

# **06 Non-Fiction – Essays, Speeches, Biography, Autobiography, etc. & Teacher Chosen Book Clubs**

## **Copied from: English 1, Copied on: 11/15/23**

Content Area: **TEMPLATE**  
Course(s):  
Time Period: **Full Year**  
Length: **6 Weeks (30 Days)**  
Status: **Published**

### **General Overview, Course Description or Course Philosophy**

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### **OBJECTIVES, ESSENTIAL QUESTIONS, ENDURING UNDERSTANDINGS**

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Students will understand that:

- various non-fiction prose forms are used to educate the reader on contemporary societal issues.
- non-fiction texts are both a reflection of and a contributor to cultural and societal values of the time in which they are written created.
- parallels can be drawn between their Nonfiction Unit and the books being discussed in their teacher chosen Book Clubs.

### **CONTENT AREA STANDARDS**

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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.

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.

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.

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.

RI.9-10.1. Accurately cite strong and thorough textual evidence, (e.g., via discussion, written response, etc.) and make relevant connections, to support analysis of what the text says explicitly as well as inferentially, including determining where the text leaves matters uncertain.

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.

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.

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).

SL.9-10.1. Initiate and participate effectively in a range of collaborative discussions (one-on-one, in groups, and teacher-led) with peers on grades 9–10 topics, texts, and issues, building on others' ideas and expressing their own clearly and persuasively.

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.

B. Collaborate with peers to set rules for discussions (e.g. informal consensus, taking votes on key issues, presentation of alternate views); develop clear goals and assessment criteria (e.g. student developed rubric) and assign individual roles as needed.

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.

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.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.
LA.W.9-10.3	Write narratives to develop real or imagined experiences or events using effective technique, well-chosen details, and well-structured event sequences.
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.9-10.5	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.RI.9-10.1	Accurately cite strong and thorough textual evidence, (e.g., via discussion, written response, etc.) and make relevant connections, to support analysis of what the text says explicitly as well as inferentially, including determining where the text leaves matters uncertain.
LA.RI.9-10.2	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.9-10.4	Determine the meaning of words and phrases as they are used in a text, including figurative, connotative, and technical meanings; analyze the cumulative impact of specific word choices on meaning and tone (e.g., how the language of a court opinion differs from that of a newspaper).
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.9-10.8	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.SL.9-10.1	Initiate and participate effectively in a range of collaborative discussions (one-on-one, in groups, and teacher-led) with peers on grades 9–10 topics, texts, and issues, building on others’ ideas and expressing their own clearly and persuasively.
LA.SL.9-10.3	Evaluate a speaker’s point of view, reasoning, and use of evidence and rhetoric, identifying any false reasoning or distorted evidence.
LA.SL.9-10.6	Adapt speech to a variety of contexts and tasks, demonstrating command of formal English.
SOC.6.1.12.CivicsPD.1.a	Use multiple sources to analyze the factors that led to an increase in the political rights and participation in government.
SOC.6.1.12.HistoryCA.2.a	Research multiple perspectives to explain the struggle to create an American identity.  Historical events and developments were shaped by the unique circumstances of time and place as well as broader historical contexts.

## **RELATED STANDARDS (Technology, 21st Century Life & Careers, ELA Companion Standards are Required)**

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9.4.12.CI.1: Demonstrate the ability to reflect, analyze, and use creative skills and ideas (e.g., 1.1.12prof.CR3a).

9.4.12.CT.2: Explain the potential benefits of collaborating to enhance critical thinking and problem solving (e.g., 1.3E.12profCR3.a).

9.4.12.IML.4: Assess and critique the appropriateness and impact of existing data visualizations for an intended audience

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 (e.g., NJSLSA.W8, Social Studies Practice: Gathering and Evaluating Sources).

9.4.12.IML.8: Evaluate media sources for point of view, bias, and motivations (e.g., NJSLSA.R6, 7.1.AL.IPRET.6).

9.4.12.IML.9: Analyze the decisions creators make to reveal explicit and implicit messages within information and media (e.g., 1.5.12acc.C2a, 7.1.IL.IPRET.4).

9.4.12.TL.1: Assess digital tools based on features such as accessibility options, capacities, and utility for accomplishing a specified task

9.4.12.TL.4: Collaborate in online learning communities or social networks or virtual worlds to analyze and propose a resolution to a real-world problem (e.g., 7.1.AL.IPERS.6).

## **STUDENT LEARNING TARGETS**

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### **Declarative Knowledge**

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Students will understand:

- social change comes through both the written and spoken word
- texts can be classified according to genre, and different genres exhibit commonalities in structure and organization.
- creators of text employ particular words, structures, rhetorical strategies, and/or styles for specific purposes: to create different perspectives, to convey different messages, and/or to elicit desired responses from readers/audiences.

### **Procedural Knowledge**

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Students will be able to:

- Provide / identify relevant connections to support analysis of what the text says explicitly
- Provide / identify relevant connections to support analysis of what the text says inferentially
- Determine where the text leaves matters uncertain
- Deduce the theme or central idea of a text
- Explore and evaluate its development over the course of the text, including how it emerges and is shaped and refined by specific details
- Objectively summarize the text
- Assess how the author unfolds an analysis or series of ideas or events
- List the order in which the points of analysis are made
- Determine how the analysis is introduced and developed
- Evaluate the connections drawn between a series of ideas or events
- Determine the meaning of words and phrases as they are used in the text, including figurative and connotative meanings
- Examine the cumulative impact of specific word choices on meaning and tone (e.g., how the language evokes a sense of time and place; how it sets a formal or informal tone).
- List development of author's ideas
- Critique the development of the idea and how it is refined
- Speculate the significance of the shift across sentences, paragraphs, or sections of a piece
- Identify an author's point of view or purpose in a text
- Evaluate how an author uses rhetorical devices to advance that point of view or purpose.
- Describe the argument and specific claims in a text
- Evaluate the argument and specific claims in a text.
- Assess whether the reasoning is valid
- Assess whether the evidence is relevant and sufficient
- Identify false statements and reasoning
- Critique documents of historical and literary significance
- Reflect on documents of historical and literary significance
- Evaluate how significant documents relate in terms of themes and significant concepts
- Analyze how a speaker uses his/her words to move others to action
- Identify the different rhetorical styles used by authors
- Develop alternatives to solve a problem
- Create an argument to defend a claim in an analysis of substantive topics or texts
- Initiate and participate effectively in collaborative discussion
- Collaborate with peers to set discussion rules
- Pose and respond to questions that relate to current discussion
- Summarize points of agreement/disagreement
- Make new connections/revise thinking
- Evaluate a speaker's point of view
- Evaluate a speaker's reasoning
- Evaluate a speaker's use of evidence and rhetoric
- Identify any false reasoning or distorted evidence.
- Adapt speech to match context
- Write argument to support a claim
- Analyze substantive topics or texts
- Use valid reasoning
- Use relevant and sufficient evidence
- Write narrative to develop real or imagined experiences or events

- Use effective technique, well chosen details, and well-structured sequences
- Produce clear and coherent writing
- Develop and organize writing according to task, purpose, and audience
- Develop and strengthen writing as needed by planning, revising, editing, rewriting, trying a new approach
- Consult a style manual (such as MLA or APA Style)
- Address what is most significant for a specific purpose and audience

## **EVIDENCE OF LEARNING**

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### **Alternate Assessments**

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- Research Presentations
- Current Event Group Work
- Portfolio Assessment
- Teacher/Student Conferences
- Multimedia Presentations

### **Summative Assessments**

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Tests

Quizzes

Open Ended Question

Non-fiction expository writing

### **Formative Assessments**

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Graphic organizers

- KWL Chart
- Cause and Effect
- Compare and Contrast
- 2-column notes

- Top Down Web

Class discussion

Reading quizzes

Reflective writing entries

Notes

Homework

Class discussion

Group work

## **Benchmark Assessments**

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- iXL
- Edulastic

## **RESOURCES (Instructional, Supplemental, Intervention Materials)**

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Adventures in Literature

Excerpts from They Called Us Enemy by George Takei-Core Text  
Emma Watson's "He is We" Speech to the United Nations-Core Text

Literary and scholarly articles

Web sources

Video

Please visit UBD form for more information.

## **INTERDISCIPLINARY CONNECTIONS**

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Social Studies

- The non-fiction texts in this unit are both a reflection of and a contributor to cultural and societal values of the time in which they are written, therefore, students will research the time periods of their chosen texts to understand the background of why the piece was written and the relevance of the piece.

### Technology / Multimedia

- Video case studies
- Audio / visual media analysis
- Researching biased writing
- Google
- Media Literacy
- Educational tech applications

### **ACCOMMODATIONS & MODIFICATIONS FOR SUBGROUPS**

See link to Accommodations & Modifications document in course folder.