Language and Literature
Subject Group Overview

Year 1:	Key Concept Related Concept(s) and Global Context	Statement of Inquiry	Inquiry Questions	ATL Skill(s)	Summative Assessment	MYP Objective	Content MN State Standards
Unit 1: Nonverbal Communication	Communication and Relationships Setting, Self-expression Languages and linguistic systems (nonverbal and verbal) Identities and relationships (psychological and social development)	Nonverbal communication directly influences our success with communicating with others and can be learned and improved with intentional social development.	Factual— What are the definitions of the different branches of communication and how are they used in place of or to accompany verbal messages according to social science research? Conceptual—How are nonverbal communication skills developed over time? How do our families, communities and personal motivations help shape and influence us as communicators? In what ways do our communication techniques and behaviors influence how we identify ourselves as well as the impressions that others make of us? Debatable—How can our relationships and communication skills change and improve when we take the time to be intentional about the	Communication: interpret and use effectively modes of non-verbal communication	Nonverbal communication observation, essay, and presentation.	Criteria B and D	6.5.1.1 Cite textual evidence to support analysis of what the text says explicitly as well as inferences drawn from the text. 6.7.4.4 Produce clear and coherent writing in which the development, organization, and style are appropriate to task, purpose, and audience. 6.7.9.9 Draw evidence from literary or informational texts to support analysis, reflection, and research. 6.9.1.1 Engage effectively in a range of collaborative discussions (one-on-one, in groups, and teacher-led) with diverse partners on grade 6 topics, texts, and issues, building on others' ideas and expressing their own clearly.

			verbal and nonverbal messages that we send?				
Unit 2: Analyzing Wonderstruck	Communication, Perspective, Systems, Identity, Culture Character, Self-Expression, Setting Fairness and Development (Rights, law, civic responsibility and the public sphere) (Imagining a hopeful future) (Access to equal opportunities)	Fictional stories often communicate larger societal and cultural attitudes toward particular groups of people and the access that such populations had to equal educational and social opportunities.	Factual— Have deaf people always had equitable access to education, careers and cultural events? Is American Sign Language the same as American English? Or, is American Sign Language its own, separate language complete with an individual grammatical structure at vocabulary? Conceptual— Which literary analysis strategies can we use to understand the tone that the author is setting regarding attitudes toward deaf people in the context of the 1920's and 1970's (the time periods of our main characters? How are the identities of our main characters influenced by their own self-esteem as well as the way that their families and society view them and their deafness? Debatable—Were all of the educational opportunities offered to deaf people in the 1920's fair? Why or why not? Did their families communicate with them in an open-minded and	Creative thinking skills Critical thinking skills Reflection skills	Identifying and Analyzing Tone and Mood in Wonderstruck Group Presentation And Quote Analysis and IB learner profile connection paragraph	Criteria A and D	6.4.1.1 Cite textual evidence to support analysis of what the text says explicitly as well as inferences drawn from the text. 6.4.5.5 Analyze how a particular sentence, chapter, scene, or stanza fits into the overall structure of a text and contributes to the development of the theme, setting, or plot. 6.4.4.4 Determine the meaning of words and phrases as they are used in a text, including figurative and connotative meanings; analyze the impact of a specific word choice on meaning and tone. 6.7.4.4 Produce clear and coherent writing in which the development, organization, and style are appropriate to task, purpose, and audience.

			empathetic manner? What is the value of having a spoken/visual language? Why was American Sign Language revolutionary for deaf people? How can hearing communities become better communicators with deaf communities? How can we become more open-minded about deaf culture?				
Unit 3: Coming Soon!							

Year 2:	**Key Concept Related Concept(s) and Global Context**	**Statement of Inquiry**	**Inquiry Questions**	**ATL Skill(s)**	**Summative Assessment**	**MYP Objective**	**Content** MN State Standards
Unit 1: Midsummer's Night's Dream	Creativity Audience imperatives Character Identities and Relationships	Through a creative use of language and human experiences, Shakespeare connects with a global audience.	Factual- How can I understand Shakespeare (ie what is Iambic Pentameter?) Conceptual- How can I see myself in Shakespeare's plays? Debatable- Are we able to connect to the play as modern readers?	Communication: paraphrase accurately and concisely (paraphrasing quizzes) Social: manage and resolve conflict and work collaboratively in teams (acting	Performance	B Organizing D Using Language	7.4.10.10 By the end of the year, read and comprehend literature and other texts including stories, dramas, and poems, in the grades 6–8 text complexity band proficiently and independently with appropriate scaffolding for texts at the high end of the range.

				companies and reviews)			a. Self-select texts for personal enjoyment, interest and academic tasks. b. Read widely to understand multiple perspectives and pluralistic viewpoints.
Unit 2: **Persuasive Writing**	Communication Purpose Audience imperatives Fairness and development	We use different factors when persuading others on issues and opinions.	Factual- How can we use facts and information to persuade others? What are ethos logos and pathos, and how do we use them to persuade? Conceptual- How are we persuaded and influenced by others? Debatable- When does persuading become unethical?	Communication	Persuasive Essay--School Issues (7/8) ELP Brochure--Bigger World Issues (6)	B Organizing C Producing Text	7.7.1.1 Write arguments to support claims with clear reasons and relevant evidence. a. Introduce claim(s) and organize the reasons and evidence clearly. b. Support claim(s) with clear reasons and relevant evidence, using credible sources and demonstrating an understanding of the topic or text. c. Use words, phrases, and clauses to clarify the relationships among claim(s) and reasons. d. Establish and maintain a formal style. e. Provide a concluding statement or section that follows from the argument presented.
Unit 3: **Theme**	Perspective Theme Context Personal and cultural expression	Readers can determine the theme of a text by using their perspective and the context of the story within cultures and genres.	Factual- What is theme? Conceptual- How do we find themes in a story? Debatable- Which theme is the strongest in the story and how do you know?	Critical Thinking: Evaluate evidence and arguments.	Theme Papers	B Organizing C Producing Text	8/7.7.9.9 Draw evidence from literary or informational texts to support analysis, reflection, and research. 8/7.5.1.1 Cite the textual evidence that most strongly supports an

							analysis of what the text says explicitly as well as inferences drawn from the text. 8/7.4.2.2 Determine a theme or central idea of a text and analyze its development over the course of the text; provide an objective summary of the text.
Unit 4: Informational Text	Perspective Purpose Context Orientation in space and time	When we read an informational text, we understand it using our perspective and must learn how to find the author's point of view and purpose for writing a text at that time in that context.	Factual- What is the author's purpose and message from a text and how do we know? Conceptual- How does the author influence their audience using informational texts? Debatable-Are all informational texts true and factual? Do some people write articles with an agenda?	Thinking skills: Evaluate evidence ☐Social Skills: listen actively to other perspectives and ideas	I will give them an informational text or non-fiction text. They will read the text and then answer some text-dependent questions that follow. They will also need to be able to summarize the text, and give me the author's purpose in writing the text as well as the message to the audience.	A Analyzing C Producing Text	7.4.2.2 and 8.4.2.2: Determine a theme or central idea of a text and analyze its development over the course of the text; provide an objective summary of the text. 7.4.1.1 and 8.4.1.1: Cite several pieces of textual evidence to support analysis of what the text says explicitly as well as inferences drawn from the text. 7.5.6.6 and 8.5.6.6: Determine an author's point of view or purpose in a text and analyze how the author distinguishes his or her position from that of others.

| Unit 5: Someone I Admire | Connections Purpose Context Identities and Relationships | We use our connections with purpose to research specific identities and build stronger relationships with our lives and others in the context of informative essays. | Factual- What are the beginnings, challenges and successes faced by people in the eye of the public?

Conceptual- Do we have connections with those we admire? How do we relate to those we admire?

Debatable- Famous or well-known people can have connections to our own lives. | Media Literacy | The summative assessment for this unit will be a final informative paper on Someone the student Admires. This essay will include three aspects (beginnings, successes, and challenges) of the person's life and career. Students will make discoveries about these aspects through research. They will cite their findings in an MLA formatted works cited page. | B Organizing C Producing Text | 7.7.2.2 Write informative/explanatory texts to examine a topic and convey ideas, concepts, and information through the selection, organization, and analysis of relevant content.
7.7.4.4 Produce clear and coherent writing in which the development, organization, and style are appropriate to task, purpose, and audience.
7.7.5.5 With some guidance and support from peers and adults, use a writing process to develop and strengthen writing as needed by planning, drafting, revising, editing, rewriting, or trying a new approach, focusing on how well purpose and audience have been addressed.
7.7.6.6 Use technology , including the Internet, to produce and publish writing and link to and cite sources as well as to interact and collaborate with others, including linking to and citing sources.
7.7.7.7 Conduct short research projects to answer a question, drawing on several sources and generating additional related, focused questions for further research and investigation |

Unit 6: **Phantom Tollbooth Novel Study**	Perspective Character Point of view Identities and Relationships	The people we meet and share experiences with can change our perspectives and create new relationships.	Factual- What makes someone see things from a certain point of view? Conceptual- What needs to happen in order for someone to change their perspectives? Debatable- Can people permanently change the way they see the world?	Communication skills: Use a variety of media to communicate with a range of audiences.	Final exam and Board Game assignment.	A Analyzing C Producing Text	7.4.3.3 Analyze how particular elements of a story or drama interact (e.g., how setting shapes the characters or plot). 7.4.4.4 Determine the meaning of words and phrases as they are used in a text, including figurative and connotative meanings; analyze the impact of rhymes and other repetitions of sounds (e.g., alliteration) on a specific verse or stanza of a poem or section of a story or drama. 7.4.6.6 Analyze how an author develops and contrasts the points of view of different characters or narrators in a text, including those from diverse cultures.

Year 3:	Key Concept Related Concept(s) and Global Context	Statement of Inquiry	Inquiry Questions	ATL Skill(s)	Summative Assessment	MYP Objective	Content MN State Standards
Unit 1: Author Study	Creativity Structure Style Personal and cultural expression	Authors use creativity to create a structures and stylistic story using purposeful writing techniques as well as their own experiences and interpretations.	Factual- Who is considered an author? Conceptual- How do you become an author? Do we share any traits with authors when we write or create? Debatable- What makes an author "good"?	Research skills Creative Thinking Skills	The Summative Assessment is a presentation on the author project as a whole. Each formative building up to the presentation will be counted towards their summative assessment. Their presentations will then be graded on using language and organization.	B Organizing C Producing Text	8.7.3.3 Write narratives and other creative texts to develop real or imagined experiences or events using effective technique, relevant descriptive details, and well-structured event sequences. 8.7.7.7 Conduct short research projects to answer a question (including a self-generated question), drawing on several sources and generating additional related, focused questions that allow for multiple avenues of exploration. 8.7.8.8 Gather relevant information from multiple print and digital sources, using search terms effectively; assess the credibility and accuracy of each source; and quote or paraphrase the data and conclusions of others while avoiding plagiarism. 8.7.9.9 Draw evidence from literary or informational texts to support analysis, reflection, and research. 8.9.4.4 Present claims and findings, respect intellectual□properties emphasize salient points in a focused, coherent manner with relevant evidence, sound valid

							reasoning, and well-chosen details; use appropriate eye contact, adequate volume, and clear pronunciation. 8.11.3.3 Use knowledge of language and its conventions when writing, speaking, reading, or listening
Unit 2: Persuasive Writing	Communication Purpose Audience imperatives Fairness and development	We use different factors when persuading others on issues and opinions.	Factual- How can we use facts and information to persuade others? What are ethos logos and pathos, and how do we use them to persuade? Conceptual- How are we persuaded and influenced by others. Debatable- When does persuading become unethical?	Communication	Persuasive Essay--School Issues (7/8)	B Organizing C Producing Text	8.7.1.1 Write arguments to support claims with clear reasons and relevant evidence. a. Introduce claim(s) and organize the reasons and evidence clearly. b. Support claim(s) with clear reasons and relevant evidence, using credible sources and demonstrating an understanding of the topic or text. c. Use words, phrases, and clauses to clarify the relationships among claim(s) and reasons. d. Establish and maintain a formal style. e. Provide a concluding statement or section that follows from the argument presented.
Unit 3: Theme	Perspective Theme Context Personal and cultural expression	Readers can determine the theme of a text by using their perspective and the context of the story within cultures and genres.	Factual- What is theme? Conceptual- How do we find themes in a story? Debatable- Which theme is the strongest in the story and how do you know?	Critical Thinking: Evaluate evidence and arguments.	Theme Papers	B Organizing C Producing Text	8/7.7.9.9 Draw evidence from literary or informational texts to support analysis, reflection, and research. 8/7.5.1.1 Cite the textual evidence that most strongly supports an analysis of what the text says explicitly as well as inferences drawn from the text.

Updated 2.20.18

							8/7.4.2.2 Determine a theme or central idea of a text and analyze its development over the course of the text; provide an objective summary of the text.
Unit 4: **Informational Text**	Perspective Purpose Context Orientation in space and time	When we read an informational text, we understand it using our perspective and must learn how to find the author's point of view and purpose for writing a text at that time in that context.	Factual- What is the author's purpose and message from a text and how do we know? Conceptual- How does the author influence their audience using informational texts? Debatable-Are all informational texts true and factual? Do some people write articles with an agenda?	Thinking skills: Evaluate evidence ☐Social Skills: listen actively to other perspectives and ideas	I will give them an informational text or non-fiction text. They will read the text and then answer some text-dependent questions that follow. They will also need to be able to summarize the text, and give me the author's purpose in writing the text as well as the message to the audience.	A Analyzing C Producing Text	7.4.2.2 and 8.4.2.2: Determine a theme or central idea of a text and analyze its development over the course of the text; provide an objective summary of the text. 7.4.1.1 and 8.4.1.1: Cite several pieces of textual evidence to support analysis of what the text says explicitly as well as inferences drawn from the text. 7.5.6.6 and 8.5.6.6: Determine an author's point of view or purpose in a text and analyze how the author distinguishes his or her position from that of others.
Unit 5: **Memoir**	Perspective Self-expression Point of view Identities and Relationships	We can share our own Points of View and Perspectives by expressing ourselves and our identities through Using Language.	Factual- Can I write in the 1st person? Conceptual- How can we put together a story about ourselves? Debatable- How can sensory details make our stories better or more interesting?	Communication	The Summative will be a Memoir written by the students. It will be worked on in class, and if not finished in that time, done for homework.	C Producing Text	

Unit 6: Romeo and Juliet Coming soon!							
Unit 7: Poetry Coming soon!							

Year 4:	Key Concept Related Concept(s) and Global Context	Statement of Inquiry	Inquiry Questions	ATL Skill(s)	Summative Assessment	MYP Objective	Content MN State Standards
Unit 1: The Odyssey	Identity, culture Character, setting Identities and relationships	The cultural identity from which characters and settings are established reflect the moral reasoning and ethical judgement of that culture.	Factual- What did ancient Greeks value in a hero? Conceptual- What is a hero? What are the responsibilities of a hero in our culture? Debatable-In what ways can a cultural identity shape one's sense of right and wrong?	Thinking: Critical thinking skills-think critically by gathering and organizing relevant information to formulate an argument.	Students will use the steps of the writing process to plan, draft, revise, edit, and publish a formal literary analysis essay in which they will examine how Odysseus is presented in the text and how this evidence qualifies him as a hero of his time.	Criteria A and B (Analyzing and Organizing)	Students will practice and apply their skills of marking a text and using graphic organizers to record relevant evidence from the text in response to a reading focus. Study will center on an understanding of the story as well as an analysis of what the recorded graphic organizer evidence tells us about the culture in which Odysseus lived, and how it shaped their view of what a hero can/should be. Readings will be supplemented by

							various texts focused on ancient Greece and its mythology, heroes (especially as seen in literature),
Unit 2: To Kill a Mockingbird-- "Experiences Shape Perspective and Identity"-- Novel study: To Kill a Mockingbird by Harper Lee	Identity and Perspective Point of view, theme, character, context Identities and Relationships; Fairness and development	Our relationships and the historical/social context in which we live shape our identity.	Factual- What textual evidence suggests that the main character's point of view is influenced by the historical context of the text? Conceptual- How are themes developed throughout a text? How do our communities help shape and influence us as individuals? In what ways do diverse values influence the development of our individual identity? Debatable- How can our perspectives about the world change when we take the time to empathize through speaking, listening, and writing?	Thinking Skills: think critically by considering ideas from multiple perspectives.	Extended our understanding: Students will select one of the following options: a service learning with reflection option, a persuasive letter regarding the novel's controversial nature option, or a creative writing option in which the students imagines Scout's story as it might continue in a sequel to TKAM. Students select an option, brainstorm using provided questions, and then compose their writing.	Criteria A and B (Analyzing and Organizing) (unless alternate summative is chosen)	Main text of study: To Kill a Mockingbird by Harper Lee
Unit 3: Researching for a Hopeful Future	Creativity Purpose Fairness and development	We move toward a hopeful future through purposeful change.	Factual- How do we correctly cite our sources using MLA format? Conceptual- What does it mean to be a credible researcher? Debatable- How does a lack of complete, varied, and accurate information hinder change?	Information Literacy skills	A documented research paper in which a possible solution is offered to a problem/challenge we currently face.		Brainstorming; narrowing a topic; conducting research through effective, organized note-taking procedures and the use of credible sources; creating a thesis; creating an outline; writing a rough draft; peer writing conference (with guidance from teacher); polished, 2nd draft; feedback from teacher, in

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							both written and spoken forms; final draft with Works Cited page; self-evaluation based on guided questions and the summative rubric.
Unit 4: Exploring Author's Craft and Essay Writing	Relationships and perspective	Authors make purposeful choices in order to create a particular mood in literature.	Factual: What is mood? What are some literary devices that writers use to develop the mood of a story? Conceptual: How can an unreliable narrator shape the reader's perspective on the story? Debatable: Is Montresor insane, or is he fully aware of his motives, actions, and consequences of those?	Communication: Structure information in summaries, essays and reports; use a variety of organizers for academic writing tasks	Students will write well-developed literary analysis of Poe's protagonist, his setting, and his word choice in "The Cask of Amontillado." Students will be introduced to essay structure, building on the focus on paragraph structure from earlier in the course.	Criteria B and D (Organizing; Using Language)	9.4.1.1 -- Cite strong and thorough textual evidence to support analysis of what the text says explicitly as well an inferences drawn from the text. 9.4.4.4, 9.4.4.5, 9.4.4.6 -- Craft and Structure. 9.7.1.1 -- Write arguments to support claims in an analysis of substantive topics or texts, using valid reasoning and relevant and sufficient evidence. 9.7.4.4 -- Produce clear and coherent writing in which the development, organization, and style are appropriate to task, purpose, and audience. 9.7.5.5 -- Use a writing process to develop and strengthen writing as needed by planning, drafting, revising, editing, rewriting, or trying a new approach, focusing on addressing what is most significant for a specific purpose and audience. 9.7.6.6 -- Use technology, including the Internet, to produce, publish, and update individual or shared writing products, taking advantage of technology's

							capacity to link to other information and to display information flexibly and dynamically.
Unit 5: Memory in Literature (*Night*) **Coming soon!**	Change; time, space, and place						Criterion C and D (Producing Text; Using Language)	

Year 5:	**Key Concept Related Concept(s) and Global Context**	**Statement of Inquiry**	**Inquiry Questions**	**ATL Skill(s)**	**Summative Assessment**	**MYP Objective**	**Content** MN State Standards
Unit 1: Early American Lit (Native American lit, Colonialism, and Puritanism)	Communication Point of view Context Orientation in space and time	The structure, mode, and purpose of communication is dependent on the context and point of view of the author(s); the author's point of view is formed in part by their own historical and spatial context.	Factual-What was going on in history in this time and place? Where does this author come from? Conceptual-How does the author's context influence their point of view? How is our perception of this text (as a modern audience) potentially different from that of the intended audience? Debatable-Is this text relatable to us now?	Critical Thinking Communication	Students will write a short compare/contrast essay of a formal aspect (structure, purpose, audience) between two of the following: a Native American text, a colonial text, and/or a Puritan text	A and D (Analyze and Using Language)	9.4.1.1 Cite strong and thorough textual evidence to support analysis of what the text says explicitly as well as inferences drawn from the text 9.4.6.6 Analyze a particular point of view or cultural experience reflected in a work of literature from outside the United States, drawing on a wide reading of world literature. 9.7.4.4 Produce clear and coherent writing in which the development, organization, and style are appropriate to task, purpose, and audience. (Grade-specific

			Is this text useful for us as a modern audience to read?				expectations for writing types are defined in standards 1–3 above.) 9.7.5.5 Use a writing process to develop and strengthen writing as needed by planning, drafting, revising, editing, rewriting, or trying a new approach, focusing on addressing what is most significant for a specific purpose and audience. (Editing for conventions should demonstrate command of Language standards 1–3 up to and including grades 9–10 on page 75.) 9.7.9.9 Draw evidence from literary or informational texts to support analysis, reflection, and research.
Unit 2: Romanticism, Dark Romanticism, and Transcendent alism	Creativity Style Theme Orientation in space and time	The structure, style, and theme of an individual's creative expression is largely influenced by the values, ideals, and norms of the time and place from which they come.	Factual- What is the structure of this text? What is the theme? What is the style? Where is this author from? Conceptual-How has the romantic ideals influenced this author? How is this author contributing (perpetuating) romantic idealism? Debatable- In what ways is this text Romantic? How is Romanticism clearly defined? Is Romantic idealism a healthy outlook on life?	Critical thinking; creative thinking; reflection	At the end of the unit, students will write a short essay (in-class, hand-written) comparing and contrasting Romanticism with Dark Romanticism. They will also write a short essay explaining Transcendentalism and also analyzing a short piece from Thoreau.	A Analyzing C Producing Text	9.7.3.3 Write narratives and other creative texts develop real or imagined experiences or events using effective technique, well-chosen details, and well-structured event sequences. b. Use literary and narrative techniques, such as dialogue, pacing, rhythm, repetition, rhyme, description, reflection, and multiple plot lines, to develop experiences, events, and/or characters. d. Use precise words and phrases, telling details, figurative and sensory language to convey a vivid picture of the experiences, events, setting, and/or characters. 9.4.5.5 Analyze how an author's choices concerning how to structure

							a text, order events within it (e.g., parallel plots), and manipulate time (e.g., pacing, flashbacks) create such effects as mystery, tension, or surprise. 9.4.4.4 Determine the meaning of words and phrases as they are used in the text, including figurative and connotative meanings; analyze the cumulative impact of specific word choices on meaning and tone (e.g., how the language evokes a sense of time and place; how it sets a formal or informal tone)
Unit 3: **Realism,** **Regionalism,** **and** **Naturalism**	Perspective Character Style Realism, Regionalism, and Naturalism	The style an author writes in and the way they create characters is largely influenced by that author's perspective, which has been determined by their social context.	Factual- Where is this author from? Where is the character from? Conceptual- How is this author communicating his/her attitude towards a certain class of people? How has the author's social context influenced the way s/he writes? Debatable- Is the author unable to remove him/herself from his/her social context when s/he writes?	Creative thinking skills; communication skills (write for different purposes)	Students will be creating short narratives texts in the style of realism, regionalism, and/or naturalism about a social issue that they have personally experienced. Even if the text isn't from their direct, first-person perspective, their individual perspectives of the topic will come through because their social contexts helps determine their attitudes, therefore will also influence their text's theme.	C Producing Text	9.4.5.5 Analyze how an author's choices concerning how to structure a text, order events within it (e.g., parallel plots), and manipulate time (e.g., pacing, flashbacks) create such effects as mystery, tension, or surprise. 9.7.3.3 Write narratives and other creative texts develop real or imagined experiences or events using effective technique, well-chosen details, and well-structured event sequences. a. Engage and orient the reader by setting out a problem, situation, or observation, establishing one or multiple point(s) of view, and introducing a narrator and/or characters;create a smooth progression of experiences or events. b. Use literary and narrative techniques, such as dialogue, pacing, rhythm, repetition, rhyme, description, reflection, and multiple

							plot lines, to develop experiences, events, and/or characters. c. Use a variety of techniques to sequence events so that they build on one another to create a coherent whole. d. Use precise words and phrases, telling details, figurative and sensory language to convey a vivid picture of the experiences, events, setting, and/or characters. e. Provide a conclusion (when appropriate to the genre) that follows from and reflects on what is experienced, observed, or resolved over the course of the narrative or creative text.
Unit 4: A Raisin in the Sun (Modernism)	Identity Character; Self-expression; Point of View Fairness and Development (power and privilege)	A character's identity, point of view, and self-expression are heavily influenced by the power or privilege they maintain or lack; identity is also formed in part by the relationships between people who have privilege and those who do not.	Factual-What is point of view? What influences identity? Who has power in this story and who does not? Conceptual- How does oppression (lack of privilege) influence this character's identity? How is identity formed? How do we know if someone has privilege? Debatable-Why do some people react (self-expression) to prejudice (lack of privilege) in a loud, robust manner while others shut down? What is the *best*, most effective way to react to prejudice/oppression?	Communication; Creative Thinking; Critical Thinking	Students will be creating a social media profile for one of the characters. They will need to include a short "about me" section of the profile as well as images, "likes" and dislikes, and events.	A (Analyze)	9.4.3.3 Analyze how complex characters (e.g., those with multiple or conflicting motivations) develop over the course of a text, interact with other characters, and advance the plot or develop the theme. 9.4.6.6 Analyze a particular point of view or cultural experience reflected in a work of literature from outside the United States, drawing on a wide reading of world literature. 9.9.8.8 As an individual or in collaboration, create a multimedia work, a remix of original work and the work of others, or a piece of digital communication for a specific purpose (e.g., to interpret or respond to a piece of literature, to represent thematic similarities between two literary works, to interact or collaborate globally, to critique a current event or social issue.)

			What/who decides who has privilege and who does not?				a. Present, transform, or remix content in an ethical manner, demonstrating an understanding of copyright, attribution, citation, the principles of Fair Use, and of the different types of Creative Commons licenses. b. Publish the work and share with an audience
Unit 5: "The Great Gatsby" (Modernism): Part 1	Context Purpose Personal and cultural expression	In order to better understand an author's perspective and purpose in writing, one can explore his/her historical and cultural context.	Factual- Where is the author from? When was the author alive? What was going on in the world when the author wrote this book? Conceptual- How does the author's context influence his perspective? How do historical events and/or cultural influence the author's purpose in writing this text? Debatable- How does the author's context influence his perspective? How do historical events and/or cultural influence the author's purpose in writing this text?	Research Skills	Students will be working in pairs (and 1 group of 3) to research a significant aspect of the cultural context of the author and the novel (1920s American culture, East Egg vs. West Egg, Characters, and F. Scott Fitzgerald). This short research project will be in the form of a Google Slideshow that students will present to other students in an informal jigsaw. This short project will prepare students for the complex novel, "The Great Gatsby".	B (Organizing)	9.9.5.5 9.7.7.7 9.7.8.8
Unit 6: "The House on Mango Street" (Postmodernism)	Form Self- Expression Context Personal and cultural expression	The form of a text, especially if it is atypical, helps to hone one's self-expression of cultural context.	Factual- What is this form called? What are the characteristics of a vignette? Where is the author from?	Creative -thinking	Students will be writing a series of 6 vignettes, mimicking the style of Sandra Cisneros. They will be exploring their own real-life experiences by	C (Producing Text)	9.7.3.3 9.11.3.3

			Conceptual- How does the form of the vignette help the author express her personal experiences and cultural context? How does the author's cultural context influence the way she writes? Debatable- What effect does the form of the vignette have on the audience? Why does the author write in this form?		means of the form of the vignette. Their collections must be complete with a cover/title page and a dedication page.		
Unit 7: Post-postmodernism? A case study	Perspective Context Style Orientation in space and time	By analyzing a single text from a particular time and place, taking into consideration the author's cultural context and the intentional style of the text, you can gain insight into the values of that particular literary movement.	Factual-When was the text published? Where is the author from? What is the author's life like? Conceptual-How is the text structured? What structural characteristics does the text have? In what way is this text social commentary? What is the author commenting on? What societal roles is the author portraying? What is the author's attitude towards these roles? Based on this text, what does society value? Why? Debatable-What societal anxieties, if any, is the author portraying? What is the author's attitude towards these anxieties?	Critical thinking; organization skills	Students will be writing a 4-5 page argumentative essay. In the beginning of the unit, students will be selecting a novel that has been published since the year 2000. They will use this novel as a case study/representation for the whatever literary movement comes after postmodernism (currently known as post-postmodernism). Students will be annotating their text, answering the questions listed under conceptual and debatable. Their thesis statement for their essay will	A, B, and D (Analyzing, Organizing, and Using Language)	9.4.5.5 9.4.1.1 9.4.2.2 9.4.6.6 9.7.1.1

			How is this movement a reaction to postmodernism? What is the current literary movement called? Why? What is the author's attitude towards form and structure?		answer the question: what is our current literary movement called and what characteristics does it have? Students will need to write this essay in MLA format with at least 6 quotes from their text to support their arguments.		