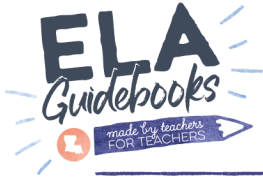


Unit Name	Unit Description
<u>Education</u>	Students will read <i>Educated</i> by Tara Westover and a series of related literary and informational texts to explore the question: What does it mean to be educated? Students will express their understanding through a narrative essay that explores how formal and informal experiences and settings can shape a person’s education.
<u>Hamlet</u>	Students will read <i>Hamlet</i> by William Shakespeare and a series of related literary and informational texts to explore the question: How are revenge and madness closely related to one another? Students will explore the concept of revenge, its relationship to madness, and its consequences. Students will also explore how perception can change the concept and understanding of sanity. Finally, students will evaluate characters’ thoughts and actions, determine whether or not they are feigning madness, and examine the reasoning behind their behavior(s). Students will express their understanding through a series of class discussions, writing prompts, and a literary analysis where we examine character motivation and behavior.
<u>In the Time of the Butterflies</u>	Students will read <i>In the Time of the Butterflies</i> by Julia Alvarez and a series of related literary and informational texts to explore the question: How can average citizens bring about social change? Students will express their understanding through an essay that analyzes how the author uses literary techniques to develop a fictionalized version of one of the Mirabal sisters and how that character is used to communicate a theme about social change.
<u>1984</u>	Students will read <i>1984</i> by George Orwell and a series of related literary and informational texts to explore the question: How can an individual’s view of society be influenced by depictions of dysfunctional societies in classic literature? Students will express their understanding through an essay that examines the society depicted in George Orwell’s <i>1984</i> in comparison to modern day society.
<u>Artificial Intelligence</u>	Students will examine a broad selection of texts to explore how artificial intelligence has impacted society and what the future of artificial intelligence might hold. Students will express their understanding through an essay which summarizes the origins of artificial intelligence, surveys the various ways it is used and how it has impacted society, and argues how it may be safely implemented in the future.



Education

About this Unit

By the end of this unit, your student will have read *Educated* by Tara Westover and a series of related literary and informational texts to explore the following question: What does it mean to be educated? Students will express their understanding through a narrative essay.

The main text they will read in this unit is *Educated* by Tara Westover which is a memoir in which Westover recounts overcoming her survivalist Mormon family in order to go to college. Throughout this unit students will demonstrate their understanding of the benefits of education and how it can influence a person. At the end of the unit, students will express their understanding through a narrative essay that explores how formal and informal experiences and settings can shape a person's education.

Unit Texts

In this unit, students will read the following texts:

- *Educated* by Tara Westover
- "The Joy of Reading and Writing: Superman and Me" by Sherman Alexie
- "High School Training Ground" by Malcolm London
- "When I Heard the Learn'd Astronomer" by Walt Whitman
- Excerpts from *The Opportunity Myth* by TNTP
- Bipolar Disorder by National Institute of Mental Health
- excerpts from *Jane Eyre* by Charlotte Bronte
- Mormons by History.com editors

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 *Hamlet* is available at:

https://www.amazon.com/Educated-Tara-Westover-audiobook/dp/B075F68BFV/ref=sr_1_1?keywords=education+book&qid=1600359919&sr=8-1.

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 checklist¹ to help them stay on task;

¹ <https://goalbookapp.com/toolkit/v/strategy/self-monitoring>

- consider creating or asking students to help you create a daily or weekly to-do list² to help them stay on task and understand their responsibilities each day for school and at home;
- consider visual/pictorial directions³ 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 stories⁴ 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.

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>

Hamlet

About this Unit

By the end of this unit, your student will have read *Hamlet* by William Shakespeare and a series of related literary and informational texts to explore the following question: How are revenge and madness closely related to one another? Students will express their understanding through a literary analysis.

The main text they will read in this unit is *Hamlet* by William Shakespeare in which the ghost of the King of Denmark tells his son, Hamlet, to avenge his murder by killing the new king, Hamlet's uncle. Throughout this unit students will analyze the idea of how conflict influences a character's thoughts and actions. At the end of the unit, students will be asked to write a literary analysis where they examine character motivation and behavior.

Unit Texts

In this unit, students will read the following texts:

- *Hamlet* by William Shakespeare
- *The Tragedy of Hamlet* (audiovox recording) by Audiovox
- Act I and Act II from *Rosencrantz and Guildenstern are Dead* by Tom Stoppard
- *Rosencrantz and Guildenstern are Dead* by Clip one, Clip two, and Clip three by Tom Stoppard
- *Hamlet* (1996) - Kenneth Brannagh Act 2 Scene 2 soliloquy; Act 3 soliloquy by Kenneth Brannagh
- *Hamlet* (2000) - Ethan Hawke by Michael Almereyda
- *Hamlet* (1990) - Mel Gibson by Franco Zeffirelli
- "Entirely" by Louis MacNeice
- "On being just crazy enough" by Joshua Walters
- "Much Madness in its Divinest Sense" by Emily Dickenson
- Excerpts of "On Human Nature" from *The Essays of Arthur Schopenhauer* by Arthur Schopenhauer
- Excerpt from "Hamlet and His Problems" by T.S. Eliot
- Excerpt from "The Real or Assumed Madness of Hamlet" by Simon Blackmore
- *Ophelia* by John Everett Millais
- *Ophelia* by Henrietta Rae
- "Introduction to Hamlet" by Amanda Mabillard
- "Why Should You Read Hamlet?" by Iseult Gillespie
- *Beckett, Ionesco, and the Theater of the Absurd: Crash Course Theater #45* by Crash Course
- Minutes 0-1:30 and 1:50-3:00 of *Rosencrantz and Guildenstern are Dead* trailer by Tom Stoppard

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 *Hamlet* is available at:

https://www.audible.com/pd/Hamlet-Fully-Dramatized-Audio-Edition-Audiobook/B00L4BKB26?qid=1596746738&sr=1-1&ref=a_search_c3_lProduct_1_1&pf_rd_p=e81b7c27-6880-467a-b5a7-13cef5d729fe&pf_rd_r=1DZ60DQ8JW1ECAHMAQ

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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 checklist⁵ to help them stay on task;
- consider creating or asking students to help you create a daily or weekly to-do list⁶ to help them stay on task and understand their responsibilities each day for school and at home;
- consider visual/pictorial directions⁷ 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 stories⁸ and choice boards to reinforce expectations and support communication.

Support for Writing

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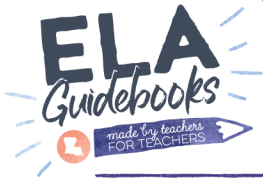
- consider using tools such as [transitions, grades 9-12](#), [evidence sentence starters, grades 7-12](#), and [organizational frames](#). If you are unsure of how to use these tools, you should request a telephone conference with the student's teacher for additional guidance.
- consider allowing students 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.

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>



In the Time of the Butterflies

About this Unit

By the end of this unit, your student will have read *In the Time of the Butterflies* by Julia Alvarez and a series of related literary and informational texts to explore the question: How can average citizens bring about social change? They will express our understanding through an essay.

The main text they will read in this unit is *In the Time of the Butterflies* by Julia Alvarez which tells the story of three sister's fight to bring about change in their country. Throughout this unit students will analyze how the author uses literary techniques to develop a fictionalized version of one of the Mirabal sisters and how that character is used to communicate a theme about social change.

Unit Texts

In this unit, students will read the following texts:

- *In the Time of the Butterflies* by Julia Alvarez
- "International Day for the Elimination of Violence Against Women" by the World Health Organization
- "Dominican Republic" by Encyclopedia Britannica
- *Tribute to the Mirabal Sisters* by Elsa Nuñez
- *The Obelisco Macho*, original
- *The Obelisco Mirabal*, current
- "Casa Museo Hermanas Mirabal" by Enmanuel Parache and Paola Gomez
- "How the Mirabal Sisters Helped Topple a Dictator" by Sarah Pruitt
- "The Metamorphosis of Las Mariposas: The Politics of Memory of the Mirabal Sisters in the Dominican Republic" by Lisa Krause
- "Chasing Butterflies" from *Something to Declare* by Julia Alvarez
- Interview with Julia Alvarez, 2009 F. Scott Fitzgerald Award Honoree by Montgomery College
- "Catan a las Mirabals" / "They Sing to the Mirabal Sisters" from *Yania Tierra* by Aida Caragena Portalatin, translated by M.J. Fenwick and Rosabelle White
- Introduction to *Anything We Love Can Be Saved* by Alice Walker
- "Nobel Acceptance Speech" by Elie Wiesel

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 *In the Time of the Butterflies* is available at:

https://www.audible.com/pd/In-the-Time-of-the-Butterflies-Audiobook/B002V8MXBS?source_code=GO1DH13310082090P1&ds_rl=1262685&ds_rl=1260658&ds_rl=1263561&gclid=CjwKCAjw7cGUBhA9EiwArBAvokHnOYVjIB5VyDNjEJvqO6o9gNYPfxEftLgtAa65B1noSrDDAAn-9BoCs6UQAvD_BwE&gclsrc=aw.ds

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 checklist⁹ to help them stay on task;
- consider creating or asking students to help you create a daily or weekly to-do list¹⁰ to help them stay on task and understand their responsibilities each day for school and at home;
- consider visual/pictorial directions¹¹ 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 stories¹² 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.

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>

1984

About this Unit

By the end of this unit, your student will have read *1984* by George Orwell and a series of related literary and informational texts to explore the following question: How can an individual's view of society be influenced by depictions of dysfunctional societies in classic literature? Students will express their understanding through an informative essay.

The main text they will read in this unit is *1984* by George Orwell which follows the life of Winston Smith, who is frustrated by the omnipresent eyes of The Party, and its ominous ruler Big Brother. Throughout this unit students will analyze concepts about dystopian societies and other literary and informational texts. At the end of the unit, students will be asked to write an informative essay that examines the society depicted in George Orwell's *1984* in comparison to modern day society.

Unit Texts

In this unit, students will read the following texts:

- *1984* by George Orwell
- "The Unknown Citizen" by W.H. Auden
- "The Pedestrian" by Ray Bradbury
- Excerpt from "Why I Write" by George Orwell
- "Government" by Scholastic
- "Are We in Control of Our Own Decisions?" by Daniel Ariely
- "No One Died in Tiananmen Square" by William Lutz
- "The Science Behind Why People Follow the Crowd" by Rob Henderson
- "Privacy and Information Sharing" by Lee Raine and Maeve Duggan
- "What Orwellian Really Means" by Noah Tavlin
- "When China Massacred its Own People" by Nicholas Kristof
- "Memories of Tiananmen Square" by Jiayang Fan
- Pages 174-175, 250-256, 267-269 from *Ministry of Truth* by Dorian Lynskey

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 *1984* is available at:

https://www.audible.com/pd/Nineteen-Eighty-Four-Audiobook/B016E9QOP0?qid=1596746822&sr=1-2&ref=a_search_c3_lProduct_1_2&pf_rd_p=e81b7c27-6880-467a-b5a7-13cef5d729fe&pf_rd_r=6YMD47APN09PQCF722YG.

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 checklist¹³ to help them stay on task;
- consider creating or asking students to help you create a daily or weekly to-do list¹⁴ to help them stay on task and understand their responsibilities each day for school and at home;
- consider visual/pictorial directions¹⁵ 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 stories¹⁶ 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.

¹³ <https://goalbookapp.com/toolkit/v/strategy/self-monitoring>

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>

Artificial Intelligence

About this Unit

By the end of this unit, your student will have read a broad selection of texts to explore the following question: How has artificial intelligence both challenged and benefited society? Students will express their understanding through an argumentative essay.

The texts they will read explore how artificial intelligence has impacted society and what the future of artificial intelligence might hold. Throughout this unit students will analyze how portrayals of artificial intelligence reflect fears and hopes. At the end of the unit, students will be asked to write an argumentative essay that argues whether or not society will be able to benefit from artificial intelligence without suffering from it as a consequence.

Unit Texts

In this unit, students will read the following texts:

- Chapter 16 from *Frankenstein, or The Modern Prometheus* by Mary Shelley
- Pages 1-8 from *Digital Soul: Intelligent Machines and Human Values* by Thomas Georges
- *The Fourth Age: Smart Robots, Conscious Computers, and the Future of Humanity* by Byron Reese
- "Modern Jewish History: The Golem" by Alden Oreck
- "There Will Come Soft Rains" by Ray Bradbury
- "Isaac Asimov's Three Laws of Robotics"
- "The promise and pitfalls of using robots to care for the elderly" by Luke Dormehl
- "Hey Buddy, Can You Give Me a Hand?" by BostonDynamics
- "What's New, Atlas?" by BostonDynamics
- "Artificial Intelligence: Past and Future" by Moshe Y. Vardi
- "Before we give them fuzzy robots, let's try solving elderly loneliness with people" by Leng Leng Thang
- "The Wonderful and Terrifying Implications of Computers that can Learn" by TED Talk
- "How AI is Dangerous" by Elon Musk
- *2001: A Space Odyssey* - "Frank's Death" by Stanley Kubrick
- *2001: A Space Odyssey* - "I'm Sorry Dave, I Can't Do That" by Stanley Kubrick
- *2001: A Space Odyssey* - "Deactivating HAL 9000" by Stanley Kubrick
- *The Terminator* - Trailer by James Cameron
- *The Matrix* - Trailer by Larry Wachowski and Andy Wachowski
- "AI Won't Takeover the World, and What Our Fears of the Robopocalypse Reveal" by Steven Pinker
- *WALL-E* - Trailer by Andrew Stanton
- *Her* - Trailer by Spike Jonez
- *Artificial Intelligence: Mankind's Last Invention* by Aperture
- "Known Unknowns" by James Bridle
- "The Luddite Fallacy" by Pettinger, Tejvan
- "Do Robots Deserve Rights? What if Machines Become Conscious?" by Kurzgesagt (In a Nutshell)

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

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 checklist¹⁷ to help them stay on task;
- consider creating or asking students to help you create a daily or weekly to-do list¹⁸ to help them stay on task and understand their responsibilities each day for school and at home;
- consider visual/pictorial directions¹⁹ 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 stories²⁰ 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.
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