

# 08 The Nonfiction Novel & Student 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

### OBJECTIVES, ESSENTIAL QUESTIONS, ENDURING UNDERSTANDINGS

Students will understand that:

- In order to truly understand the plight of another, one must walk in his or her shoes.
- Racial injustice is a divisive element of relations within the United States.
- The concept of good can triumph in the face of evil.
- Parallels can be drawn between their Nonfiction Unit and the books being discussed in their student chosen Book Clubs.

### CONTENT AREA STANDARDS

RL.9-10.5. Analyze how an author's choices concerning how to structure a text, order events within it (e.g., parallel plots), and manipulate time (e.g., pacing, flashbacks) create specific effects (e.g. mystery, tension, or surprise).

RL.9-10.1. Cite strong and thorough textual evidence and make relevant connections to support analysis of what the text says explicitly as well as inferentially, including determining where the text leaves matters uncertain.

RL.9-10.2. Determine a theme or central idea of a text and analyze in detail its development over the course of the text, including how it emerges and is shaped and refined by specific details and provide an objective summary of the text.

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.

RI.9-10.7. Analyze various perspectives as presented in different mediums (e.g., a person's life story in both print and multimedia), determining which details are emphasized in each account.

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

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

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

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

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

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

LA.RL.9-10.1

Cite strong and thorough textual evidence and make relevant connections to support analysis of what the text says explicitly as well as inferentially, including determining where the text leaves matters uncertain.

LA.RL.9-10.2

Determine a theme or central idea of a text and analyze in detail its development over the course of the text, including how it emerges and is shaped and refined by specific details and provide an objective summary of the text.

LA.RL.9-10.3

Analyze how complex characters (e.g., those with multiple or conflicting motivations) develop over the course of a text, interact with other characters, and advance the plot or develop the theme.

LA.RL.9-10.5	Analyze how an author’s choices concerning how to structure a text, order events within it (e.g., parallel plots), and manipulate time (e.g., pacing, flashbacks) create specific effects (e.g., mystery, tension, or surprise).
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.W.9-10.7	Conduct short as well as more sustained research projects to answer a question (including a self-generated question) or solve a problem; narrow or broaden the inquiry when appropriate; synthesize multiple sources on the subject, demonstrating understanding of the subject under investigation.
LA.W.9-10.9	Draw evidence from literary or nonfiction informational texts to support analysis, reflection, and research.
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.9-10.4	Present information, findings, and supporting evidence clearly, concisely, and logically. The content, organization, development, and style are appropriate to task, purpose, and audience.
LA.SL.9-10.6	Adapt speech to a variety of contexts and tasks, demonstrating command of formal English.  To better understand the historical perspective, one must consider historical context.
SOC.6.2.12.HistoryUP.3.a	Analyze the extent to which racism was both a cause and consequence of imperialism and evaluate the impact of imperialism from multiple perspectives.

## **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.CT.3: Enlist input from a variety of stakeholders (e.g., community members, experts in the field) to design a service learning activity that addresses a local or global issue (e.g., environmental justice)

9.4.12.IML.1: Compare search browsers and recognize features that allow for filtering of information.

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.7: Develop an argument to support a claim regarding a current workplace or societal/ethical issue

such as climate change (e.g., NJSLSA.W1, 7.1.AL.PRSNT.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.3: Analyze the effectiveness of the process and quality of collaborative environments.

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:

- Words have different connotations; social environment can also define a word's connotation.
- Scientific methods are used to prove theories
- Taking a stand requires courage
- People are resistant to change
- History can be told differently depending on the perspective.

### **Procedural Knowledge**

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Students will be able to:

- Explain how the Civil Rights Movement affected or continues to affect America.
- Compare and contrast the changing human perspective based on a specific historical time period (i.e., the plight of the black man in mid 1900s America to that of the Arab-American in post-9/11 America)
- Take a stance on a social issue and effectively argue that position
- Compare literature from different generations.
- Make relevant connections to support analysis of what the text says explicitly
- Make relevant connections to support analysis of what the text says inferentially
- Determine where the text leaves matters uncertain
- Read, analyze, and discuss the nonfiction novel related to big ideas/theme.
- Analyze characters through the use of direct and indirect characterization to explore the motivations and characters in a nonfiction novel.
- Map out the plot development arc of a nonfiction novel and use that development to make predictions.
- Identify what the theme of a nonfiction novel is and cite evidence from the story to support their assertions.
- Make real world and personal connections to the themes of a nonfiction novel.

- Identify, analyze, and explain the different forms of figurative language and symbolism in the story.
- Discuss how the figurative language and symbolism contributes to the nonfiction novel and theme.
- Produce clear and coherent writing in which the development, organization, and style are appropriate to task, purpose, and audience.
- 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.
- Draw evidence from literary text to support analysis, reflection, and research
- Draw evidence from nonfiction information text to support analysis, reflection, and research

## **EVIDENCE OF LEARNING**

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### **Alternate Assessments**

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- Current Event Research Presentations
- Song/Poetry Presentations to Accompany the Historical Content
- Teacher/Student Conferences
- Multimedia Presentations

### **Summative Assessments**

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Test

Quizzes

Open Ended Discussion

Essays

Projects

### **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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### **Book Clubs-Core Texts Below**

Black Like Me by John Howard Griffin

Just Mercy by Bryan Stevenson

Stamped: Racism, Anti Racism, and You by Jason Reynolds and Ibram X. Kendi

Glimmer of Hope: How Tragedy Sparked a Movement by The March for Our Lives Founders

An Indigenous Peoples' United States by Roxanne Dunbar-Ortiz

Persepolis by Marjane Satrapi

Literary and scholarly articles

Web sources

Video

Please visit UBD form for more information.

## **INTERDISCIPLINARY CONNECTIONS**

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### Social Studies

- Students will study historical documents, articles, or multimedia resources related to the time period of their novels.

### Technology / Multimedia

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

## **ACCOMMODATIONS & MODIFICATIONS FOR SUBGROUPS**

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See link to Accommodations & Modifications document in course folder.