Writing and Activism to Create Powerful 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:

"Do the best you can until you know better. Then when you know better, do better." - Maya Angelou, 2015

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. These projects may include both traditional, academic research as well as original action research. Sources for research, too, will likely be non-traditional and move beyond the confines of an academic library. A student-run symposium could act as a culminating assessment for the seminar.

In this unit, in particular, students will continue developing their research skills while diving deeper into smaller facets of the social justice issue at hand. Student autonomy in research will be essential, as they will curate texts and sources of their choice to present to the class community to further develop conversation for change. Students are expected to bring their knowledge of their identity and bias to their work, allowing their analysis of literature and various modes to extend past surface level.

Beyond the presentation of greater research, students will also begin to explore how their findings directly impact their community. Collaboration and conversation will be expected of students as they investigate how their knowledge of this social justice issue can be a catalyst for change in their local community. Students will work together to create an activity, presentation, or speech for a symposium and action plans in order to participate in active change that can occur during and beyond a semester of coursework. As students participate in project-based learning, they will simultaneously in group discussion of memoirs and fiction texts that allow for further analysis and relevant dialogue. One important goal of this work is to create greater awareness around this issue to the school-wide, and perhaps local, community.

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.11-12.3	Analyze the impact of the author's choices regarding how to develop and relate elements of a story or drama (e.g., where a story is set, how the action is ordered, how the characters are introduced and developed).

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.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.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.11-12.2	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.11-12.2.A	Introduce a topic; organize complex ideas, concepts, and information so that each new element builds on that which precedes it to create a unified whole; include formatting (e.g., headings), graphics (e.g., figures, tables), and multimedia when useful to aiding comprehension.
LA.W.11-12.2.B	Develop the topic thoroughly by selecting the most significant and relevant facts, extended definitions, concrete details, quotations, or other information and examples appropriate to the audience's knowledge of the topic.
LA.W.11-12.2.C	Use appropriate and varied transitions and syntax to link the major sections of the text, create cohesion, and clarify the relationships among complex ideas and concepts.
LA.W.11-12.2.D	Use precise language, domain-specific vocabulary, and techniques such as metaphor, simile, and analogy to manage the complexity of the topic.
LA.W.11-12.2.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.11-12.2.F	Provide a concluding paragraph or section that supports the argument presented (e.g., articulating implications or the significance of the topic).
LA.W.11-12.4	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.11-12.6	Use technology, including the Internet, to produce, share, and update individual or shared writing products in response to ongoing feedback, including new arguments or information.
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.W.11-12.10	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.
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.SL.11-12.2	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.11-12.3	Evaluate a speaker's point of view, reasoning, and use of evidence and rhetoric, assessing the stance, premises, links among ideas, word choice, points of emphasis, and tone used.
LA.SL.11-12.4	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.11-12.5	Make strategic use of digital media (e.g., textual, graphical, audio, visual, and interactive elements) in presentations to enhance understanding of findings, reasoning, and evidence and to add interest.
LA.SL.11-12.6	Adapt speech to a variety of contexts and tasks, demonstrating a command of formal English when indicated or appropriate.
LA.L.11-12.1.A	Apply the understanding that usage is a matter of convention, can change over time, and is sometimes contested.
LA.L.11-12.2	Demonstrate command of the conventions of standard English capitalization, punctuation, and spelling when writing.
LA.L.11-12.2.A	Observe hyphenation conventions.
LA.L.11-12.2.B	Spell correctly.
LA.L.11-12.3.A	Vary syntax for effect, apply an understanding of syntax to the study of complex texts.
LA.L.11-12.5	Demonstrate understanding of figurative language, word relationships, and nuances in word meanings.
LA.L.11-12.5.A	Interpret figures of speech (e.g., hyperbole, paradox) in context and analyze their role in the text.
LA.L.11-12.6	Acquire and use accurately general academic and domain-specific words and phrases, sufficient for reading, writing, speaking, and listening at the college and career readiness level; demonstrate independence in gathering vocabulary knowledge when considering a word or phrase important to comprehension or expression.

Essential Questions/Enduring Understandings

READING:

- How can we use fiction to understand the world?
- What does it mean to read with a critical lens?
- How does reading shape our belief systems and biases?
- How can we synthesize information across texts?
- In what way does writing reflect or become a mirror of society?
- In what way can writing act as a catalyst to create change?

WRITING:

- How does our audience shape the mode in which we write?
- How can we study different modes of writing in order to develop our own pieces?
- Why is writing a powerful tool for social change?
- In what ways has writing shaped your views and biases?

SPEAKING/LISTENING:

- What does it mean to be an active listener?
- What is the most effective way to present our information?

- What do we learn from studying the most effective speakers?

RESEARCH:

- How can we ensure multiple perspectives are present in our research?
- How can we best organize our research and ideas?
- What does it mean to be an "ethical researcher"?
- How do we impact a community?
- What makes a sustainable community?
- How do you affect and make changes in greater systems?

INQUIRY

- How can everyday citizens make systematic change?
- What are the steps to identifying a problem in society?
- How can we understand the impacts of a proposed social change?
- What does it mean to effectively collaborate?
- When is it necessary question social order/systems in society?

Students Will Know/Students Will Be Skilled At

STUDENTS WILL KNOW:

- elements of a literary text (settings, characters, theme, plot, tone, rhetorical devices, etc.)
- the different types of power and how to exercise them.
- to create a visually engaging presentation about their social justice topic.
- how to appropriately utilize social media and modern technology as an efficient means for social change.
- how to engage in appropriate discourse surrounding sensitive topics.
- how to look at research and assess what is missing.
- how to curate various perspectives on a social justice issue through research.

STUDENTS WILL BE SKILLED AT:

- analyzing the use of various literary devices (simile, metaphor, symbolism, dialogue, allusion, etc).
- writing argumentative and informational texts in the form of action plans.
- writing emails to relevant parties for change (ex. community members, organizations, administration).
- delivering presentations in a professional and academic matter.
- prioritizing data and collected research in order to create an action plan.
- engaging with course materials through the lens of culturally responsive and relevant teaching.
- directing their writing to a specific audience.
- reflecting on their writing practices, utilizing aspects of the revision process when necessary.

Evidence/Performance Tasks

Developmental progression across years in both reading and writing is evidenced by multiple benchmark assessment screeners, administered three 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/pre-writing), 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

Summative, including Alternative Assessments:

- On-demand Writing Assessments, timed and untimed
- Researched Presentations
- Performance Assessments
- Project-based Learning including a student-led symposium
- Problem-based Learning
- Personalized Learning
- Visual Literacy Prompts
- Digital Portfolios
- Online Discussion Forums
- Community/School-Wide Symposium
- Proposal for a Community-based Action Plan
- Action Research

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
- SAT (grades 11-12)
- Final Exam

- Create writing portfolios using student writing and mentor texts to match the students individual focus areas.
- 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 the 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 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

may 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.

In this unit, in particular, students will continue developing their research skills while diving deeper into smaller facets of the social justice issue at hand. Student autonomy in research will be essential, as they will curate texts and sources of their choice to present to the class community to further develop conversation for change. Students are expected to bring their knowledge of their identity and bias to their work, allowing their analysis of literature and various modes to extend past surface level.

Beyond the presentation of greater research, students will also begin to explore how their findings directly impact their community. Collaboration and conversation will be expected of students as they investigate how their knowledge of this social justice issue can be a catalyst for change in their local community. Students will work together to create symposiums and action plans in order to participate in active change that can continue past a semester of coursework. As students participate in project-based learning, they will simultaneously in participate in group discussion of memoirs and fiction texts that allow for further analysis and relevant dialogue.

- 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 mulitmodal mentor texts for reading and writing mini lessons.
- Create scaffolds for student reading and writing.
- Create formative assessments including, but not limited to, reading checks, exit slips.
- 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:

- **Novels: *Speak* by Laurie Hasle Anderson, *George* by Alex Gino, *It's Kind of a Funny Story* by Ned Vizzini, *The Seven Husbands of Evelyn Hugo* by Taylor Jenkins Reid, *Dear Evan Hanson* by Steven Levenson, *The Bell Jar* by Sylvia Plath, *The Color Purple* by Alice Walker**
- Focuses on the common theme of identity/gender and sexuality, reading comprehension skills, preparation for discussion, note-taking, and narrative writing
- Students will read fiction novels based on the course topic.

- **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
- Focuses on students ability to select necessary information for their presentations/writing

- ***You're More Powerful Than You Think*, Eric Liu**
- Students will use the framework from this text to create an action plan/proposal for change for their school & community

Speaking and Listening:

- **Present large-scale group research presentations**
- Focuses on posture, eye contact, volume, presenting with a group, creating presentations
- These skills will be sharpened from the first unit.

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

Research Project/Exposition

- **Topic: Gender and Sexuality**
- Students will create research questions/claims and revise their claims as they research.
- Focuses on finding credible sources, mastering MLA format, bias, author's tone/voice
- Focuses on curating and organizing research to create group presentation.
- Focuses on investigating issues of the past and how they were solved.

Argumentative Writing:

- **Action Plans/Proposals for Social Change- based on Gender and Sexuality**
- Focuses on students creating proposals for social change in their communities. They will provide a scope of the project, rationale, funding, purpose, audience, etc.
- Students will engage in action research, problem-based learning, and service learning opportunities. These projects will go beyond the classroom and into the school and wider community.

Reading Skills: Teaching Points/Activities

- Analyze author's purpose and evaluate an author's style of writing to influence different audiences
- 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 students' lives.
- Connect texts to social justice topic.
- 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.
- Utilize close reading skills to make inferences about characters, theme, etc.

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 the themes in the texts.
- converse with community members in regards to local social change.

Writing Skills: Teaching Points/Activities

- craft an argumentative paragraph or 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 proposal for a community-based action plan using key research.
- 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

- Locate books and online materials to connect to social justice issue discussed throughout the unit.
- Refine MLA skills by creating works cited pages for sources.
- Assess website credibility of different online resources in the beginning stages of research project.
- 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.
- Utilize sources from locally-based databases and libraries for community-centered 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:

- Interactive Media Bias
- 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.