

## Highlights of Unit 4: Star-Crossed Romances

In this unit, students will learn about tragic romances, considering the concepts of fate and personal choices. Students will read a variety of texts and view media as they discuss the Essential Question for the unit: *Do we determine our own destinies?*

### Texts

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

The Tragedy of Romeo and Juliet	<i>William Shakespeare</i>	drama
"Pyramus and Thisbe"	<i>Ovid, retold by Edith Hamilton</i>	short story
"Romeo and Juliet Is a Terrible Play..."	<i>Alyssa Rosenberg</i>	literary criticism
"In Defense of Romeo and Juliet: It's Not Childish, It's *About* Childishness"	<i>Noah Berlatsky</i>	literary criticism
"Twenty Years On: The Unfinished Lives of Bosnia's Romeo and Juliet"	<i>Gordana Sandić-Hadžihasanović</i>	journalism
"Tragic Romeo and Juliet Offers Bosnia Hope"	<i>Nic Robertson</i>	media: newscast
"Popocatepetl and Ixtlaccihuatl"	<i>Juliet Piggot Wood</i>	myth
"Annabel Lee"	<i>Edgar Allan Poe</i>	poetry
"What's the Rush?: Young Brains Cause Doomed Love"	<i>Lexi Tucker</i>	nonfiction
William Shakespeare's Romeo and Juliet	<i>artwork by Eli Neugeboren</i>	graphic novel
"If Romeo and Juliet Had Cell Phones"	<i>Misty Harris</i>	news article

### Focus Standards

Activities and assignments in Unit 4 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 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 an author draws on and transforms source material in a specific work.

#### Writing

- Write arguments to support claims in an analysis of substantive topics or texts, using valid reasoning and relevant and sufficient evidence.
- Apply grades 9–10 Reading standards to literature.

#### 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.
- Adapt speech to a variety of contexts and tasks, demonstrating command of formal English when indicated or appropriate.

## Highlights of Unit 5: Journeys of Transformation

In this unit, students will learn about life-altering journeys, considering how journeys, both external and internal, can teach us about ourselves. Students will read a variety of texts and view media as they discuss the Essential Question for the unit: *What can we learn from a journey?*

## Texts

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

from the <i>Odyssey</i> , Part 1	<i>Homer</i>	epic poem
from the <i>Odyssey</i> , Part 2	<i>Homer</i>	epic poem
from <i>The Odyssey</i>	<i>Gareth Hinds</i>	graphic novel
“Application for a Mariner’s License”	<i>United States Government</i>	functional workplace document
from “The Hero’s” Adventure”	<i>Joseph Campbell and Bill Moyers</i>	interview
“Courage”	<i>Anne Sexton</i>	poetry
“Ithaka”	<i>C. P. Cavafy</i>	poetry
from “The Narrow Road of the Interior”	<i>Matsuo Bashō</i>	poetry
“The Road Not Taken”	<i>Robert Frost</i>	poetry
“Your World”	<i>Georgia Douglas Johnson</i>	poetry
“The Ugly Duckling”	<i>Hans Christian Andersen</i>	short story
“Thirteen Epic Animal Migrations That Prove Just How Cool Mother Nature Is”	<i>Brianna Elliott</i>	media: photo essay
from <i>Wild</i>	<i>Cheryl Strayed</i>	memoir

## Focus Standards

Activities and assignments in Unit 5 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.

### Writing

- Write informative/explanatory texts to examine and convey complex ideas, concepts, and information clearly and accurately through the effective selection, organization, and analysis of content.
- Produce clear and coherent writing in which the development, organization, and style are appropriate to task, purpose, and audience.

### Speaking and Listening

- Initiate and participate effectively in a range of collaborative discussions (one-on-one, in groups, and teacher-led) with diverse partners on grades 9–10 topics, texts, and issues, building on others’ ideas and expressing their own clearly and persuasively.
- Come to discussions prepared, having read and researched material under study; explicitly draw on that preparation by referring to evidence from texts and other research on the topic or issue to stimulate a thoughtful, well-reasoned exchange of ideas.
- Work with peers to set rules for collegial discussions and decision-making (e.g., informal consensus, taking votes on key issues, presentation of Alternate views), clear goals and deadlines, and individual roles as needed.

## Highlights of Unit 6: World's End

In this unit, students will learn about doomsday scenarios, considering why we enjoy speculating about the end of the world. Students will read a variety of texts and listen to and view media as they discuss the Essential Question for the unit: *Why do we try to imagine the future?*

## Texts

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

"By the Waters of Babylon"	<i>Stephen Vincent Benét</i>	short story
"There Will Come Soft Rains"	<i>Ray Bradbury</i>	short story
"The Nuclear Tourist"	<i>George Johnson</i>	magazine article
"the beginning of the end of the world"	<i>Lucille Clifton</i>	poetry
"The Powwow at the End of the World"	<i>Sherman Alexie</i>	poetry
"A Song on the End of the World"	<i>Czeslaw Milosz</i>	poetry
"from Radiolab: War of the Worlds"	<i>NPR</i>	media: radio broadcast
"The Myth of the War of the Worlds Panic"	<i>Jefferson Pooley and Michael Socolow</i>	magazine article
"Preparedness 101: Zombie Apocalypse"	<i>Ali S. Khan</i>	government web site article
"The Secret Bunker Congress Never Used"	<i>NPR</i>	news article
"The End of the World Might Just Look Like This"	<i>Megan Gambino</i>	media: image gallery
"Fire and Ice"	<i>Robert Frost</i>	poetry
"Perhaps the World Ends Here"	<i>Joy Harjo</i>	poetry
"A Visit to the Doomsday Vault"	<i>60 Minutes</i>	media: newscast
<i>Anthem*</i>	Ayn Rand	novel

## Focus Standards

Activities and assignments in Unit 6 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 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.
- Cite textual evidence to support analysis of what the text says explicitly as well as inferences drawn from the text.
- Determine the meaning of words and phrases as they are used in a text, including figurative, connotative, and technical meanings.

### Writing

- Write narratives to develop real or imagined experiences or events using effective technique, well-chosen details, and well-structured event sequences.

- Use narrative techniques, such as dialogue, pacing, description, reflection, and multiple plot lines, to develop experiences, events, and/or characters.
- Use precise words and phrases, telling details, and sensory language to convey a vivid picture of the experiences, events, setting, and/or characters.

### 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.
- 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.