

**Unit 1: Fear Unit (Week 1-4)**

**Big Idea:** What is the allure of fear?

Texts/Resources	Assessments/Performance Tasks	Standards
<p><b>TEXTBOOK</b></p> <ol style="list-style-type: none"> <li>1. “My Introduction to Gothic Literature”</li> <li>2. “The Fall of the House of Usher”</li> <li>3. Choices: “House Taken Over,” “Where Is Here,” or “The Feather Pillow”</li> <li>4. “Sleep Paralysis: A Waking Nightmare”</li> <li>5. “Why Some Brains Enjoy Fear”</li> </ol> <p><b>MEDIA</b></p> <ol style="list-style-type: none"> <li>1. “The Dream Collector” (textbook photo analysis)</li> </ol> <p><b>ARTICLE OF THE WEEK RESOURCES</b></p> <ol style="list-style-type: none"> <li>1. NewsELA</li> <li>2. CommonLit</li> </ol>	<ol style="list-style-type: none"> <li>1. Reading comprehension/text analysis handouts</li> <li>2. Reading quizzes</li> <li>3. Class discussions</li> <li>4. Short Writings: Informative and/or argumentative paragraphs based on the “Article of the Week”</li> <li>5. Slideshow presentations</li> <li>6. Group work</li> </ol> <p>*Bell Ringers *Writer’s Notebooks</p>	<p><b>Reading: Literature</b></p> <ol style="list-style-type: none"> <li>1-Cite textual evidence</li> <li>2-Determine theme; provide objective summary</li> <li>3-Analyze complex characters</li> <li>5-Analyze author’s choices</li> <li>6-Analyze point-of-view, perspective</li> <li>7-Representation of two different mediums</li> </ol> <p><b>Reading: Informative</b></p> <ol style="list-style-type: none"> <li>1-Textual evidence</li> <li>2-Determine a theme; provide an objective summary</li> <li>3-Analyze how author unfolds ideas or events</li> <li>4-Determine meanings of words or phrases</li> <li>5-Development of ideas and claims</li> <li>7-Analyze accounts in different mediums</li> </ol> <p><b>Writing</b></p> <ol style="list-style-type: none"> <li>1-Argument writing</li> <li>2-Informative writing</li> <li>4-Clean and coherent writing</li> <li>5-Planning and revising</li> <li>8-Gather information from multiple sources</li> <li>9-Draw evidence</li> <li>10-Write routinely</li> </ol> <p><b>Speaking and Listening</b></p> <ol style="list-style-type: none"> <li>1-Participate in collaborative discussions</li> <li>2-Multiple sources of information</li> <li>3-Evaluate speaker</li> <li>4-Present information</li> <li>5-Strategic use of digital media</li> <li>6-Adapt speech to a variety of context and tasks</li> </ol> <p><b>Language</b></p> <ol style="list-style-type: none"> <li>1-Demonstrate conventions of grammar 2-Demonstrate conventions of spelling</li> </ol>

**Unit 2: Outsiders and Outcasts (Weeks 5-8)**

**Essential Questions:** Do people need to belong?

Texts/Resources	Assessments/Performance Tasks	Standards
<p><b>TEXTBOOK</b></p> <ol style="list-style-type: none"> <li>1. “Isn’t Everyone a Little Bit Weird?”</li> <li>2. “Revenge of the Geeks”</li> <li>3. Poetry: “Elliptical” and “Fences”</li> <li>4. “The Doll’s House”</li> <li>5. “Fleeing to Dismal Swamp”</li> <li>6. Choice: “Orphan Boy,” “By Any Other Name,” and “Fleeing Dismal Swamp”</li> </ol> <p><b>MEDIA</b></p> <ol style="list-style-type: none"> <li>1. “Cool Kids” (song lyrics)</li> <li>2. Movie Trailers</li> <li>3. “Fitting In and Why We Love Losers” (NPR podcast)</li> </ol> <p><b>SHORT TEXTS</b></p> <ol style="list-style-type: none"> <li>1. “A Lamp in the Window” by Truman Capote</li> </ol> <p><b>EXTENDED TEXT</b></p> <ol style="list-style-type: none"> <li>1. <i>The Great Gatsby</i> by F. Scott Fitzgerald *see Unit 3</li> </ol> <p><b>ARTICLE OF THE WEEK RESOURCES</b></p> <ol style="list-style-type: none"> <li>1. NewsELA</li> <li>2. CommonLit</li> </ol>	<ol style="list-style-type: none"> <li>1. Reading comprehension/text analysis handouts</li> <li>2. Class discussions</li> <li>3. Short Writings: Informative and/or argumentative paragraphs based on the “Article of the Week”</li> <li>4. Slideshow presentations</li> <li>5. Group work</li> </ol> <p>*Bell Ringers *Writer’s Notebooks</p>	<p><b>Reading: Literature</b></p> <ol style="list-style-type: none"> <li>1-Cite textual evidence</li> <li>3-Analyze complex characters</li> </ol> <p><b>Reading: Informative</b></p> <ol style="list-style-type: none"> <li>1-Textual evidence</li> <li>2-Determine the central idea; provide an objective summary</li> <li>4-Determine the meaning of words and phrases</li> </ol> <p><b>Writing</b></p> <ol style="list-style-type: none"> <li>1-Argumentative writing</li> <li>2-Informative writing</li> <li>3-Strengthen writing as needed</li> <li>6-Use technology</li> <li>8-Gather relevant information from multiple sources</li> <li>10-Write routinely</li> </ol> <p><b>Speaking and Listening</b></p> <ol style="list-style-type: none"> <li>1-Collaborative discussion</li> <li>2-Integrate multiple sources</li> <li>4-Present evidence and findings clearly</li> <li>5-Strategic use of digital media</li> </ol> <p><b>Language</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 3: The Great Gatsby (Weeks 9-15)**

**Essential Questions:** Do people need to belong?

Texts/Resources	Assessments/Performance Tasks	Standards
<p><b>EXTENDED TEXT</b></p> <ol style="list-style-type: none"> <li><i>The Great Gatsby</i> by F. Scott Fitzgerald</li> </ol> <p><b>ARTICLE OF THE WEEK RESOURCES</b></p> <ol style="list-style-type: none"> <li>NewsELA</li> <li>CommonLit</li> <li>“The Roaring Twenties” by Mike Kubic</li> </ol>	<ol style="list-style-type: none"> <li>Reading comprehension/text analysis handouts</li> <li>Class discussions</li> <li>Short Writings: Informative and/or argumentative paragraphs based on the “Article of the Week”</li> <li>Slideshow presentation</li> <li>Group work</li> <li>Multi-Genre Project</li> </ol> <p>*Bell Ringers *Writer’s Notebooks</p>	<p><b>Reading: Literature</b></p> <ol style="list-style-type: none"> <li>Cite textual evidence</li> <li>Determine theme</li> <li>Analyze complex characters</li> </ol> <p><b>Reading: Informative</b></p> <ol style="list-style-type: none"> <li>Textual evidence</li> <li>Determine the central idea; provide an objective summary</li> <li>Determine the meaning of words and phrases</li> </ol> <p><b>Writing</b></p> <ol style="list-style-type: none"> <li>Informative writing</li> <li>Strengthen writing as needed</li> <li>Use technology</li> <li>Write routinely</li> </ol> <p><b>Speaking and Listening</b></p> <ol style="list-style-type: none"> <li>Collaborative discussion</li> <li>Present evidence and findings clearly</li> <li>Strategic use of digital media</li> </ol> <p><b>Language</b></p> <ol style="list-style-type: none"> <li>Demonstrate conventions of grammar</li> <li>Demonstrate conventions of spelling</li> <li>Demonstrate understanding of figurative language</li> </ol>

**Unit 4: All That Glitters (Weeks 16-18)**

**Big Idea:** What do our possessions reveal about us?

Texts/Resources	Assessments/Performance Tasks	Standards
<p><b>TEXTBOOK</b></p> <ol style="list-style-type: none"> <li>1. “I Came, I Saw, I Shopped”</li> <li>2. “The Necklace”</li> <li>3. “Avarice”</li> <li>4. “The Good Life”</li> <li>5. “Money”</li> <li>6. “The Golden Touch”</li> <li>7. “from King Midas”</li> <li>8. Choice: “Ads May Spur Unhappy Kids to Embrace Materialism;” “My Possessions, Myself;” “Heirlooms’ Value Shifts from Sentiment to Cash”</li> </ol> <p><b>MEDIA</b></p> <ol style="list-style-type: none"> <li>1. “The Golden Touch” (Video)</li> <li>2. “Material World” (textbook photo analysis)</li> </ol> <p><b>ARTICLE OF THE WEEK RESOURCES</b></p> <ol style="list-style-type: none"> <li>1. NewsELA</li> <li>2. CommonLit</li> </ol>	<ol style="list-style-type: none"> <li>1. Reading comprehension/text analysis handouts</li> <li>2. Class discussions</li> <li>3. Short Writings:               <ol style="list-style-type: none"> <li>a) Informative and/or argumentative paragraphs based on the “Article of the Week”</li> </ol> </li> <li>4. Reading quizzes</li> <li>5. Group work</li> <li>6. Summative Assessment</li> <li>7. Extended Writing</li> </ol> <p>*Bell Ringers *Writer’s Notebooks</p>	<p><b>Reading: Literature</b></p> <ol style="list-style-type: none"> <li>1-Textual evidence</li> <li>2-Determine a theme or central idea</li> <li>3-Analyze complex characters</li> <li>4-Determine meanings of words and phrases</li> <li>5- Analyze structure</li> <li>7-Two different artistic mediums</li> <li>9-Transforms source material</li> <li>10-Text complexity</li> </ol> <p><b>Reading: Informative</b></p> <ol style="list-style-type: none"> <li>1-Textual evidence</li> <li>2-Determine central idea</li> <li>4-Organization</li> <li>9-Evidence from literary texts</li> <li>10-Write routinely</li> </ol> <p><b>Writing</b></p> <ol style="list-style-type: none"> <li>2-Informative writing</li> <li>4-Clear coherent writing</li> <li>7-Short research projects</li> <li>8-Gather information from multiple sources</li> <li>9-Draw evidence</li> <li>10-Write routinely</li> </ol> <p><b>Speaking and Listening</b></p> <ol style="list-style-type: none"> <li>1-Collaborative discussion</li> <li>4-Present information</li> <li>5-Strategic use of digital media</li> </ol> <p><b>Language</b></p> <ol style="list-style-type: none"> <li>1-Demonstrate conventions of grammar</li> <li>2-Demonstrate conventions of spelling</li> </ol>

		3-Apply MLA style 5-Demonstrate understanding of figurative language
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**Unit 5: Extending Freedom’s Reach (Weeks 19-21)**

**Big Idea:** What is the relationship between power and freedom?

Texts/Resources	Assessments/Performance Tasks	Standards
<p><b>TEXTBOOK</b></p> <ol style="list-style-type: none"> <li>“Born Free: Children and the Struggle for Human Rights”</li> <li>“Inaugural Address: John F. Kennedy”</li> <li>“Speech to the United Nations” (Malala Yousafzai)</li> <li>“Caged Bird”</li> <li>“Some Advice to Those Who Will Serve in Prison”</li> <li>Choice: “The Censors” or “Harrison Bergeron”</li> </ol> <p><b>MEDIA</b></p> <ol style="list-style-type: none"> <li>“Inaugural Address: John F. Kennedy” (textbook video)</li> <li>“Diane Sawyer Interviews Malala Yousafzai” (textbook video)</li> </ol> <p><b>EXTENDED TEXT</b></p> <ol style="list-style-type: none"> <li><i>Animal Farm</i> *see Unit 6</li> </ol> <p><b>ARTICLE OF THE WEEK RESOURCES</b></p> <ol style="list-style-type: none"> <li>NewsELA</li> <li>CommonLit</li> </ol>	<ol style="list-style-type: none"> <li>Reading comprehension/text analysis handouts</li> <li>Class discussions</li> <li>Short Writings:                         <ol style="list-style-type: none"> <li>Informative and/or argumentative paragraphs based on the “Article of the Week”</li> <li>Argumentative writing based on Oedipus</li> </ol> </li> <li>Reading quizzes</li> <li>Group work</li> <li>Extended writing: list of prompts (select one and create a full essay analyzing Oedipus)</li> </ol> <p>*Bell Ringers *Writer’s Notebooks</p>	<p><b>Reading: Literature</b></p> <ol style="list-style-type: none"> <li>Textual evidence</li> <li>Complex characters</li> <li>Analyze author’s word choice</li> <li>Evaluate argument</li> </ol> <p><b>Reading: Informative</b></p> <ol style="list-style-type: none"> <li>Textual evidence</li> <li>Analyze author’s ideas or claims</li> <li>Author’s purpose</li> <li>Different mediums</li> <li>Analyze US documents</li> <li>Text Complexity</li> </ol> <p><b>Writing</b></p> <ol style="list-style-type: none"> <li>Informative writing</li> <li>Write routinely</li> </ol> <p><b>Speaking and Listening</b></p> <ol style="list-style-type: none"> <li>Collaborative discussions</li> <li>Multiple sources</li> <li>Evaluate speaker’s point-of-view</li> </ol> <p><b>Language</b></p> <ol style="list-style-type: none"> <li>Demonstrate conventions of grammar</li> <li>Demonstrate conventions of spelling</li> <li>Apply MLA style</li> <li>Domain-specific words</li> </ol>

**Unit 6: Animal Farm (Weeks 22-28)**

**Big Idea:** What is the relationship between power and freedom?

Texts/Resources	Assessments/Performance Tasks	Standards
<p><b>SHORT TEXTS:</b></p> <ol style="list-style-type: none"> <li>1. “Anansi’s Fishing Expedition”</li> <li>2. “The Story of the Dress That Sang”</li> <li>3. “Coyote Finishes His Work”</li> <li>4. Gerald McDermott: <i>Coyote, Jabuti the Tortoise, Anansi the Spider, Raven, Monkey, Papagayo, Zomo</i> (children’s books)</li> <li>5. “The Internationale” by Eugene Pottier</li> <li>6. Excerpt from <i>Antigone</i> by Sophocles</li> <li>7. Excerpt from <i>The Whisperers: Private Life in Stalin’s Russia</i> by Orlando Figes</li> <li>8. Excerpt from <i>The Communist Manifesto</i> by Karl Marx and Frederich Engels</li> <li>9. Various nonfiction articles about revolution(arie)s including Banksy, Malala Yousafzai, Anonymous, the Arab Spring, and female engineers</li> <li>10. “Why I Write” by George Orwell</li> </ol> <p><b>EXTENDED TEXT:</b></p> <ol style="list-style-type: none"> <li>1. <i>Animal Farm</i> by George Orwell</li> </ol> <p><b>ARTICLE OF THE WEEK RESOURCES</b></p> <ol style="list-style-type: none"> <li>1. NewsELA</li> <li>2. CommonLit</li> </ol>	<ol style="list-style-type: none"> <li>1. Reading comprehension/text analysis handouts</li> <li>2. Class discussions</li> <li>3. Reading quizzes</li> <li>4. Group work</li> <li>5. Short Writings:             <ol style="list-style-type: none"> <li>a) Informative and/or argumentative paragraphs based on the “Article of the Week”</li> <li>b) Write a paragraph that compares and contrasts two trickster figures (informative)</li> <li>c) Write a short story of a trickster (narrative)</li> <li>d) Write about the use of government propaganda (argumentative)</li> </ol> </li> <li>6. Vocabulary Quizzes</li> <li>7. Fishbowl Group Discussions</li> <li>8. Students independently prepare for group discussion, observed by their classmates             <ol style="list-style-type: none"> <li>a) Grades are assessed from notes on others’ discussions, notes preparing for students’ own discussion, and notes in the book</li> <li>b) A “master fishbowl” at the conclusion of the unit focuses on theme, setting, characterization, allegory, and plot</li> </ol> </li> <li>9. Extended writing: list of prompts (select one and create a full essay)</li> </ol> <p>*Bell Ringers</p>	<p><b>Reading: Literature</b></p> <ol style="list-style-type: none"> <li>1-Cite textual evidence</li> <li>2-Determine theme</li> <li>3-Analyze complex characters</li> <li>4-Determine meaning of words as used in text</li> <li>6-Analyze cultural experience outside of U.S.</li> <li>10-Text complexity</li> </ol> <p><b>Reading: Informative</b></p> <ol style="list-style-type: none"> <li>1-Textual evidence</li> <li>2-Determine a central idea</li> <li>5-Analyze an author’s ideas or claims</li> <li>7-Representation of two different mediums</li> <li>10-Text complexity</li> </ol> <p><b>Writing</b></p> <ol style="list-style-type: none"> <li>1-Argument writing</li> <li>2-Informative writing</li> <li>3-Narrative writing</li> <li>4-Organization</li> <li>9-Evidence from literary texts</li> <li>10-Write routinely</li> </ol> <p><b>Speaking and Listening</b></p> <ol style="list-style-type: none"> <li>1-Collaborative Discussion</li> <li>2-Integrate multiple sources</li> </ol>

	*Writer’s Notebooks	4-Determine meaning through context 5-Strategic use of digital media <b>Language</b> 1-Demonstrate conventions of grammar 2-Demonstrate conventions of spelling 3-Apply MLA style 6-Domain-specific words
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**Unit 7: Virtue and Vengeance (Weeks 29-31)**

**Big Idea:** What motivates us to forgive?

Texts/Resources	Assessments/Performance Tasks	Standards
<ol style="list-style-type: none"> <li>“Neither Justice Nor Forgetting: Defining Forgiveness”</li> <li>“Caliban Catches a Glimpse of His Reflection”</li> <li>“Caliban”</li> <li>“They are Hostile Nations”</li> <li>“Under a Certain Little Star”</li> <li>“The Forgiveness Project”</li> </ol> <p><b>ARTICLE OF THE WEEK RESOURCES</b></p> <ol style="list-style-type: none"> <li>NewsELA</li> <li>CommonLit</li> </ol>	<ol style="list-style-type: none"> <li>Reading comprehension/text analysis handouts</li> <li>Class discussions</li> <li>Short Writings:                             <ol style="list-style-type: none"> <li>Informative and/or argumentative paragraphs based on the “Article of the Week”</li> </ol> </li> <li>Reading quizzes</li> <li>Group work</li> <li>Slideshow presentation</li> </ol> <p>*Bell Ringers *Writer’s Notebooks</p>	<p><b>Reading: Literature</b></p> <ol style="list-style-type: none"> <li>Textual evidence</li> <li>Determine a theme; provide an objective summary</li> <li>Analyze complex characters</li> <li>Determine meaning of words or phrases</li> <li>Analyze author’s choices</li> <li>Point-of-view, perspective</li> <li>Representation of two different mediums</li> </ol> <p><b>Reading: Informative</b></p> <ol style="list-style-type: none"> <li>Textual evidence</li> <li>Determine central idea; provide objective summary</li> <li>Analyze how author unfolds ideas or events</li> <li>Determine meaning of words or phrases</li> <li>Analyze author’s ideas or claims</li> <li>Analyze author’s perspective/purpose</li> <li>Evaluate argument and claims</li> </ol> <p><b>Writing</b></p> <ol style="list-style-type: none"> <li>Argumentative writing</li> <li>Informative writing</li> <li>Produce clear, coherent writing</li> <li>Strengthen writing as needed</li> <li>Use of technology to produce writing</li> <li>Conduct short, sustained research projects</li> <li>Gather relevant information from multiple sources</li> </ol>

		<p>9-Draw evidence 10-Write routinely</p> <p><b>Speaking and Listening</b></p> <p>1-Collaborative discussion 2-Integrate multiple sources 3-Evaluate speaker’s perspective 5-Adapt speech to a variety of contexts</p> <p><b>Language</b></p> <p>1-Demonstrate conventions of grammar 2-Demonstrate conventions of spelling 4-Clarify meaning of multiple meaning words</p>
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**Unit 8: Blindness and Sight (Weeks 32-36)**

**Big Idea:** What does it mean to see?

Texts/Resources	Assessments/Performance Tasks	Standards
<p><b>TEXTBOOK</b></p> <ol style="list-style-type: none"> <li>“A Solution to the Problem of Light”</li> <li>“View from the Empire State Building”</li> <li>Choice: “How Your Eyes Trick Your Mind,” “Blind Yet Seeing: The Brain’s Subconscious Visual Sense,” or “Experience: I First Saw My Wife 10 Years After We Married”</li> </ol> <p><b>EXTENDED TEXT</b></p> <ol style="list-style-type: none"> <li><i>Oedipus the King</i> by Sophocles</li> </ol> <p><b>ARTICLE OF THE WEEK RESOURCES</b></p> <ol style="list-style-type: none"> <li>NewsELA</li> <li>CommonLit</li> </ol>	<ol style="list-style-type: none"> <li>Reading comprehension/text analysis handouts</li> <li>Class discussions</li> <li>Short Writings:               <ol style="list-style-type: none"> <li>Informative and/or argumentative paragraphs based on the “Article of the Week”</li> </ol> </li> <li>Argumentative writing based on Oedipus</li> <li>Reading quizzes</li> <li>Group work</li> <li>Extended writing: list of prompts (select one and create a full essay analyzing Oedipus)</li> </ol> <p>*Bell Ringers *Writer’s Notebooks</p>	<p><b>Reading: Literature</b></p> <p>1-Textual evidence 3-Analyze complex character 10-Text complexity</p> <p><b>Reading: Informative</b></p> <p>1-Textual evidence 4-Determine the meaning of words and phrases 8-Evaluate claims</p> <p><b>Writing</b></p> <p>1-Introduce precise claims (and counterclaims) 4-Clean and coherent writing 5-Strengthen writing as needed 10-Write routinely</p> <p><b>Speaking and Listening</b></p> <p>1-Collaborative discussions</p> <p><b>Language</b></p> <p>1-Demonstrate conventions of grammar 2-Demonstrate conventions of spelling 4-Clarify meaning of multiple meaning words 5-Demonstrate understanding of figurative language</p>



