Unit Name	Unit Description
"Flowers for Algernon"	Students read literary and informational texts about knowledge and intelligence to understand what happens when humans try to manipulate the minds of others and how our understanding of intelligence has evolved over time. Students express their understanding of these ideas by exploring how authors draw on traditional stories and develop characters and themes to teach us about ourselves and others.
Sugar	Students read literary and informational texts to understand the impact that sugar production and trade had on the economic and social course of world history, including in Louisiana. Students express their understanding by exploring conflicting information about sugar through research, determining text credibility, and comparing and contrasting texts to make informed claims.
"The Tell-Tale Heart"	Students read literary and informational texts to understand the role of the narrator and point of view. Students also understand how the narrative voice of a text can blur the line between fact and fiction. Students express their understanding through writing in different points of view and examining motives and bias in various media.
Conservation	Students read various informational and literary texts about the beauty of the natural world and the duty of mankind to leave resources for future generations. Students understand and express their understanding of how the various authors use language, devices, and connections between ideas to motivate others to take up the conservation cause.
The Call of the Wild	Students read literary and informational texts about human interaction with animals and nature. They understand how authors portray animals to serve a purpose and to make a comment about human interaction with animals. Students then explore scientific and personal accounts of animal cognition to express their understanding of Jack London's portrayal of Buck and his interaction with humans in *The Call of the Wild*.

"Flowers for Algernon"

About this Unit

By the end of this unit, students will have read literary and informational texts about knowledge and intelligence. Students will examine different theories of intelligence and explore how authors draw on traditional stories and develop characters and themes to teach us about ourselves and others.

The main text students will read in this unit is "Flowers for Algernon" by Daniel Keyes about a man named Charlie. Throughout the unit, students will build their understanding about knowledge and theories of intelligence and examine how the author of "Flowers for Algernon" uses and changes ideas from other texts that came before his story, like myths and other traditional stories. At the end of this unit, students will be asked to write an argumentative essay about whether the surgery Charlie undergoes improves his life or makes his life worse.

Unit Texts

In this unit, students will read the following texts:
- "Flowers for Algernon" by Daniel Keyes
- "What's in an Inkblot? Some Say, Not Much" by Erica Goode
- "Does IQ Test Really Measure Intelligence?" by Denise Mann
- "IQ Tests are Meaningless and Too Simplistic Claim Researchers"   by Nicholas McDermott
- *Old Greek Stories: The Story of Prometheus*: "Section I: How Fire Was Given to Men" and "Section II: How Diseases and Cares Came Among Men" by James Baldwin
- *Frankenstein; or, the Modern Prometheus*, excerpts from chapter four by Mary Wollstonecraft Shelley
- *Frankenstein; or, the Modern Prometheus*, excerpts from chapter 13 by Mary Wollstonecraft Shelley
- *Charly*: "Open, Relentless Search" video by Ralph Nelson
- *Charly*: "I'd Like to Be Smarter" video by Ralph Nelson

Possible Supports

Support for Background Knowledge
Students might need extra support with the content and texts before starting the unit. Instructional videos to support students in building context about a Rorschach test, the character of Prometheus, and characterization in Frankenstein can be found here: https://learnzillion.com/wikis/125649-flowers-for-algernon-let-s-set-the-context-videos/.

Students can watch these videos on any device. Students will encounter stopping signs across the video when they should pause to complete part of a handout. Students will need a printed handout for each video which can be found on the "Additional Materials" tab.

Support for Language
- The following words and their word families are important to the unit focus. Throughout the unit, students will read these words in multiple texts and learn the meaning of them. Students should use these words in their conversations and written responses. As often as you can, you should try to work these words into your conversations with students.

- ○ intelligent, intelligence, intel, intellect, intellectual
- ○ ignorant, ignorance
- ○ capable, capacity, incapable, incapacitated
- ○ conceive, conceivable, inconceivable, concepts, conception
- ○ limit, limited, limiting, limitations
- ○ knowledge, knowledgeable, know, known, knowing
- ○ vacant, vacuous, vacancy

Support for Reading
A downloadable audio recording of "The Story of Prometheus" is available at
http://ia600801.us.archive.org/8/items/oldgreekstories_1202_librivox/oldgreekstories_03_baldwin_64kb.mp3. Section I is minutes 0:00 to 6:50. Section II is minutes 6:50 to 14:10.

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[1] to help them stay on task;
- consider creating or asking students to help you create a daily or weekly to-do list[2] to help them stay on task and understand their responsibilities each day for school and at home;
- consider visual/pictorial directions[3] 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[4] and choice boards to reinforce expectations and support communication.

Support for Writing
If students struggle to write, you should
- consider using tools such as transitions, grades 6-8, evidence sentence starters, grade 6, 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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[1] https://goalbookapp.com/toolkit/v/strategy/self-monitoring
[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

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Sugar

About this Unit

By the end of this unit, students will have read informational and literary texts to understand the positive and negative impact of the sugar industry on the world.

The main text students will read in this unit is *Sugar Changed the World* by Marc Aronson and Marina Budhos which is about the history and impact of sugar. Throughout the unit, students will build their understanding about the authors' point of view and the central ideas of the text. Students will also look at additional informational texts to see how different perspectives are presented and how the authors of *Sugar Changed the World* respond to different perspectives. At the end of this unit, students will be asked to write an argumentative essay about the authors' perspective, purpose, and response to conflicting viewpoints.

Unit Texts

In this unit, students will read the following texts:
- *Sugar Changed the World: A Story of Magic, Spice, Slavery, Freedom, and Science* by Marc Aronson and Marina Budhos
- *I is a Long-Memoried Woman*: "Sugar Cane"by Grace Nichols
- "How Sugar Changed the World" by Heather Whipps from LiveScience
- *Present*: "Sugar Cane" by Alfred Corn
- "Sugar" by Anup Shah
- *Cane Cutting Scene* by Louisiana State Museum and KnowLA, Louisiana Endowment for the Humanities
- "State of Sugar," video by This Week in Louisiana Agriculture
- Louisiana Sugarcane Farmer, video by America's Heartland

Possible Supports

Support for Background Knowledge
Students might need extra support with the content and texts before starting the unit. Instructional videos to support students in building context about the triangular slave trade, the importance of sugar in Louisiana's history, and challenges faced by the sugar industry in Louisiana can be found here:
https://learnzillion.com/wikis/159528-sugar-let-s-set-the-context-videos/.

Students can watch these videos on any device. Students will encounter stopping signs across the video when they should pause to complete part of a handout. Students will need a printed handout for each video which can be found on the "Additional Materials" tab.

Support for Language
- The following words and their word families are important to the unit focus. Throughout the unit, students will read these words in multiple texts and learn the meaning of them. Students should use these words in their conversations and written responses. As often as you can, you should try to work these words into your conversations with students.

- immigrant, immigrate, immigrated, immigration
- slave, slaved, slaving, enslave, enslaved, enslaving, enslavement
- flourish, flourished, flourisher, out flourish
- rebel, rebelled, rebelling, rebellious
- abolish, abolishing, abolished, abolishment
- liberty, liberties, liberated, liberating

Support for Reading
An audio recording of the poem "Sugar Cane" is available at https://www.poetryarchive.org/poem/sugar-cane.

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[5] to help them stay on task;
- consider creating or asking students to help you create a daily or weekly to-do list[6] to help them stay on task and understand their responsibilities each day for school and at home;
- consider visual/pictorial directions[7] 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[8] and choice boards to reinforce expectations and support communication.

Support for Writing
If students struggle to write, you should
- consider using tools such as transitions, grades 6-8, evidence sentence starters, grade 6, 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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[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

"The Tell-Tale Heart"

About this Unit

By the end of this unit, students will understand how authors use narrator and point of view to influence our perspective and understanding, write using different points of view to impact meaning, and examine bias in media sources.

The main text students will read in this unit is "The Tell-Tale Heart" by Edgar Allan Poe, which is a classic story narrated by an unidentified caretaker of an old man. The narrator argues that while the reader may think he is insane, he is actually quite sane, and then proceeds to tell the story of how he decided to kill the old man and planned to get away with the crime. Throughout the unit, students will examine the concepts of truth, perception, and reality through various unit texts. At the end of the unit, students will be asked to write a multi-paragraph essay identifying what *Monster* by Walter Dean Myers or *Nothing But the Truth* by Avi says about truth, perception, and/or reality and explain how the concept is developed in the novel.

Unit Texts

In this unit, students will read the following texts:
- "The Tell-Tale Heart" by Edgar Allan Poe
- *Nothing But the Truth* by Avi
- *Monster* by Walter Dean Myers
- *The Republic*: "The Allegory of the Cave" by Plato
- *The Things They Carried*: "Good Form" by Tim O'Brien
- "A Million Little Pieces Revisited: Can the Truth Ever Set James Frey Free?" by Daniel Honan from *Big Think*
- "Zoo" by Edward Hoch
- "The Blind Men and the Elephant" by John Godfrey Saxe
- "Narrative Point of View: Some Considerations" by John Lye from Brock University Department of English Language & Literature
- *The Treachery of Images (This is not a pipe)* by Rene Magritte
- "The Ransom of Red Chief" by O. Henry
- "Chairs," video Facebook

Possible Supports

Support for Background Knowledge
Students might need extra support with the content and texts before starting the unit. Instructional videos to support students in building context about tone and word choice, truth in media, and syntax in "The Tell-Tale Heart" can be found here: https://learnzillion.com/wikis/159511-tell-tale-heart-let-s-set-the-context-videos/.

Students can watch these videos on any device. Students will encounter stopping signs across the video when they should pause to complete part of a handout. Students will need a printed handout for each video which can be found on the "Additional Materials" tab.

Support for Language

- The following words and their word families are important to the unit focus. Throughout the unit, students will read these words in multiple texts and learn the meaning of them. Students should use these words in their conversations and written responses. As often as you can, you should try to work these words into your conversations with students.
  - narrator, narrative, narration, narrate, narrating, narrated
  - fraud, fraudulent, fraudful, anti-fraud, fraudful
  - reliable, reliably, reliability, reliableness, unreliable
  - motive, motivation, motivate, motivated, motivating, demotivate, motivator
  - fiction, fictional, nonfiction, fictionally, semifiction, fictitious, fictive

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

Support for Writing

If students struggle to write, you should

- consider using tools such as transitions, grades 6-8, evidence sentence starters, grade 6, 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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[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

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Conservation

About this Unit

By the end of this unit, students will have read literary and informational texts about the beauty of the natural world and the duty of mankind to leave resources for future generations. Students will evaluate how the various authors use language, devices, and connections between ideas to motivate others to take up the conservation cause.

The main text students will read in this unit is "Conservation as a National Duty" by President Theodore Roosevelt. "Conservation as a National Duty" is a speech that President Roosevelt gave on May 12, 1908, at a White House conference of governors. Throughout this unit, students will build their understanding and knowledge about conservation by reading and evaluating nonfiction and literary texts, using multiple sources to build an argument, and evaluating how texts and language influence individuals. At the end of this unit, students will be asked to write a multi-paragraph essay about the connections Roosevelt makes between conservation and the progress, patriotism and morality of the American people.

Unit Texts

In this unit, students will read the following texts:
- "Conservation as a National Duty" by Theodore Roosevelt
- "Theodore Roosevelt and Conservation" by National Park Service
- "The Conservationist" by Theodore Roosevelt Association
- *The Life and Letters of John Muir*: "The Calypso Borealis" edited by William Frederic Badè
- "Autumntime" by A. Lentini
- "Requiem for a Nest" by Wanda Coleman
- "Birdfoot's Grampa" by Joseph Bruchac
- "American Flamingo" by Greg Pape
- "Bookstand: Audubon's Birds and Words" by Thomas Uskali from Louisiana Cultural Vistas
- "John James Audubon and the Natural World" by Louisiana Cultural Vistas
- *The Mountain Trail and Its Message*: "A Parable of Sauntering" by Albert W. Palmer
- *Roosevelt, Friend of the Birds*: "Part 1" video by Roosevelt Memorial Association Library
- *Roosevelt, Friend of the Birds*, "Part 2" video by Roosevelt Memorial Association Library

Possible Supports

Support for Background Knowledge
Students might need extra support with the content and texts before starting the unit. Instructional videos to support students in building context about President Theodore Roosevelt, persuasion and rhetorical appeals, and conservationism and environmentalism can be found here:
https://learnzillion.com/wikis/171095-conservation-let-s-set-the-context-videos/.

Students can watch these videos on any device. Students will encounter stopping signs across the video when they should pause to complete part of a handout. Students will need a printed handout for each video which can be found on the "Additional Materials" tab.

Support for Language
- The following words and their word families are important to the unit focus. Throughout the unit, students will read these words in multiple texts and learn the meaning of them. Students should use these words in their conversations and written responses. As often as you can, you should try to work these words into your conversations with students.
  - conservation, conserve, conservationist, conserving, conserved, conserver, self-conserving, conservable
  - environment, environmental, environmentalist, environs, environmentally
  - nature, natural, naturalist, naturalism, naturalized, naturality, naturalization, naturally
  - sustainability, sustain, sustainable, sustainment, nonsustained
  - reserve, reservation, reserving, reserved, reserves, reservable
  - preservation, preservationist, preserve, preserves, preserved, preserving, preservationism, preservative, preserver

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[13] to help them stay on task;
- consider creating or asking students to help you create a daily or weekly to-do list[14] to help them stay on task and understand their responsibilities each day for school and at home;
- consider visual/pictorial directions[15] 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[16] and choice boards to reinforce expectations and support communication.

Support for Writing
If students struggle to write, you should
- consider using tools such as transitions, grades 6-8, evidence sentence starters, grade 6, 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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[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

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The Call of the Wild

About this Unit

By the end of this unit, students will have read literary and informational texts about human interaction with animals and nature to understand how authors portray animals to make a comment about human nature. Students will also explore scientific and personal accounts of animal cognition to express our understanding of Jack London's portrayal of Buck and his interaction with humans in *The Call of the Wild*.

The main text students will read in this unit is *The Call of the Wild* by Jack London, which is an adventure fiction novel about Buck, a pampered family dog who is stolen and shipped to Alaska to be a sled dog during the gold rush of the 1890s. Throughout the unit, students will read and answer questions about a human's interaction with animals and will synthesize ideas across fiction and nonfiction texts to write an argumentative essay about whether Jack London was a "nature faker." At the end of this unit, students will write a literary analysis about the central idea explored in *The Call of the Wild* about humans' treatment of animals.

Unit Texts

In this unit, students will read the following texts:
- *The Call of the Wild* by Jack London
- *How Smart are Animals?*: "How Smart are Dogs?" and "How Smart are Dolphins?" by PBS
- "Minds of Their Own: Animals are Smarter Than You Think": "Animal Minds", paragraphs 1-4, 21-37, and 48-54 Virginia Morell from National Geographic, March 2008
- "To Build a Fire"   by Jack London
- "The Other Animals", excerpts by Jack London
- *The Ways of Nature*: "Do Animals Think and Reflect", pages 152-155, 162, and 169-170 by John Burroughs (October 1905)

Possible Supports

Support for Background Knowledge
Students might need extra support with the content and texts before starting the unit. Instructional videos to support students in building context about the Klondike Gold Rush, dog sledding, and the climate and geography of *Call of the Wild* can be found here: https://learnzillion.com/wikis/136651-call-of-the-wild-let-s-set-the-context-videos/.

Students can watch these videos on any device. Students will encounter stopping signs across the video when they should pause to complete part of a handout. Students will need a printed handout for each video which can be found on the "Additional Materials" tab.

Support for Language
- The following words and their word families are important to the unit focus. Throughout the unit, students will read these words in multiple texts and learn the meaning of them. Students should use these words in their conversations and written responses. As often as you can, you should try to work these words into your conversations with students.

- ○ instinct, instinctive, instinctively, instincts
- ○ cun, cunning, cunningly, cunningness, overcunning
- ○ adapt, adapted, adapting, adaptive, adaptable, adaptedness, readapt
- ○ intel, intelligence, intelligent, hyperintelligence, nonintelligence
- ○ toil, toiling, toiled, toiler, untoiling
- ○ ancestor, ancestry, ancestors

Support for Reading

An audio recording of *The Call of the Wild* is available at https://librivox.org/call-of-the-wild-by-jack-london/.

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[17] to help them stay on task;
- consider creating or asking students to help you create a daily or weekly to-do list[18] to help them stay on task and understand their responsibilities each day for school and at home;
- consider visual/pictorial directions[19] 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[20] and choice boards to reinforce expectations and support communication.

Support for Writing

If students struggle to write, you should
- consider using tools such as transitions, grades 6-8, evidence sentence starters, grade 6, 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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[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