u>Emphasis: Standards 1 &amp; 3</u></p> <p>Touchstone Texts <b>may include:</b>  <i>The Giver</i>  <i>To Kill A Mockingbird</i>  <i>Short non-fiction pieces</i></p> <p><b>Optional Literature Circle Texts:</b>  <i>Gathering Blue</i>  <i>The Messenger</i></p> <p><b>Genre study</b></p> <p>Maintain <b>Reader’s Response Journal</b></p> <p><b>Suggested Theme Related Titles (Optional)</b>  <i>“The Lottery”</i>  <i>Among the Hidden</i>  <i>Among the Imposters</i></p>	<p><u>Emphasis: Standards 1, 2 &amp; 3</u>  <b>Writing pieces may include the following:</b></p> <p><b>Literary Response &amp; Expression:</b>            Creative writing: Creating a Utopia</p> <p><b>Information &amp; Understanding:</b>            Short essays and constructed responses to short nonfiction pieces (follow-up to ELA “listening tasks”), including <b>at least one timed</b>, on-demand response</p> <p><b>Critical Analysis &amp; Evaluation:</b>            Various short writing pieces in response to literature, including <b>at least one timed</b>, on-demand literary analysis essay</p>	<p><u>Emphasis: Standard 1 &amp; 2</u>            Experiences may include the following:</p> <p><b>Information &amp; Understanding:</b>            ELA “listening tasks” built around short nonfiction pieces focused on culture, tradition and change.</p> <p><b>Literary Response &amp; Expression:</b></p> <ul style="list-style-type: none"> <li>• Genre study: Discussion of “Utopia” and “Dystopia” stories as a “type” or genre (or perhaps a subgenre of fantasy &amp; science fiction). What are the distinguishing features of this (sub) genre? What is the range of “types” within this genre?</li> </ul>

**Grade 7**

<p><b>Theme: I Want to Know Why...: Focus on Research</b> Time Frame: May</p>	<p><b>Essential Questions</b></p>	<p><b>Reading Experiences</b></p>	<p><b>Writing Experiences</b></p>	<p><b>Listening/Speaking Experiences</b></p>
	<p>The following are pre, during, and post research questions to consider.</p> <ul style="list-style-type: none"> <li>• What topic, issue or idea are you genuinely interested in and would like to know more about or would like to see in a new light?</li> <li>• What controversy or problem would you like to get to the heart of? Is there something that you wonder deeply about and maybe even argue over, something that raises questions you'd like to know the answers to?</li> <li>• What topics do you find most provocative, enticing or engaging? Imagine a topic you could be immersed in for a couple of weeks and still find interesting.</li> </ul>	<p><u>Emphasis: Standards 1 &amp; 3</u></p> <p><b>Information &amp; Understanding;</b> <b>Critical Analysis &amp; Evaluation:</b></p> <ul style="list-style-type: none"> <li>• Consult several sources, including print, web-based &amp; other electronic texts as well as real people, in order to frame and carry out a research project</li> </ul> <p><u>Continue independent reading, giving special attention to multiple works by a favorite author</u></p> <p>Maintain <b>Reader's Response Journal</b>, noting insights into craft &amp; tendencies of favorite author (refer to journal notes in group discussions about favorite authors)</p>	<p><u>Emphasis: Standards 1 &amp; 3</u> <b>Writing pieces may include the following:</b></p> <p><b>Information &amp; Understanding;</b> <b>Critical Analysis &amp; Evaluation:</b> Develop a research report using several sources. Along the road to the final project, students will:</p> <ul style="list-style-type: none"> <li>- write generative questions to get started &amp; to give the project direction &amp; focus;</li> <li>- take copious notes, distinguishing between relevant and irrelevant details               <ul style="list-style-type: none"> <li>-condense, combine, or categorize new info from many sources</li> </ul> </li> <li>- develop graphic organizers to help make sense of all the info, all the research data;</li> <li>- draw conclusions &amp; make inferences on the basis of explicit &amp; implied info</li> <li>- incorporate graphics into written products to enhance communication of information</li> <li>- paraphrase &amp; use quotations correctly. Include footnotes, citations, bibliography</li> </ul>	<p><u>Emphasis: Standard 1 &amp; 3</u> Experiences may include the following:</p> <p><b>Information &amp; Understanding:</b></p> <ul style="list-style-type: none"> <li>• participate in whole-class and small-group discussions to get started;</li> <li>• consult closely with teacher, librarian and peers in framing &amp; narrowing the topic, and in selecting appropriate sources</li> <li>• conduct interviews (face-to-face, telephone or electronic) with experts for at least one source for the project</li> <li>• presentations to peers and adults</li> </ul> <p><b>Literary Response &amp; Expression:</b></p> <ul style="list-style-type: none"> <li>• in small groups and as whole class, discuss distinguishing features of favorite authors, including the ways they handle plot, setting, characterization, themes, etc.</li> </ul>

**Grade 7**

<p style="writing-mode: vertical-rl; transform: rotate(180deg);">Theme: Believe Me! Exploring the Powers of Persuasion</p> <p style="writing-mode: vertical-rl; transform: rotate(180deg);">Time Frame: June</p>	<p style="text-align: center;"><b>Essential Questions</b></p>	<p style="text-align: center;"><b>Reading Experiences</b></p>	<p style="text-align: center;"><i>Writing</i> <b>Experiences</b></p>	<p style="text-align: center;"><b>Listening/Speaking Experiences</b></p>
	<ul style="list-style-type: none"> <li>• What are some methods advertisers use to sell their products?</li> <li>• What is the difference between fact and opinion?</li> <li>• What makes an argument compelling?</li> <li>• Why must a writer anticipate opposition to his or her argument?</li> <li>• What are the appropriate structures to present an argument?</li> <li>• What are some techniques people use to try to persuade others?</li> <li>• Why is it important to understand propaganda techniques?</li> <li>• Why must a speaker know his or her audience?</li> </ul>	<p><u>Emphasis: Standard 3</u></p> <p><b>Critical Analysis &amp; Evaluation:</b> Using rubrics as assessment tools, read and critically analyze a wide range of persuasive texts, including:</p> <ul style="list-style-type: none"> <li>- political speeches</li> <li>- samples of print and electronic advertisements</li> <li>- current &amp; compelling op-ed pieces and letters to editor (from local &amp; national papers)</li> <li>- assorted rants (from blogs, talk radio, tv)</li> <li>- video clips</li> <li>- persuasive exemplars from students &amp; professionals</li> <li>- Web resources:               <ul style="list-style-type: none"> <li>√ <a href="http://www.americanrhetoric.com/">http://www.americanrhetoric.com/</a> (phenomenal site, with links to audio clips and transcripts of thousands of speeches, including some by FDR, JFK, MLK, Malcolm X, Reagan, Carter, Obama...)</li> <li>√ <a href="http://www.ipl.org/div/teen/browse/rw8000/">http://www.ipl.org/div/teen/browse/rw8000/</a> (Internet Public Library site, with tons-o-links to student writing of every type on every topic)</li> <li>√ <a href="http://www.sourcewatch.org/index.php?title=Propaganda_techniques">http://www.sourcewatch.org/index.php?title=Propaganda techniques</a> (site sponsored by the Center for Media &amp; Democracy; plenty of links, definitions &amp; examples of propaganda techniques)</li> </ul> </li> </ul> <p>Maintain <b>Reader’s Response Journal</b></p>	<p>Emphasis: Standard 3</p> <p><b>Writing pieces may include the following:</b></p> <p><b>Critical Analysis &amp; Evaluation:</b></p> <ul style="list-style-type: none"> <li>•With a partner or small group, develop and present an advertisement for a real or imagined product</li> <li>•Carefully craft an effective, multi-paragraph persuasive letter directed at an actual person (or persons) and dealing with a topic you actually care about, something where you would like to see results</li> </ul> <p><b>Enrichment activity:</b> Using iMovie, MovieMaker, Adobe Premiere or similar multimodal, multimedia composing software, create a compelling advertisement or public service announcement, making effective use of persuasive strategies or propaganda techniques</p>	<p>Emphasis: Standards 1, 3 &amp; 4</p> <p>Experiences may include the following:</p> <p><b>Critical Analysis &amp; Evaluation;</b></p> <p><b>Information &amp; Understanding;</b></p> <p><b>Social Interaction:</b></p> <ul style="list-style-type: none"> <li>•Listen to and view various forms of text and media in order to gather and share information, persuade others, and express and understand ideas</li> <li>•Share (with peer editing group) advertisements &amp;/or public service announcements, as well as drafts of persuasive letter</li> </ul>

**Grade 8**

<b>Theme: Forging a Self</b> <b>Time Frame: September/October</b>	Essential Questions	Reading Experiences	Writing Experiences	Listening/ Speaking Experiences
	<ul style="list-style-type: none"> <li>• How can we know, as we plunge ahead through life, that we’re making good, sound decisions? When life seems to speed up and push us along at such a fast pace, how is it possible to reflect on our decisions and get a sense of where we are headed?</li> <li>• What can our struggles teach us about others and ourselves?</li> <li>• In what ways and to what extent do other people influence who we are, who we might become?</li> <li>• How do you think about your identity, your “self”? Do you think of “the self” as something solid and stable, a kind of core, unchanging over time, pretty much the same wherever you are and no matter whom you’re with? Or do you think of “the self” as something more fluid, more likely to change, something that can be revised or rewritten by experience? Or maybe you see it not as a single thing but as a multi-faceted thing, something that has many different aspects or sides that come forward at different times, depending on where you are, who you’re with, what you’re doing, what others are expecting, and so on. As you read these stories and poems, think about identity. What can these characters and these stories teach you about the notion of “the self” in general, and about <i>your</i> self in particular.</li> </ul>	<p><b>Touchstone texts may include the following titles:</b></p> <p><b>-Novels:</b>  <i>Tangerine</i>  <i>The Pigman</i>  <i>Right Behind You</i></p> <p><b>-Selected short stories, poetry &amp; nonfiction from anthology; selected nonfiction pieces</b></p> <p>Students will read <b>self-selected texts independently</b>, keeping a list of that reading in literacy portfolio &amp; keeping track of their thoughts about the reading in their reader’s response journal</p> <p><b>Possible theme-related titles for independent reading:</b>  <i>Hoot</i>  <i>How I Live Now</i>  <i>Bronx Masquerade</i>  <i>Silent to the Bone</i>  <i>Color of Absence</i></p>	<p><u>Emphasis: Standard 2</u>  <b>Writing pieces may include the following:</b></p> <p>Literary Response &amp; Expression:</p> <ul style="list-style-type: none"> <li>• Essay recalling &amp; reflecting on a pivotal moment or an influential person in your life. In rich detail, describe that moment or person, then discuss the difference that the person or moment seems to have made in your life.</li> <li>• Essay that looks closely at and makes judgments about the decisions a character makes and about the consequences of those decisions. These judgments will be supported with clear references to the texts.</li> <li>• Timed writing prompt: Literary analysis essay responding to two short readings, one fiction and one nonfiction</li> </ul> <p><b>Maintain reader’s response journal</b></p>	<p>Experiences may include the following:</p> <ul style="list-style-type: none"> <li>• <i>Whole-class &amp; small-group discussion of readings</i></li> <li>• Small-group sharing of essay drafts &amp; excerpts from reading response journals</li> <li>• Performance of dramatic dialogue</li> <li>• Readers Theatre</li> </ul>

**Grade 8**

<b>Theme: Meeting Challenges</b> <b>Time Frame: November/December</b>	Essential Questions	Reading Experiences	Writing Experiences	Listening/Speaking Experiences
	<ul style="list-style-type: none"> <li>• What role does conflict play in our lives? Are conflict and tension necessary and unavoidable aspects of relationships?</li> <li>• In a world that is forever changing, how do we keep an eye on and some control over who we are and who we might become?</li> <li>• How do you deal with pressure to conform? Is it possible to conform to the expectations of others (friends, family, church, school, bullies) without losing sight of who you are or who you hope to be?</li> </ul>	<p><b>Touchstone texts may include the following titles:</b></p> <p><b>-Novels:</b>  <i>Touching Spirit Bear</i>  <i>The Skin I'm In</i></p> <p><b>-Selected short stories, poetry &amp; nonfiction from anthology</b></p> <p><b>-Selected nonfiction</b></p> <p>Students will continue reading <b>self-selected texts independently</b>, keeping a list of that reading in literacy portfolio &amp; keeping track of their thoughts about the reading in their reader's response journal</p> <p><b>Possible theme-related titles for independent reading:</b>  <i>The Chocolate War</i>  <i>The City of Ember</i>  <i>Dough Boy</i>  <i>We Beat the Streets</i></p>	<p><u>Emphasis: Standards 2 &amp; 3</u>  <b>Writing pieces may include the following</b></p> <p><b>Critical Analysis &amp; Evaluation:</b>          Essay examining one character &amp; his or her growth &amp;/or change over the course of the book (may be based on touchstone text or a book for independent or small-group reading)</p> <p><b>Critical Analysis &amp; Evaluation:</b>          Essay comparing characters from two or more stories. Essay might focus on characters' decisions, motivations, or growth over time.</p> <p><b>Literary Response &amp; Expression; Critical Analysis &amp; Evaluation:</b>          Various short writing pieces in response to informational &amp; literary texts.          Include <b>at least one timed</b>, on-demand essay. [suggested topic: Consider how different authors handle similar topic or theme.]</p>	<p>Experiences may include the following:</p> <p>Sharing of drafts in peer editing groups.</p> <p>ELA listening task with short informational and literary texts</p> <p>Whole-class &amp; small-group discussions of readings</p>

**Grade 8**

<p style="text-align: center;"><b>Theme: Personal Dignity &amp; Social Justice</b> Time Frame: <b>January/February</b></p>	<p style="text-align: center;"><b>Essential Questions</b></p>	<p style="text-align: center;"><b>Reading Experiences</b></p>	<p style="text-align: center;"><b>Writing Experiences</b></p>	<p style="text-align: center;"><b>Listening/Speaking Experiences</b></p>
	<ul style="list-style-type: none"> <li>• Where and in what shapes &amp; sizes can we find dignity, respect &amp; honor?</li> <li>• What is social justice?</li> <li>• Is it ever right to betray a confidence or to betray a friend? If so, when and under what circumstances?</li> <li>• - As we become responsible citizens in society should we protect those who cannot protect themselves?</li> <li>• - What can we do as a society to be more considerate and courteous?</li> </ul>	<p><b>Touchstone texts may include the following titles:</b></p> <p><b>-Novels:</b> <i>Hush</i> <i>Day of Tears</i></p> <p><b>-Selected short stories, poetry &amp; nonfiction from anthology</b></p> <p><b>-Selected nonfiction pieces</b></p> <p>Students will continue reading <b>self-selected texts independently</b>, keeping a list of that reading in literacy portfolio &amp; keeping track of their thoughts about the reading in their reader’s response journal</p> <p><b>Possible theme-related titles for independent reading:</b></p> <p><i>Miracle’s Boys</i> <i>Parrot in the Oven: Mi Vida</i> <i>Shooter</i> <i>Somewhere in the Darkness</i> other titles by the likes of J. Woodson, S. Draper &amp; A. Johnson, W.D. Myers, G. Soto</p>	<p><u>Emphasis: Standard 3</u> Writing pieces may include the following:</p> <p><b>Information &amp; Understanding:</b> Short essays and constructed responses to short nonfiction pieces (follow-up to ELA “listening tasks”), including <b>at least one timed</b>, on-demand response</p> <p>• <b>Critical Analysis &amp; Evaluation; Literary Response &amp; Expression:</b> On-demand writing. <b>Timed writing</b> prompt will ask students to compare &amp; contrast information &amp; perspectives from different sources. In responding, students will be expected to make reference to their touchstone texts &amp; independent readings</p>	<p>Experiences may include the following:</p> <p>Emphasis: Standards 1 &amp; 2</p> <p><b>Information &amp; Understanding:</b> ELA “listening tasks” built around short nonfiction pieces focused on culture, tradition and change.</p> <p><i>Whole-class &amp; small-group discussion of readings</i></p> <p><b>Critical Analysis &amp; Evaluation:</b> Small-group sharing of essay drafts &amp; excerpts from reading response journals</p> <ul style="list-style-type: none"> <li>• Performance of dramatic dialogue</li> <li>• Readers Theatre</li> </ul>

**Grade 8**

<p style="text-align: center;"><b>Theme: Friendships &amp; Alliances</b> Time Frame: <b>March/April</b></p>	<p style="text-align: center;"><b>Essential Questions</b></p>	<p style="text-align: center;"><b>Reading Experiences</b></p>	<p style="text-align: center;"><b>Writing Experiences</b></p>	<p style="text-align: center;"><b>Listening/Speaking Experiences</b></p>
	<p>How is friendship similar to and different from an alliance?</p> <p>How do friendships start? How do they grow, and why are they important to us?</p> <p>What kind of a friend are you? What's the difference between relying on a friend and using a friend?</p> <p>Have you ever become close friends with someone who never thought you would be friends with?</p> <p>Have you ever experienced divided loyalties?</p>	<p><b>Touchstone texts may include the following titles:</b></p> <p><b>-Plays:</b> <i>West Side Story</i> <i>Play of "Diary of Anne Frank" from Prentice Hall Anthology</i></p> <p><b>-Selected short stories, poetry &amp; nonfiction from anthology</b></p> <p><b>-Selected nonfiction pieces</b></p> <p>Students will continue reading <b>self-selected texts independently</b>, keeping a list of that reading in literacy portfolio &amp; keeping track of their thoughts about the reading in their reader's response journal</p> <p><b>Possible theme-related titles for independent reading:</b></p> <p><i>Driving Miss Daisy</i> <i>Milkweed</i></p>	<p>Writing pieces may include the following:</p> <p><i>Emphasis: Standards 1 &amp; 2</i></p> <p><b>Information &amp; Understanding:</b> Biographical essay</p> <p><b>Critical Analysis &amp; Evaluation:</b></p> <ul style="list-style-type: none"> <li>• Form opinions &amp; make judgments about literary works; support these judgments with references from the text, from other texts, from the world beyond the text. Emphasis here may be on analysis of character &amp; setting, author's craft, etc</li> </ul> <p><b>Literary Response &amp; Expression:</b></p> <ul style="list-style-type: none"> <li>• With a partner, write &amp; perform dramatic dialogue</li> </ul>	<p>Experiences may include the following:</p> <p>Readers Theatre</p> <p>Performance of dramatic dialogue</p> <p>Sharing draft of biographical essay in peer editing groups</p>

**Grade 8**

<p style="text-align: center;">Theme: <b>Coming of Age</b> Time Frame: <b>May/June</b></p>	<p style="text-align: center;"><b>Essential Questions</b></p>	<p style="text-align: center;"><b>Reading Experiences</b></p>	<p style="text-align: center;"><b>Writing Experiences</b></p>	<p style="text-align: center;"><b>Listening/Speaking Experiences</b></p>
	<p>-What changes do you see in yourself as a writer? Which aspects of writing are your strengths and which need most attention?</p> <p>-What has been most helpful in your development as a writer?</p> <p>-What do you find helpful as you approach a new writing project?</p> <p>-How does writing help explore personal experiences?</p>	<p><b>Touchstone texts may include the following titles:</b></p> <p><i>A Midsummer Night's Dream</i></p> <p><u>-Prentice Hall Anthology - Timeless Voices, Timeless Themes</u> Dear Fellow Writer</p> <p>-Teacher-selected poetry</p> <p>-Selected nonfiction pieces</p> <p><u>Continue independent reading, giving special attention to multiple works by a favorite author</u></p>	<p>Writing pieces may include the following:</p> <p><i>Emphasis: Standard 3</i></p> <p><b>Critical Analysis &amp; Evaluation:</b> Persuasive essay or persuasive letter</p> <p><b>Portfolio project:</b> Reflection letter on work represented in literacy portfolio; critical self-evaluation of progress as a reader &amp; a writer over the year</p> <p><b>Critical Analysis &amp; Evaluation:</b> -Introduction to the Critical Lens essay (With Assistance)</p> <p>-</p>	<p>Experiences may include the following:</p> <p>Discussion of author study in small groups; presentation by group to class</p> <p>Discussion/presentation of genre study in book groups &amp; whole class</p> <p><b>Literary Response &amp; Expression;</b> Author study discussions in small groups and as whole class; discuss distinguishing features of favorite authors, including their ways with words and the ways they handle plot, setting, characterization, themes, etc</p>

**Grade 9**

<b>Theme: Loyalty &amp; Betrayal, Acceptance &amp; Mistrust</b> <b>Time Frame: 1<sup>st</sup> Quarter</b>	Essential Questions	Reading Experiences	Writing Experiences	Listening/Speaking Experiences
	<ul style="list-style-type: none"> <li>• What role does loyalty play in your life?</li> <li>• What benefits come from loyalty? Is there a dark side to it? For instance, what kind of difficulties can people find themselves in because of especially strong and unquestioning loyalty—the kind that some people would call “blind loyalty”?</li> <li>• How are loyalties earned? How do you decide who deserves your loyalty? Have you ever found your loyalties divided, pulled in opposite directions? How do you prioritize your loyalties?</li> <li>• Is there a distinction between loyalty and trust? Between trust and acceptance? Acceptance and tolerance?</li> <li>• What are ways people can become more tolerant and accepting of others?</li> <li>• What roles do acceptance and loyalty play in efforts to build a more peaceful world? Can you imagine any circumstances where acceptance and loyalty work against those efforts?</li> </ul>	<p><i>Touchstone texts may include:</i></p> <ul style="list-style-type: none"> <li>*<i>Romeo &amp; Juliet</i> (sacred text)</li> <li>*<i>The Outsiders</i> (9E)</li> <li>*<i>Old Man and the Sea</i> (9E)</li> <li>*<i>Where the Lilies Bloom</i> (9E)</li> </ul> <p><i>The Watcher</i></p> <p><i>Independent Reads:</i></p> <ul style="list-style-type: none"> <li><i>Keesha’s House</i></li> <li><i>Nothing to Lose</i></li> <li><i>Can’t get There from Here</i></li> <li><i>Elsewhere</i></li> <li><i>Brimstone Journals</i></li> <li><i>Locomotion</i></li> </ul> <p>Selected short stories from Prentice Hall Literature</p> <p><b>*All teachers instruct this work</b></p>	<p><i>Emphasis: Standards 1 &amp; 2</i></p> <p><b>Information &amp; Understanding:</b></p> <ul style="list-style-type: none"> <li>• Newspaper article</li> </ul> <p><b>Literary Response &amp; Expression:</b></p> <ul style="list-style-type: none"> <li>• Journal entry from character’s point of view</li> <li>• Write &amp; share/perform dialogues &amp; interior monologues</li> </ul> <p><b>Critical Analysis &amp; Evaluation:</b></p> <ul style="list-style-type: none"> <li>• Form opinions &amp; make judgments about literary works; support these judgments with references from the text, from other texts, from the world beyond the text. Emphasis here may be on analysis of character &amp; setting, author’s craft, etc</li> <li>• ELA Practice Part 1 (Listening) &amp; Part 4 (Critical Lens)</li> </ul> <p><b>Social Interaction:</b></p> <ul style="list-style-type: none"> <li>• Letter writing</li> </ul>	<ul style="list-style-type: none"> <li>• Large group &amp; small group discussions</li> <li>• Sharing drafts in peer-editing groups</li> <li>• Note taking on listening passage</li> </ul>

Feb 2009

## Grade 9

<p>Theme: <b>Survival</b> Time Frame: <b>2<sup>nd</sup> Quarter/3<sup>rd</sup> Quarter</b></p>	Essential Questions	Reading Experiences	Writing Experiences	Listening/Speaking Experiences
	<ul style="list-style-type: none"> <li>• What makes someone a survivor?</li> <li>• To what extent does our ability to adapt to change affect your chances of being a survivor?</li> <li>• To what extent is facing or dealing with struggle likely to change you and your relationships with others?</li> </ul>	<p><i>Touchstone texts may include:</i></p> <ul style="list-style-type: none"> <li>*<i>Monster</i> (sacred)</li> <li>Devil’s Arithmetic (optional)</li> <li>*Worlds Afire</li> <li>*The Good Earth (9E)</li> <li>*Fried Green Tomatoes at Whistle Stop Café (9E)</li> <li>*Shades of Simon Gray (9E)</li> <li>*Speak (9E)</li> <li>The Miracle Worker (optional)</li> </ul> <p><b>Texts for Reading Groups may include:</b></p> <p><i>Inside Out</i>—Trueman  <i>First Part Last</i>—Johnson  <i>Crank</i>—Hopkins  <i>Behind You</i>—Johnson  <i>Bottled Up</i>—Murray</p> <p>maintain <b>literacy portfolio</b>, including <b>log of reading (volume &amp; genre)</b></p> <p><b>*All teachers instruct this work</b></p>	<p><i>Emphasis: Standards 3</i></p> <p><b>Critical Analysis &amp; Evaluation:</b></p> <ul style="list-style-type: none"> <li>• Editorial/persuasive writing</li> <li>• Critical analysis: Critically reflect on characters’ choices, make connections with and discuss ramifications of own personal choices</li> </ul> <p>maintain <b>literacy portfolio</b></p>	<ul style="list-style-type: none"> <li>• Large group &amp; small group discussions</li> <li>• Sharing drafts in peer-editing groups</li> <li>• Role playing</li> <li>• Interviews</li> </ul> <p>Note taking on listening passage</p>

Feb 2009

**Grade 9**

<b>Theme: Follow Your Dream</b> <b>Time Frame: 4<sup>th</sup> Quarter</b>	Essential Questions	Reading Experiences	Writing Experiences	Listening/Speaking Experiences
	<ul style="list-style-type: none"> <li>• Why are dreams so important? Why do people follow dreams?</li> <li>• What happens to a dream that is unfulfilled?</li> <li>• How do dreams influence your life, your options, your decisions?</li> <li>• How do people in the everyday world talk about dreams, hopes, options? What dreams do they hold onto, and what dreams have they let go? How do they account for the hanging on, the letting go?</li> </ul>	<p><b>Focus on Harlem Renaissance:</b> The Time, the Place &amp; the People.</p> <p><b>Touchstone texts:</b>  <i>*Raisin in the Sun</i>                      Langston Hughes Poetry  <i>*Animal Farm</i>  <i>*The Trial</i>  <i>*The Wave (9E)</i>  <i>Flowers for Algernon</i>                      Poetry unit</p> <p><b>*All teachers instruct this work</b></p>	<p>Emphasis: Standards 1, 2, 3 &amp; 4</p> <p><b>Research project:</b> Progression of an aspect of popular culture                      “That Was Then, This Is Now”</p>	<ul style="list-style-type: none"> <li>• Oral report based on research project</li> <li>• Classroom discussion</li> <li>• Role-play</li> <li>• Interview</li> </ul>

## Grade 10

<b>Theme: Coming of Age</b> <b>Time Frame: 1<sup>st</sup> Quarter</b>	<b>Essential Questions</b>	<b>Reading Experiences</b>	<b>Writing Experiences</b>	<b>Listening/Speaking Experiences</b>
	<p style="text-align: center;"><i>“Adults are not born but made.”</i></p> <ul style="list-style-type: none"> <li>• If “adults” and “adulthood” are not natural categories but instead are “made” or “constructed,” then what about “adolescence” and the transition from adolescence into adulthood? Is there anything universal about that transition? In other words, how do social, cultural, &amp; historical factors shape what it means to “come of age”? Is there anything universal about adolescence, or about paths into adulthood?</li> <li>• How do people, places and events influence who you are or who you might become? What difference does it make, for instance, that you’re growing up in the Northeast and not the Southwest? Or that you’re growing up on a farm and not in the city, or vice versa?</li> </ul>	<p><b>Touchstone texts will include:</b>  <b>Novels:</b></p> <p><i>*The Contender</i> (sacred)  <i>*Chandra’s Secret</i>—A. Stratton  <i>Joy Luck Club</i>  <i>Breathe</i>  <i>Rules of the Road</i>  <i>The Pact</i>  <i>The Schwa was Here</i></p> <p><u>*Prentice Hall Lit.</u>            Blue Level</p> <p><b>*All teachers instruct this work</b></p>	<p><b>Emphasis: Standards 2 &amp; 3</b></p> <p><b>Literary Response &amp; Expression:</b></p> <ul style="list-style-type: none"> <li>• Autobiographical essay</li> <li>• Persona Essay (written in voice of character)</li> </ul> <p><b>Critical Analysis &amp; Evaluation:</b></p> <ul style="list-style-type: none"> <li>• Character Analysis Essay</li> <li>• Reader Response Journals</li> <li>• Regents Essay: Critical Lens, Controlling Idea</li> </ul>	<ul style="list-style-type: none"> <li>• Whole-class &amp; small-group discussions</li> <li>• Sharing of essay drafts in peer-editing groups</li> <li>• Poetry memorization and performance</li> </ul>

**Grade 10**

<b>Theme: Government, Politics &amp; Authority</b> <b>Time Frame: 2<sup>nd</sup> Quarter</b>	Essential Questions	Reading Experiences	Writing Experiences	Listening/Speaking Experiences
	<ul style="list-style-type: none"> <li>• When and under what circumstances might it be appropriate or even necessary to question authority?</li> <li>• We often hear that ours is a nation of laws. If so, is “civil disobedience” ever okay or appropriate? What about violent protest?</li> <li>• When is obedience to authority more important than acting on personal preference?</li> <li>• In this country, is there such thing as an “appropriate balance” between personal freedom &amp; civic responsibility? How can we know where that balance might be?</li> <li>• Can one voice make a difference? How?</li> </ul>	<p><b>Touchstone texts will include:</b></p> <ul style="list-style-type: none"> <li>*<i>Antigone</i> (sacred)</li> <li>*<i>Julius Caesar</i> (sacred)</li> <li><i>Inherit the Wind</i> (optional)</li> <li>*<i>A Gathering of Old Men</i> (10E)</li> <li>*<i>Twelve Angry Men</i></li> </ul> <p>*<i>Prentice Hall Lit. Short stories &amp; Poetry</i></p> <p><b>*All teachers instruct this work</b></p>	<p><b>Emphasis: Standard 3</b></p> <p><b>Critical Analysis &amp; Evaluation:</b> Several short writing assignments in response to provocative passages, including at least one <b>timed writing</b> that mirrors the critical lens task</p> <p><b>Critical analysis &amp; evaluation:</b> Extended essay closely analyzing tensions &amp; contradictions in American political discourse &amp; political life, as revealed in touchstone texts, class discussions, &amp; independent &amp; group readings</p> <p><b>Interpretive essay,</b> focusing on characterization, theme, or different authors’ handling of similar topics, etc</p>	<ul style="list-style-type: none"> <li>• Participation in debates sparked by readings</li> <li>• Discussion of readings in light of current political scene</li> <li>• Memorization, performance &amp; interpretation of key passages from plays &amp;/or especially dramatic scenes from novels &amp; newspapers (“plays &amp; poems ripped from the headlines...”)</li> <li>• Presentation of opinion, judgments, ideas, info, and experience in whole-class and small-group discussions and in teacher-student conferences</li> <li>• Participation in debates</li> </ul>

## Grade 10

<b>Theme: The Best of Times, the Worst of Times</b> <b>Time Frame: 3<sup>rd</sup> Quarter</b>	<b>Essential Questions</b>	<b>Reading Experiences</b>	<b>Writing Experiences</b>	<b>Listening/Speaking Experiences</b>
	<p>How do we account for humanity's short memory? In spite of all the museums &amp; bumper stickers dedicated to the "Lest We Forget" message, our distant and present histories are stained with pogrom after pogrom, holocaust after holocausts, genocide after genocide, war after war. Does that actually say something about humanity's memory, or about its soul?</p>	<p><b>Touchstone texts:</b>            *<i>Lord of the Flies</i> (sacred, all)            *<i>Night</i> (sacred, all)            *<i>A Tale of Two Cities</i> (10E option)            *<i>Othello</i> (Sacred 10E)  <i>Incantation</i>            *<i>Forgotten Fire</i>            *<i>Private Peaceful</i></p> <p><b>*All teachers instruct this work</b></p>	<p><b>Emphasis: Standards 1 &amp; 3</b>  <i>Information &amp; Understanding;</i>  <i>Critical Analysis &amp; Evaluation:</i></p> <p><b>Develop a research report using several sources. Along the road to the final project, students will:</b></p> <ul style="list-style-type: none"> <li>• write generative questions to get started &amp; to give the project direction &amp; focus;</li> <li>• take copious notes, distinguishing between relevant and irrelevant details;</li> <li>• write précis;</li> <li>• <i>condense, combine, or categorize new info from the many sources;</i></li> <li>• develop graphic organizers to help make sense of all the info, all the research data;</li> <li>• draw conclusions &amp; make inferences on the basis of explicit &amp; implied info</li> <li>• incorporate graphics into written products to enhance communication of information</li> <li>• paraphrase &amp; use quotations correctly. Include footnotes, citations, bibliography</li> </ul> <p><b>Critical Analysis &amp; Evaluation:</b>            Several short thesis-support papers, including at least one <b>timed</b></p>	<ul style="list-style-type: none"> <li>• Poetry memorization/perform</li> <li>• Persuasive Speeches</li> <li>• Character Silhouettes</li> <li>• Large and small group discussions about readings &amp; about research topic</li> <li>• Sharing of drafts in peer-editing groups</li> <li>• Large &amp; small group discussions about author's craft, including attention to the ways different authors treat the same (or at least similar) theme</li> <li>• Book- group discussions of and report to whole class on a focal author whose work the student has studied closely (i.e., has read and studied at least 3 different books and has looked up biographical information and some criticism)</li> </ul>

## Grade 10

Theme: The Power of the Word Time Frame: 4 <sup>th</sup> Quarter	Essential Questions	Reading Experiences	Writing Experiences	Listening/Speaking Experiences
	How does literature ask the reader to take part in their world?	Touchstone texts: * <i>I Know Why the Caged Bird Sing</i> * <i>Edith Hamilton's Mythology</i> * <i>Much Ado About Nothing</i> * <u>Prentice Hall</u> short stories & poetry  * <b>All teachers instruct this work</b>	<u>Emphasis: Standards 1, 2 &amp; 3</u>  <b>Critical Analysis &amp; Evaluation:</b> Carefully craft effective, multi-paragraph persuasive letter or essay directed at an actual person (or persons) and dealing with a topic you actually care about, something where you would like to see results  Literary Expression: Poetry & short fiction Write original literary texts with increasing sophistication & attention to voice & organizational structures <ul style="list-style-type: none"> <li>• <i>use literary devices, such as figurative language, allegory, irony, symbolism, &amp; stream of consciousness</i></li> <li>• <i>create multiple levels of meaning, with assistance</i></li> <li>• <i>use language &amp; sentence structure creatively to elicit reader's emotional response</i></li> </ul>	Genre study in book groups: Decide on & explore particular genre as a group; discuss often; prepare & deliver presentation to whole class  Author study: In small groups and as whole class, discuss distinguishing features of favorite authors, including the ways they handle plot, setting, characterization, themes, etc.  Role playing as preparation for persuasive writing  Whole-class & small-group discussions of readings & issues  Spontaneous readings of "poems you've just gotta hear"  Spoken word event: presentation/sharing of students' poetry

## Grade 11

	<b>Essential Questions</b>	<b>Reading Experiences</b>	<b>Writing Experiences</b>	<b>Listening/Speaking Experiences</b>
<b>Theme: Early Literary Stirrings</b> <small>Time Frame:</small> <b>1<sup>st</sup> Quarter</b>	<p>Why is it important for people and cultures to construct narratives about their experiences?</p> <p>How does literature reveal the values of Native Americans and the Puritans?</p> <p>How did Native Americans explain their existence?</p> <p>How do different cultures shape definitions of good and evil?</p> <p>How have Native Americans and the Puritans helped to form and shape our collective identity as Americans?</p> <p>How does the literature of this period represent the relationship between freedom and responsibility?</p>	<p><b>Touchstone texts will include:</b>            Various short stories &amp; legends  <i>*from Prentice Hall American Literature</i></p> <p><b>Touchstone texts will include at least one of the following:</b>  <i>*The Crucible</i>  <i>*The Scarlet Letter</i>  <i>* Rip Van Winkle</i>  <i>Legend of Sleepy Hollow</i></p> <p><b>*All teachers instruct this work</b></p>	<p><u>Emphasis: Standard 3</u></p> <p><b>Critical Analysis &amp; Evaluation:</b></p> <ul style="list-style-type: none"> <li>• Essay analyzing &amp; evaluating the social, cultural, historical &amp;/or political context in which the text was written</li> <li>• Essay articulating opinions &amp; judgments about literary works and supporting these judgments with references from the text, from other texts, from the world beyond the text. Emphasis here may be on analysis of character &amp; setting, author’s craft, etc. May also compare works from different cultural traditions</li> <li>• Assorted short writing assignments in response to provocative passages, including at least one <b>timed writing</b> that mirrors the critical lens task</li> </ul>	<p>Dramatic readings</p> <p>Whole-class &amp; small-group discussions of touchstone &amp; independent readings</p> <p>Discussion of essay drafts in peer-editing groups</p>

**Grade 11**

<p style="text-align: center;"><b>Theme: Reflecting Literature</b> Time Frame: 2<sup>nd</sup> Quarter</p>	<p style="text-align: center;"><b>Essential Questions</b></p>	<p style="text-align: center;"><b>Reading Experiences</b></p>	<p style="text-align: center;"><b>Writing Experiences</b></p>	<p style="text-align: center;"><b>Listening/Speaking Experiences</b></p>
	<ul style="list-style-type: none"> <li>• What does American literature reveal about the origins of the culture and the writings of that time period?</li> <li>•</li> <li>• How do the Romantic writer’s works reflect American views?</li> <li>• How does this literature reveal the American values of the time and today?</li> <li>• How does literature reflect the political, social, historical and romantic nature of a time &amp; a place?</li> </ul>	<p><b>Touchstone texts may include:</b> <i>Various short stories &amp; documents pertaining to the forming of a Nation.</i></p> <p><b>Touchstone texts may include:</b> <i>Huckleberry Finn</i> <i>Knickerbockers History</i> <i>Natty Bumppo</i> <i>*Thanatopsis</i> <i>The Strange Lady</i>  <i>*Bryant’s Poetry</i> <i>*To A Waterfall</i></p> <p><b>*All teachers instruct this work</b></p>	<p>Emphasis: Standards 2 &amp; 3</p> <p>Critical Analysis &amp; Evaluation:</p> <ul style="list-style-type: none"> <li>• Essay comparing and evaluating the ways different authors treat a subject or a common theme</li> <li>• Essay analyzing “regional flavor” in authors’ writings</li> <li>• Assorted short writing assignments in response to provocative passages, including at least one <b>timed writing</b> that mirrors the critical lens task</li> </ul>	<p>Poetry recitation</p> <p>Interpretive readings of dramatic passages</p> <p>Whole-class &amp; small-group discussions</p> <p>Discussions about drafts in peer-editing groups</p>

Grade 11

<p style="text-align: center;">Theme: <b>Discontent in the Land of Plenty</b> Time Frame: 3<sup>rd</sup> Quarter</p>	<p style="text-align: center;"><b>Essential Questions</b></p>	<p style="text-align: center;"><b>Reading Experiences</b></p>	<p style="text-align: center;"><b>Writing Experiences</b></p>	<p style="text-align: center;"><b>Listening/Speaking Experiences</b></p>
	<p>What is a “human right”?</p> <p>What is “The American Dream”? Is it achievable?</p> <p>What’s the relationship between Power and Justice?</p> <p>If you could “speak truth to power,” what truth would you try to speak?</p> <p>Must a book have a social conscience in order to be “Literature” (as opposed to “just a book”)?</p>	<p><i>Touchstone texts may include:</i>  <i>The Pearl</i>  <i>*Death of a Salesman</i>  <i>Ethan Frome</i>  <i>*Of Mice and Men</i>  <i>*Streetcar Named Desire</i>  <i>*Great Gatsby</i>  <i>*Our Town</i>  <i>Catcher in the Rye</i></p> <p><b>*All teachers instruct this work</b></p>	<p><u>Emphasis: Standards 2 &amp; 3</u></p> <p><b>Critical Analysis &amp; Evaluation:</b></p> <ul style="list-style-type: none"> <li>• Form opinions &amp; make judgments about literary works; support these judgments with references from the text, from other texts, from the world beyond the text. Emphasis here may be on analysis of character &amp; setting, author’s craft, etc</li> </ul> <p>Literary Response &amp; Expression:</p> <ul style="list-style-type: none"> <li>○ Essay analyzing the relevance of literature to contemporary &amp;/or personal events &amp; situations</li> <li>○ Assorted short writing assignments in response to provocative passages, including at least one <b>timed writing</b> that mirrors the critical lens task</li> </ul> <p>Maintain <b>Readers Response Journals</b></p>	<p>Poetry Recitation</p> <p>Interpretive readings of dramatic passages</p> <p>Whole-class &amp; small-group discussions</p> <p>Discussions about drafts in peer-editing groups</p>

**Grade 11**

<b>Theme: Life Lessons</b> Time Frame: 4h Quarter	<b>Essential Questions</b>	<b>Reading Experiences</b>	<b>Writing Experiences</b>	<b>Listening/Speaking Experiences</b>
	<p>What can we learn from adversity?</p> <p>What tensions exist between the needs of individuals and the needs of society writ large?</p> <p>What can the pain of others teach us?</p> <p>How do people deal with loss?</p>	<p><b>Touchstone texts:</b>                      *<i>Tuesdays With Morrie</i>  <i>Fences</i>                      *<i>Beloved</i>                      *<i>Hamlet</i>  <i>Lesson Before Dying</i>                      *<i>Things They Carried</i>                      * <i>Their Eyes Were Watching God</i></p> <p><b>*All teachers instruct this work</b></p>	<p><b>Emphasis: Standards 2 &amp; 3</b></p> <p><b>Critical Analysis &amp; Evaluation:</b></p> <ul style="list-style-type: none"> <li>• Form opinions &amp; make judgments about literary works; support these judgments with references from the text, from other texts, from the world beyond the text. Emphasis here may be on analysis of character &amp; setting, author’s craft, etc</li> </ul> <p>Literary Response &amp; Expression:</p> <ul style="list-style-type: none"> <li>○ Essay analyzing the relevance of literature to contemporary &amp;/or personal events &amp; situations</li> <li>○ Assorted short writing assignments in response to provocative passages, including at least one <b>timed writing</b> that mirrors the critical lens task</li> </ul>	<p>Poetry recitation</p> <p>Debates</p> <p>Interpretive readings of dramatic passages</p> <p>Whole-class &amp; small-group discussions</p> <p>Discussions about drafts in peer-editing groups</p>

Grade 12

<p><b>Theme: The Long Journey Home:</b></p> <p><b>Epic Quests, Heroes &amp; Anti-Heroes</b></p> <p>Time Frame: <b>1<sup>st</sup> Quarter</b></p>	Essential Questions	Reading Experiences	Writing Experiences	Listening/Speaking Experiences
	<p>What cultural values are reflected in the quests of literature’s epic heroes and modern anti-heroes?</p> <p>What is a hero? An epic hero? An epic? Are epic heroes still relevant in contemporary literature?</p> <p>How are heroes defined in various modern texts (e.g. in film, online games, literature)</p> <p>What “counts” as a quest in contemporary literature?</p>	<p><b>Touchstone texts may include two of the following:</b></p> <p><i>*Beowulf</i> (Sacred text)</p> <p><i>*Sir Gawain &amp; the Green Knight</i></p> <p><i>*Le Morte D’Arthur</i></p> <p><b>Possible Theme-Related Texts for Reading Groups or Independent Reading:</b></p> <p>“The Canterbury Tales”</p> <ul style="list-style-type: none"> <li>* The Prologue</li> <li>* The Nun’s Priest’s Tale</li> <li>* The Pardoner’s Tale</li> </ul> <p>“The Anglo-Saxon Chronicle”</p> <p><b>*All teachers instruct this work</b></p>	<p><u>Emphasis: Standards 2 &amp; 3</u></p> <p><b>Critical Analysis &amp; Evaluation:</b></p> <ul style="list-style-type: none"> <li>• Make judgments about the quality of literary texts &amp; performances by applying personal &amp; academic criteria, such as that found in literary criticism</li> </ul> <p>Literary Response &amp; Expression:</p> <ul style="list-style-type: none"> <li>• Write an imaginative text that incorporates in some way the idea of a quest, as understood from this unit’s readings. Settle on and maintain an appropriate and consistent point of view: 1<sup>st</sup>, 2<sup>nd</sup>, 3<sup>rd</sup> person, omniscient narrator. <i>Extra challenge:</i> Offer this up in some alternative form, such as a digital story (e.g., iMovie), a graphic novel, a video</li> </ul> <p><b>Maintain Reader’s Response Journals</b></p>	<p>Discussions (whole-class &amp; small-group) of readings</p> <p>Discussions of drafts in peer-editing group</p> <p>Presentation of original stories</p>

**Grade 12**

<b>Theme: Coming of Age</b> <b>Time Frame: 2<sup>nd</sup> Quarter</b>	Essential Questions	Reading Experiences	Writing Experiences	Listening/Speaking Experiences
	<ul style="list-style-type: none"> <li>• What do characters learn from life experiences?</li> <li>• • What kind of conflicts, difficulties or challenges seem especially helpful for youth on the road to adulthood?</li> <li>• What key moments, events or Situations impact one's life?</li> </ul>	<p><b>Touchstone Texts may include:</b>  <u>Ordinary People</u>  <u>*Brighton Beach Memoirs</u></p> <p><b>Possible Theme-Related Texts for Reading Groups or Independent Reading:</b></p> <p>*Ellen Foster            *The Glass Menagerie</p> <p><b>*All teachers instruct this work</b></p>	<p><u>Emphasis: Standards 2 &amp; 3</u></p> <ul style="list-style-type: none"> <li>• Creative Writing: Vignettes, dialogues, interior monologues, etc</li> <li>• Media Review/Critique</li> <li>• Character Analysis</li> <li>• Character Sketches</li> </ul> <p>Maintain <b>Reader's Response Journals</b></p>	<p>Discussions (whole-class &amp; small-group) of readings</p> <p>Discussions of drafts in peer-editing group</p> <p>Presentation/sharing of character sketch</p> <p>Display or publication of reviews</p>

Grade 12

<b>Theme: Political/Social Issues</b> <b>Time Frame: 3<sup>rd</sup> Quarter</b>	Essential Questions	Reading Experiences	Writing Experiences	Listening/Speaking Experiences
	<ul style="list-style-type: none"> <li>• Why is it important to understand and defend one’s civil rights?</li> <li>• Discuss the way characters teach us about societal issues</li> <li>• Why is it important to be an informed, participating member of society?</li> <li>• What motivates man to act in selfish self-destructive ways?</li> <li>• How does a character’s tragic flaw influence his/her decisions and ultimately their destiny?</li> </ul>	<p>Touchstone texts will include two of the following:</p> <p><i>*Macbeth</i> (sacred, all)  <i>*Fahrenheit 451</i>  <i>*Dead Man Walking</i></p> <p><b>Possible Theme-Related Texts for Reading Groups or Independent Reading:</b></p> <p>One Flew Over the Cuckoo’s Nest  Brave New World  Related short stories</p> <p><b>*All teachers instruct this work</b></p>	<p><u>Emphasis: Standards 1, 2 &amp; 3</u></p> <p><u>Information and Understanding:</u></p> <ul style="list-style-type: none"> <li>• Research on topic related to independent or group reading, with connections to touchstone text</li> <li>• Charts, graphs, diagrams to support and illustrate text</li> </ul> <p>Literary Response &amp; Expression:</p> <ul style="list-style-type: none"> <li>• Write original and imaginative texts, including poems</li> </ul> <p>Critical Analysis &amp; Evaluation:</p> <ul style="list-style-type: none"> <li>• Develop critiques from one or more perspectives such as historical, cultural, social, psychological</li> <li>• Character analysis</li> </ul> <p><b>Maintain Reader’s Response Journals</b></p>	<ul style="list-style-type: none"> <li>• Debates</li> <li>• Present opinions, judgments, ideas, info, experiences</li> <li>• Share research w/ the aid of presentation software (e.g., PowerPoint, iWork Keynote)</li> <li>• Present poetry</li> <li>• Whole-class &amp; small-group discussions</li> <li>• Discussions of drafts in per-editing groups</li> </ul>

**Grade 12**

<b>Topic: Poetry: Focus on Literary Forms</b> Time Frame: <b>4<sup>th</sup> Quarter</b>	<b>Essential Questions</b>	<b>Reading Experiences</b>	<b>Writing Experiences</b>	<b>Listening/Speaking Experiences</b>
	<p>What does literary nonfiction demand of a writer that is different from fiction? How does literary nonfiction ask the writer to “be” in the world or to attend to the world?</p> <p>What does literary nonfiction ask of a reader that is different from fiction or from more “mundane” or “pedestrian” nonfiction?</p> <p>What are the literacy demands of the worlds of work?</p>	<p><b>Independent &amp; small-group reading from one or a mix of the following groups of writers (feel free to add names)</b></p> <p><b>*Prentice Hall</b></p> <p><b>*British Literature Poetry Unit</b></p> <p>Independent and small group reading for the following poets:</p> <ul style="list-style-type: none"> <li>• T. S. Elliot</li> <li>• William Butler Yeats</li> <li>• Dylan Thomas and others</li> </ul> <p><b>*All teachers instruct this work</b></p>	<p><u>Emphasis: Standards 1, 2 &amp; 3</u>  <b>Critical Analysis &amp; Evaluation:</b></p> <p>Literary Expression: Poetry:</p> <ul style="list-style-type: none"> <li>• Write original poems with attention to voice and organization</li> <li>• Use literary devices, such as similes, metaphor, irony and symbolism</li> <li>• Use language and sentence structure in a creative manner</li> <li>• Elicit an emotional response from your audience</li> </ul>	<p>Interviews</p> <p>Discussions (whole-class &amp; small-group) of readings</p> <p>Discussions of drafts in peer-editing group</p>