

Unit Name	Unit Description
<p><b><u>The Great Gatsby</u></b></p>	<p>Students will read <i>The Great Gatsby</i> by F. Scott Fitzgerald and a series of related literary and informational texts to explore the question: How are our lives influenced by our perceptions? Students will express their understanding through a literary analysis.</p>
<p><b><u>Friday Night Lights</u></b></p>	<p>Students will read the nonfiction book <i>Friday Night Lights</i>, along with multiple additional texts—journal articles, periodicals, video clips, movies, etc.—to explore the question: How does the high school sports culture reflect American society? Students will also trace the development of multiple central ideas within <i>Friday Night Lights</i> and analyze the way in which Bissinger develops them. Students will analyze the claims about high school sports made by other authors, analyze how these claims are developed, and compare and contrast these claims with the central ideas developed in <i>Friday Night Lights</i>. Students will express their understanding of the text and topic by writing an essay that analyzes the way in which Bissinger develops multiple central ideas about high school football within his text.</p>
<p><b><u>Film in America</u></b></p>	<p>Students will read a series of related informational texts and view a full-length film, as well as clips and trailers from films, to explore the question: What is the relationship between American film and culture? Students will express their understanding through an explanatory essay that examines American film and culture through various critical lenses to deconstruct the relationship between American film and culture.</p>
<p><b><u>The Warmth of Other Suns</u></b></p>	<p>Students will read <i>The Warmth of Other Suns</i> by Isabel Wilkerson and a series of related literary and informational texts about the Great Migration to explore the question: How can a single decision change your life? Students will express their understanding through a multimedia presentation that examines the story of one person’s migration experience and describes the economic, societal, and/or political conditions that precipitated it.</p>
<p><b><u>Homeownership</u></b></p>	<p>Students will read various nonfiction texts related to the American ideal of homeownership, exploring such subtopics as gentrification, the creation of suburbs, the Subprime Mortgage Crisis, and recent trends in homeownership. Students will evaluate and analyze the information and arguments presented in the unit texts and form their own arguments in response to these texts. Students will focus on a more focused subtopic of homeownership and write an argumentative essay that makes a claim about that subtopic and how it influences the viability of the American ideal of homeownership for all Americans.</p>

## The Great Gatsby

### About this Unit

By the end of this unit, your student will have read *The Great Gatsby* by F. Scott Fitzgerald and a series of related literary and informational texts to explore the following question: How are our lives influenced by our perceptions? Students will express their understanding through a literary analysis.

The main text they will read in this unit is *The Great Gatsby* by F. Scott Fitzgerald which explores how perception can shape a person's reality. Throughout this unit students will analyze the ideas of perception and ambition to better understand how Fitzgerald uses these characteristics to develop themes within the novel. At the end of the unit, students will be asked to write an essay that analyzes how Fitzgerald develops a theme about perception throughout the novel.

### Unit Texts

In this unit, students will read the following texts:

- *The Great Gatsby* by F. Scott Fitzgerald
- "What Reality are You Creating for Yourself?" by Isaac Lidsky
- "The 1920s - An Overview" by Mintz, S., & McNeil, S.
- "Lost Generation"
- "The Man Who Rigged The World Series: The Making of the Mob: New York" by AMC
- Blank Map of New York City
- excerpt from *Staying Put: Making a Home in a Restless World* by Scott Russell Sanders
- "The Golden Touch" (pages 53-76) from *A Wonder-book for Girls and Boys* by Nathaniel Hawthorne
- "Causes Of The Restless Spirit Of Americans In The Midst Of Their Prosperity" from *Democracy in America* by Alexis de Tocqueville

### 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 Great Gatsby* is available at:

[https://www.audible.com/pd/The-Great-Gatsby-Audiobook/B00BWYDMK8?qid=1589581832&sr=1-1&ref=a\\_search\\_c3\\_lProduct\\_1\\_1&pf\\_rd\\_p=e81b7c27-6880-467a-b5a7-13cef5d729fe&pf\\_rd\\_r=V1253NVKCVW3761XV4CD](https://www.audible.com/pd/The-Great-Gatsby-Audiobook/B00BWYDMK8?qid=1589581832&sr=1-1&ref=a_search_c3_lProduct_1_1&pf_rd_p=e81b7c27-6880-467a-b5a7-13cef5d729fe&pf_rd_r=V1253NVKCVW3761XV4CD).

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<sup>1</sup> to help them stay on task;
- consider creating or asking students to help you create a daily or weekly to-do list<sup>2</sup> to help them stay on task and understand their responsibilities each day for school and at home;
- consider visual/pictorial directions<sup>3</sup> 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<sup>4</sup> 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.

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

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

<sup>3</sup> <https://catapultlearning.com/2016/05/17/using-visual-supports-for-students-with-developmental-disabilities/>

<sup>4</sup> <http://www.researchautism.net/interventions/168/social-stories-and-autism?print=1>

## Friday Night Lights

### About this Unit

By the end of this unit, your student will have read *Friday Night Lights* by H.G. Bissinger and a series of related journal articles, periodicals, video clips, and movies to explore the following question: How does the high school sports culture reflect American society? Students will express their understanding through a literary analysis.

The main text they will read in this unit is *Friday Night Lights* by H.G. Bissinger which follows the story of the 1988 Permian High School Panthers football team from Odessa, Texas as they make a run towards the Texas state championship. Throughout this unit students will explore the central ideas and how they are developed, locating evidence to support the central ideas. At the end of the unit, students will be asked to write a literary analysis about how Bissinger develops two central ideas about high school football within *Friday Night Lights*.

### Unit Texts

In this unit, students will read the following texts:

- *Friday Night Lights*: Preface, Chapters 1-3; Chapter 4, parts II, III; Chapter 5, part III; Chapter 6 parts I, II; Chapters 7-11; Chapter 12 part I (to page 261); Chapter 13 parts I, II; Chapters 14-15; Chapter 16 pgs 337-40; 358-261 by H.G. Bissinger
- "Pride on the Gridiron: Football Fandom at Cary-Grove" by Paul Arco
- "Unchecked, Unchallenged and Unabashed: Is Racism in High School Sports Being Tolerated?" by Ivey DeJesus
- "Team Sports Provide A Hopeful Example Of Racial Harmony In U.S." by Leigh Steinberg
- "The White Flight From Football" by Alana Semuels
- "Women and men in sports: Separate is not equal" by Laura Pappano and Eileen McDonagh
- "Who says girls can't play football? Certainly not 13-year-old Auburn Roberson" by Melissa Isaacson
- "Baseball for Life" by Sara Corbett
- "The Case Against High-School Sports" by Amanda Ripley
- "Brown versus the Board of Education" by Bill of Rights Institute
- Map of West Texas

### 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 *Friday Night Lights* is available at:

[https://www.audible.com/pd/Friday-Night-Lights-Audiobook/B018SQNZ4U?qid=1596746540&sr=1-1&ref=a\\_search\\_c3\\_l\\_Product\\_1\\_1&pf\\_rd\\_p=e81b7c27-6880-467a-b5a7-13cef5d729fe&pf\\_rd\\_r=BH6EK91PMVRS1X5RW9SS](https://www.audible.com/pd/Friday-Night-Lights-Audiobook/B018SQNZ4U?qid=1596746540&sr=1-1&ref=a_search_c3_l_Product_1_1&pf_rd_p=e81b7c27-6880-467a-b5a7-13cef5d729fe&pf_rd_r=BH6EK91PMVRS1X5RW9SS).

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<sup>5</sup> to help them stay on task;
- consider creating or asking students to help you create a daily or weekly to-do list<sup>6</sup> to help them stay on task and understand their responsibilities each day for school and at home;
- consider visual/pictorial directions<sup>7</sup> 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<sup>8</sup> 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.

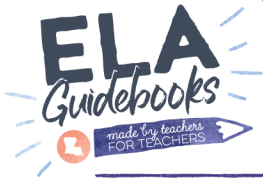
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<sup>5</sup> <https://goalbookapp.com/toolkit/v/strategy/self-monitoring>

<sup>6</sup> <https://web.uri.edu/teachonline/the-power-of-to-do-lists/>

<sup>7</sup> <https://catapultlearning.com/2016/05/17/using-visual-supports-for-students-with-developmental-disabilities/>

<sup>8</sup> <http://www.researchautism.net/interventions/168/social-stories-and-autism?print=1>



## Film in America

### About this Unit

By the end of this unit, your student will have read a series of related informational texts and viewed a full-length film, as well as clips and trailers from films, to explore the question: What is the relationship between American film and culture? We will express our understanding through an explanatory essay.

The various texts read and videos viewed in this unit will explore such subtopics as how messages are developed in film and the ways in which films can influence or reflect different parts of American culture, the obligation filmmakers have in casting and portraying characters accurately, the way that relationships (platonic, familial, and/or romantic) are portrayed and the impact of this portrayal, and how the fears and dreams of American culture is represented in a film's portrayal of science, technology, and the future.

### Unit Texts

In this unit, students will read and view the following texts:

- *Invasion of the Body Snatchers* by Don Siegel, Director
- "Movies and Culture" from *Understanding Media and Culture: An Introduction to Mass Communication* by the University of Minnesota
- "The Culture of the 1950s" by the University of Groningen
- "Invasion of the Body Snatchers Analysis" by Robert Skyler
- Excerpt from "A Machine that Generates Empathy" by Roger Ebert
- "Invasion of the Body Snatchers (1956) Analysis" by Ryan Thompson
- Various Film Trailers selected by the teacher from a supplied list
- "The Importance of Representation in Film and Media" by Lauren Washington
- *The Importance of Representation in Film and Media* film by Lauren Washington
- "Report Outlines Integrated Strategy Toward Diversity and Inclusion in Hollywood" by Jessica Wolf
- "The Ableist Lens of Hollywood" by Val Vera
- *How Movies Teach Manhood* by Colin Tokes
- "Do Films Need to Reflect Society?" by Nishal Shah
- "Extraordinary Circumstances for Ordinary Relationships" by Louisiana Department of Education
- "The Portrayal of Families across Generations in Disney Animated Films" by Zurcher, Webb, and Robinson
- "Our Future, As Seen Throughout the History of Film" by Tanya Feldman
- "How Hollywood Movies and TV Shows Impact Real Science" by Molly Glick
- "Imagining Decline or Sustainability: Hope, Fear, and Ideological Discourse in Hollywood Speculative Fiction" by Clayton Dasilvia

### 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 checklist<sup>9</sup> to help them stay on task;
- consider creating or asking students to help you create a daily or weekly to-do list<sup>10</sup> to help them stay on task and understand their responsibilities each day for school and at home;
- consider visual/pictorial directions<sup>11</sup> 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<sup>12</sup> and choice boards to reinforce expectations and support communication.

### Support for Writing

If your student struggles to write, you should

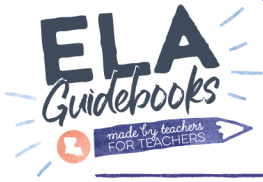
- consider using tools such as [transitions, grades 9-12](#), [evidence sentence starters, grades 7-12](#), and [organizational frames](#). If you are unsure of how to use these tools, you should request a telephone conference with the student's teacher for additional guidance.
- consider allowing students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

<sup>9</sup> <https://goalbookapp.com/toolkit/v/strategy/self-monitoring>

<sup>10</sup> <https://web.uri.edu/teachonline/the-power-of-to-do-lists/>

<sup>11</sup> <https://catapultlearning.com/2016/05/17/using-visual-supports-for-students-with-developmental-disabilities/>

<sup>12</sup> <http://www.researchautism.net/interventions/168/social-stories-and-autism?print=1>



## The Warmth of Other Suns

### About this Unit

By the end of this unit, your student will have read *The Warmth of Other Suns* by Isabel Wilkerson and a series of related literary and informational texts about the Great Migration to explore the following question: How can a single decision change your life? Students will express their understanding through a multimedia presentation.

The main text they will read in this unit is *The Warmth of Other Suns* by Isabel Wilkerson, a historical study of the Great Migration: the decades-long migration of black citizens who fled the South for northern and western cities, in search of a better life. Throughout this unit students will analyze the impact of the decision to migrate on an assigned migrant based on the time period in which he/she lived. At the end of the unit, students will be asked to create a multimedia presentation that examines the story of one person's migration experience and describe the economic, societal, and/or political conditions that precipitated it.

### Unit Texts

In this unit, students will read the following texts:

- *The Warmth of Other Suns* by Isabel Wilkerson
- US Census Population Change Maps 1910-1970: "The First Great Migration: 1910-1940" and "The Second Great Migration: 1940-1970" by US Department of Commerce
- Map "The Great Migration, 1916-1930" by Michael Siegel
- "The Great Migration and the Power of a Single Decision" by Isabel Wilkerson
- "Definition of Migration" in *Theory of Migration* by Everett S. Lee
- "The Lynching" by Claude McKay
- "One-Way Ticket" by Langston Hughes
- "The South" by Langston Hughes
- "Where We Are Lacking" and "Some Don'ts" by Chicago Defender
- minutes 0:00-13:11 from *Slavery by Another Name* by PBS
- "Sharecropping" and "Jim Crow and Plessy v Ferguson" from *PBS Slavery by Another Name Theme Gallery* by PBS
- "Penalties of Migration" by The Atlanta Constitution
- "The Great Migration Series" by Kelly Simpson
- *The Great Migration: An American Story* by Jacob Lawrence and Museum of Modern Art

### 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 Warmth of Other Suns* is available at:

[https://www.audible.com/pd/The-Warmth-of-Other-Suns-Audiobook/B004RC37C0?qid=1596746621&sr=1-1&ref=a\\_search\\_c3\\_lProduct\\_1\\_1&pf\\_rd\\_p=e81b7c27-6880-467a-b5a7-13cef5d729fe&pf\\_rd\\_r=6ZC3BDQMNS5KNXZJ0J1R](https://www.audible.com/pd/The-Warmth-of-Other-Suns-Audiobook/B004RC37C0?qid=1596746621&sr=1-1&ref=a_search_c3_lProduct_1_1&pf_rd_p=e81b7c27-6880-467a-b5a7-13cef5d729fe&pf_rd_r=6ZC3BDQMNS5KNXZJ0J1R).



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<sup>13</sup> to help them stay on task;
- consider creating or asking students to help you create a daily or weekly to-do list<sup>14</sup> to help them stay on task and understand their responsibilities each day for school and at home;
- consider visual/pictorial directions<sup>15</sup> 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<sup>16</sup> 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.

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

<sup>14</sup> <https://web.uri.edu/teachonline/the-power-of-to-do-lists/>

<sup>15</sup> <https://catapultlearning.com/2016/05/17/using-visual-supports-for-students-with-developmental-disabilities/>

<sup>16</sup> <http://www.researchautism.net/interventions/168/social-stories-and-autism?print=1>

## Homeownership

### About this Unit

By the end of this unit, your student will have read various nonfiction texts related to the American ideal of homeownership to explore the following question: Is the dream of homeownership viable for all Americans? Students will express their understanding through an argumentative essay.

The various nonfiction texts related to the American ideal of homeownership will explore such subtopics as gentrification, the creation of suburbs, the Subprime Mortgage Crisis, and recent trends in homeownership. Throughout this unit students will analyze the accessibility of affordable housing for Americans. At the end of the unit, students will be asked to develop an argument in response to the unit question: Is the dream of homeownership viable for all Americans?, within a more focused subtopic area.

### Unit Texts

In this unit, students will read the following texts:

- "The Dark Side of Suburbia" by Dr. Kimberly Kutz Elliot
- "Here's How the Housing Market has been Impacted from the 2008 crash " by Jonathan Garber
- "How Mortgages Work" by LeAnn Obringer and David Roos
- "The 2008 Financial Crisis: Crash Course Economics #12" by Crash Course
- "Having a Secure Job Replaces Homeownership as the Key to Being Middle Class" by Bruce Drake
- "Five Facts about Millennial Households" by Richard Fry
- "Minorities, Immigrants, and Homeownership" by Pew Research
- "More U.S. Households are Renting than at Any Point in the last 50 Years"" by Anthony Cilluffo, A.W Geiger, Richard Fry
- "The Rise of Suburban Areas During the 1950s"
- "The Rise of the Suburbs"
- "Average Sales Price of Houses Sold for the United States" by U.S. Census Bureau retrieved from FRED, Federal Reserve Bank of St. Louis
- "History of the FHA"
- "Where Should a Poor Family Live?" by Thomas Edsell
- "Disarming the Great Affordable Housing Debate" by Greene and Turner
- "Everything You Need to Know About the Affordable Housing Debate" by Matthew Yglesias
- "A Dream Deferred" by Hughes, Langston
- "Gentrification" by Sherman Alexie
- "Gentrification Doesn't Trickle Down..." by Dave Madden
- "In Defense of Gentrification" by Joe Cortright
- "The Unfulfilled Promise of Fair Housing" by Abdallah Fayyad
- "Race the House We Live in"
- "The Racist History of Chicago's Housing"
- Excerpts from "The Case for Reparations" by Ta-Nehisi Coates

### 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 checklist<sup>17</sup> to help them stay on task;
- consider creating or asking students to help you create a daily or weekly to-do list<sup>18</sup> to help them stay on task and understand their responsibilities each day for school and at home;
- consider visual/pictorial directions<sup>19</sup> 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<sup>20</sup> 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
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<sup>17</sup> <https://goalbookapp.com/toolkit/v/strategy/self-monitoring>

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

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

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