

5 - Research & Synthesis: Effecting Change in the World

Content Area: **ELA**
Course(s): **CP English 9**
Time Period: **Marking Period 4**
Length: **4 weeks**
Status: **Published**

Course Pacing Guide

CP English 9 introduces students to a variety of literary genres but, more importantly, depicts the ways individuals struggle to fight injustices in society, which inspires us to do the same.

This final unit will encourage students to concentrate on one conflict or theme we explored in English 9 OR in their Global Issues course. They will first reflect on what they know about the conflict or theme so far and make connections among the works we have read. They will then learn how to navigate our library databases to find appropriate research and learn how to develop an annotated bibliography. From there, we will be crafting final projects that synthesize their research and are focused on solutions to the conflicts they researched. If time permits, we will be sharing these final projects with our classmates. This unit will be approximately 4 weeks.

Name of Unit

MP

of Weeks

Conformity/Non-Conformity	1	3
The Courage to Fight Injustice	1	6-7
The Loss of Innocence (TCITR Focus)	2	7-8
The Loss of Innocence (R & J Focus)	3	7-8
Defining a Hero	3-4	7
Research & Synthesis: Effecting Change in the World (Non-Fiction)	4	4

Unit Overview

In the final unit of the year, students will read and discuss a variety of nonfiction texts that directly address problems in society (war, racism, inequality) and construct a service-learning project that will effect change in the world.

Enduring Understandings

- Reading nonfiction is essential for being a well-informed citizen with a depth of understanding of current events and issues. Reading fiction enables us to step into imagined lands and perspectives in a rich and ideally transformative manner.
- Individuals can make a difference in a world and help bring about social change

Essential Questions

What are some of the biggest challenges facing our country and our world?

What are the historical/social forces at play that created these problems?

What can high school students do to help fix or alleviate these problems?

New Jersey Student Learning Standards (No CCS)

LA.RL.9-10.1	Cite strong and thorough textual evidence and make relevant connections to support analysis of what the text says explicitly as well as inferentially, including determining where the text leaves matters uncertain.
LA.RL.9-10.3	Analyze how complex characters (e.g., those with multiple or conflicting motivations) develop over the course of a text, interact with other characters, and advance the plot or develop the theme.
LA.RL.9-10.4	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).
LA.RI.9-10.1	Accurately cite strong and thorough textual evidence, (e.g., via discussion, written response, etc.) and make relevant connections, to support analysis of what the text says explicitly as well as inferentially, including determining where the text leaves matters uncertain.
LA.RI.9-10.3	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.
LA.RI.9-10.8	Describe 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 reasoning.
LA.RI.9-10.10a	By the end of grade 9, read and comprehend literary nonfiction at grade level text-complexity or above with scaffolding as needed.
LA.SL.9-10.1	Initiate and participate effectively in a range of collaborative discussions (one-on-one, in groups, and teacher-led) with peers on grades 9–10 topics, texts, and issues, building on others’ ideas and expressing their own clearly and persuasively.
LA.SL.9-10.1.A	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.
LA.SL.9-10.1.B	Collaborate with peers to set rules for discussions (e.g., informal consensus, taking votes on key issues, presentation of alternate views); develop clear goals and assessment criteria (e.g., student developed rubric) and assign individual roles as needed.
LA.SL.9-10.1.C	Propel conversations by posing and responding to questions that relate the current discussion to broader themes or larger ideas; actively incorporate others into the discussion; and clarify, verify, or challenge ideas and conclusions.
LA.SL.9-10.1.D	Respond thoughtfully to various perspectives, summarize points of agreement and disagreement, and justify own views. Make new connections in light of the evidence and reasoning presented.
LA.L.9-10.4	Determine or clarify the meaning of unknown and multiple-meaning words and phrases based on grades 9–10 reading and content, choosing flexibly from a range of strategies.
SOC.9-12.1.1.1	Compare present and past events to evaluate the consequences of past decisions and to apply lessons learned.

Amistad Integration

In this unit, we explore Cedric Jennings's story, a non-fiction text written by journalist Ron Suskind. Cedric is an African American teenager who overcomes obstacles to achieve his dream of an elite collegiate education. Additionally, the nonfiction book *Friday Night Lights* is offered as an option, a book that deals heavily in racism, the legacy of Jim Crow, and the disregard of African-American athletes by community members and school officials.

LA.RL.9-10.1	Cite strong and thorough textual evidence and make relevant connections to support analysis of what the text says explicitly as well as inferentially, including determining where the text leaves matters uncertain.
LA.RL.9-10.2	Determine a theme or central idea of a text and analyze in detail its development over the course of the text, including how it emerges and is shaped and refined by specific details and provide an objective summary of the text.
LA.RI.9-10.10a	By the end of grade 9, read and comprehend literary nonfiction at grade level text-complexity or above with scaffolding as needed.
LA.W.9-10.9.B	Apply grades 9–10 Reading standards to nonfiction informational (e.g., “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”).
LA.SL.9-10.1.A	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.
LA.SL.9-10.1.B	Collaborate with peers to set rules for discussions (e.g., informal consensus, taking votes on key issues, presentation of alternate views); develop clear goals and assessment

criteria (e.g., student developed rubric) and assign individual roles as needed.

Holocaust/Genocide Education

SOC.9-12.1.1.1	Compare present and past events to evaluate the consequences of past decisions and to apply lessons learned.
SOC.9-12.1.2.1	Construct various forms of geographic representations to show the spatial patterns of physical and human phenomena.
SOC.9-12.1.2.2	Relate current events to the physical and human characteristics of places and regions.
SOC.9-12.1.3.3	Gather relevant information from multiple sources representing a wide range of views (including historians and experts) while using the date, context, and corroborative value of the sources to guide the selection.
SOC.9-12.1.4.1	Take a position on a current public policy issue and support it with historical evidence, reasoning, and constitutional analysis in a written and/or oral format.

Interdisciplinary Connections

In this unit, students are researching non-fiction topics including, but not limited to, inner city education, classism and racism. If students select the non-fiction text *Hiroshima*, that is intimately connected to World and American History since it deals with the conclusion of World War II and its aftermath in Japan. *I am Malala* is a non-fiction text that focuses on Pakistan and women's rights in the Middle East. This text would also connect to topics students learn in Global Issues, such as an understanding of Islam, which is the religion Malala and her family practices.

Students present to each other and their final written assessment requires them to reflect on a research/service learning project they created with a small group.

SOC.9-12.1.1.2	Analyze how change occurs through time due to shifting values and beliefs as well as technological advancements and changes in the political and economic landscape.
SOC.9-12.1.3.3	Gather relevant information from multiple sources representing a wide range of views (including historians and experts) while using the date, context, and corroborative value of the sources to guide the selection.
SOC.9-12.1.4.1	Take a position on a current public policy issue and support it with historical evidence, reasoning, and constitutional analysis in a written and/or oral format.
SOC.9-12.1.4.2	Demonstrate effective presentation skills by presenting information in a clear, concise, and well-organized manner taking into consideration appropriate use of language for task and audience.

Technology Standards

TECH.8.1.12.B.CS2	Create original works as a means of personal or group expression.
TECH.8.1.12.E.CS1	Plan strategies to guide inquiry.
TECH.8.1.12.E.CS2	Locate, organize, analyze, evaluate, synthesize, and ethically use information from a variety of sources and media.

TECH.8.1.12.E.CS3	Evaluate and select information sources and digital tools based on the appropriateness for specific tasks.
TECH.8.1.12.E.CS4	Process data and report results.

21st Century Themes/Careers

CAEP.9.2.12.C.1	Review career goals and determine steps necessary for attainment.
CAEP.9.2.12.C.4	Analyze how economic conditions and societal changes influence employment trends and future education.
CAEP.9.2.12.C.9	Analyze the correlation between personal and financial behavior and employability.

Financial Literacy Integration

There are a couple of books in this non-fiction unit that address financial literacy. *A Hope in the Unseen* follows the story of Cedric Jennings. Cedric and his mother's poverty in a crime-ridden section of Washington, D.C. is an immense challenge that he tries to overcome as he seeks admission to a prestigious university. The author, Ron Suskind, also explains how difficult it is for those who are in poverty to try to escape it. He explains about Rent-A-Center and how the eviction process works, both of which set Barbara Jennings behind time and again. There is also the implicit connection to wealth and school performance (and conversely, poverty and poor school performance).

In *The Price of Admission* Daniel Golden analyzes how wealth, fame, athletics and legacy admissions disproportionately improve the chances of some applicants over others. In athletics, for example, the sports that are accessible to the wealthiest people (i.e. horseback riding, squash, crew and polo) are a way for a less qualified candidate to gain admission. Children who are born into wealthy families have an advantage when those wealthy parents donate large sums to the universities' endowment funds. Further, if a student comes from a family of alumni, there is an inherited advantage. It is reasonable to assume that alumni of these prestigious universities have some amount of wealth since they could afford to attend the university in the first place.

PFL.9.1.12.A.3	Analyze the relationship between various careers and personal earning goals.
PFL.9.1.12.A.5	Analyze how the economic, social, and political conditions of a time period can affect the labor market.
PFL.9.1.12.A.7	Analyze and critique various sources of income and available resources (e.g., financial assets, property, and transfer payments) and how they may substitute for earned income.
PFL.9.1.12.A.9	Analyze how personal and cultural values impact spending and other financial decisions.
PFL.9.1.12.D.9	Relate savings and investment results to achievement of financial goals.
PFL.9.1.12.E.4	Evaluate how media, bias, purpose, and validity affect the prioritization of consumer decisions and spending.

Instructional Strategies & Learning Activities

Nonfiction Unit

- Regular reading assignments where students are responsible for completing organizers that prompt

them for plot summary, reactions, connections, and new vocabulary.

- Group discussions and presentations to the class for each section of reading.
- Formal presentations when the entire book is completed.
- Read excerpts and activities and discussions of an 'anchor' nonfiction text.

Differentiated Instruction

- Meaningful Student Voice & Choice (students get to choose their non-fiction text)
- Relationship-Building & Team-Building
- Self-Directed Learning
- LMS use [i.e. Canvas]
- Grouping
- Rubrics
- Learning Through Workstations
- Concept Attainment
- Assessment Design & Backwards Planning
- Student Interest & Inventory Data
- access to audiobooks

Formative Assessments

Reading annotations (Annotated bibliography development)

Non-fiction packet on evaluating sources and identifying accurate scholarship

Reflection writing (What do you already know? What are you curious about? Which resources may help you answer those questions?)

Summative Assessment

- Service learning project. Students will work in groups to research a social problem featured in their book and to come up with a project that directly engages with that issue. It could raise awareness or money for a cause and lobby for a change in policy/legislation. That ultimate idea is for the students to take the lead in reaching in audience beyond the classroom and actually making the world a better place through their efforts.
- Annotated Bibliography

Benchmark Assessments

Vocabulary quizzes

Alternate Assessments

Students in Resource English 9 will be given articles that are adapted by Newsela based on their reading levels as opposed to using washingtonpost.com or nytimes.com. In addition, *I am Malala* is available in a Young Readers' Edition, which is more accessible for our students who are struggling readers. It also has a glossary, map and pictures, which makes the topic more understandable for all learners.

Resources & Technology

Student chromebooks

NoodleTools to assist with Annotated Bibliography

HMHS library databases to assist with research (ie EBSCOhost, JSTOR, Academic Search Premier, etc.)

BOE Approved Texts

A Hope in the Unseen by Ron Suskind

The Price of Admission by Daniel Golden

Hiroshima by John Hersey

Friday Night Lights by Buzz Bissinger

The Overachievers by Alexandra Robbins

I Am Malala by Malala Yousafzai [this book has been moved to summer reading]

Closure

- Gallery Walk - On chart paper, small groups of students write and draw what they learned. After the completed works are attached to the classroom walls, others students affix post-its to the posters to extend on the ideas, add questions.
- Sequence It - create timelines of major events discussed
- Low-Stakes Quizzes - Give a short quiz using technologies like Kahoot or a Google form.
- Have students write down three quiz questions (to ask at the beginning of the next class).
- Ask a question. Give students ten seconds to confer with peers before you call on a random student to answer. Repeat.
- Have kids orally describe a concept, procedure, or skill in terms so simple that a child in first grade would get it.
- Direct kids to raise their hands if they can answer your questions. Classmates agree (thumbs up) or disagree (thumbs down) with the response.
- Have kids create a cheat sheet of information that would be useful for a quiz on the day's topic.
- Kids write notes to peers describing what they learned from them during class discussions.
- Ask students to summarize the main idea in under 60 seconds to another student acting as a well-known personality who works in your discipline. After summarizing, students should identify why the famous person might find the idea significant.
- Ask students to write what they learned, and any lingering questions on an "exit ticket". Before they leave class, have them put their exit tickets in a folder or bin labeled either "Got It," "More Practice, Please," or "I Need Some Help!"

ELL

- Alternate Responses
- Advance Notes
- Extended Time
- Teacher Modeling
- Simplified Written and Verbal Instructions
- Frequent Breaks
- E-Dictionaries
- Google Translate
- Audio books
- Larger sized font
- Extra white space
- Consult with ELL teacher for further strategies and information

Special Education

- Shorten assignments to focus on mastery of key concepts.
- Evaluate the classroom structure against the student's needs (flexible structure, firm limits, etc.).
- Keep workspaces clear of unrelated materials.
- Keep the classroom quiet during intense learning times.
- Seat the student close to the teacher or a positive role model and away from distractions
- Provide an unobstructed view of the chalkboard, teacher, movie screen, etc.
- Keep extra supplies of classroom materials (pencils, books) on hand.
- Maintain adequate space between desks.
- Give directions in small steps and in as few words as possible.
- Number and sequence the steps in a task.
- Have student repeat the directions for a task.
- Provide visual aids.
- Go over directions orally.
- Provide a vocabulary list with definitions.
- Grade spelling separately from content.
- Show a model of the end product of directions (e.g., a completed math problem or finished quiz).
- Stand near the student when giving directions or presenting a lesson.
- Mark the correct answers rather than the incorrect ones.
- Permit a student to rework mistakes for a better grade.
- Average grades out when assignments are reworked, or grade on corrected work.
- Abridged/modified newspaper articles using newsela.com
- Increased white space
- Larger font
- reduction in vocabulary assessment

504

- preferential seating
- extended time on tests and assignments
- reduced homework or classwork
- verbal, visual, or technology aids
- modified textbooks or audio-video materials
- behavior management support
- adjusted class schedules or grading
- verbal testing
- excused lateness, absence, or missed classwork
- pre-approved nurse's office visits and/or visits for school-based counseling services
- consult with student's guidance counselor

At Risk

- Have student restate information
- Provision of notes or outlines
- Concrete examples
- Use of a study carrel
- Assistance in maintaining uncluttered space
- Weekly home-school communication tools (notebook, daily log, phone calls or email messages)
- Peer or scribe note-taking
- No penalty for spelling errors or sloppy handwriting
- Follow a routine/schedule
- Teach time management skills
- Verbal and visual cues regarding directions and staying on task
- Adjusted assignment timelines
- Visual daily schedule
- Immediate feedback
- Work-in-progress check
- Pace long-term projects
- Preview test procedures
- Film or video supplements as a resource in addition to reading text
- Pass/no pass option
- Cue/model expected behavior
- Use de-escalating strategies
- Use peer supports and mentoring
- Chart progress and maintain data
- consult with I&RS team

Gifted and Talented

- Offer the Most Difficult First
- Pretest for Volunteers
- Offer choice
- Speak to Student Interests
- Allow G/T students to work together
- Tiered learning
- Focus on effort and practice
- Encourage risk taking
- Consult with Accel teachers for G/T strategies