

## Highlights of Unit 1: American Voices

In this unit, students will investigate what it means to be American. They will consider how tradition and experience affect this question of identity. Students will read a variety of texts and view media as they discuss the Essential Question for the unit: *What does it mean to be “American”?*

### Texts

We will read some, but not all, of the following texts:

“A Quilt of a Country”	<i>Anna Quindlen</i>	essay
“The Immigrant Contribution”	<i>John F. Kennedy</i>	essay
“American History”	<i>Judith Ortiz Cofer</i>	short story
“Rules of the Game” from <i>The Joy Luck Club</i>	<i>Amy Tan</i>	novel excerpt
“The Writing on the Wall”	<i>Camille Dungy</i>	blog post
“With a Little Help From My Friends”	<i>Firoozeh Dumas</i>	memoir
“Morning Talk”	<i>Roberta Hill Whiteman</i>	poem
“Immigrant Picnic”	<i>Gregory Djanikian</i>	poem
from <i>When I Was Puerto Rican</i>	<i>Esmeralda Santiago</i>	memoir
“Finding a Voice: A Taiwanese Family Adapts to America”	<i>Diane Tsai</i>	autobiographical essay
“The New Colossus”	<i>Emma Lazarus</i>	poem
“Legal Alien”	<i>Pat Mora</i>	poem
“Grace Abbott and the Fight for Immigrant Rights In America”	<i>BBC</i>	media: video

### Focus Standards

Activities and assignments in Unit 1 will help your student meet the following standards for reading literature and informational texts, writing, and speaking and listening. Here are some key standards students will work toward mastering in this unit.

#### Reading

- Analyze how complex characters develop over the course of a text, interact with other characters, and advance the plot or develop the theme.
- Analyze how an author’s choices concerning how to structure a text, order events within it, and manipulate time create such effects as mystery, tension, or surprise.
- Analyze how the author unfolds an analysis or series of ideas or events, including the order in which the points are made, how they are introduced and developed, and the connections that are drawn between them.
- Determine an author’s point of view or purpose in a text and analyze how an author uses rhetoric to advance that point or view or purpose.

#### Writing

- Write informative/ explanatory texts to examine a topic and convey ideas, concepts, and information through the selection, organization, and analysis of relevant content.
- Write narratives to develop real or imagined experiences or events using effective techniques, well-chosen details, and well-structured event sequences.
- Conduct short as well as more sustained research projects to answer a question or solve a problem; narrow or broaden the inquiry when appropriate; synthesize multiple sources on the subject, demonstrating understanding of the subject under investigation.

#### Speaking and Listening

- Present information, findings, and supporting evidence clearly, concisely, and logically such that listeners can follow the line of reasoning and the organization, development, substance, and style are appropriate to purpose audience, and task.

## Highlights of Unit 2: Survival

In this unit, students will investigate what it takes to survive, considering the physical and emotional costs of survival. Students will read a variety of texts and view media as they discuss the Essential Question for the unit: *What does it take to survive?*

### Texts

We will read some, but not all, of the following texts:

“The Seventh Man”	<i>Haruki Murakami</i>	short story
“The Moral Logic of Survivor Guilt”	<i>Nancy Sherman</i>	editorial
“The Key to Disaster Survival? Friends and Neighbors”	<i>Shankar Vedantam</i>	media: radio broadcast
“The Voyage of the James Caird”	<i>Caroline Alexander</i>	narrative nonfiction
“The Endurance and the <i>James Caird</i> in Images”	<i>Frank Hurley</i>	photo gallery
from <i>Life of Pi</i>	<i>Yann Martel</i>	novel excerpt
“The Value of a Sherpa Life”	<i>Grayson Schaffer</i>	argument
“I Am Offering This Poem”	<i>Jimmy Santiago Baca</i>	poem
“The Writer”	<i>Richard Wilbur</i>	poem
“Hugging the Jukebox”	<i>Naomi Shihab Nye</i>	poem
“To Build a Fire”	<i>Jack London</i>	short story
“The Most Dangerous Game”	<i>Richard Connell</i>	short story
from <i>Unbroken</i>	<i>Laura Hillenbrand</i>	biography
“Seven Steps to Surviving a Disaster”	<i>Jim Y. Kim</i>	expository nonfiction
“ <i>Titanic vs. Lusitania: How People Behave in a Disaster</i> ”	<i>Jeffrey Kluger</i>	magazine article
“Survival Is Your Own Responsibility”	<i>Daryl R. Miller</i>	public letter

### Focus Standards

Activities and assignments in Unit 2 will help your student meet the following standards for reading literature and informational texts, writing, and speaking and listening. Here are some key standards students will work toward mastering in this unit.

#### Reading

- Determine the meaning of words and phrases as they are used in the text, including figurative and connotative meanings; analyze the cumulative impact of specific word choices on meaning and tone (e.g., how the language evokes a sense of time and place; how it sets a formal or informal tone).
- Analyze how an author’s choices concerning how to structure a text, order events within it, and manipulate time create such effects as mystery, tension, or surprise.
- Determine a central idea of a text and analyze its development over the course of the text, including how it emerges and is shaped and refined by specific details; provide an objective summary of the text.
- Delineate and evaluate the argument and specific claims in a text, assessing whether the reasoning is valid and the evidence is relevant and sufficient; identify false statements and fallacious reasoning.

#### Writing

- Write arguments to support claims in an analysis of substantive topics or texts, using valid reasoning and relevant and sufficient evidence.
- Introduce precise claim(s), distinguish the claim(s) from alternate or opposing claims, and create an organization that establishes clear relationships among claim(s), counterclaims, reasons, and evidence. Write informative/explanatory texts to examine and convey ideas, concepts, and information clearly and accurately through the effective selection, organization, and analysis of content.

#### Speaking and Listening

- Evaluate a speaker’s point of view, reasoning, and use of evidence and rhetoric, identifying any fallacious reasoning or exaggerated or distorted evidence

## Highlights of Unit 3: The Literature of Civil Rights

In this unit, students will learn about the civil rights movement, considering the importance of the written and spoken word during that period of American history. Students will read a variety of texts and view media as they discuss the Essential Question for the unit: *How can words inspire change?*

### Texts

We will read some, but not all, of the following texts.

"I Have a Dream"	<i>Dr. Martin Luther King, Jr.</i>	speech
"Letter From Birmingham Jail"	<i>Dr. Martin Luther King, Jr.</i>	essay
"Remarks on the Assassination of Martin Luther King, Jr."	<i>Robert F. Kennedy</i>	media: video
"Remembering Civil Rights History: 'When Words Meant Everything'"	<i>PBS NewsHour</i>	media: newscast
"For My People"	<i>Margaret Walker</i>	poetry
"Incident"	<i>Natasha Trethewey</i>	poetry
"Lessons of Dr. Martin Luther King, Jr."	<i>Cesar Chavez</i>	speech
"Traveling"	<i>Grace Paley</i>	memoir
"Frank McCain Dies—Helped Start Sit-In Movement at Greensboro Lunch Counter"	<i>Jeff Tiberi</i>	media: newscast
"How the Children of Birmingham Changed the Civil-Rights Movement"	<i>Lottie L. Joiner</i>	news article
"Sheyann Webb"	<i>as told to Frank Sikora</i>	narrative nonfiction
"The Many Lives of Hazel Bryan"	<i>David Margolick</i>	magazine article
"Fannie Lou Hamer"	<i>BBC</i>	media: video

### Focus Standards

Activities and assignments in Unit 3 will help your student meet the following standards for reading literature and informational texts, writing, and speaking and listening. Here are some key standards students will work toward mastering in this unit.

#### Reading

- Cite strong and thorough textual evidence to support analysis of what the text says explicitly as well as inferences drawn from the text.
- Analyze how the author unfolds an analysis or series of ideas or events, including the order in which the points are made, how they are introduced and developed, and the connections that are drawn between them.
- Determine an author's point of view or purpose in a text and analyze how an author uses rhetoric to advance that point of view or purpose.
- Analyze seminal U.S. documents of historical and literary significance including how they address related themes and concepts.

#### Writing

- Introduce a topic; organize complex ideas, concepts, and information to make important connections and distinctions; include formatting (e.g., headings), graphics (e.g., figures, tables), and multimedia when useful to aiding comprehension.

- Develop the topic with well-chosen, relevant, and sufficient facts, extended definitions, concrete details, quotations, or other information and examples appropriate to the audience's knowledge of the topic.
- Establish and maintain a formal style and objective tone while attending to the norms and conventions of the discipline in which they are writing.

#### Speaking and Listening

- Integrate multiple sources of information presented in diverse media or formats (e.g., visually, quantitatively, orally) evaluating the credibility and accuracy of each source.
- Make strategic use of digital media (e.g., textual, graphical, audio, visual, and interactive elements) in presentations to enhance understanding of findings, reasoning, and evidence and to add interest.