

**Unit One: Inside the Nightmare (Weeks 1-5)**

Essential Questions:

- What is the allure of fear?

Texts / Resources	Assessments / Performance Tasks	Standards
<p>Short Texts:</p> <ol style="list-style-type: none"> <li>1. “The Fall of the House of Usher” by Edgar Allan Poe</li> <li>2. “House Taken Over” by Julio Cortazar</li> <li>3. “How to Tell You’re Reading a Gothic Novel” by Adam Frost</li> <li>4. “The Dream Collector” by Arthur Tress</li> <li>5. “The Feather Pillow” by Horacio Quiroga</li> <li>6. “The Haunted Palace” by Edgar Allan Poe</li> <li>7. “beware: do not read this poem” by Ishmael Reed</li> <li>8. “The Raven” by Edgar Allan Poe</li> <li>9. “Windigo” by Louise Erdrich</li> <li>10. “My Last Duchess” by Robert Browning</li> <li>11. “When I have Fears...” by John Keats</li> <li>12. “La Belle Sam Sans Merci” by John Keats</li> <li>13. “Not Waving, but Drowning” by Stevie Smith</li> <li>14. “Elegy for a Woman of No Importance” by Nazik al-Malaikah</li> </ol> <p>Extended Texts:</p> <ol style="list-style-type: none"> <li>1. <i>Wuthering Heights</i> by Emily Bronte</li> </ol>	<ol style="list-style-type: none"> <li>1. Reading Quizzes over sections of extended texts</li> <li>2. Vocabulary Quizzes over Level 2 words selected from the texts and Level 3 words (literary terms)</li> <li>3. Short Writings:               <ol style="list-style-type: none"> <li>a. Characterization analysis</li> <li>b. Gothic elements analysis</li> <li>c. Poetry Journal: themes, figurative language, personal reaction</li> <li>d. Ohio Writing Project Writer’s Notebook Prompts</li> </ol> </li> <li>4. Extended Writings:               <ol style="list-style-type: none"> <li>a. Essay over <i>Wuthering Heights</i>’ literary elements and techniques</li> </ol> </li> </ol>	<p><b>Reading for Literature</b></p> <ol style="list-style-type: none"> <li>1-Cite textual evidence</li> <li>2-Determine theme</li> <li>3-Analyze characters</li> <li>6-Analyze cultural experience outside of U.S.</li> <li>10-Text complexity</li> </ol> <p><b>Reading for Informational Text</b></p> <ol style="list-style-type: none"> <li>5-Evaluate how ideas are developed</li> <li>6-Author’s purpose</li> <li>7-Different mediums</li> <li>8-Assess reasoning and evidence</li> <li>10-Text complexity</li> </ol> <p><b>Writing Standard</b></p> <ol style="list-style-type: none"> <li>1-Write arguments</li> <li>2-Write informative texts</li> <li>4-Organization</li> <li>5-Revising/editing</li> <li>6-Technology</li> <li>7-Research projects</li> <li>8-Multiple digital sources</li> <li>9-Evidence from literary texts</li> <li>10-Write routinely</li> </ol> <p><b>Speaking Standard</b></p> <ol style="list-style-type: none"> <li>1-Collaborative Discussion</li> <li>2-Multiple sources</li> <li>3-Point of View</li> <li>4-Present information</li> <li>5-Digital media</li> <li>6-Adapt speech</li> </ol> <p><b>Language Standard</b></p> <ol style="list-style-type: none"> <li>1-Demonstrate conventions of grammar</li> <li>2-Demonstrate conventions of spelling</li> </ol>

**Unit Two: Outsider and Outcasts (Weeks 6-10)**

Essential Questions:

- Do people need to belong?

Texts / Resources	Assessments / Performance Tasks	Standards
<p>Short Texts:</p> <ol style="list-style-type: none"> <li>1. “The Doll’s House” by Katherine Mansfield</li> <li>2. “Encountering the Other” by Ryszard Kapuscinski</li> <li>3. “By Any Other Name” by Santha Rama Rau</li> <li>4. “Sonnet, With Bird” by Sherman Alexie</li> <li>5. “Elliptical” by Harryette Mullen</li> <li>6. “Fences” by Pat Mora</li> <li>7. “An Irish Airman Foresees His Death” by W.B. Yeats</li> <li>8. “Ah. Are You Digging on my Grave” by Thomas Hardy</li> <li>9. “Municipal Gum” by Oodgeroo Noonuccal</li> <li>10. “Butterflies” by Fawziyya Abu Khalid</li> <li>11. “Assembly Line” by Shu Ting</li> </ol> <p>Extended Text:</p> <ol style="list-style-type: none"> <li>1. <i>The Metamorphosis</i> by Franz Kafka</li> <li>2. <i>The Great Gatsby</i> by F. Scott Fitzgerald</li> </ol>	<ol style="list-style-type: none"> <li>1. Vocabulary Quizzes over Level 2 words selected from the texts and Level 3 words (literary terms)</li> <li>2. Short Writings:               <ol style="list-style-type: none"> <li>a. Poetry Journal: themes, figurative language, personal reaction</li> <li>b. Ohio Writing Project Writer’s Notebook Prompts</li> <li>c. Criticism of humanity in Kafka</li> </ol> </li> <li>3. Extended Writing:               <ol style="list-style-type: none"> <li>a. Argumentative essay addressing universality of alienation</li> </ol> </li> </ol>	<p><b>Reading for Literature</b></p> <ol style="list-style-type: none"> <li>1-Cite textual evidence</li> <li>2-Determine theme</li> <li>4-Determine meaning of words as used in text</li> <li>5-Analyze structure</li> <li>7-Two different mediums</li> <li>10-Text complexity</li> </ol> <p><b>Writing Standard</b></p> <ol style="list-style-type: none"> <li>1-Write arguments</li> <li>2-Write informative texts</li> <li>4-Organization</li> <li>9-Evidence from literary texts</li> <li>10-Write routinely</li> </ol> <p><b>Speaking Standard</b></p> <ol style="list-style-type: none"> <li>1-Collaborative Discussion</li> </ol> <p><b>Language Standard</b></p> <ol style="list-style-type: none"> <li>1-Demonstrate conventions of grammar</li> <li>2-Demonstrate conventions of spelling</li> <li>5-Demonstrate understanding of figurative language</li> </ol>

**Unit Three: Extending Freedom’s Reach (Weeks 11-18)**

Essential Questions:

- What is the relationship between power and freedom?

Texts / Resources	Assessments / Performance Tasks	Standards
<p>Short Texts:</p> <ol style="list-style-type: none"> <li>1. “Four Freedoms” by Franklin D. Roosevelt</li> <li>2. “Inaugural Address” by John F. Kennedy</li> <li>3. “Speech at the United Nations” by Malala Yousafzai</li> <li>4. “Malala Interview” ABC News</li> <li>5. “The Censors” by Luisa Valenzuela</li> <li>6. “Harrison Bergeron” by Kurt Vonnegut, Jr.</li> <li>7. “Caged Bird” by Maya Angelou</li> <li>8. “Some Advice to Those Who Will Serve Time in Prison” by Nazim Hikmet</li> <li>9. “Civilian and Soldier” by Wole Soyinka</li> <li>10. “Song of Peace” by Hwang Tong-gyu</li> <li>11. “Freedom” by Ambrose Bierce</li> </ol> <p>Extended Text:</p> <ol style="list-style-type: none"> <li>1. <i>Animal Farm</i> by George Orwell</li> </ol>	<ol style="list-style-type: none"> <li>1. Reading Quizzes over sections of extended texts</li> <li>2. Vocabulary Quizzes over Level 2 words selected from the texts and Level 3 words (literary terms)</li> <li>3. Short Writings:               <ol style="list-style-type: none"> <li>a. Poetry Journal: themes, figurative language, personal reaction</li> <li>b. Ohio Writing Project Writer’s Notebook Prompts</li> <li>c. Analysis of message and subtext in political speeches</li> <li>d. Analysis of speech techniques in Malala Yousafzai’s speeches</li> </ol> </li> <li>4. Extended Writing:               <ol style="list-style-type: none"> <li>a. Comparative essay addressing the understanding of freedom</li> </ol> </li> </ol>	<p><b>Reading for Literature</b></p> <ol style="list-style-type: none"> <li>1-Cite textual evidence</li> <li>2-Determine theme</li> <li>3-Analyze characters</li> <li>4-Determine meaning of words as used in text</li> <li>5-Analyze structure</li> <li>6-Analyze cultural experience outside of U.S.</li> <li>10-Text complexity</li> </ol> <p><b>Reading for Informational Text</b></p> <ol style="list-style-type: none"> <li>1-Cite textual evidence</li> <li>2-Determine central idea</li> <li>3-Analyze how author unfold events</li> <li>4-Determine meaning of words as used in text</li> <li>10-Text complexity</li> </ol> <p><b>Writing Standard</b></p> <ol style="list-style-type: none"> <li>1-Write arguments</li> <li>2-Write informative texts</li> <li>3-Write narratives</li> <li>4-Organization</li> <li>5-Revising/editing</li> <li>6-Use technology</li> <li>9-Evidence from literary texts</li> <li>10-Write routinely</li> </ol> <p><b>Speaking Standard</b></p> <ol style="list-style-type: none"> <li>1-Collaborative Discussion</li> </ol> <p><b>Language Standard</b></p> <ol style="list-style-type: none"> <li>1-Demonstrate conventions of grammar</li> <li>2-Demonstrate conventions of spelling</li> <li>3-Apply MLA style</li> <li>6-Domain-specific words</li> </ol>

**Unit Four: All That Glitter (Weeks 19-25)**

Essential Questions:

- What do our possessions reveal about us?

Texts / Resources	Assessments / Performance Tasks	Standards
<p>Short Texts:</p> <ol style="list-style-type: none"> <li>1. “The Necklace” by Guy de Maupassant</li> <li>2. “Civil Peace” by Chinua Achebe</li> <li>3. “Fit for a King” Photo Essay</li> <li>4. “In La Rinconadu” by Marie Arana</li> <li>5. “The Thrill of the Chase” by Margie Goldsmith</li> <li>6. “My Possessions, Myself” by Russell W. Belk</li> <li>7. “Avarice” by Yusef Komunyakaa</li> <li>8. “The Good Life” by Tracy K. Smith</li> <li>9. “Money” by Reginald Gibbons</li> <li>10. “Inferno” selected cantos by Dante Alighieri</li> <li>11. “Ozymandias” by Percy Bysshe Shelley</li> <li>12. “Kubla Khan” by Samuel Taylor Coleridge</li> </ol> <p>Extended Text:</p> <ol style="list-style-type: none"> <li>1. <i>Great Expectations</i> by Charles Dickens</li> </ol>	<ol style="list-style-type: none"> <li>1. Reading Quizzes over sections of extended texts</li> <li>2. Vocabulary Quizzes over Level 2 words selected from the texts and Level 3 words (literary terms)</li> <li>3. Short Writings:               <ol style="list-style-type: none"> <li>a. Poetry Journal: themes, figurative language, personal reaction</li> <li>b. Ohio Writing Project Writer’s Notebook Prompts</li> <li>c. Cultural comparisons driven by materialism</li> </ol> </li> <li>4. Extended Writings:               <ol style="list-style-type: none"> <li>a. Expository essay over materialism</li> <li>b. Literary Analysis of <i>Great Expectations</i></li> </ol> </li> </ol>	<p><b>Reading for Literature</b></p> <ol style="list-style-type: none"> <li>1-Cite textual evidence</li> <li>2-Determine theme</li> <li>4-Determine meaning of words as used in text</li> <li>5-Analyze structure</li> <li>7-Two different mediums</li> <li>10-Text complexity</li> </ol> <p><b>Writing Standard</b></p> <ol style="list-style-type: none"> <li>1-Write arguments</li> <li>2-Write informative texts</li> <li>3-Write narratives</li> <li>4-Organization</li> <li>5-Revising/editing</li> <li>6-Use technology</li> <li>9-Evidence from literary texts</li> <li>10-Write routinely</li> </ol> <p><b>Speaking Standard</b></p> <ol style="list-style-type: none"> <li>1-Collaborative Discussion</li> </ol> <p><b>Language Standard</b></p> <ol style="list-style-type: none"> <li>1-Demonstrate conventions of grammar</li> <li>2-Demonstrate conventions of spelling</li> <li>3-Apply MLA style</li> </ol>

**Unit Five: Virtue and Vengeance (Weeks 26-31)**

Essential Questions:

- What motivates us to forgive?

Texts / Resources	Assessments / Performance Tasks	Standards
<p>Short Texts:</p> <ol style="list-style-type: none"> <li>1. “<i>En el Jardin de los Espejos Quebrados, Caliban Catches a Glimpse of His Reflection</i>” by Virgil Suarez</li> <li>2. “Caliban” J.P. Dancing Bear</li> <li>3. “A Poison Tree” by William Blake</li> <li>4. “A Simile” by N. Scott Momaday</li> <li>5. “The Road Not Taken” by Robert Frost</li> <li>6. “Making a Fist” by Naomi Shihab Nye</li> <li>7. “A Personal Opinion About Gray” by Shuntaro Tanikawa</li> </ol> <p>Extended Text:</p> <ol style="list-style-type: none"> <li>1. <i>The Tempest</i> by William Shakespeare</li> <li>2. <i>Hamlet</i> by William Shakespeare</li> </ol>	<ol style="list-style-type: none"> <li>1. Reading Quizzes over sections of extended text</li> <li>2. Vocabulary Quizzes over Level 2 words selected from the texts and Level 3 words (literary terms)</li> <li>3. Short Writings:               <ol style="list-style-type: none"> <li>a. Ohio Writing Project Writer’s Notebook Prompts</li> <li>b. Character analysis from plays</li> <li>c. Literary analysis of plays</li> </ol> </li> <li>4. Extended Writing:               <ol style="list-style-type: none"> <li>a. Argumentative writing and speech over virtue and vengeance in the socio-political arena</li> </ol> </li> </ol>	<p><b>Reading for Literature</b></p> <ol style="list-style-type: none"> <li>1-Cite textual evidence</li> <li>2-Determine theme</li> <li>3-Analyze characters</li> <li>4-Determine meaning of words as used in text</li> <li>5-Analyze structure</li> <li>9-Transforms source materials</li> <li>10-Text complexity</li> </ol> <p><b>Reading for Informational Text</b></p> <ol style="list-style-type: none"> <li>2-Determine central idea</li> <li>3-Analyze how author unfold events</li> <li>4-Determine meaning of words as used in text</li> <li>5-Evaluate how ideas are developed</li> <li>10-Text complexity</li> </ol> <p><b>Writing Standard</b></p> <ol style="list-style-type: none"> <li>1-Write arguments</li> <li>2-Write informative texts</li> <li>4-Organization</li> <li>5-Revising/editing</li> <li>6-Technology</li> <li>9-Evidence from literary texts</li> <li>10-Write routinely</li> </ol> <p><b>Speaking Standard</b></p> <ol style="list-style-type: none"> <li>1-Collaborative Discussion</li> </ol> <p><b>Language Standard</b></p> <ol style="list-style-type: none"> <li>1-Demonstrate conventions of grammar</li> <li>2-Demonstrate conventions of spelling</li> <li>4-Clarify meaning of multiple meaning words</li> </ol>

**Unit Six: Blindness and Sight (Weeks 32-36)**

Essential Questions:

- What does it mean to see?

Texts / Resources	Assessments / Performance Tasks	Standards
<p>Short Texts:</p> <ol style="list-style-type: none"> <li>1. “Just Six Dots” (Story of Louis Braille)</li> <li>2. “The Country of the Blind” by George Orwell</li> <li>3. “The Allegory of the Cave” from Plato’s <i>Republic</i></li> <li>4. “Blind” by Fatima Naoot</li> <li>5. “The Blind Seer of Ambon” by W.S. Merwin</li> <li>6. “On His Blindness” by Jorge Luis Borges</li> <li>7. “Do Not Go Gentle Into That Good Night” by Dylan Thomas</li> </ol> <p>Extended Text:</p> <ol style="list-style-type: none"> <li>1. <i>Heart of Darkness</i> by Joseph Conrad</li> <li>2. <i>Oedipus</i> by Sophocles</li> </ol>	<ol style="list-style-type: none"> <li>1. Reading Quizzes over sections of extended text</li> <li>2. Vocabulary Quizzes over Level 2 words selected from the texts and Level 3 words (literary terms)</li> <li>3. Short Writings:               <ol style="list-style-type: none"> <li>a. Ohio Writing Project Writer’s Notebook Prompts</li> <li>b. Poetry analysis</li> </ol> </li> <li>4. Extended Writing:               <ol style="list-style-type: none"> <li>a. Analytical essay on the impacts of colonialism in the modern world</li> </ol> </li> </ol>	<p><b>Reading for Literature</b></p> <ol style="list-style-type: none"> <li>1-Cite textual evidence</li> <li>2-Determine theme</li> <li>3-Analyze characters</li> <li>4-Determine meaning of words as used in text</li> <li>5-Analyze structure</li> <li>9-Transforms source materials</li> <li>10-Text complexity</li> </ol> <p><b>Reading for Informational Text</b></p> <ol style="list-style-type: none"> <li>2-Determine central idea</li> <li>3-Analyze how author unfold events</li> <li>4-Determine meaning of words as used in text</li> <li>5-Evaluate how ideas are developed</li> <li>10-Text complexity</li> </ol> <p><b>Writing Standard</b></p> <ol style="list-style-type: none"> <li>1-Write arguments</li> <li>2-Write informative texts</li> <li>4-Organization</li> <li>5-Revising/editing</li> <li>6-Technology</li> <li>9-Evidence from literary texts</li> <li>10-Write routinely</li> </ol> <p><b>Speaking Standard</b></p> <ol style="list-style-type: none"> <li>1-Collaborative Discussion</li> </ol> <p><b>Language Standard</b></p> <ol style="list-style-type: none"> <li>1-Demonstrate conventions of grammar</li> <li>2-Demonstrate conventions of spelling</li> <li>4-Clarify meaning of multiple meaning words</li> </ol>