Reading and Researching as an Inquiry for Social Change

Content Area: **English Language Arts**
Course(s):
Time Period: **Marking Period 1**
Length: **9-10 Weeks**
Status: **Published**

Brief Summary of Unit

Focus:

“Hearts must change. It won't change overnight. Social attitudes oftentimes take generations to change. But if our democracy is to work in this increasingly diverse nation, then each one of us need to try to heed the advice of a great character in American fiction — Atticus Finch — (applause) — who said ‘You never really understand a person until you consider things from his point of view…until you climb into his skin and walk around in it.’” - President Barack Obama, Farewell Address

Summary:

The course will focus on varied issues of social justice including race, socioeconomics, gender-identity, sexuality, ageism, and ableism with a focus on equity and inclusivity. It is intended to empower students to manage difficult issues, initiate change, and engage in service.

Each semester, the course will employ a different lens triggered by student-interest and the local and global social landscape. This course is designed to explore multi-perspective by examining different voices through diverse media using multimodal texts. Students will engage with novels, plays, short stories, and poems, along with nonfiction texts such as articles, essays, speeches, videos, infographics, and graphic novels. Students can expect to engage in academic discourse surrounding equity and inclusivity and learn how to lead and participate in challenging conversations. Students will grapple with these issues during small and whole-class discussions and reflect through their writing. They will research, learn, and engage in opportunities for service and advocacy.

The class community will offer clear “voice and choice” as students complete personalized research projects, educate their peers, and work directly with the community to provide outreach and education. A student-run symposium could act as a culminating assessment for the seminar.

In this unit, in particular, students will start with a focus on the “self” by creating identity maps, reading with their identities in mind, and exploring their most important identities through narrative writing. The unit will also examine identities as a conduit for bias. As we understand the vastness of this term, students will read other texts on the lookout for bias.

Beyond reading for bias, students will also begin to explore the best practices for reading difficult fiction and nonfiction texts. While this text will be centered around topics of social justice, there will be an emphasis on building skills such as identifying the audience, tracing claims and counterclaims, and investigating rhetoric. Conversation and discussion surrounding the multiple perspectives and branches of a social justice topic will allow for students to develop, engage with, and even disrupt established narratives.

Interdisciplinary Connections and Career Readiness:

This unit is designed to be part of a developmental progression across grade levels and make interdisciplinary connections across content areas including physical and social sciences, technology, career readiness, cultural awareness, and global citizenship. During this course, students are provided with opportunities to develop

skills that pertain to a variety of careers. When completing this course, students can make informed choices and pursue electives that further their study and contribute toward the formation of career interest.

Revision: June 2023

Standards

In accordance with New Jersey's Chapter 32 Diversity and Inclusion Law, this unit includes instructional materials that highlight and promote diversity, including: economic diversity, equity, inclusion, tolerance, and belonging in connection with gender and sexual orientation, race and ethnicity, disabilities, and religious tolerance.

This unit challenges students to locate, evaluate, and use information effectively. Information literacy includes, but is not limited to, digital, visual, media, textual, and technological literacy. Lessons may include the research process and how information is created and produced; critical thinking and using information resources; research methods, including the difference between primary and secondary sources; the difference between facts, points of view, and opinions, accessing peer-reviewed print and digital library resources; the economic, legal, social, and ethical issues surrounding the use of information.

The identified standards reflect a developmental progression across grades/ levels and make interdisciplinary connections across content areas including social sciences, technology, career readiness, cultural awareness and global citizenship. The standards that follow are relevant to this course in addition to the associated content-based standards listed below.

9.4.5.CI	Creativity and Innovation
LA.RL.11-12.1	Cite strong and thorough textual evidence and make relevant connections to support analysis of what the text says explicitly as well as inferences drawn from the text, including determining where the text leaves matters uncertain.
LA.RL.11-12.2	Determine two or more themes or central ideas of a text and analyze their development over the course of the text, including how they interact and build on one another to produce a complex account; provide an objective summary of the text.
LA.RL.11-12.4	Determine the meaning of words and phrases as they are used in the text, including figurative and connotative meanings; analyze the impact of specific word choices on meaning and tone, including words with multiple meanings or language that is particularly fresh, engaging, or beautiful. (e.g., Shakespeare as well as other authors.)
LA.RL.11-12.5	Analyze how an author's choices concerning how to structure specific parts of a text (e.g., the choice of where to begin or end a story, the choice to provide a comedic or tragic

	resolution) contribute to its overall structure and meaning as well as its aesthetic impact.
LA.RL.11-12.6	Analyze a case in which grasping a point of view requires distinguishing what is directly stated in a text from what is really meant (e.g., satire, sarcasm, irony, or understatement).
LA.RL.11-12.9	Demonstrate knowledge of and reflect on (e.g., practical knowledge, historical/cultural context, and background knowledge) eighteenth-, nineteenth- and early twentieth-century foundational works of literature, including how two or more texts from the same period treat similar themes or topics.
LA.RI.11-12.1	Accurately cite strong and thorough textual evidence, (e.g., via discussion, written response, etc.), to support analysis of what the text says explicitly as well as inferentially, including determining where the text leaves matters uncertain.
LA.RI.11-12.2	Determine two or more central ideas of a text, and analyze their development and how they interact to provide a complex analysis; provide an objective summary of the text.
LA.RI.11-12.3	Analyze a complex set of ideas or sequence of events and explain how specific individuals, ideas, or events interact and develop over the course of the text.
LA.RI.11-12.4	Determine the meaning of words and phrases as they are used in a text, including figurative, connotative, and technical meanings; analyze how an author uses and refines the meaning of a key term or terms over the course of a text (e.g., how Madison defines faction in Federalist No. 10).
LA.RI.11-12.5	Analyze and evaluate the effectiveness of the structure an author uses in his or her exposition or argument, including whether the structure makes points clear, convincing, and engaging.
LA.RI.11-12.6	Determine an author's point of view or purpose in a text in which the rhetoric is particularly effective, analyzing how style and content contribute to the power, persuasiveness or beauty of the text.
LA.RI.11-12.7	Integrate and evaluate multiple sources of information presented in different media or formats (e.g., visually, quantitatively) as well as in words in order to address a question or solve a problem.
LA.RI.11-12.8	Describe and evaluate the reasoning in seminal U.S. and global texts, including the application of constitutional principles and use of legal reasoning (e.g., in U.S. Supreme Court majority opinions and dissents) and the premises, purposes, and arguments in works of public advocacy (e.g., The Federalist, presidential addresses).
LA.RI.11-12.9	Analyze and reflect on (e.g., practical knowledge, historical/cultural context, and background knowledge) documents of historical and literary significance for their themes, purposes and rhetorical features, including primary source documents relevant to U.S. and/or global history.
LA.W.11-12.1	Write arguments to support claims in an analysis of substantive topics or texts, using valid reasoning and relevant and sufficient evidence.
LA.W.11-12.1.A	Introduce precise, knowledgeable claim(s), establish the significance of the claim(s), distinguish the claim(s) from alternate or opposing claims, and create an organization that logically sequences claim(s), counterclaims, reasons, and evidence.
LA.W.11-12.1.B	Develop claim(s) and counterclaims avoiding common logical fallacies and using sound reasoning and thoroughly, supplying the most relevant evidence for each while pointing out the strengths and limitations of both in a manner that anticipates the audience's knowledge level, concerns, values, and possible biases.
LA.W.11-12.1.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.11-12.1.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.11-12.1.E	Provide a concluding paragraph or section that supports the argument presented (e.g., articulating implications or the significance of the topic).
LA.W.11-12.3	Write narratives to develop real or imagined experiences or events using effective technique, well-chosen details, and well-structured event sequences.
LA.W.11-12.3.A	Engage and orient the reader by setting out a problem, situation, or observation and its significance, 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.11-12.3.B	Use narrative techniques, such as dialogue, pacing, description, reflection, and multiple plot lines, to develop experiences, events, and/or characters.
LA.W.11-12.3.C	Use a variety of techniques to sequence events so that they build on one another to create a coherent whole and build toward a particular tone and outcome (e.g., a sense of mystery, suspense, growth, or resolution).
LA.W.11-12.3.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.11-12.3.E	Provide a conclusion that follows from and reflects on what is experienced, observed, or resolved over the course of the narrative.
LA.W.11-12.4	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.11-12.5	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.
LA.W.11-12.7	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.11-12.8	Gather relevant information from multiple authoritative print and digital sources, using advanced searches effectively; assess the strengths and limitations of each source in terms of the task, purpose, and audience; integrate information into the text selectively to maintain the flow of ideas, avoiding plagiarism and overreliance on any one source and following a standard format for citation. (MLA or APA Style Manuals).
LA.W.11-12.9	Draw evidence from literary or informational texts to support analysis, reflection, and research.
LA.SL.11-12.1	Initiate and participate effectively in a range of collaborative discussions (one-on-one, in groups, and teacher-led) with peers on grades 11–12 topics, texts, and issues, building on others' ideas and expressing their own clearly and persuasively.
LA.SL.11-12.1.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.11-12.1.B	Collaborate with peers to promote civil, democratic discussions and decision-making, set clear goals and assessments (e.g., student developed rubrics), and establish individual roles as needed.
LA.SL.11-12.1.C	Propel conversations by posing and responding to questions that probe reasoning and evidence; ensure a hearing for a full range of positions on a topic or issue; clarify, verify, or challenge ideas and conclusions; and promote divergent and creative perspectives.
LA.SL.11-12.1.D	Respond thoughtfully to diverse perspectives; synthesize comments, claims, and evidence made on all sides of an issue; resolve contradictions when possible; and determine what additional information or research is required to deepen the investigation or complete the task.
LA.L.11-12.4.A	Use context (e.g., the overall meaning of a sentence, paragraph, or text; a word's position

	or function in a sentence) as a clue to the meaning of a word or phrase.
LA.L.11-12.4.B	Identify and correctly use patterns of word changes that indicate different meanings or parts of speech (e.g., conceive, conception, conceivable).
LA.L.11-12.4.C	Consult general and specialized reference materials (e.g., dictionaries, glossaries, thesauruses), both print and digital, to find the pronunciation of a word or determine or clarify its precise meaning, its part of speech, its etymology, or its standard usage.
LA.L.11-12.4.D	Verify the preliminary determination of the meaning of a word or phrase (e.g., by checking the inferred meaning in context or in a dictionary).
LA.L.11-12.5.B	Analyze nuances in the meaning of words with similar denotations.

Essential Questions/Enduring Understandings

IDENTITY:

- How does your identity inform your biases?
- How do we define mirrors, windows, and sliding doors?
- How does our identity shift as we learn new information?
- Why is identity worth noting in literature?
- How can my understanding of my identity help me to be an engaged citizen?

READING:

- Why is it important as a reader to digest multiple perspectives?
- Can literature serve as a vehicle for essential change?
- How can readers find claim, counterclaim, audience and rhetoric?
- How is fiction a representation of our nonfiction society?
- In what way does writing reflect or become a mirror of society?
- In what way can writing act as a catalyst to create change?

DISCUSSION:

- How can we effectively share our research and what we've learned with others?
- How do I engage in a respectful conversation with my peers?
- How do I approach a conversation around an uncomfortable topic?
- How do we disrupt an established narrative?

RESEARCH:

- What research skills are necessary to glean accurate information?
- How can we think critically about what we are researching?
- Why are multiple modes of text important? Why do we read modes that are not print?
- What types of issues or problems of practice can be solved? Which ones are currently managed? Why?
- Do we have choice concerning fairness and justice?

Students Will Know/Students Will Be Skilled At

- STUDENTS WILL BE SKILLED AT
    - Students will be skilled at identifying forms, structures, and techniques of poetry
    - Students will be skilled at developing narratives using techniques like dialogue, inner thinking, and imagery
    - Students will be skilled at utilizing databases and other tools to ethically research their topics
    - Students will be skilled at analyzing author's craft and purpose across genres
    - Students will be skilled at transferring craft techniques into their own writing
    - Students will be skilled at employing reading strategies in order to comprehend difficult grade level text
    - Students will be skilled at citing textual evidence to defend their claims
    - Students will be skilled at using inquiry as a lens for solving problems
    - Students will be skilled at taking notes based on their reading and research to prepare for discussion
    - Students will be skilled at creating complex questions using Webb's Depth of Knowledge

- STUDENTS WILL KNOW
    - Students will know the characteristics of a memoir
    - Students will know how to effectively read a mentor text with the lens of a writer
    - Students will know the process for conducting academic research
    - Students will know the stages of the writing process
    - Students will know how to create text-self connections, text-to-world connections, and text-to-text connections
    - Students will know how to identify their biases
    - Students will know how to have a respectful discussion
    - Students will know how to engage in various types of discussion (whole-class, partner, group, and seminar)
    - Students will know how to read texts with critical lenses (marxist, feminist, etc.)
    - Students will know the process for discovering historical and social context for their readings and research

Evidence/Performance Tasks

Developmental progression across years in both reading and writing is evidenced by multiple benchmark assessment screeners, administered two times per year. Follow up diagnostic assessments are used to target skill remediation. Student proficiency allows for additional or alternative assessment based on demonstration or absence of skill.

Students demonstrate differentiated proficiency through both formative and summative assessments in the classroom. Based on individual student readiness and performance, assessments can be implemented as formative and/or summative.

The performance tasks listed below are examples of the types of assessments teachers may use in the classroom and the data collected by the district to track student progress.

Formative:

- Teacher Observations
- Accountable Talk, Socratic Seminars/Fish Bowls
- Analysis of multimodal text sets
- Analysis of critical commentary, literary criticism
- Writers Notebook (quick writes/drafts/prewrites), emphasizing author's craft
- Close reading analysis of text using evidence as substantiation
- Conferences: Individual and small group, accompanying conference notes
- Reflective exercises and assessments
- Oral Reading and Interpretation
- Peer and self-evaluations of learning
- Entrance and Exit Tickets
- Open-Ended Responses in Journal
- Student-Generated Identity Maps
- Reader's Notebook (I.E. process/synthesis notebook page)
- Narrative writing exercises

Summative, including Alternative Assessments:

- On-demand Writing Assessments, timed and untimed
- Researched Presentations
- Performance Assessments
- Project-based Learning including a student-lead symposium
- Problem-based Learning
- Personalized Learning
- Visual Literacy Prompts
- Digital Portfolios
- Online Discussion Forums
- Process-Based Writing Piece

Benchmark:

- Benchmark reading and writing assessments, scored using rubrics, district-created and standards-aligned; based on NJSLA, reported twice per year
- Engage in text set analysis using visual literacy and close reading analysis strategies to compose a claim and use evidence as support
- Grade-level Standards-based Rubrics
- Advanced Placement tests (grades 11-12)
- SAT (grades 11-12)
- Final Exam

- Document based question and answer to demonstrate a recall of facts and textual support.

- Engage in one on one, full group and small group discussions.
- Engage in peer editing and peer revision to show understanding of writing conventions.
- Formative and summative assessments to determine post and prior knowledge.
- Varied writing assessments in order to demonstrate understanding of writing conventions and literary texts.
- Complete open-ended journal questions and participate in student-led activities that encourage textual analysis and evaluation.
- Engage in drafting essays of analysis and persuasion using brainstorming, drafting, editing, and revising.
- Extend learning via a collaborative, creative project that is shared with the class.
- Ongoing student portfolio to assess growth in writing.
- Participate in oral Socratic Seminars and speeches that included the information gleaned from literature and nonfiction.
- Relate the experiences of a text to a student's personal experiences and society today through writing, discussion, research, and projects.
- Write across genres to show understanding of multi genre writing.

Learning Plan

Instructional time for reading will be divided into thirds; one third of the time will be dedicated to whole class text instruction; one third will include literature circles; one third, independent reading. The intent is for student-readers to have clear modeling through whole-class instruction. These strategies are practiced through literature circles in a group setting of peers and through independent practice monitored through teacher conferencing with students. An emphasis will be based on the transfer of skills instruction, teaching the reader, not merely the content of the text. The text complexity and rigor of reading will be appropriate for grade 10; materials selection for whole-class and literature circles will be from the book list approved by the Board of Education. Classrooms will house rich and diverse independent reading libraries of both contemporary and canonical works.

The reading of text during the twelfth grade targets not only comprehension, but also analysis. Students will read both long-and short-form, excerpted and full-length, print and electronic, fiction and nonfiction texts. Study will include the analysis of visual texts including film clips, art, infographic, maps, charts, graphs, cartoons, graphic novel. Technique and terminology specific to a genre of reading is examined. Research tasks are embedded throughout the year and a minimum of one task is completed during each unit. Vocabulary instruction will be chosen from the reading material.

Students write in all modes of rhetoric including narration/description, argument/persuasion, and exposition. A variety of writing forms, including digital writing, are emphasized. Grammar lessons are embedded in writing instruction, holding students accountable for skills taught and practiced; modeling is done through published and student-crafted mentor texts. Teachers focus equally on process and product with an emphasis on synthesizing across texts for nuanced understandings; teacher-created multi-modal text sets will be used as materials. High-and low-stakes writing and timed and untimed assignments will be used throughout the unit. Teachers are expected to personalize instruction during this unit and address the distinct learning needs, interests, aspirations, or cultural backgrounds of individual students.

For the 2022-2023 school year, this course will focus on gender and sexuality as the overarching social issue in focus. This social justice issue was selected based on student interest. When surveyed, students expressed interest in the social justice issues of LGBTQ+ rights, healthcare, the education system, Roe V. Wade, sexual education, the "Don't Say Gay" bill, the wage gap, stereotyping, body autonomy, and more. These specific issues, which fall under the umbrella term of gender and sexuality, can be researched based on student choice and passion. The focus of the course is expected to change each school year to keep the active research and service expected in each unit as personalized and timely as possible. The sample unit planning and materials lists reflect specific connections to gender and sexuality. The curriculum should remain a working document that develops each time the course is taught. Some possible topics for future semesters are climate justice, voting rights, healthcare, the refugee crisis, women's rights, racial injustice, gun violence, ageism, hunger, economic injustice, ableism, etc. Having an overarching focus allows each student to individualize the coursework to their interests while working towards common change in society, united with their classmates.

This particular unit of study will focus on identity as something that is simultaneously fixed and ever-changing. Within this unit students will reflect on the parts of their identities that resonate with them and also the parts that they are less connected to. Much of the reading and writing students engage in will be aimed and understanding the self and their biases. Once students come to understand their own identities and biases, we will explore the identities of political figures, fictional characters, and one another. This unit, too, will focus on community identity and the issues that follow. Texts and discussion can be centered around social issues such as racism, poverty, mental health stigma, and gender. Texts can also focus on friendship, heartbreak, and sexuality.

For this particular unit, teachers should . . .

- Build a text set for discussion, writing, and synthesis
- Select common reading and literature circle texts
- Prepare for conferences with students
- Generate a list of skills students will master throughout the unit (focusing specifically on a few in each area)
- Create a summative assessment (backwards design)
- Find multimodal mentor texts for reading and writing mini lessons
- Create scaffolds for student reading and writing
- Create formative assessments (reading checks, exit slips, etc.)
- Collaborate with colleagues to design small units within the larger unit
- Reflect on previous teaching practices and pedagogy to inform planning
- Review student modifications and accommodations

Sample Unit Planning

Fiction/Nonfiction Reading:

- **Memoir and poetry**
- Memoir: *Broken Horses* by Brandie Carlile, *Mississippi Sissy* by Kevin Sessums, *Educated* by Tara Westover, *The Glass Castle* by Jeanette Walls, *Becoming* by Michelle Obama, *Born a Crime* by Trevor Noah, *American Born Chinese* by Gene Luen Yang, *I Know Why the Caged Bird Sings* by Maya Angelou
- Poetry: Poems by Walt Whitman, Poems by Emily Dickinson, *Milk and Honey* by Rupi Kaur, "I am a Cripple" by Nancy Mairs, "Still I Rise" by Maya Angelou, "Jabari Unmasked" by Nikki Grimes, "Identity" by Julio Noboa
- Focuses on the common theme of identity/gender and sexuality, reading comprehension skills, preparation for discussion, note-taking, and narrative writing
- Students will select a memoir based on the course topic/interest. Students may read independently, in partnerships, or in book clubs/literature circles.

- **Digital Nonfiction Texts (podcasts, articles, videos, infographics, speeches)**
- Focuses on students ability to identity audience, claims, counterclaims, rhetoric, etc.
- Focuses on students identifying their own biases and the biases of others

- ***You're More Powerful Than You Think*, Eric Liu**
- Focuses on students' abilities to select strong quotes and interpret/analyze information.
- Focuses on rhetorical and craft as students write their own argumentative pieces.

Speaking and Listening:

- **Present presentations on nonfiction articles found during research**
- Focuses on posture, eye contact, volume, presenting with a group, creating presentations

- **Small group discussions during literature circle**
- Focuses on how to participate in a conversation by asking questions, setting goals, and exploring both sides of an issue

Narrative Writing:

- **Write identity pieces in exploration and reflection**
- "I am" poetry, personal narratives, identity maps
- Focuses on narrative craft structures and technique aimed at supporting students as they explore their identity

Research Project/Exposition:

- **Topic of gender and sexuality**
- Focuses on finding credible sources, mastering MLA format, organizing information, bias, author's tone/voice
- Focuses on understanding how to "read" multimodal texts such as podcasts and videos with an emphasis on listening skills

Argumentative Writing:

- **Research papers and personal essays that convey students collected information and opinions**
- Focuses on conducting research, creating claims, counterclaims, selecting compelling evidence, and the rhetorical triangle

Reading Skills: Teaching Points/Activities

- Analyze author's purpose and evaluate an author's style of writing to include different perspectives
- Analyze the author's purpose for including details, characters, etc.
- Analyze the author's purposeful use of literary devices
- Analyze the point of view of a text
- Cite textual evidence to support claims and arguments
- Connect ideas in the text to the overall unit quote/ideas
- Connect ideas within the text to social justice issues surrounding gender and sexuality

- Connect ideas within the text to students' lives
- Connect texts to diverse disciplines (such as science, business, psychology)
- Connect themes and big ideas to current events
- Develop close reading skills by reviewing annotation, paying attention to diction, etc.
- Generate questions for texts using Webb's Depth of Knowledge
- Point to claim and counterclaims within a text
- Reiterate the main idea of a text using the student's own language and ideas
- Review background on author and historical period in order to better understand the content of the text
- Synthesize two texts together to create new ideas and meaning
- Trace themes and motifs throughout texts
- Understand the difference between static and dynamic characters
- Utilize close reading skills to make inferences about characters and their identities

Speaking and Listening Skills: Teaching Points/Activities

- listen to an audio recording of speeches and letters.
- listen to podcasts such as This American Life, Getting Curious, etc.
- participate in Socratic seminars to discuss literary works.
- complete presentations on various topics relating to research.

Writing Skills: Teaching Points/Activities

- craft a who am I poem that identifies the key traits of personal identity
- craft an narrative essay using mentor texts to improve the essayists craft and structure
- create original arguments based on analysis of fiction and nonfiction texts
- develop a paragraph or essay that responds to an open-ended prompt relating to the literature studied.
- develop and refine the steps of the writing process including prewriting, drafting, revising, editing, and publishing.
- identify the writing style used in a poem, speech, epitaph and nonfiction article and replicate it in an original piece of writing.
- paraphrase a work of nonfiction to identify the main idea.
- replicate the mood and/or tone reflected in a piece of literature in an original work.
- write a synthesis essay or paragraph that uses 2 or more texts for support.
- write an interdisciplinary piece that reflects various genres

Research Skills: Teaching Points/Activities

- Complete an author study that connects to the literature.

- Locate books and online materials to connect to the multitude of topics dealing with the larger social justice issue at hand.
- Refine MLA skills by creating works cited pages for sources.
- Assess website credibility of different online resources in the beginning stages of research project.
- Conduct research by analyzing multiple modalities of sources.
- Research and analyze primary source documents relating to the literary text studied throughout the unit.
- Research and analyze primary source documents relating to the literary text studied throughout the unit.
- Utilize library databases to conduct research.

Materials

The materials used in this course integrate a variety of leveled instructional, enrichment, and intervention materials that support student learners at all levels in the school and home environments. Associated web content and media sources are infused into the unit as applicable and available.

Because research and materials are student-driven, reading, viewing, and listening resources accessed during this course will likely be relevant, timely, and thought-provoking around complicated or controversial topics.

In that way, students will likely be exposed to content that is academically rigorous and require the intellectual tenacity of the student. The topical content of these pieces may be mature and appropriate for a senior student only. (Statements such as these will be included on the course syllabus).

In addition, teachers will refer to the district-approved Core Book List while selecting whole-class or small-group leveled resources that are not driven by the personalized portion of this course.

The resources listed below are reflective of the course topic: Gender and Sexuality. Other materials will be used based on student interest/research. Additionally, the course topic will change each semester/school year and materials will be updated accordingly.

Instructional Materials

Suggested Instructional Materials:

FICTION

Fiction Texts (Whole Class Texts or Differentiated Reading):

- Speak, Laurie Hasle Anderson
- George, Alex Gino
- It’s Kind of a Funny Story, Ned Vizzini
- Luna, Julie Anne Peters
- The Handmaid’s Tale, Margaret Atwood
- Nickel Boys, Colsen Whitehead
- Where the Crawdads Sing, Delia Owens
- Dear Evan Hansen, Steven Levenson
- The Bell Jar, Sylvia Plath
- The Color Purple, Alice Walker
- Perks of Being a Wallflower, Stephen Chbosky
- Aristotle and Dante Discover the Secrets of the Universe, Benjamin Alire Saenz
- Simon vs. the Homosapien Agenda, Becky Albertalli
- The Vanishing Half, by Brit Bernet
- A Separate Peace, John Knowles
- Camp, L.C. Roses
- The Seven Husbands of Evelyn Hugo, Taylor Jenkins Reid

Poetry:

- October Mourning,Leslea Newman
- Milk and Honey by Rupi Kaur
- The Sun and Her Flowers by Rupi Kaur
- Works of Emily Dickinson
- Works of Walt Whitman
- "I am a Cripple" by Nancy Mairs
- "Still I Rise" by Maya Angelou
- "Jabari Unmasked" by Nikki Grimes
- "Identity" by Julio Noboa

Short Stories:

- “Don’t Call Me by My Right Name” by James Purdy
- “Desiree’s Baby” by Kate Chopin
- Selections from CommonLit
- Other short stories selected by the teacher are acceptable

NONFICTION

NonFiction Text (Whole Class Texts or Differentiated Reading):

- Don’t Call Me Princess, Peggy Orenstein
- Trick Mirror, Jia Tolentino
- We Should All Be Feminists, Chimamanda Ngozi Adichie
- Everyone Else is Perfect, Garbielle Korn
- Shortlisted by Renee Knake Jefferson
- Sissy, Jacob Tobia
- The 57 Bus, Dashka Slater
- Bad Feminsist, Roxanne Gay
- Girls Like Us, Rachel Lloyd
- Brown Girl Dreaming, Jacqueline Woodson
- What Made Maddy Run, Kate Fagan
- Not That Kind of Girl, Lena Dunham
- I Have The Right To, Cheesy Prout
- Somebody’s Daughter, Ashley C. Ford
- Educated by Tara Westover
- Broken Horses, Brandi Carlile
- For the Love of Men, Liz Plank
- Between the World and Me, Ta-Nehisi Coates
- The Blind Side, Michael Lewis

Nonfiction Text (Online selections):

- "Son", Andrew Solomon (PDF excerpt)
- "All My Pronouns", Anne Fadiman
- Current editorials from *The New York Times, Time, CNN, The Atlantic, The New Yorker, The Republic , NPR, BBC, etc.*
- Local news sources (NJ.com, TV35, The Patch, etc.)
- Newsela

Visual Text (Art, Photography, Infographic, Film):

- Art Collections: http://www.metmuseum.org/
- Harry Styles vogue cover
- Dear Evan Hansen
- Humans of New York
- Call Me By Your Name
- Love, Simon
- Hidden Figures
- Select Ted Talks
- Other visual texts are acceptable

Speaking and Listening (Podcasts, etc.)

- Select episodes from This American Life
- Select episodes from Hidden Brain
- Selec episodes from Getting Curious
- Select episodes from The Moth
- Podcasts from Learning for Justice

Writing (Narrative, Informational, Argument):

Possible Mentor Texts:

- Excerpts from memoirs
- Excerpts from poetry
- Teacher demonstration writing

Research:

Organizations:

- UNICEF
- CTAUN
- WHO
- Change.org
- United Nations Sustainability Goals
- Other acclaimed organizations relevant to the student-chosen social justice issue

Cranford High School Media Center Databases:

- JSTOR
- MLA Format online: https://owl.english.purdue.edu/owl/resource/747/08/
- Purdue Owl: https://owl.english.purdue.edu/owl/
- EBSCOHost
- Gale

Cranford Public Library Online Resources: http://cranford.com/library/

Additional Student Resources:

- Chromebooks/laptops
- Writing Portfolios
- Reader's Notebook
- Google Suite including Google Classroom
- Independent reading books

Teacher Resources

- *Readicide*, Kelly Gallagher
- *Everything's An Argument*, Lunsford et. al.
- *They Say/I Say*, G. Graff and C. Birkenstein
- *Readicide*, Kelly Gallagher
- *A Novel Approach*, Kate Roberts

- *When Kids Can't Read*, Kylene Beers
- *Beyond Literary Analysis,* Allison Marchetti & Rebekah O'Dell
- *Writing with Mentors*, Allison Marchetti & Rebekah O'Dell
- *Argument in the Real World*, Kristen Hawley Turner and Troy Hicks
- *Writing Instruction that Works: Proven Methods for Middle and High School Classrooms*, Arthur Applebee and Judith Langer
- *Teaching Adolescent Writers*, Kelly Gallagher
- *Write Like This,* Kelly Gallagher
- *Book Love*, Penny Kittle
- *The Journey is Everything*, Katherine Bomer
- *The Digital Writing Workshop*, Troy Hicks
- *Crafting Original Writing*, Troy Hicks
- *Fearless Writing: Multigenre to Motivate and Inspire*, Tom Romano
- *The Art of Styling Sentences*, Ann Longknife and K.D. Sullivan
- *The Well-Crafted Sentence*, Nora Bacon
- *The Civically Engaged Classroom,* Mary Ehrenworth, Marc Todd, Pablo Wolfe
- Culturally Responsive Teaching and the Brain, Zaretta Hammond
- *Be the Change*, Sara Ahmed
- *Writing For Social Action*, Randy & Katherine Bomer
- *No More Teaching without Positive Relationships* by Tryone Howard
- https://www.dosomething.org/us

Suggested Strategies for Accommodations and Modifications

Content specific accommodations and modifications as well as Career Ready Practices are listed here for all students, including: Special Education, English Language Learners, At Risk of School Failure, Gifted and Talented, Students with 504.

Additional modifications and accommodations particular to this course include:

- Access speech-to-text function on computer.
- Use visual presentations of all materials to include organizers, charts.
- Allow students to set individual goals for writing/reading.
- Offer graphic organizers, note-taking models, strategies for summarizing, and questioning techniques.
- Offer oral assessments.
- Supply study guide questions and access to class notes.
- Work in partnerships.
- Give responses in a form (verbal or written) that is easier for the student.
- Take additional time to compete a task or project.
- Scaffold by chunking material and texts.
- Individualize reading choices based on ability and level.
- Take frequent breaks.
- Use an alarm to help with time management.
- Small group and one on one assessment.
- Mark text with a highlighter or other manipulative such as a post-it.
- Receive help coordinating assignments.

- Answering fewer questions or completing shorter tasks.
- Modify the length and quantity of assignments to fit individual.
- Differentiate roles in discussion groups.
- Use digital technology, eBooks,, audio version of printed text.
- Create alternate assignments or homework.
- Provide distinct steps in a process; eliminate unnecessary steps, as needed.
- Use art, music, and film to convey alternate interpretation of literature and assessment.
- Manage executive function by scaffolding process and amending deadline.

- Adhere to all modifications and accommodations as prescribed in IEPs and 504 plans.