

Unit Name	Unit Description
<u>Life of Pi</u>	Students will read <i>Life of Pi</i> by Yann Martel and a series of related literary and informational texts to explore the question: How do our stories reveal our realities? Students will examine narrative techniques and their effects in order to understand how a story conveys one person's perspective of events or experiences. Students will express their understanding through a narrative essay that retells a key episode from <i>Life of Pi</i> from another point of view in order to reveal a different perspective on the events or experiences.
<u>Hamilton</u>	Students will listen to and read <i>Hamilton: An American Musical</i> by Lin-Manuel Miranda, read a series of related texts (literary, informational, primary source documents), and view multimedia to explore the essential question: How does Lin-Manuel Miranda tell Hamilton's story? Students will express their understanding by writing an essay that analyzes the choices that Lin-Manuel Miranda makes in portraying history and discusses the effect of these choices on their understanding of either the character, time period, or musical.
<u>Things Fall Apart</u>	Students will read <i>Things Fall Apart</i> by Chinua Achebe and a series of related literary and informational texts to explore the question: What is the danger of a single story? Students will express their understanding through an essay that analyzes how the differing perspectives of various characters in <i>Things Fall Apart</i> reveal themes about humanity.
<u>The Immortal Life of Henrietta Lacks</u>	Students will read <i>The Immortal Life of Henrietta Lacks</i> by Rebecca Skloot and a series of related literary and informational texts to explore the question: How can we leave a legacy through our language, our families, and even our cells? Students will express their understanding through an essay that analyzes how different authors with different interests develop claims to advance their points of view in regard to the legacy of Henrietta Lacks and her immortal cells.
<u>Bioethics</u>	Students will read a collection of informational texts paired with a series of informational films to explore the question: How is the treatment of mental illness influenced by one or more of the principles of bioethics? Students will express their understanding through an argumentative essay that critiques the establishment of the bioethical principles and their application to mental illness.

Life of Pi

About this Unit

By the end of this unit, your student will have read *Life of Pi* by Yann Martel and a series of related literary, informational, and primary sources to explore the following question: How do our stories reveal our realities? Students will express their understanding through a narrative essay.

The main text they will read in this unit is *Life of Pi* by Yann Martel which tells the story of a young man who survives a harrowing shipwreck and months in a lifeboat with a Bengal tiger named Richard Parker. Throughout this unit students will examine narrative techniques and their effects. At the end of the unit, students will be asked to write a narrative essay retelling a key episode from *Life of Pi* from another point of view.

Unit Texts

In this unit, students will read the following texts:

- *Life of Pi* by Yann Martel
- "Is Your Reality Real?: The Dual Existence of Hobbes in 'Calvin and Hobbes'" by Kira Lyle
- "Who Can You Trust? Unreliable Narrators" by Annie Matthews and Andrew Matthews
- "What Animals Need" from *Animals Make Us Human* by Temple Grandin
- "Zoos" from *Animals Make Us Human* by Temple Grandin
- Excerpt from "Tiger for Malgudi" by R. K. Narayan
- Religion by History.com
- "The Open Boat" by Stephen Crane
- The Five Major World Religions TED-Ed Video by John Bellaimey
- "Life of Pi (alternate ending)" [Tweet] by Bill Watterson

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 checklist¹ to help them stay on task;
- 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;

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

² <https://web.uri.edu/teachonline/the-power-of-to-do-lists/>

- 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.

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>

Hamilton

About this Unit

By the end of this unit, your student will have read and listened to *Hamilton: An American Musical* by Lin-Manuel Miranda and a series of related literary, informational, and primary sources to explore the following question: How does Lin-Manuel Miranda tell Hamilton's story? Students will express their understanding through a literary analysis.

The main text they will read in this unit is *Hamilton: An American Musical* by Lin-Manuel Miranda which tells the story of American Founding Father Alexander Hamilton. Throughout this unit students will examine ways in which Lin-Manuel made decisions about information to emphasize, deprioritize, or leave out when depicting Hamilton through primary and secondary sources. At the end of the unit, students will be asked to write a literary analysis to answer the questions: How does Miranda both accurately and inaccurately portray history within the musical *Hamilton*? How do these choices in portrayal impact the reader or listener's understanding of either the character, time period, or musical?

Unit Texts

In this unit, students will read the following texts:

- "Lin-Manuel Miranda Performs at the White House Poetry Jam" by Lin-Manuel Miranda
- 70th Annual Tony Awards 'Hamilton' by 70th Annual Tony Awards
- "The Battle Over the Creation of a National Bank" by Middlemarch Films, Inc.
- Fightin' Words, or "Who are you calling a puppy?" by Joanne Freeman
- "Alexander Hamilton" by Lin-Manuel Miranda
- "Aaron Burr, Sir" by Lin-Manuel Miranda
- "My Shot" by Lin-Manuel Miranda
- "The Schuyler Sisters" by Lin-Manuel Miranda
- "Right Hand Man" by Lin-Manuel Miranda
- "A Winter's Ball" by Lin-Manuel Miranda
- "Helpless" by Lin-Manuel Miranda
- "Satisfied" by Lin-Manuel Miranda
- "Wait For It" by Lin-Manuel Miranda
- "Stay Alive" by Lin-Manuel Miranda
- "Ten Duel Commandments" by Lin-Manuel Miranda
- "Guns & Ships" by Lin-Manuel Miranda
- "Nonstop" by Lin-Manuel Miranda
- "Cabinet Battle #1" by Lin-Manuel Miranda
- "The Room Where It Happens" by Lin-Manuel Miranda
- "One Last Time" by Lin-Manuel Miranda
- "The Election of 1800" by Lin-Manuel Miranda
- "Your Obedient Servant" by Lin-Manuel Miranda
- "The World Was Wide Enough" by Lin-Manuel Miranda
- "Who Lives, Who Dies, Who Tells Your Story?" by Lin-Manuel Miranda
- From Alexander Hamilton to The Royal Danish American Gazette, 6 September 1772 by Alexander Hamilton
- From Alexander Hamilton to John Jay, [14 March 1779] by Alexander Hamilton
- From Abigail Adams to John Adams, 31 March 1776 by Abigail Adams

- John Adams to Abigail Adams, 14 April 1776 by John Adams
- Excerpts from *Alexander Hamilton* by Ron Chernow
- "Washington's Runaway Slave" from *The Granite Freeman*, Concord, New Hampshire (May 22, 1845) by Thomas H. Archibald
- To Alexander Hamilton from Harrison Gray Otis, 17 December 1800 by Harrison Gray Otis
- From Alexander Hamilton to Harrison Gray Otis, [23 December 1800] by Alexander Hamilton
- "Why Hamilton Has Heat" by Erik Piepenburg
- "Hamilton's America | Hamilton and the Election of 1800" by Great Performances

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 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

If your student struggles to write, you should

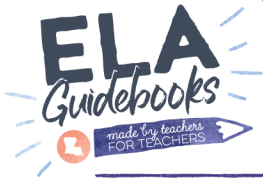
- consider using tools such as [transitions, grades 9-12](#), [evidence sentence starters, grades 7-12](#), and [organizational frames](#). If you are unsure of how to use these tools, you should request a telephone conference with the student's teacher for additional guidance.
- consider allowing students to respond orally while you write down their responses, **if they qualify for an accommodation of transcribed answers**; and/or

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>



- 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.

Things Fall Apart

About this Unit

By the end of this unit, your student will have read *Things Fall Apart* by Chinua Achebe and a series of related literary and informational texts to explore the following question: What is the danger of a single story? Students will express their understanding through a literary analysis.

The main text they will read in this unit is *Things Fall Apart* by Chinua Achebe which explores pre-colonial life in the southeastern part of Nigeria and the arrival of Europeans during the late 19th century. Throughout this unit students will analyze how a secondary character impacts the development of Okonkwo's story. At the end of the unit, students will be asked to write a literary analysis how the differing perspectives of various characters in *Things Fall Apart* reveal themes about humanity.

Unit Texts

In this unit, students will read the following texts:

- *Things Fall Apart* by Chinua Achebe
- "The Danger of the Single Story" by Chimamanda Ngozi Adichie
- Lines 1-8 from "The White Man's Burden" by Rudyard Kipling
- Page 82 from *Heart of Darkness* by Joseph Conrad
- Excerpts from "Chinua Achebe, The Art of Fiction No. 139" by Jerome Brooks, *Paris Review*
- Excerpts from "An African Voice" by Katie Bacon, *The Atlantic*
- Ancient West African Megacities by ViewPure
- "African Civilizations Map Pre-Colonial"
- "Pre-Colonial Africa" from *Slavery and Remembrance* by Colonial Williamsburg
- "Igbo Land" by Music Africa Awake
- Excerpt from *Ezi Na Ulo: The Extended Family in Igbo Culture* by Victor Chikezie Uchendu
- Minutes 26:53-36:40 from "An Evening with Chinua Achebe" by Library of Congress
- "Overview of Christianity" by Anonymous
- "The Second Coming" by William Butler Yeats
- "Ozymandias" by Percy Bysshe Shelley
- *Homegoing* by Yaa Gyasi
- *Heart of Darkness* by Joseph Conrad
- *And the Mountains Echoed* by Khaled Hosseini
- *Nervous Conditions* by Tsitsi Dangarembga
- *The Poisonwood Bible* by Barbara Kingsolver

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 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>

The Immortal Life of Henrietta Lacks

About this Unit

By the end of this unit, your student will have read *The Immortal Life of Henrietta Lacks* by Rebecca Skloot and a series of related literary and informational texts to explore the following question: How can we leave a legacy through our language, our families, and even our cells? Students will express their understanding through a literary analysis.

The main text they will read in this unit is *The Immortal Life of Henrietta Lacks* by Rebecca Skloot which explores the collision between ethics, race, and medicine; of scientific discovery and faith healing; and of a daughter consumed with questions about the mother she never knew. Throughout this unit students will analyze Skloot's unique use of language to advance a particular point of view on the legacy of Henrietta Lacks. At the end of the unit, students will be asked to write a literary analysis that analyses how different authors with different interests develop claims to advance their points of view in regard to the legacy of Henrietta Lacks and her immortal cells.

Unit Texts

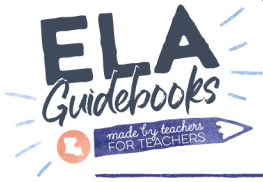
In this unit, students will read the following texts:

- *The Immortal Life of Henrietta Lacks* by Rebecca Skloot
- *The Immortal Life of Henrietta Lacks* film trailer by HBO
- "How to Write About Science" by Rebecca Skloot
- "How to Write About an Event in History" by Rebecca Skloot
- "Rebecca Skloot: How Fannie Flagg and Hurricane Carter Shaped *The Immortal Life of Henrietta Lacks*" by Rebecca Skloot
- "Everyday Use" by Alice Walker
- "Women" by Alice Walker
- "'Immortal Cells', Moral Issues" by Ruth R. Faden
- "AP WAS THERE: Black Men Untreated in Tuskegee Syphilis Study" by Jean Heller
- "Paying Patients for Their Tissue: The Legacy of Henrietta Lacks" by Robert D. Truog, Aaron S. Kesselheim, and Steven Joffe
- "Letting Your Personal Health Information Be Used and Shared for Research" by NIH
- "The Paradox of Science and Privacy" by Michael White
- "Henrietta Lacks, HeLa Cells, and Cell Culture Contamination" by Brendan P. Lucey, MD, Walter A. Nelson-Rees, PhD, and Grover M. Hutchins, MD
- "Your Cells. Their Research. Your Permission?" by Rebecca Skloot
- "No, Donating Your Leftover Tissue to Research Is Not Like Letting Someone Rifle Through Your Phone" by Michelle Meyer
- *Henrietta Lacks (HeLa): The Mother of Modern Medicine* by Kadir Nelson
- "HeLa" by L. Lamar Wilson

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 *The Immortal Life of Henrietta Lacks* is available at:

https://www.audible.com/pd/The-Immortal-Life-of-Henrietta-Lacks-Audiobook/B0035FVJQQ?qid=1596746414&sr=1-1&ref=a_search_c3_lProduct_1_1&pf_rd_p=e81b7c27-6880-467a-b5a7-13cef5d729fe&pf_rd_r=7Q9PXXTTSHK30JZD79WH.

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>

Bioethics

About this Unit

By the end of this unit, your student will have read a collection of informational texts paired with a series of informational films to explore the question: How is the treatment of mental illness influenced by one or more of the principles of bioethics? Students will express their understanding through an argumentative essay that critiques the establishment of the bioethical principles and their application to mental illness.

The various texts read and videos viewed in this unit will explore such subtopics as the development and institution of bioethical studies – specifically the four principles of bioethics, the rights that should be guaranteed to people with mental illnesses based on the principles of bioethics, the shortcomings of the bioethical principles when applied to treat patients, and how the principles of bioethics can be applied to solve the issue of the lack of access to mental healthcare, which leads to other societal challenges.

Unit Texts

In this unit, students will read the following texts:

- *What is Bioethics?* by NYU School of Global Public Health
- *Why Bioethics Matters* by Robert Klitzman, M.D.
- “Bioethics and Policy – A History” by Daniel Callahan
- “Principles of Bioethics” by Thomas McCormick
- “This Quote from ‘The Bell Jar’ is Always Used Out-of-Context & It Changes the Whole Meaning” by Charlotte Ahlin
- “Labeling People as ‘The Mentally Ill’ Increases Stigma” by Darcy Haag
- “What is Mental Illness” by the American Psychiatric Association
- “What is Mental Health” by Adam Felman
- “Can People with Mental Illness Consent to Research?” by Charles Lids, Ph.D.
- *Our Lonely Society Makes it Hard to Come Home from War* by Sebastian Junger
- “‘I Very Quickly Went Into Debt’: The Struggle to Find Affordable Therapy” by Allyson Byers
- “A Mother Struggles To Care For Her Adult Son With Schizophrenia” by Syeda Hasan
- “Removing the Stigma from Men’s Mental Health” by Kevin Delano
- “Mental Health Disparities: Women’s Mental Health” by the American Psychiatric Association
- “Stigma Regarding Mental Illness Among People of Color” by Victor Armstrong
- “Taraji P. Henson Explains Why We Must ‘Be Careful’ About Terms Like ‘Black Girl Magic’” by Kayleigh Roberts
- “Out of the Asylum, Into the Cell” by Sally Satel
- *Mobile Crisis Intervention Team Responding to Mental Health Calls Without Police* by Nora O’Donnel
- “Mental Health and Police Violence: How Crisis Intervention Teams Are Failing” by Eric Westervelt
- “Why Mental Health Disorders Co-Exist With Substance Abuse” by Sheri Gordon

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.
- 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.

¹⁷ <https://goalbookapp.com/toolkit/v/strategy/self-monitoring>

¹⁸ <https://web.uri.edu/teachonline/the-power-of-to-do-lists/>

¹⁹ <https://catapultlearning.com/2016/05/17/using-visual-supports-for-students-with-developmental-disabilities/>

²⁰ <http://www.researchautism.net/interventions/168/social-stories-and-autism?print=1>