09_Social Issues Book Club Copied from: English 1, Copied on: 11/15/23

Content Area: **ELA**
Course(s):
Time Period: **Full Year**
Length: **4 Weeks (20 Days)**
Status: **Published**

General Overview, Course Description or Course Philosophy

At this point in the year, students have begun to build a solid foundation for their reading work to come. They have been reading with high volume and engagement and they have studied the nuances of characters across books. Now is the time to give them a practical introduction to critical literacy, in this case focusing on reading to identify and study the social issues that are woven into the fabric of and young adult fiction, to consider how power, perspective, and stereotyping help to shape narratives' themes, and to learn how reading across genres can also help to develop a more researched view of an issue in society.

At a simplistic level, the term 'social issues' refer to issues that affect groups of people, not just the one character. Students will identify early in the unit the difference between personal struggles and social issues. They will do this work in the non fiction genre of literature with their mentor texts and then continue that practice in either fiction or non fiction book clubs. Social issues extend beyond the character and is a problem that applies to lots of people. Some examples include: poverty, homelessness, joblessness, bullying, racism, and bias against the elderly. Included in this unit is a look at social norms, and discourse—the way in which our everyday understanding of rules and regulations are structured by language, by institutions, geography and by texts.

Additionally, students will focus and write about critical literacy, which acknowledges that no text is neutral. They will do this through the act of argumentative writing. Students will learn to question what is presented as natural and to read against the grain– they should be guided to view nothing at face value. Students will become thinking that will position them to read the word and world from a critical stance.

OBJECTIVES, ESSENTIAL QUESTIONS, ENDURING UNDERSTANDINGS

- How are social issues developed and dealt with in texts?
- How can I deepen my interpretation of texts by considering social issues, theme, and perspective?
- How can I notice power, perspective, and stereotyping in texts that I read?
- How can I use my noticings to challenge texts rather than taking them at face value?
- How do I couple my understanding of one's narrative with additional resources to gather a more complete picture?

CONTENT AREA STANDARDS

RL.9-10.4. Determine the meaning of words and phrases as they are used in the text, including figurative and connotative meanings; analyze 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). 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.9-10.6. Analyze a particular point of view or cultural experience reflected in a work of literature from outside the United States, drawing on a wide reading of world literature.

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.

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.

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.

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

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.9-10.6	Determine an author's point of view or purpose in a text and analyze how an author uses rhetorical devices to advance that point of view or purpose.
LA.RI.9-10.7	Analyze various perspectives as presented in different mediums (e.g., a person's life story in both print and multimedia), determining which details are emphasized in each account.
LA.W.9-10.1.A	Introduce precise claim(s), distinguish the claim(s) from alternate or opposing claims, and create an organization that establishes clear relationships among claim(s), counterclaims, reasons, and evidence.
LA.W.9-10.1.B	Develop claim(s) and counterclaims avoiding common logical fallacies, propaganda devices, and using sound reasoning, supplying evidence for each while pointing out the strengths and limitations of both in a manner that anticipates the audience's knowledge level and concerns.
LA.W.9-10.1.C	Use transitions (e.g., words, phrases, clauses) to link the major sections of the text, create cohesion, and clarify the relationships between claim(s) and reasons, between reasons and evidence, and between claim(s) and counterclaims.
LA.W.9-10.1.D	Establish and maintain a style and tone appropriate to the audience and purpose (e.g., formal and objective for academic writing) while attending to the norms and conventions of the discipline in which they are writing.
LA.W.9-10.1.E	Provide a concluding paragraph or section that supports the argument presented.
LA.SL.9-10.1.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.9-10.1.C	Propel conversations by posing and responding to questions that relate the current discussion to broader themes or larger ideas; actively incorporate others into the discussion; and clarify, verify, or challenge ideas and conclusions.
LA.SL.9-10.1.D	Respond thoughtfully to various perspectives, summarize points of agreement and disagreement, and justify own views. Make new connections in light of the evidence and reasoning presented.
LA.SL.9-10.4	Present information, findings, and supporting evidence clearly, concisely, and logically.

	The content, organization, development, and style are appropriate to task, purpose, and audience.
LA.L.9-10.1	Demonstrate command of the conventions of standard English grammar and usage when writing or speaking.
SOC.6.1.12.EconET.14.a	Use current events to judge what extent the government should intervene at the local, state, and national levels on issues related to the economy.
SOC.6.2.12.CivicsPI.6.a	Use historic case studies or a current event to assess the effectiveness of multinational organizations in attempting to solve global issues.
SOC.6.3	Active Citizenship in the 21st Century

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

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.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.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.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).

SEL.PK-12.3.1	Recognize and identify the thoughts, feelings, and perspectives of others
TECH.9.4.5.CI.2	Investigate a persistent local or global issue, such as climate change, and collaborate with individuals with diverse perspectives to improve upon current actions designed to address the issue (e.g., 6.3.5.CivicsPD.3, W.5.7).
TECH.9.4.5.CI.3	Participate in a brainstorming session with individuals with diverse perspectives to expand one's thinking about a topic of curiosity (e.g., 8.2.5.ED.2, 1.5.5.CR1a).
TECH.9.4.5.DC.4	Model safe, legal, and ethical behavior when using online or offline technology (e.g., 8.1.5.NI.2).
	Collaboration with individuals with diverse perspectives can result in new ways of thinking and/or innovative solutions.
	Digital tools and media resources provide access to vast stores of information, but the information can be biased or inaccurate.

STUDENT LEARNING TARGETS

Refer to the 'Declarative Knowledge' and 'Procedural Knowledge sections.

Declarative Knowledge

Students will understand that:

- there are layers to identity

- bias can be presented in various ways

- the single story should be evaluated

- there are often roles people take during times of conflict: upstander, bystander, victim, perpetrator

- written pieces are often not neutral

- there are often intersecting conflicts (how internal affects external and vice versa)

Procedural Knowledge

Students will be able to:

- determine an author's point of view
- analyze how an author uses rhetorical devices to advance the purpose of the piece
- determine a theme
- determine how a theme emerges and is shaped by details
- provide an objective summary of the text
- present information clearly, concisely and logically
- cite strong textual evidence
- infer character motives
- analyze character interactions
- introduce precise claims
- develop claims and counterclaims
- supply evidence in a manner that anticipates the author's knowledge level and concerns

EVIDENCE OF LEARNING

Refer to the 'Formative Assessments' and 'Summative Assessments' sections.

Alternate Assessments

- Current Event Research Presentations
- Teacher/Student Conferences
- Multimedia Presentations
- Interview Projects

Summative Assessments

- Historical timeline poster project (where does the setting of the novel lie in context?)

- Fostering empathy by arguing the opposing side

- Scene rewrite (you as a character - how would you handle situation differently as the victim? Bystander? upstander?)

- Socratic seminars

Formative Assessments

- reader's notebooks
- dialectic journal
- short writes
- entrance and exit slips

Benchmark Assessments

- iXL
- Edulastic

RESOURCES (Instructional, Supplemental, Intervention Materials)

Book Clubs-Core Texts Below

Laurie Halse Anderson	Speak
Nic Stone	Dear Martin
Samira Ahmed	Internment

Renee Watson	Watch Us Rise
Benjamin Alire Sáenz	Aristotle and Dante Discover the Secrets of the Universe
Roxanne Gay	Hunger: A Memoir of My Body
Barbara Ehrenreich	Nickel and Dimed
Andrea Elliott	Invisible Child: Poverty, Survival & Hope in an American City
Nicholas Kristoff	Half the Sky

https://newsela.com/read/homeless-kids/id/27/

http://www.citylimits.org/news/articles/4936/class-in-the-classroom-the-income-gap-and-nyc-s-schools#.U2vyPK1dWuo

https://www.ted.com/talks/jamila_lyiscott_3_ways_to_speak_english?language=en

https://www.nytimes.com/2016/11/17/learning/lesson-plans/ideas-for-giving-service-learning-and-social-action.html

https://www.nytimes.com/2018/08/29/learning/lesson-plans/teaching-critical-thinking-in-english-class-with-short-documentary-films.html

Supplemental:

Suggested mentor texts:

"Half the Sky"

https://www.nytimes.com/2018/03/22/learning/teaching-with-who-speaks-wukchumni.html

https://www.nytimes.com/2018/03/08/learning/teaching-with-arctic-boyhood.html

INTERDISCIPLINARY CONNECTIONS

Social Studies

- Students will research current events that deal with social issues such as poverty, homelessness, joblessness, bullying, racism, and bias against the elderly. These social issues are prevalent in the book club book choices.

Media Literacy

Historical Research

Current Events

Autobiographic studies

Ethics

Civics Literacy

Social Justice

Public policy

ACCOMMODATIONS & MODIFICATIONS FOR SUBGROUPS

See link to Accommodations & Modifications document in course folder.