# Unit 6: Research-Based Expository Writing "Feature Articles"

Content Area: **Language Arts Literacy**
Course(s): **English 10 Honors**
Time Period: **Marking Period 3**
Length: **10 Blocks**
Status: **Published**

## Course Description

Credits: 5

Prerequisite: 85 in English 9 Honors OR 91 in English 9 CP with teacher recommendation

Grade: 10 This course is designed for the student who has developed an exceptional proficiency in critical reading and thinking as well as advanced writing skills. The literary content of this course is predominantly derived from American literature and connected non-fiction. Quantity and sophistication of selections surpasses that which is called for in the English 10 CP course. Students will study authors such as Benjamin Franklin, Nathaniel Hawthorne, Edgar Allan Poe, Kate Chopin, David Grann, and Herman Melville. Students will do a significant amount of reading independently; in addition, the writing is extensive and more sophisticated. Several research papers and/or problem-based research projects using The BIG6 information literacy model and MLA format is required.

## Unit Description

**Stage 1-- Desired Results**

**Unit Purpose:** The purpose of Unit 6: Research-Based Expository Writing *Feature Articles* is complete the research process to create a feature article. Feature articles are research-based timeless human interest stories. Students will engage in the writing process by gathering ideas from various informational sources, reading mentor critical reviews, collecting and implementing craft moves from professional authors, writing independently, and revising both independently and with peers. Students will self-select topics. Throughout the unit, students will demonstrate application of standards through individual conferences and drafting. By the end of the unit, students will demonstrate application of the standards through a final feature article.

**Established Goals:**

**New Jersey Student Learning Standards:** English Language Arts Grades 9 and 10

**Unit Purpose:**

"Guides are the big sister of the 'how to' piece so many of our students compose in elementary school. These guides — often informal and casual in tone — pack a punch in the streamlined information they provide. The mentor texts ... run the gamut and show the sheer variety of writing in this genre: guides to places, guides to completing simple tasks, visual guides that lean toward the world of infographics. Every student can write a guide to something" - Rebekah

O'Dell, *Moving Writers* blog

In Honors English 9, students will write "how to"/ guides-- expository writing supported by research intended to inform their audience on a topic of choice. Inspired by Machetti & O'Dell's *Moving Writer's* blog, the purpose of this unit is to apply the NJSLS Writing information skills while also considering the purpose of "how to"/ guides to read information widely and convey to an audience a synthesis of the best outside information.

Students will expand upon their knowldge of writing a “how to” guide by writing a feature article. As Gallagher wrote in Write Like This: Teaching Real-World Writing Through Modeling & Mentor Texts we need to answer the question - “What kind of writing do we want our studetns to be doing 10, 20, or even 30 years from now?” In his scenerio he describes a former studtn asking their high school English teacher if they saw their article in the Los Angeles Times.

Students will engage in the writing process by gathering ideas from various informational sources, reading mentor feature articles, collecting and implementing craft moves from professional authors, writing independently, and revising both independently and with peers. Students will self-select topics. Throughout the unit, students will demonstrate application of standards through individual conferences and drafting. By the end of the unit, students will demonstrate application of the standards through a final feature article

**New Jersey Student Learning Standards:** English Language Arts Grades 9 and 10

**Explicit:**

W.9-10.2. 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.

A. 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.

B. 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.

C. Use appropriate and varied transitions to link the major sections of the text, create cohesion, and clarify the relationships among complex ideas and concepts.

D. Use precise language and domain-specific vocabulary to manage the complexity of the topic.

E. Establish and maintain a style and tone appropriate to the audience and purpose (e.g. formal and objective for academic writing) while attending to the norms and conventions of the discipline in which they are writing.

F. Provide a concluding paragraph or section that supports the information or explanation presented (e.g., articulating implications or the significance of the topic).

W.9-10.4. Produce clear and coherent writing in which the development, organization, and style are appropriate to task, purpose, and audience. (Grade-specific expectations for writing types are defined in standards 1–3 above.)

W.9-10.5. Develop and strengthen writing as needed by planning, revising, editing, rewriting, trying a new approach, or consulting a style manual (such as MLA or APA Style), focusing on addressing what is most significant for a specific purpose and audience.

W.9-10.6. Use technology, including the Internet, to produce, share, and update individual or shared writing products, taking advantage of technology's capacity to link to other information and to display information flexibly and dynamically.

W.9-10.7. Conduct short as well as more sustained research projects to answer a question (including a self-generated 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.

W.9-10.8. Gather relevant information from multiple authoritative print and digital sources, using advanced searches effectively; assess the usefulness of each source in answering the research question; integrate information into the text selectively to maintain the flow of ideas, avoiding plagiarism and following a standard format for citation (MLA or APA Style Manuals).

W.9-10.9. Draw evidence from literary or nonfiction informational texts to support analysis, reflection, and research.

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").

SL.9-10.2. Integrate multiple sources of information presented in diverse media or formats (e.g., visually, quantitatively, qualitatively, orally) evaluating the credibility and accuracy of each source.

SL.9-10.4. Present information, findings, and supporting evidence clearly, concisely, and logically. The content, organization, development, and style are appropriate to task, purpose, and audience.

SL.9-10.5. Make strategic use of digital media (e.g., textual, graphical, audio, visual, and interactive elements) in presentations to enhance findings, reasoning, and evidence and to add interest.

SL.9-10.6. Adapt speech to a variety of contexts and tasks, demonstrating command of formal English.

**Implicit:**

W.9-10.10. Write routinely over extended time frames (time for research, reflection, and revision) and shorter time frames (a single sitting or a day or two) for a range of tasks, purposes, and audiences.

L.9-10.1. Demonstrate command of the conventions of standard English grammar and usage when writing or speaking.

Use parallel structure.

Use various types of phrases (noun, verb, adjectival, adverbial, participial, prepositional, absolute) and clauses (independent, dependent; noun, relative, adverbial) to convey specific meanings and add variety and interest to writing or presentations.

L.9-10.2. Demonstrate command of the conventions of standard English capitalization, punctuation, and spelling when writing.

Use a semicolon (and perhaps a conjunctive adverb) to link two or more closely related independent clauses.

Use a colon to introduce a list or quotation.

Spell correctly.

Knowledge of Language

L.9-10.3. Apply knowledge of language to make effective choices for meaning, or style, and to comprehend more fully when reading, writing, speaking or listening.

Vary word choice and sentence structure to demonstrate an understanding of the influence of language.

**Understandings:**

**Students will understand that…**

-Informational writing conveys complex ideas

through selection, organization, and analysis of content

-Informational writers avoid personal bias

-Informational writing contains unique norms and conventions to set it apart from other types of writing

-Feature articles involve human emotions.
-Feature articles combine different types of writing.
-Organization is key in the research process.

**Essential Questions:**

-How do ethics impact the reporting/writing of a feature article?
-What is a 'code of conduct' for journalists?

-How does the writing process affect a completed piece?

-To what extent do informational writers remove personal opinion from their writing?

-How can I use organizational techniques to present information logically and clearly?

-How do I gather relevant and sufficient evidence to convey information?

**Students will know…**

-The components of a feature article.
-The writing process.
-How to combine informational, narrative, and argumentative writing.

-The norms and conventions of informational writing mode

-Text features to organize writing

-How to gather and assess relevant and sufficient details

-How to use precise language and domain-specific vocabulary to convey an appropriate tone and style, and to inform audience

-Write a powerful conclusion

**Students will be able to…**

-Distinguish between facts and opinions by summarizing data; detecting bias, stereotypes and clichés; and recognizing unstated assumptions.
-Recognize issues of sensitivity (racism, sexism, social class injustice, etc.).
-Understand the reporting process.
-Interview with knowledge and depth.

## Stage 2 -- Assessment Evidence

**Summative Assessments:**

Feature Article

Writing On-Demand Skills Assessment

**Formative Assessments:**

Quizzes (3 "Minor" Assessments)- Demonstration of explicitly-taught skills through quizzes

Writer's's Notebook (5 "Homework" student-selected entries) - Five entries over the course of the unit in which writing skills are explored.

## Stage 3 -- Learning Plan

**Learning Activities:**

-Introduce the standards, essential questions, assessment evidence and corresponding rubrics, and calendar of lessons to students.
-Execute standards-based mini-lessons to develop skills and strategies.
-Collaborate with assigned partners.
-Experience activities where speaking and listening skills are used during interviews.
-Confer individually with teacher and peers.

**Mini-Lessons**

-Brainstorm ideas for topic selection
-Use mentor texts to guide formatting
-Creating a good hook/concluding statement
-Interviewing techniques
-Feature article components
-Hyper-linking/citing sources
-Proofreading/checking for accuracy

**Resources**

All student selected choices available through classroom library, school or public library, or bought buy student.

**Potential Works of Study:**

"Punched Out: The Life and Death of a Hockey Enforcer" John Branch

"How a Beach Community Became a Deathtrap" Joseph Goldstein and Kirk Semple

"A Most American Terrorist: The Making of Dylan Roof" Rachel Kaadzi Ghansah

"The Wreck of the Lady Mary" Amy Ellis Nutt

"Girl in the Window" Lane DeGregory

**SAT Connection:**

Command of Evidence, *The Official SAT Study Guide,* p. 55

Words in Context, *The Official SAT Study Guide,* p. 61

Reading Information, *The Official SAT Study Guide,* p. 73

Reading Synthesis, *The Official SAT Study Guide,* p. 87

Writing & Language, *The Official SAT Study Guide,* p. 135-154

**Vocabulary:**

*Students self-select words, keeping a running vocabulary collection in their reader's/writer's notebook

## CONSIDERATIONS FOR DIVERSE LEARNERS

**Accommodations and Modifications:**

**Students with Disabilities, English Language Learners,**

**Students at Risk of Failure, Students with 504s, Gifted & Talented Students**

Strategies and Practices that Support Students with Disabilities:

- Use of visual and multisensory formats
- Use of assisted technology
- Use of prompts
- Modification of content and student products
- Testing accommodations
- Authentic assessments
- Small group/One to one
- Additional time
- Review of directions
- Student restates information
- Space for movement or breaks
- Extra visual and verbal cues and prompts
- Preferential seating
- Follow a routine/schedule
- Rest breaks
- Verbal and visual cues regarding directions and staying on task
- Checklists
- Immediate feedback

Strategies and Practices that Support Gifted & Talented Students:

- Adjusting the pace of lessons
- Curriculum compacting
- Inquiry-based instruction
- Independent study

- Higher-order thinking skills
- Interest-based content
- Student-driven instruction
- Real-world problems and scenarios
- Problem-based learning
- Interest-based research
- Authentic problem-solving

Strategies and Practices that Support English Language Learners:

- Pre-teaching of vocabulary and concepts
- Personal vocabulary
- Text-to-speech
- Simplified instructions
- Visual learning, including graphic organizers
- Use of cognates to increase comprehension
- Teacher modeling
- Pairing students with beginning English language skills with students who have more advanced English language skills
- Scaffolding
- Word walls
- Sentence frames
- Think-pair-share
- Cooperative learning groups

Strategies and Practices that Support At-Risk Students:

- Guided notes and/or scaffold outline for written assignments
- Guided reading

- Introduce key vocabulary before the lesson
- Work in a small group
- The lesson taught again using a differentiated approach
- Allow answers to be given orally or dictated
- Use visuals / Anchor Charts
- Leveled texts according to ability
- Choice Boards
- Literature circles
- Project-based learning
- Graphic organizers
- Choice books
- Mini-Workshops  to reteach or extend
- Jigsaw
- Goal-setting with students
- Use of a reading buddy
- Exploration based on interest

Strategies and Practices that Support Students with 504 Plans:

- Follow all the 504 plan modifications
- Text-to-speech/audio-recorded selections
- Amplification system as needed
- Leveled texts according to ability
- Fine motor skill stations embedded in rotation as needed
- Modified or constrained spelling word lists
- Provide anchor charts with high-frequency words and phonemic patterns

## Standards

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| LA.RI.9-10.2 | Determine a central idea of a text and analyze how it is developed and refined by specific details; provide an objective summary of the text. |
| 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.9-10.5 | Analyze in detail how an author's ideas or claims are developed and refined by particular sentences, paragraphs, or larger portions of a text (e.g., a section or chapter). |
| LA.RI.9-10.6 | Determine an author's point of view or purpose in a text and analyze how an author uses rhetorical devices to advance that point of view or purpose. |
| LA.RI.9-10.7 | Analyze various perspectives as presented in different mediums (e.g., a person's life story in both print and multimedia), determining which details are emphasized in each account. |
| 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.9-10.9 | Analyze and reflect on (e.g., practical knowledge, historical/cultural context, and background knowledge) documents of historical and literary significance, (e.g., Washington's Farewell Address the Gettysburg Address, Roosevelt's Four Freedoms speech, King's "Letter from Birmingham Jail", Declaration of the Rights of Man and Citizen, U.N. Universal Declaration of Human Rights, etc.), including how they relate in terms of themes and significant concepts. |
| LA.W.9-10.1.A | 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. |
| LA.W.9-10.1.B | Develop claim(s) and counterclaims avoiding common logical fallacies, propaganda devices, and using sound reasoning, supplying evidence for each while pointing out the strengths and limitations of both in a manner that anticipates the audience's knowledge level and concerns. |
| LA.W.9-10.1.C | Use transitions (e.g., words, phrases, clauses) to link the major sections of the text, create cohesion, and clarify the relationships between claim(s) and reasons, between reasons and evidence, and between claim(s) and counterclaims. |
| LA.W.9-10.1.D | Establish and maintain a style and tone appropriate to the audience and purpose (e.g., formal and objective for academic writing) while attending to the norms and conventions of the discipline in which they are writing. |
| LA.W.9-10.1.E | Provide a concluding paragraph or section that supports the argument presented. |
| LA.W.9-10.2 | 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. |
| LA.W.9-10.2.A | 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. |
| LA.W.9-10.2.C | Use appropriate and varied transitions to link the major sections of the text, create cohesion, and clarify the relationships among complex ideas and concepts. |
| LA.W.9-10.2.D | Use precise language and domain-specific vocabulary to manage the complexity of the topic. |
| LA.W.9-10.2.E | Establish and maintain a style and tone appropriate to the audience and purpose (e.g., formal and objective for academic writing) while attending to the norms and conventions of the discipline in which they are writing. |
| LA.W.9-10.2.F | Provide a concluding paragraph or section that supports the information or explanation presented (e.g., articulating implications or the significance of the topic). |

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| LA.W.9-10.3.A | Engage and orient the reader by setting out a problem, situation, or observation, establishing one or multiple point(s) of view, and introducing a narrator and/or characters; create a smooth progression of experiences or events. |
| LA.W.9-10.3.B | Use narrative techniques, such as dialogue, pacing, description, reflection, and multiple plot lines, to develop experiences, events, and/or characters. |
| LA.W.9-10.3.D | Use precise words and phrases, telling details, and sensory language to convey a vivid picture of the experiences, events, setting, and/or characters. |
| LA.W.9-10.3.E | Provide a conclusion that follows from and reflects on what is experienced, observed, or resolved over the course of the narrative. |
| LA.W.9-10.4 | Produce clear and coherent writing in which the development, organization, and style are appropriate to task, purpose, and audience. (Grade-specific expectations for writing types are defined in standards 1–3 above.) |
| LA.W.9-10.6 | Use technology, including the Internet, to produce, share, and update individual or shared writing products, taking advantage of technology's capacity to link to other information and to display information flexibly and dynamically. |
| LA.W.9-10.7 | Conduct short as well as more sustained research projects to answer a question (including a self-generated 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. |
| LA.W.9-10.8 | Gather relevant information from multiple authoritative print and digital sources, using advanced searches effectively; assess the usefulness of each source in answering the research question; integrate information into the text selectively to maintain the flow of ideas, avoiding plagiarism and following a standard format for citation (MLA or APA Style Manuals). |
| LA.W.9-10.10 | Write routinely over extended time frames (time for research, reflection, and revision) and shorter time frames (a single sitting or a day or two) for a range of tasks, purposes, and audiences. |
| 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.SL.9-10.2 | Integrate multiple sources of information presented in diverse media or formats (e.g., visually, quantitatively, qualitatively, orally) evaluating the credibility and accuracy of each source. |
| LA.SL.9-10.3 | Evaluate a speaker's point of view, reasoning, and use of evidence and rhetoric, identifying any false reasoning or distorted evidence. |
| LA.SL.9-10.4 | Present information, findings, and supporting evidence clearly, concisely, and logically. The content, organization, development, and style are appropriate to task, purpose, and audience. |
| LA.SL.9-10.5 | Make strategic use of digital media (e.g., textual, graphical, audio, visual, and interactive elements) in presentations to enhance findings, reasoning, and evidence and to add interest. |
| LA.9-10.W.9-10.1 | 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. |

## Anchor Standards

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| LA.K-12.NJSLSA.R1 | Read closely to determine what the text says explicitly and to make logical inferences and relevant connections from it; cite specific textual evidence when writing or speaking to support conclusions drawn from the text. |
| LA.K-12.NJSLSA.R2 | Determine central ideas or themes of a text and analyze their development; summarize the key supporting details and ideas. |
| LA.K-12.NJSLSA.R3 | Analyze how and why individuals, events, and ideas develop and interact over the course of a text. |
| LA.K-12.NJSLSA.R4 | Interpret words and phrases as they are used in a text, including determining technical, connotative, and figurative meanings, and analyze how specific word choices shape meaning or tone. |
| LA.K-12.NJSLSA.R5 | Analyze the structure of texts, including how specific sentences, paragraphs, and larger portions of the text (e.g., a section, chapter, scene, or stanza) relate to each other and the whole. |
| LA.K-12.NJSLSA.R6 | Assess how point of view or purpose shapes the content and style of a text. |
| LA.K-12.NJSLSA.R7 | Integrate and evaluate content presented in diverse media and formats, including visually and quantitatively, as well as in words. |
| LA.K-12.NJSLSA.R8 | Delineate and evaluate the argument and specific claims in a text, including the validity of the reasoning as well as the relevance and sufficiency of the evidence. |
| LA.K-12.NJSLSA.R9 | Analyze and reflect on how two or more texts address similar themes or topics in order to build knowledge or to compare the approaches the authors take. |
| LA.K-12.NJSLSA.R10 | Read and comprehend complex literary and informational texts independently and proficiently with scaffolding as needed. |
| LA.K-12.NJSLSA.W1 | Write arguments to support claims in an analysis of substantive topics or texts, using valid reasoning and relevant and sufficient evidence. |
| LA.K-12.NJSLSA.W2 | Write informative/explanatory texts to examine and convey complex ideas and information clearly and accurately through the effective selection, organization, and analysis of content. |
| LA.K-12.NJSLSA.W3 | Write narratives to develop real or imagined experiences or events using effective technique, well-chosen details, and well-structured event sequences. |
| LA.K-12.NJSLSA.W4 | Produce clear and coherent writing in which the development, organization, and style are appropriate to task, purpose, and audience. |
| LA.K-12.NJSLSA.W5 | Develop and strengthen writing as needed by planning, revising, editing, rewriting, or trying a new approach. |
| LA.K-12.NJSLSA.W6 | Use technology, including the Internet, to produce and publish writing and to interact and collaborate with others. |
| LA.K-12.NJSLSA.W7 | Conduct short as well as more sustained research projects, utilizing an inquiry-based research process, based on focused questions, demonstrating understanding of the subject under investigation. |
| LA.K-12.NJSLSA.W8 | Gather relevant information from multiple print and digital sources, assess the credibility and accuracy of each source, and integrate the information while avoiding plagiarism. |
| LA.K-12.NJSLSA.W9 | Draw evidence from literary or informational texts to support analysis, reflection, and research. |
| LA.K-12.NJSLSA.W10 | Write routinely over extended time frames (time for research, reflection, and revision) and shorter time frames (a single sitting or a day or two) for a range of tasks, purposes, and audiences. |

## Interdisciplinary Standards

WHST.9-10.1. Write arguments to support claims in an analysis of substantive topics or texts, using valid reasoning and relevant sufficient textual and non-textual evidence.

A. Introduce precise claim(s), distinguish the claim(s) from alternate or opposing claims, and create an organization that establishes clear relationships among the claim(s), counterclaims, reasons, and evidence.

B. Develop claim(s) and counterclaims using sound reasoning, supplying data and evidence for each while pointing out the strengths and limitations of both claim(s) and counterclaims in a discipline-appropriate form and in a manner that anticipates the audience's knowledge level and concerns.

C. Use transitions (e.g. words, phrases, clauses) to link the major sections of the text, create cohesion, and clarify the relationships between claim(s) and reasons, between reasons and evidence, and between claim(s) and counterclaims.

D. Establish and maintain a style and tone appropriate to the audience and purpose (e.g. formal and objective for academic writing) while attending to the norms and conventions of the discipline in which they are writing.

E. Provide a concluding paragraph or section that supports the argument presented.

WHST.9-10.4. Produce clear and coherent writing in which the development, organization, and style are appropriate to task, purpose, and audience.

WHST.9-10.5. Develop and strengthen writing as needed by planning, revising, editing, rewriting, or trying a new approach, focusing on addressing what is most significant for a specific purpose and audience.

WHST.9-10.6. Use technology, including the Internet, to produce, share, and update writing products, taking advantage of technology's capacity to link to other information and to display information flexibly and dynamically.

## Holocaust & Amistad Connections

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| SOC.6.1.12.A.5.b | Analyze the effectiveness of governmental policies and of actions by groups and individuals to address discrimination against new immigrants, Native Americans, and African Americans. |
| SOC.6.1.12.A.11.e | Assess the responses of the United States and other nations to the violation of human rights that occurred during the Holocaust and other genocides. |
| SOC.6.1.12.D.5.d | Relate varying immigrants' experiences to gender, race, ethnicity, or occupation. |
| SOC.6.3.12.D.1 | Analyze the impact of current governmental practices and laws affecting national security and/or individual civil rights/privacy. |

## Career Readiness, Life Literacies, & Key Skills (CLKS):

9.4.12.CI.1: Demonstrate the ability to reflect, analyze, and use creative skills and ideas

9.4.12.CT.2: Explain the potential benefits of collaborating to enhance critical thinking and problem solving

9.4.12.CT.4: Participate in online strategy and planning sessions for course-based, school-based, or other projects and determine the strategies that contribute to effective outcomes.

9.4.12.IML.2: Evaluate digital sources for timeliness, accuracy, perspective, credibility of the source, and relevance of information, in media, data, or other resources.

## Computer Science & Design Thinking (CS & DT):

8.1.8.E.1 - Effectively use a variety of search tools and filters in professional public databases to find information to solve a real-world problem.

8.1.8.D.4 - Assess the credibility and accuracy of digital content

## LGBTQ & Persons With Disabilities

**Persons With Disabilites**

"Girl in the Window" Lane DeGregory

**LGBTQ**

"I Can't Accept Western Values Because They Don't Accept Me" James Baldwin