Unit Name	Unit Description
Photojournalism	*Coming Soon*
A *Lesson Before Dying*	Students will read *A Lesson Before Dying* by Ernest Gaines and a series of related literary and informational texts to explore the question: What makes us human? Students will express their understanding through an essay that examines the lessons learned about humanity in the novel, as well as how this lesson is presented in a secondary text.
The Joy Luck Club	Students will read *The Joy Luck Club* by Amy Tan and a series of related literary and informational texts to explore the question: How does a greater understanding of a person's life experiences change our perception of them? Students will express their understanding through a narrative essay that explores how characters' perceptions of each other in The Joy Luck Club influence their identity.
Romeo and Juliet	Students will read the play, *Romeo and Juliet* by William Shakespeare, a series of related literary and informational texts, and view selected scenes from three film versions of the play--Romeo and Juliet (1968), Romeo+Juliet (1996), and West Side Story (1961)-- to explore the question: How can adaptations or reproductions enhance or detract from the theme of a text? Students will express their understanding through a literary analysis essay that compares and contrasts the way a theme is developed in the text and how that theme is developed in a film adaptation.
Teenage Brain	Students read National Geographic's "Teenage Brains" by David Dobbs and various informational texts about the development of the teenage brain to understand the factors that ultimately dictate teens' decision making and behavior. Students express their understanding by analyzing the relationship between adolescent brain development and behavior, considering the effects of brain injury and social media on the brain. Students form an argument supporting or contradicting teenagers' ability to make sound, responsible decisions.

Photojournalism

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A Lesson Before Dying

About this Unit

By the end of this unit, your student will have read *A Lesson Before Dying* by Ernest J. Gaines and a series of related literary and informational texts to explore the following question: What makes us human? Students will express their understanding through a literary analysis.

The main text they will read in this unit is *A Lesson Before Dying* by Ernest J. Gaines which tells the story of Jefferson, a young black man unjustly executed for murder. Throughout this unit students will analyze the changes in the characters' views on being human. At the end of the unit, students will be asked to write an essay in which they determine multiple lessons that Grant and Jefferson learn about what it means to be human.

Unit Texts

In this unit, students will read the following texts:
- "Maslow's Hierarchy of Needs" by Saul Mcleod
- "Strange Fruit" by Billie Holiday
- "Jim Crow Laws" by History.com Editors
- "NEA Big Read: Meet Ernest Gaines" by NEA
- *A Lesson Before Dying* by Ernest Gaines
- "Sympathy" from *The Complete Poems of Paul Laurence Dunbar* by Paul Laurence Dunbar
- "Caged Bird" from *Shaker, Why Don't You Sing?* by Maya Angelou
- Paragraphs one and two from the prologue to *Invisible Man* by Ralph Ellison
- "I Am a Rock" from *Sound of Silence* by Paul Simon
- "No Man is an Island" from *Devotions upon Emergent Occasions* by John Donne
- "Why Your Worst Deeds Don't Define You" by Shaka Senghor
- "If We Must Die" from *The Vintage Book of African American Poetry* by Claude McKay
- "Invictus" from *Book of Verses* by William Ernest Henley

Possible Supports

Support for Background Knowledge
Students might need extra support with the content and texts before starting the unit. See the support suggestions in the teaching notes for the unit.

Support for Reading
A downloadable audio recording of *A Lesson Before Dying* is available at:
https://www.audible.com/pd/A-Lesson-Before-Dying-Audiobook/B002V5GV5K?qid=1596745504&sr=1-1&ref=a_search_c3_lProduct_1_1&pf_rd_p=e81b7c27-6880-467a-b5a7-13cef5d729fe&pf_rd_r=FNTBPMHTSJWTRFYBN87D.

Students who are still learning English may need to use native language to English dictionaries/translators, native language texts (when available) and other supports to make the texts more accessible. They will need more time to read the texts.

Support for Organization

If students struggle with organization, you should

- consider printing and using a self-monitoring checklist[1] to help them stay on task;
- consider creating or asking students to help you create a daily or weekly to-do list[2] to help them stay on task and understand their responsibilities each day for school and at home;
- consider visual/pictorial directions[3] to help them understand what they should be doing at certain times throughout the day;
- provide clear, realistic expectations for the recommended duration of work sessions, and break assignments into manageable work periods with suggested break times throughout materials to support student needs; and/or
- provide visual support like social stories[4] and choice boards to reinforce expectations and support communication.

Support for Writing

If your student struggles to write, you should

- consider using tools such as transitions, grades 9-12, evidence sentence starters, grades 7-12, and organizational frames. If you are unsure of how to use these tools, you should request a telephone conference with the student's teacher for additional guidance.
- consider allowing students to respond orally while you write down their responses, **if they qualify for an accommodation of transcribed answers**; and/or
- consider having students write in their native language if English is not their first language, then translate their written responses into English on another day.

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[1] https://goalbookapp.com/toolkit/v/strategy/self-monitoring
[2] https://web.uri.edu/teachonline/the-power-of-to-do-lists/
[3] https://catapultlearning.com/2016/05/17/using-visual-supports-for-students-with-developmental-disabilities/
[4] http://www.researchautism.net/interventions/168/social-stories-and-autism?print=1

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The Joy Luck Club

About this Unit

By the end of this unit, your student will have read *The Joy Luck Club* by Amy Tan and a series of related literary and informational texts to explore the following question: How does a greater understanding of a person's life experiences change our perception of them? Students will express their understanding through a narrative essay.

The main text they will read in this unit is *The Joy Luck Club* by Amy Tan which explores all the dangers that could come upon a child and a mother's desire to protect her children against dangers they face. Throughout this unit students will analyze the varying perspectives of the main characters. At the end of the unit, students will be asked to write a narrative essay that explores how characters' perceptions of each other in the *The Joy Luck Club* influence their identity.

Unit Texts

In this unit, students will read the following texts:
- *The Joy Luck Club* by Amy Tan
- "I Stand Here Ironing" by Tillie Olson
- "I Ask My Mother to Sing" by Li-Young Lee
- "Like Mother, Like Daughter -- The Science Says So, Too" by Jordana Cepelewicz
- "The Chinese Mother," "On Generational Decline," and "The Chuas" from *Battle Hymn of the Tiger Mother* by Amy Chua
- "What 'White Food' Meant to a First Generation Kid" by Lisa Ko
- Selected images from Fan Ho by Fan Ho
- "Evoking and Measuring Identification with Narrative Characters - A Linguistic Cues Framework" by van Krieken, Kobie et al
- "Chinese Superstitions" by Viking River Cruises

Possible Supports

Support for Background Knowledge
Students might need extra support with the content and texts before starting the unit. See the support suggestions in the teaching notes for the unit. Some support options are also available in the Distance Learning Guidebook Companion Feedback Guide.

Support for Reading
A downloadable audio recording of *Joy Luck Club* is available at:
https://www.audible.com/pd/The-Joy-Luck-Club-Audiobook/B002UZHS8A?qid=1596745563&sr=1-1&ref=a_search_c3_l Product_1_1&pf_rd_p=e81b7c27-6880-467a-b5a7-13cef5d729fe&pf_rd_r=D96H3R9X994R93PSK76Y.

Students who are still learning English may need to use native language to English dictionaries/translators, native language texts (when available) and other supports to make the texts more accessible. They will need more time to read the texts.

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Support for Organization

If students struggle with organization, you should

- consider printing and using a self-monitoring checklist[5] to help them stay on task;
- consider creating or asking students to help you create a daily or weekly to-do list[6] to help them stay on task and understand their responsibilities each day for school and at home;
- consider visual/pictorial directions[7] to help them understand what they should be doing at certain times throughout the day;
- provide clear, realistic expectations for the recommended duration of work sessions, and break assignments into manageable work periods with suggested break times throughout materials to support student needs; and/or
- provide visual support like social stories[8] and choice boards to reinforce expectations and support communication.

Support for Writing

If your student struggles to write, you should

- consider using tools such as transitions, grades 9-12, evidence sentence starters, grades 7-12, and organizational frames. If you are unsure of how to use these tools, you should request a telephone conference with the student's teacher for additional guidance.
- consider allowing students to respond orally while you write down their responses, **if they qualify for an accommodation of transcribed answers**; and/or
- consider having students write in their native language if English is not their first language, then translate their written responses into English on another day.

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[5] https://goalbookapp.com/toolkit/v/strategy/self-monitoring
[6] https://web.uri.edu/teachonline/the-power-of-to-do-lists/
[7] https://catapultlearning.com/2016/05/17/using-visual-supports-for-students-with-developmental-disabilities/
[8] http://www.researchautism.net/interventions/168/social-stories-and-autism?print=1

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Romeo and Juliet

About this Unit

By the end of this unit, your student will have read *Romeo and Juliet* by William Shakespeare, a series of related literary and informational texts, and view selected scenes from three film versions of the play to explore the following question: How can adaptations or reproductions enhance or detract from the theme of the text? Students will express their understanding through a literary analysis.

The main text they will read in this unit is *Romeo and Juliet* by William Shakespeare which explores a tragedy of two young lovers whose death reconciles their feuding families. Throughout this unit students will analyze the various themes reflected in various versions of the play. At the end of the unit, students will be asked to write an essay that compares and contrasts the way a theme is developed in the text and how that theme is developed in a film version.

Unit Texts

In this unit, students will read the following texts:
- *Romeo and Juliet* by William Shapespeare
- *Romeo + Juliet* by Baz Lhurmann
- *Romeo and Juliet* by Franco Zefirelli
- *West Side Story* by Robert Wise, Jerome Robbins, Ernest Lehman, and Leonard Bernstein
- "After 450 Years, We Still Don't Know the True Value of Shakespeare" by Katie McLuskie
- *The Reconciliation of the Montagues and Capulets over the Dead Bodies of Romeo and Juliet* by Frederic Leighton
- *Where's Romeo?* by William Hatherell
- "To the Memory of My Beloved the Author, Mr. William Shakespeare" by Ben Jonson
- "Sonnet 116: Let me not to the marriage of true minds" by William Shakespeare
- "A Poison Tree" by William Blake
- "William Shakespeare - Mini Biography" by Biography.com
- *Romeo and Juliet*, audio version
- "Tonight" by Stephen Sondheim

Possible Supports

Support for Background Knowledge
Students might need extra support with the content and texts before starting the unit. See the support suggestions in the teaching notes for the unit.

Support for Reading
A downloadable audio recording of *Romeo and Juliet* is available at:
https://www.audible.com/pd/Romeo-and-Juliet-The-Fully-Dramatized-Audio-Edition-Audiobook/B00L4BJ86G?qid=1596745662&sr=1-1&ref=a_search_c3_lProduct_1_1&pf_rd_p=e81b7c27-6880-467a-b5a7-13cef5d729fe&pf_rd_r=R07ZFQTNAJB9MM90A73Q.

Students who are still learning English may need to use native language to English dictionaries/translators, native language texts (when available) and other supports to make the texts more accessible. They will need more time to read the texts.

Support for Organization

If students struggle with organization, you should
- consider printing and using a self-monitoring checklist[9] to help them stay on task;
- consider creating or asking students to help you create a daily or weekly to-do list[10] to help them stay on task and understand their responsibilities each day for school and at home;
- consider visual/pictorial directions[11] to help them understand what they should be doing at certain times throughout the day;
- provide clear, realistic expectations for the recommended duration of work sessions, and break assignments into manageable work periods with suggested break times throughout materials to support student needs; and/or
- provide visual support like social stories[12] and choice boards to reinforce expectations and support communication.

Support for Writing

If your student struggles to write, you should
- consider using tools such as transitions, grades 9-12, evidence sentence starters, grades 7-12, and organizational frames. If you are unsure of how to use these tools, you should request a telephone conference with the student's teacher for additional guidance.
- consider allowing students to respond orally while you write down their responses, **if they qualify for an accommodation of transcribed answers**; and/or
- consider having students write in their native language if English is not their first language, then translate their written responses into English on another day.

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[9] https://goalbookapp.com/toolkit/v/strategy/self-monitoring
[10] https://web.uri.edu/teachonline/the-power-of-to-do-lists/
[11] https://catapultlearning.com/2016/05/17/using-visual-supports-for-students-with-developmental-disabilities/
[12] http://www.researchautism.net/interventions/168/social-stories-and-autism?print=1

Teenage Brain

About this Unit

By the end of this unit, your student will have read *"Teenage Brains"* by David Dobbs and various informational texts about the development of the teenage brain to explore the following question: What factors ultimately dictate teen's decision making and behavior? Students will express their understanding through an argumentative essay.

The main text they will read in this unit is *"Teenage Brains"* by David Dobbs which explores why teenagers act the way they do. Throughout this unit students will analyze the relationship between adolescent brain development and behavior, considering the effects of brain injury and social media on the brain. At the end of the unit, students will be asked to write an argumentative essay supporting or contradicting a teenager's abilities to make sound, responsible decisions.

Unit Texts

In this unit, students will read the following texts:
- "The Teen Brain: Still Under Construction" by National Institute of Mental Health
- "Teenage Brains are Malleable and Vulnerable, Researchers Say" by Jon Hamilton
- "Teenage Brains" by David Dobbs
- "Concussions Affect Teens More Than Kids and Adults, Study Says" by Steven Reinberg
- "How Concussions Affect Your Brain" by Adryan Corcione
- "What Happens When You Have a Concussion?" by Clifford Robbins
- "Basketball and the Brain: Concussions Aren't Just a Risk in Football" by Michelle Castillo
- "Teens: This is How Social Media Affects Your Brain" by Susie East
- "How Using Social Media Affects Teenagers" by Rachel Ehmke
- "Social Media "Likes" Impact Teens' Brains and Behavior" by Association for Psychological Science
- "History of the Driving Age" (video) by Christopher Muscato
- "16-Year-Olds Want a Vote. Fifty Years Ago, So Did 18-Year-Olds" by Maggie Astor
- "Why the Drinking Age is 21 in the United States" by Jenna Birch
- "21: Science's Limit When it Comes to the Drinking Age" by Jen Christensen
- "What Happens When You Have a Concussion?" by Clifford Robbins
- "Basketball and the Brain: Concussions Aren't Just a Risk in Football" by Michelle Castillo

Possible Supports

Support for Background Knowledge
Students might need extra support with the content and texts before starting the unit. See the support suggestions in the teaching notes for the unit.

Support for Language
- The following words and their word families are important to the unit focus. Throughout the unit, students will read these words in multiple texts and learn the meaning of them. Students should use these words in their conversations and written responses. As often as you can, you should try to work these words into your conversations with students.

- perception, perspective, perceive
- illusion, disillusionment
- reliability, reliable, unreliability
- prejudice, unprejudiced, prejudices
- bias, biased
- influence

Support for Reading
Students who are still learning English may need to use native language to English dictionaries/translators, native language texts (when available) and other supports to make the texts more accessible. They will need more time to read the texts.

Support for Organization
If students struggle with organization, you should
- consider printing and using a self-monitoring checklist[13] to help them stay on task;
- consider creating or asking students to help you create a daily or weekly to-do list[14] to help them stay on task and understand their responsibilities each day for school and at home;
- consider visual/pictorial directions[15] to help them understand what they should be doing at certain times throughout the day;
- provide clear, realistic expectations for the recommended duration of work sessions, and break assignments into manageable work periods with suggested break times throughout materials to support student needs; and/or
- provide visual support like social stories[16] and choice boards to reinforce expectations and support communication.

Support for Writing
If your student struggles to write, you should
- consider using tools such as transitions, grades 9-12, evidence sentence starters, grades 7-12, and organizational frames. If you are unsure of how to use these tools, you should request a telephone conference with the student's teacher for additional guidance.
- consider allowing students to respond orally while you write down their responses, **if they qualify for an accommodation of transcribed answers**; and/or
- consider having students write in their native language if English is not their first language, then translate their written responses into English on another day.

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[14] https://web.uri.edu/teachonline/the-power-of-to-do-lists/
[15] https://catapultlearning.com/2016/05/17/using-visual-supports-for-students-with-developmental-disabilities/
[16] http://www.researchautism.net/interventions/168/social-stories-and-autism?print=1

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