

07_Social Issues Book Club Copied from: English 4, Copied on: 11/15/23

Content Area: **ELA**
Course(s):
Time Period: **Full Year**
Length: **4-6 Weeks (20-30 Days)**
Status: **Published**

General Overview, Course Description or Course Philosophy

The New Jersey Student Learning Standards for English Language Arts / Literacy lay out a vision of what it means to be a literate person in the twenty-first century. Indeed, the skills and understandings students are expected to demonstrate have wide applicability outside the classroom or workplace. Students who meet the Standards readily undertake the close, attentive reading that is at the heart of understanding and enjoying complex works of literature. They habitually perform the critical reading necessary to pick carefully through the staggering amount of information available today in print and digitally. They actively seek the wide, deep, and thoughtful engagement with high-quality literary and informational texts that builds knowledge, enlarges experience, and broadens worldviews. They reflexively demonstrate the cogent reasoning and use of evidence that is essential to both private deliberation and responsible citizenship in a democratic republic. In short, students who meet the Standards develop the skills in reading, writing, speaking, and listening that are the foundation for any creative and purposeful expression in language.

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 and examine this work in non fiction text as well. 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 grade appropriate non 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. 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. 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 can I develop ideas not just about themes of texts but also about how those messages are communicated through authorial decisions?
- How can comparing texts in different genres affect our understanding? How does learning more about the real life implications of a social issue affect our understanding of the texts we read and the lives we lead?

CONTENT AREA STANDARDS

RL.11-12.7. Analyze multiple interpretations of a story, drama, or poem (e.g., recorded or live production of a play or recorded novel or poetry), evaluating how each version interprets the source text. (e.g., Shakespeare and other authors.)

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.

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.)

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.

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).

RL.11-12.10. By the end of grade 11, read and comprehend literature, including stories, dramas, and poems at grade level text-complexity or above with scaffolding as needed. By the end of grade 12, read and comprehend literature, including stories, dramas, and poems, at grade level or above.

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.

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.

B. Use narrative techniques, such as dialogue, pacing, description, reflection, and multiple plot lines, to develop experiences, events, and/or characters.

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). D. Use precise words and phrases, telling details, and sensory language to convey a vivid picture of the experiences, events, setting, and/or characters. E. Provide a conclusion that follows from and reflects on what is experienced, observed, or resolved over the course of the narrative.

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.

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.

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	Demonstrate command of the conventions of standard English grammar and usage when writing or speaking.
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.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.11-12.6	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.11-12.9	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.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.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.11-12.4	Present information, findings and supporting evidence clearly, concisely, and logically. The content, organization, development, and style are appropriate to task, purpose, and audience.
SOC.6.1.12.CivicsHR.8.a	Analyze primary and secondary sources to explain how social intolerance, xenophobia, and fear of anarchism led to restrictive immigration and refugee laws, and the violation of the human rights of individuals and groups.
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)

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:

- texts are often providing an angle or point of view
- readers can learn about social problems by evaluating a character's experience
- readers supplement their knowledge with supplemental sources
- text often provide a single narrative
- critical readers can analyze messages in a text by considering how the meaning would be different if the story was told from a different perspective
- writing about reading can help clarify and develop original analysis
- critical readers challenge texts by asking questions
- critical readers notice that in their books, and in life, people and places are positioned in a way that might be fair or biased
- critical readers know that power, stereotyping, and perspective are all happening at the same time. When we read a text, we notice how all three of them affect each other. One way we can keep track of the way that power, stereotyping, and perspective affect each other is by looking at different events in the plot and asking ourselves: 'Who has power, what is their perspective, and how are people stereotyped?'
- critical readers enliven discussions is by debating with other readers
- readers pay attention to how an author conveys and shapes his or her message.

Procedural Knowledge

Students will be able to:

- cite strong and thorough textual evidence
- determine where the text leaves matters uncertain
- determine two or more themes and provide complex analyses
- analyze how themes interact and build on one another
- determine an author's point of view
- identify and analyze how the author's rhetoric is effective
- write arguments to support claims
- use valid reasoning and relevant and sufficient evidence
- introduce strong claims
- distinguish claims from alternate or opposing claims
- develop claims and counterclaim using sound reasoning

EVIDENCE OF LEARNING

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

Alternate Assessments

- Group Current Event Project/Multimedia
- Individual Current Events Project/Multimedia
- Multimedia Presentations
- Podcasts
- Modified Rubrics
- Teacher/Student Conferences

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
- Argumentative writing essay

Formative Assessments

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

Benchmark Assessments

- Edulastic

RESOURCES (Instructional, Supplemental, Intervention Materials)

Book Club Books Below- Core Texts

Covey, Sean	The 6 Most Important Decisions You'll Ever Make: A Guide for Teens: Updated for the Digital Age
Shelomo Solson	Never Fight Alone: 51 Inspiring Interviews to Help Teens Overcome Their Struggles & Improve Their Mental Health
Michelle Skeen PsyD	Just As You Are: A Teen's Guide to Self-Acceptance and Lasting Self-Esteem
Joanna Ho	The Silence That Binds Us
Tahereh Mafi	An Emotion of Great Delight
Kim Johnson	This Is My America
Ibi Zoboi	Pride
Bryan Bliss	Thoughts & Prayers

learningforjustice.org

Suggested Mentor Texts:

<https://www.ajc.com/john-lewis/john-lewis-last-words/GGQ6MKJTIBHGHJ7RQXZVLQFHUA/>

<https://www.govinfo.gov/content/pkg/PLAW-109publ246/pdf/PLAW-109publ246.pdf>

<https://www.nytimes.com/2022/04/04/learning/lesson-plans/lesson-asian-americans-attacks-safety.html>

<https://www.nytimes.com/2022/05/18/learning/lesson-plans/lesson-of-the-day-an-intimate-look-at-mexicos-indigenous-seri-people.html>

INTERDISCIPLINARY CONNECTIONS

Social Studies

- Students will research current events that deal with social issues such as poverty, racism, and mental health. 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.