

2018 – 2019 Overview

August

Reading on My Own: Taking a Deep Dive as a Reader

Establishing Good Habits as Independent Readers

Survey for Community-Action PBL:

- violence/ gun violence/ bullying/education/religion/health

Sept-Oct

Shifting My Critical Lens: Seeing More When I Read and Write

Critical Theory and Examining the Theoretical Lenses of the Writer and the Reader

Essential Question: How does reading and analyzing through different theoretical lenses affect our interpretation relationship to the text.

Why do schools only teach formalism and not other critical theory?

Content/ Readings: *Cultural Materialism: Louis Althusser

- Literary Text TBD

*Postcolonial Theory: Frantz Fanon, Homi Bhabha, Ngugi Thiong'o

- "Minutes of Glory" by Thiong'o

- "Children of the Sea" by Edwidge Danticat

*Feminist Theory: Bell Hooks, Judith Butler

- Yellow Wallpaper

- A Good Man is Hard to Find

- Lather and Shave

- Literary Text TBD

*Psychoanalysis: Freud, Lacan

- Literary Text TBD

Skills:

Formative Assessment:

Summative Assessment: Literary Analysis Essay

Inter-textual Project/ Skits

Oct- Nov

Fake or Real News: What Can I Believe, What Can I Create

Critiquing Media and Creating Meaningful and Relevant News Media

Essential Question: How can I develop a critical eye to the media I see on a daily basis? How can I create meaningful news media for my school and classmates?

Content/Readings: Newspaper articles

Skills/ Writings: Students will put together a school newspaper, journalistic writing: news, feature, editorial writing, film, tv, and book reviews
Using Adobe products to layout, broadcasting

Formative Assessment: Daily journalistic writings

Summative Assessment: School newspaper and broadcasting news

Investigate and analyze different issue from different newspapers

Source:

Frank W. Baker frankwbaker.com

Zine/ Digital News Editions/ News Feeds

Video casts with diverse newspapers

Newspaper Map: newspapermap.com

Nov-Jan

Our Voice, Our Future: Take Action on Community Issues

The Art of Rhetoric/ Persuasion and Community Action

Essential Question: How can students develop the art of rhetoric and persuasion in written and oral form to engage as active citizens in their community and be

agents of change?
Readings/ Content: Articles/ speeches about students community issue of choice
Skills/ Writings: Persuasive Essay using Cicero's Rhetorical Techniques
 Organizing Skills
Formative Assessment:
Summative Assessment: Community Project form TBD

Jan-Feb

A Brave New World: New Visions for a New Society
Dystopian Science Fiction and A New World/ Transformation

Essential Questions: What kind of world and society do we want to live in and how do dystopian fiction express a writer's view of society?
Content/ Readings: *Fahrenheit 451* by Ray Bradbury
 Archetypal Theory: Carl Jung, J. Campbell, Hero with a Thousand
Skills/ Writings:
Formative Assessment: Literary Analysis
Summative Assessment: Exhibit on archetypes in films
 Mock Trial for F-451

Feb-March

Teen Drama: A Lanier Twist on Shakespeare's Romeo & Juliet
Dramatic Arts, Interpretation, and Expression

Essential Questions: How does our interpretation of a dramatic play affect our production of the text?
Content/ Readings: Shakespeare: Romeo & Juliet
Skills:
Formative Assessment:
Summative Assessment: Modern adaptation to one scene relevant school setting and film production of the play.

Mar- Apr

The "I" in Poetic Expression
Poetry and Identity/ Relationships

Essential Question: What characteristics do we use to define ourselves? How do the relationships we have with ours shape our identities?
Content/ Readings: Various Poems
Skills/ Writings: Literary Analysis comparing two poems
 Student poetry anthology
Formative Assessment: Poetry exploring different forms each class day
Summative Assessment: Poetry Slam
 Poetry Anthology

May

The Writing's On The Wall: Multi-Media Exhibit of Students' Final Works

Essential Question:
Content:
Skills: Website development
Formative Assessment:
Summative Assessment: Website