

**Unit One: Inspiring Literature (Weeks 1-6)**

Essential Questions:

1. How do words have the power to provoke, calm, or inspire?
2. How do people use words and actions to affect social change?

Texts/Resources	Assessments/Performance Tasks	Standards
<p>Short Texts: (Historical documents)</p> <ol style="list-style-type: none"> <li>1. “For My People” by Margaret Walker</li> <li>2. “Incident” by Natasha Trethewey</li> <li>3. “Freedom from Fear” Aung San Suu Kyi</li> <li>4. TED TALK “The danger of a single story” Chimamanda Adichie</li> <li>5. “I Have a Dream” by MLK, Jr.</li> <li>6. Two current event articles (nonfiction)</li> <li>7. Paragraph sample (OWP)</li> </ol>	<ol style="list-style-type: none"> <li>1. Vocabulary Quizzes (5) over Level 2 words (high frequency words)</li> <li>2. Vocabulary (5) over complex, but commonly used words.</li> <li>3. Short Writings:               <ol style="list-style-type: none"> <li>a. Mid-Unit Paragraph</li> <li>b. Writing Territories (OWP)</li> <li>c. Say-Mean-Matter (OWP)</li> <li>d. Mess with a Quote (OWP)</li> <li>e. Argumentative Mystery Paragraph</li> <li>f. Selection of mini-comp prompts regarding writers’ moves and theme</li> </ol> </li> <li>4. Extended Writing:               <ol style="list-style-type: none"> <li>a. <b>Informative/Expository</b> Response of 2 concise pages- Explain how words have the power to provoke, calm, or inspire others.</li> </ol> </li> </ol>	<p>Reading for Informational Text</p> <ol style="list-style-type: none"> <li>3-Analyze how ideas interact</li> <li>4-Determine meaning of words as used in text</li> </ol> <p>Reading for Literature</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>5-Analyze structure</li> </ol> <p>10-Text complexity</p> <p>Writing Standard</p> <ol style="list-style-type: none"> <li>1-Write arguments</li> <li>2-Write informative texts</li> <li>4-Organization</li> <li>5-Planning/Revising</li> <li>9-Evidence from literary texts</li> <li>10-Write routinely</li> </ol> <p>Speaking Standard</p> <ol style="list-style-type: none"> <li>1-Collaborative Discussion</li> </ol> <p>Language Standard</p> <ol style="list-style-type: none"> <li>1-Demonstrate conventions of grammar</li> <li>2-Demonstrate conventions of spelling</li> <li>4-Determine meaning through context</li> </ol>

**Unit Two: World’s End (Weeks 7-11)**

Essential Questions:

1. What draws us to imagine the world’s end?
2. What is the purpose of humility in regards to end times, humanity, and war?

Texts/Resources	Assessments/Performance Tasks	Standards
<p>Short Texts:</p> <ol style="list-style-type: none"> <li>1. “the beginning of the end of the world” Lucille Clifton</li> <li>2. “The Powwow at the End of the World” Sherman Alexie</li> <li>3. “A Song on the End of the World” Czeslaw Milosz</li> <li>4. “Radio Lab: War of the Worlds” NPR</li> <li>5. “The Myth of the War of the Worlds Panic” Jefferson Pooley and Michael J. Socolow</li> <li>6. Two to four current event articles (nonfiction)</li> <li>7. Paragraph sample (OWP)</li> </ol> <p>Main text:</p> <p><i>Fahrenheit 451</i>-Ray Bradbury</p> <p>Ender’s Game- Orson Scott Card</p>	<ol style="list-style-type: none"> <li>1. Vocabulary Quizzes (6) over Level 2 words (high frequency words)</li> <li>2. Spelling Quizzes over commonly misspelled words</li> <li>3. Short Writings:               <ol style="list-style-type: none"> <li>a. Video reflection paragraph (OWP)</li> <li>b. End of the world collaboration</li> <li>c. ID, EGO, SUPEREGO first look/Ender’s Game characters (OWP)</li> <li>d. Mess with a Quote (OWP)</li> <li>e. Argumentative Opinion Paragraph</li> <li>f. Selection of mini-comp prompts regarding writers’ moves and theme</li> <li>g. Daily writing prompts regarding literary elements and their understanding</li> </ol> </li> <li>4. Extended Writing:               <ol style="list-style-type: none"> <li>3. Compare and Contrast <i>Fahrenheit 451</i> and <i>Ender’s Game</i> in the way the story or character’s regard humility through end times, humanity, and war?</li> </ol> </li> </ol>	<p>Reading for Informational Text</p> <ol style="list-style-type: none"> <li>3-Analyze how ideas interact</li> <li>4-Determine meaning of words as used in text</li> </ol> <p>Reading for Literature</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>5-Analyze structure</li> <li>10-Text complexity</li> </ol> <p>Writing Standard</p> <ol style="list-style-type: none"> <li>1-Write arguments</li> <li>2-Write informative texts</li> <li>4-Organization</li> <li>5-Planning/Revising</li> <li>9-Evidence from literary texts</li> <li>10-Write routinely</li> </ol> <p>Speaking Standard</p> <ol style="list-style-type: none"> <li>1-Collaborative Discussion</li> </ol> <p>Language Standard</p> <ol style="list-style-type: none"> <li>1-Demonstrate conventions of grammar</li> <li>2-Demonstrate conventions of spelling</li> <li>4-Determine meaning through context</li> </ol>

**Unit Three: American Voices (Weeks 12-16)**

Essential Questions:

1. What does it mean to be “American”?
2. How is American identity created?

Texts/Resources	Assessments/Performance Tasks	Standards
<p>Short Texts:</p> <ol style="list-style-type: none"> <li>1. Nonfiction articles/current events</li> <li>2. Primary sources of recollection of migrant workers</li> <li>3. “To a Mouse” by Robert Burns</li> <li>4. “The Writing on the Wall” by Camille Dungy</li> <li>5. Music from the 1930’s</li> </ol> <p>Extended Texts:</p> <p><i>Of Mice and Men</i> by John Steinbeck</p>	<ol style="list-style-type: none"> <li>1. Reading Quizzes over sections of extended text</li> <li>2. Vocabulary Quizzes (6) over Level 2 words (high frequency words)</li> <li>3. Spelling Quizzes (5) over commonly misspelled words</li> <li>4. Short Writings:             <ol style="list-style-type: none"> <li>a. Everything You Know About the Word <i>American</i> (OWP)</li> <li>b. What is your American Dream? (OWP)</li> <li>c. Lift a Line (OWP)</li> <li>d. 9-line paragraph: Why is the American Dream impossible for George and Lennie to achieve?</li> <li>e. 9-line paragraph: How do dreams help the characters in <i>Of Mice and Men</i> continue to work hard and have hope?</li> <li>f. Analyze the theme “loyalty requires many sacrifices” as it is seen in <i>Of Mice and Men</i>.</li> <li>g. How is the theme “people will avoid loneliness at any cost” demonstrated in <i>Of Mice and Men</i>?</li> </ol> </li> <li>5. Extended Writings:             <ol style="list-style-type: none"> <li>a. <b>Informative/Expository Essay 2-3</b> pages-What does John Steinbeck illustrate about the American Dream for Americans in the 1930s?</li> </ol> </li> </ol>	<p>Reading for Informational Text</p> <ol style="list-style-type: none"> <li>1-Cite textual evidence</li> <li>2-Determine central idea</li> <li>3-Analyze how author unfolds events</li> <li>4-Determine meaning of words as used in text</li> <li>5-Evaluate how ideas are developed</li> <li>6-Author’s purpose</li> <li>7-Analyze subject in different mediums</li> <li>8-Assess reasoning and evidence</li> <li>10-Text complexity</li> </ol> <p>Writing Standard</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 informational text</li> <li>10-Write routinely</li> </ol> <p>Speaking Standard</p> <ol style="list-style-type: none"> <li>1-Collaborative Discussion</li> <li>3-Evaluate POV</li> <li>6-Adapt speech to task</li> </ol> <p>Language</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>4-Determine meaning through context</li> <li>5-Demonstrate understanding of figurative language</li> </ol>

**Unit Four: Survival (Weeks 17-21)**

Essential Questions:

1. What does it take to survive?
2. Should people in life-or-death situations be held accountable for their actions?

Texts/Resources	Assessments/Performance Tasks	Standards
<p>Short Texts:</p> <ol style="list-style-type: none"> <li>1. “The Cost of Survival”</li> <li>2. “The Moral Logic of Survivor Guilt” by Nancy Sherman</li> <li>3. “from Life of Pi” by Yann Martel</li> <li>4. “Titanic vs. Lusitania: How People Behave in a Disaster by Jeffrey Kluger</li> <li>5. Primary sources from WWII and the Holocaust</li> </ol> <p>Extended Texts:</p> <p><i>Night</i> by Elie Wiesel</p>	<ol style="list-style-type: none"> <li>1. Reading Quizzes over sections of extended text</li> <li>2. Vocabulary Quizzes (6) over Level 2 words (high frequency words)</li> <li>3. Spelling Quizzes (4) over every day language students must know.</li> <li>4. Short Writings:               <ol style="list-style-type: none"> <li>a. Mess with a Quote (OWP) about survival</li> <li>b. Writer’s Notebook entries, 2-3/week (OWP)</li> <li>c. Why does Elie Wiesel name his book <i>Night</i>? OR What does <i>Night</i> illustrate about human nature?</li> <li>d. Analyze the symbolic nature of colors, night, daylight, fire, etc. in concise writing. Build off and find information to back their findings.</li> <li>e. How does war dehumanize people? [Think about good vs. evil, right vs wrong, honesty vs. deceit, etc.] OR Does faith help people survive brutality and inhumane treatment from oppressors?</li> </ol> </li> <li>5. Extended Writing:               <ul style="list-style-type: none"> <li>• <b>Expository Essay 4 pages:</b> How does Wiesel’s use of symbolism and/or figurative language contribute to the meaning of <i>Night</i>?</li> <li>• <b>Argumentative Essay 4 pages-</b> Should people in life-or-death situations be held accountable for their actions?</li> </ul> </li> </ol>	<p>Reading for Literature</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>10-Text complexity</li> </ol> <p>Reading for Informational Text</p> <ol style="list-style-type: none"> <li>1-Cite textual evidence</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>6-Author’s purpose</li> <li>9-Documents of historical significance</li> <li>10-Text complexity</li> </ol> <p>Writing Standard</p> <ol style="list-style-type: none"> <li>2-Write informative texts</li> <li>4-Organization</li> <li>5-Revising/Editing</li> <li>6-Technology</li> <li>10-Write routinely</li> </ol> <p>Speaking Standard</p> <ol style="list-style-type: none"> <li>1-Collaborative Discussion</li> </ol> <p>Language</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: Research Task (Weeks 22-23)**

Essential Questions:

1. Choose one social movement or revolutionary person that resonates with you; analyze the significance of this movement or person.

<b>Texts/Resources</b>	<b>Assessments/Performance Tasks</b>	<b>Standards</b>
<ol style="list-style-type: none"> <li>1. Researched articles from credible online sources (based on each student's topic)</li> <li>2. Sources to evaluate credible vs. fake information/news</li> <li>3. Primary sources</li> <li>4. Databases and sources from library</li> </ol>	<ol style="list-style-type: none"> <li>1. 4-6 minute presentation</li> <li>2. Multi-media presentation</li> <li>3. Works Cited page</li> <li>4. Source Evaluations</li> </ol>	Reading for Informational Text 7-Multiple sources 10-Text complexity Writing Standard 7-Research Project 8-Gather information from multiple sources Speaking Standard 2-Integrate multiple sources 3-Evaluate POV 4-Present information 5-Use digital media 6-Adapt speech to task

**Unit Six: Star-Crossed Romances (Weeks 24-29)**

Essential Questions:

1. Do we determine our own destinies?
2. What kinds of decisions do we make each day that could affect the rest of our lives?

Texts/Resources	Assessments/Performance Tasks	Standards
<p>Short Texts:</p> <ol style="list-style-type: none"> <li>1. “<i>Romeo and Juliet</i> Is a Terrible Play, and David Leveaux Can’t Change That” by Alyssa Rosenberg</li> <li>2. “In Defense of <i>Romeo and Juliet</i>: It’s Not Childish, It’s *About* Childishness” by Noah Berlastsky</li> <li>3. “What’s the Rush?: Young Brains Cause Doomed Love”</li> <li>4. “If Romeo and Juliet Had Cell Phones” by Misty Harris               <ol style="list-style-type: none"> <li>1. <i>Romeo and Juliet</i> by William Shakespeare</li> </ol> </li> </ol> <p>Extended Texts:</p> <p><i>Romeo and Juliet</i> by William Shakespeare</p>	<ol style="list-style-type: none"> <li>1. Reading Quizzes over sections of extended text</li> <li>2. Vocabulary Quizzes (5) over Level 2 words (high frequency words)</li> <li>3. Short Writings:               <ol style="list-style-type: none"> <li>a. Writer’s Notebook entries (OWP)</li> <li>b. Argumentative Mystery Paragraph</li> <li>c. Examine the use of comic relief in the play.</li> <li>d. Character analyses of protagonists</li> </ol> </li> <li>4. Extended Writings:               <ol style="list-style-type: none"> <li>a. Choose one prompt and answer in a 9-sentence paragraph. The paragraph must be concise with complete sentences, complete ideas, and evidence to support their ideas.</li> <li>b. Did Romeo and Juliet determine their own destinies or were their destinies determined for them (fate)?</li> <li>c. Explain how the play is a tragedy based on the definition discussed in class. Include tragic flaws.</li> <li>d. As deep and true as Romeo and Juliet’s love for each other was, it could not prevent their deaths. Do you think that the deaths of Romeo and Juliet prove or disprove that love is powerful? Explain.</li> <li>e. Examine Shakespeare’s use of figurative language and sensory detail in <i>Romeo and Juliet</i>. What purpose does it serve to the overall meaning of the play?</li> </ol> </li> </ol>	<p>Reading for Literature</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>5-Analyze structure</li> <li>6-Cultural viewpoint</li> <li>9-Transformation of source material</li> <li>10-Text complexity</li> </ol> <p>Writing Standard</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>10-Write routinely</li> </ol> <p>Speaking Standard</p> <ol style="list-style-type: none"> <li>1-Collaborative Discussion</li> </ol> <p>Language</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>4-Determine meaning through context</li> </ol>

**Unit Seven: Journeys of Transformation (Weeks 30-36)**

Essential Questions:

1. What can we learn from a journey?
2. How do personal strengths and weaknesses shape a journey?
3. What types of journeys involve no travel?

Texts/Resources	Assessments/Performance Tasks	Standards
<p>Short Texts:</p> <ol style="list-style-type: none"> <li>1. “Caged Bird” by Maya Angelou</li> <li>2. “Sympathy” by Paul Laurence Dunbar</li> <li>3. Nonfiction articles</li> <li>4. “The Hill We Climb” by Amanda Gordon</li> <li>5. “The Country of the Blind” by H.G. Wells</li> </ol> <p>Extended Text:</p> <ol style="list-style-type: none"> <li>6. <i>Long Way Down</i>-Jason Reynolds</li> </ol>	<ol style="list-style-type: none"> <li>1. Reading Quizzes over sections of extended text</li> <li>2. Vocabulary Quizzes (6) over Level 2 words (high frequency words)</li> <li>3. Short Writings:               <ol style="list-style-type: none"> <li>a. Writer’s Notebook entries (OWP)</li> <li>b. Argumentative Mystery Paragraph</li> <li>c. Select a section from <i>A Long Way Down</i> where you think the format adds meaning to a passage and explain how the poem’s format impacts the meaning.</li> <li>d. Find an example of figurative language that you think is especially effective and explain why it is significant.</li> </ol> </li> <li>4. Extended Writings:               <ol style="list-style-type: none"> <li>a. How does Jason Reynolds use free verse in <i>A Long Way Down</i> to illustrate how complex the journey of personal and social awareness can be.</li> <li>b. Will comes to the realization that people in his life are faulty. Analyze this theme and discuss what we learn when Will reflects and comes to the conclusion that people are not what they seem.</li> </ol> </li> </ol>	<p>Reading for Literature</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>5-Analyze structure</li> <li>6-Cultural viewpoint</li> <li>9-Transformation of source material</li> <li>10-Text complexity</li> </ol> <p>Writing Standard</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>10-Write routinely</li> </ol> <p>Speaking Standard</p> <ol style="list-style-type: none"> <li>1-Collaborative Discussion</li> </ol> <p>Language</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>4-Determine meaning through context</li> <li>5-Demonstrate understanding of figurative language</li> </ol>