

UNIT 1 - NARRATIVE AND SHORT STORIES

End of Quarter	Assessment	No School	Half Day			
September						
Text		Monday	Tuesday	Wednesday	Thursday	Friday
	Week 1			Get to Know You and Ice Breakers	Get to Know You and Ice Breakers	Contract and Syllabus
N/A	Week 2	Introduction to Creative Writing and Narrative	Random Writing Workshop: Students will randomly select a character, a setting, and a plot. Then, they will use their prior knowledge to write a creative narrative.	Continue writing a narrative using the randomly selected character, setting, and plot.	Students will post their narratives on the Schoology Discussion and their peers will respond to at least two of them with a glow and a grow. Students will share their writing aloud, if they choose to.	College Admissions Essay Elements, CommonApp, and Examples (Add Additional Resources on Schoology)
"The Story of an Hour" by Kate Chopin	Week 3	Elements of a Narrative: Figurative and Sensory Language Game	Explore Kate Chopin's "The Story of an Hour" → What makes this narrative engaging? i.e. word choice, suspense, sentence structure, imagery, etc. (Target Vocabulary: Sequence of Events, Imagery)	Diagnostic Assessment Testing	Let's Practice Writing: Students will be randomly given a sentence and they must write their own narrative using that sentence to start. This will give students a place to start practicing writing, while giving them the opportunity to have creative freedom to take the story down any road they'd like.	Students will post their narratives on the Schoology Discussion and their peers will respond to at least two of them with a glow and a grow. Students will share their writing aloud, if they choose to.
"The Tell-Tale Heart" by Edgar Allan Poe	Week 4	Figurative Language in Movies Figurative Foreheads Game	As a class, we will read "The Tell-Tale Heart" by Edgar Allan Poe to explore figurative and sensory language.	Prompt: Continue the Story --> "The Tell Tale Heart"	"Must Haves" Narrative Writing	Continue "Must Haves" Writing "Students will post their narratives on the Schoology Discussion and their peers will respond to at least two of them with a glow and a grow. Students will share their writing aloud, if they choose to."
October						
Text		Monday	Tuesday	Wednesday	Thursday	Friday
- "All Summer in a Day" by Ray Bradbury - "The Lottery" by Shirley Jackson	Week 5	Introduce Dialogue and What it Looks Like	As a class, we will read "All Summer in a Day" by Ray Bradbury to explore what dialogue can look like, while examining elements of narrative that were previously discussed (i.e. figurative language).	Students will post their narratives on the Schoology Discussion and their peers will respond to at least two of them with a glow and a grow. Students will share their writing aloud, if they choose to.	As a class, we will read "The Lottery" by Shirley Jackson to explore how else dialogue can look, while examining elements of narrative that were previously discussed (i.e. figurative language).	Writing Practice Using Dialogue
- "The Three Little Pigs" - "The True Story of the Three Little Pigs"	Week 6		What is a Story Rewrite or Continuation? Examining "The Three Little Pigs" and "The True Story of the Three Little Pigs" by Jon Scieszka Students will write their own story re-write of "The Three Little Pigs"	Continue Short Story Re-Write	Writing Practice Using Point of View	Students will post their narratives on the Schoology Discussion and their peers will respond to at least two of them with a glow and a grow. Students will share their writing aloud, if they choose to.
- "The Monkey's Paw" by W.W.Jacobs	Week 7	What is Theme? Identifying Theme through Songs	As a class, we will read "The Monkey's Paw" by W.W.Jacobs to explore theme (s), while examining elements of narrative that were previously discussed (i.e. figurative language).	Continue Reading and Analyzing "The Monkey's Paw"	Writing Practice Using Theme and Narrative	Continue Writing Theme/Setting Narrative "Students will post their narratives on the Schoology Discussion and their peers will respond to at least two of them with a glow and a grow. Students will share their writing aloud, if they choose to."
Narrative Writing Task	Week 8	Introduce Narrative Writing Task and Review Guidelines/Expectations	Students will begin drafting their ideas.	Idea Submission Due.	Continue Drafting.	Draft 1 Due
November						
Text		Monday	Tuesday	Wednesday	Thursday	Friday
Narrative Writing Task	Week 9	Peer Editing.	Rewriting based on feedback from teacher and peers.	Final Draft Due.	Presentation	Presentation

UNIT 2 - POETRY

End of Quarter	Assessment	No School	Half Day			
November						
Topic		Monday	Tuesday	Wednesday	Thursday	Friday
Introduction to Poetry and Form	Week 1	Poet Study Webquest	District Assessment #1	Introduction to Poetry and Terms	Introduce Odes, Learn Form, View Examples, Write an Ode	Grade Review and Fall Leaves
Introduction to Poetry and Form	Week 2	Introduce Ekphrastic Poem, Learn Form, View Examples, Write an Ekphrastic Poem	Thanksgiving Poems	Thanksgiving Poems Decorating	Thanksgiving Break	Thanksgiving Break
Introduction to Poetry and Form	Week 3	Introduce Pantoums, Learn Form, View Examples, Write a Pantoum	Introduce Haikus, Learn Form, View Examples, Write a Haiku	Scholars will write a haiku and use peer feedback to share their writing	Illustrated Haiku (Quiz Grade)	Illustrated Haiku (Quiz Grade)
						Poetry Terms Wordsearch
December						
Topic		Monday	Tuesday	Wednesday	Thursday	Friday
Project #1	Week 4	Introduce Limericks, Learn Form, View Examples, Write a Limerick	Introduce Sonnet, Learn Form, View Examples	"We Wear the Mask" by Paul Laurence Dunbar (page 207) "Harlem" by Langston Hughes (page 206) "Caged Bird" by Maya Angelou	Students will be randomly given a topic in which they will research (protest and advocacy).	Continue researching topic
Protest Poetry	Week 5	Using their research, scholars will write a poem of protest. Put it into template on slide	Gallery Walk of Protest Poems	Students will be assigned a group and they will choose the topic. They will write an ABAB poem <i>together</i> as a group.	Continue working on poem with Group #1 Then, they will decorate them.	Students will be assigned a NEW group and they make choose the topic/form. Together, they will need to decide on a topic and write a poem.
Collaborative Poetry	Week 6	Continue working on poem with Group #2 Then, they will decorate them.	Collaborative Poetry Gallery Walk	Blackout Poem Project Introduction and Roll Out	Blackout Poem Work Time	Blackout Poem Work Time DUE TODAY
	Week 7	WINTER BREAK				
January						
Topic		Monday	Tuesday	Wednesday	Thursday	Friday
Spoken Word/Slam	Week 8	WINTER BREAK	Introduction to Slam/Spoken Word Poetry	"Somewhere in America" by Brand New Voices "Simon Says" by Ashley Davis and Oompa	"My English Teacher Told me to Write a Love Poem" by Sophie Priceman "Breathing" by Free.K	"When the Fat Girl Gets Skinny" by Blyth Barid "Pookie" by Brandon Leake
Spoken Word/Slam	Week 9	Introduce Slam Poetry Project + Brainstorming Activity	Student work time for Slam Poetry Project. Students can choose to work alone, with a partner, or in a group of 3.	Student work time for Slam Poetry Project. Students can choose to work alone, with a partner, or in a group of 3.	Student work time for Slam Poetry Project. Students can choose to work alone, with a partner, or in a group of 3.	MLK Activity
Spoken Word/Slam	Week 10	MLK Day	Student work time for Slam Poetry Project. Students can choose to work alone, with a partner, or in a group of 3.	Student Practice time for Presentations (If digital, recording time)	Student Practice time for Presentations (If digital, recording time)	Finalize + Proofread Slam Poetry Project
Presentations	Week 11	Presentations of Slam Poetry	Presentations of Slam Poetry	Final Reflection and Peer Feedback	Catch-Up and Make-Ups	Catch-Up and Make-Ups

UNIT 3 - JOURNALING

End of Quarter	Assessment	No School	Half Day			
February						
Text		Monday	Tuesday	Wednesday	Thursday	Friday
	Week 1	Introduction to Journaling	Journal Quotes Gallery Walk	Excerpt Analysis from <i>The Diary of a Young Girl</i>	Excerpt Analysis from <i>The Journals of Sylvia Plath</i>	End of Week Journal Reflection
	Week 2			BHM Door Decorating Assignment	BHM Visual Journal	President's Day
	Week 3		Journal BINGO Project Roll-Out	Journal BINGO Project Work Time	Journal BINGO Project Work Time	Journal BINGO Project DUE
	Week 4	ABC Book Project Roll-Out	ABC Book (Letter A)	ABC Book (Letter B)	ABC Book (Letter C)	ABC Book (Letter D)
March						
Text		Monday	Tuesday	Wednesday	Thursday	Friday
	Week 5	ABC Book (Letter E)	ABC Book (Letter F)	ABC Book (Letter G)	ABC Book (Letter H)	ABC Book (Letter I)
	Week 6	ABC Book (Letter J)	ABC Book (Letter K)	ABC Book (Letter L)	ABC Book (Letter M)	ABC Book (Letter N)
	Week 7	ABC Book (Letter O)	ABC Book (Letter P)	ABC Book (Letter Q)	ABC Book (Letter R)	ABC Book (Letter S)
	Week 8	ABC Book (Letter T)	ABC Book (Letter U)	ABC Book (Letter V)	Catch-Up Day	Spring Break
April						
Text		Monday	Tuesday	Wednesday	Thursday	Friday
	Week 9	SPRING BREAK				
	Week 10	ABC Book (Letter W)	ABC Book (Letter X)	ABC Book (Letter Y)	ABC Book (Letter Z)	Book Finalizing and Proofreading
	Week 11	Book Cover Creation and Submission	Book Presentation Creation	Presentations (Day 1)	Presentations (Day 2)	

UNIT 4 - PLAYWRITING

End of Quarter	Assessment	No School	Half Day			
April						
Text		Monday	Tuesday	Wednesday	Thursday	Friday
Playwriting	Week 1	Introduction to Playwriting	"First Line" Playwriting Activity	Group Work: "First Line" Playwriting	One-Sided Conversation	Dialogue Characterization
Playwriting	Week 2	Excerpt of Almost, Maine by John Cariani Viewing and Analysis	Excerpt of Peter and the Starcatcher by Rick Elice Viewing and Analysis	"Conflict" One-Act Play Viewing and Analysis	Excerpt of Radium Girls by D.W. Gregory Reading and Analysis	Playwriting Word Search
May						
Text		Monday	Tuesday	Wednesday	Thursday	Friday
Playwriting	Week 3	Film to Text Activity: Watch <i>Alice in Wonderland</i> and write a play from a new character's perspective	Film to Text Activity: Watch <i>Alice in Wonderland</i> and write a play from a new character's perspective	Film to Text Activity: Watch <i>Alice in Wonderland</i> and write a play from a new character's perspective	Film to Text Activity: Watch <i>Alice in Wonderland</i> and write a play from a new character's perspective	Scholars will finish writing and touching up their plays based on the film. Share their plays with their peers.
Playwriting	Week 4	Monologue Introduction and read/watch a monologue to get ideas	Scholars will participate in a gallery walk to read various monologues and write their interpretations	Picture the Character: Scholars will be provided with an image of a character and they must write a monologue from that person's perspective based solely on the image.	Improv Activity: Each student can only speak one word at a time. After each person says a word, they will see where their play leads based on this pattern.	Inner Monologue Project Roll Out
Playwriting	Week 5	Inner Monologue Drafting	Inner Monologue Work Time	Inner Monologue Work Time	Inner Monologue Work Time	Inner Monologue Work Time
Playwriting	Week 6	Memorial Day	Inner Monologue Presentation	Importance of Titling the Work	Title It Activity: Give scholars various titles and have them rate their appeal to the book/film/play based solely on the title. Are they intrigued to read/watch it? Why or why not?	Theatrefolk has an activity called "Title Mania."
June						
Text		Monday	Tuesday	Wednesday	Thursday	Friday
Playwriting	Week 7	Duets: Scholars will read various duets and play different roles with a peer.	Muted Noise: Put on an interview and mute the sound. Based on the body language of the people speaking, have students come up with a script of what they are speaking about. Students may share their ideas and how they came up with them.	One-Sided Conversation: Put on a one-sided phone conversation. Have students fill in the blanks of the person that is on the other line. What might they be saying? What are they speaking about based on the individual that they can hear?	Roll the Story: Give scholars 3 random cubes. Cube one has different characters, cube two has different plots, and cube three has different settings. Have scholars come up with a play based off of their random rolls.	Switch: Students will start writing their own play for 2 minutes. Every 30 seconds, they will have to move the paper around the room and continue the dialogue of the paper that was passed to them. We will sit as one big circle, and we will read aloud the dialogue to see where the story went by the end of the class.
Wrap Up	Week 8	Character Dice: Scholars will have to fold two pieces of paper into 8 parts. On the first piece of paper, they will write 8 nouns. On the second piece of paper, they will write 8 adjectives. In their groups, they will create storylines that include the randomly created nouns and adjectives (ex. Revolting bear, foolish octopus, etc.)	Wrap-Up Activities	Wrap-Up Activities	Wrap-Up Activities	Wrap-Up Activities
Wrap Up	Week 9	Wrap-Up Activities	Wrap-Up Activities			