

Kenilworth Public Schools

Curriculum Guide

Content Area: English IV Social Justice Literature Seminar

Grade: 12

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English IV - Grade 12 - Social Justice and Literature Seminar

Unit 1- What is Social Justice?	Unit 2- The Study of Theme	Unit 3- Social Justice Book Club: Empathy & Identity	Unit 4- Active Citizens Project
Weeks 1-2	Weeks 3-6	Weeks 7-10	Weeks 11-13

<p><i>Unit Description:</i></p> <p>In this unit, students will determine the definition of social justice, what social justice issues they see in the world around them, and what issues they identify with on a personal level. Students will explore a social justice issue of their choice, research, write and create a class presentation.</p>	<p><i>Unit Description:</i></p> <p>In this unit, students will explore literary elements including allusion, conflict, epiphany, flashback, foreshadowing, imagery, symbolism and themes. Themes of empathy, identity, voice, change, bias, and perspectives are universal themes in which students can analyze and draw comparisons. Students will be able to follow a theme</p>	<p><i>Unit Description:</i></p> <p>Students will use this unit to explore how bias and perspective influences our perception of our society. Readers will analyze the conflicts presented by the author and develop a deepened understanding of bias and multiple perspectives. Through different perspectives, students will study the impact of the sociological condition</p>	<p><i>Unit Description:</i></p> <p>This unit will analyze the rights and responsibilities of citizenship and demonstrate an understanding of what it means to be an active citizen. Students will focus their project on social justice issues of their choice to promote the change they want to see in the world.</p>
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	<p>progression by articulating the theme(s), identifying a social issue, interpreting a symbol that is significant, and applying a universal theme to current society.</p>	<p>on the main character and the supporting characters. Students will continue to develop their skills through book club discussions, writing about reading and the use of Socratic Seminar.</p>	
<p><i>Unit Targets:</i></p> <ul style="list-style-type: none"> ● Readers will develop positive social identities based on their membership in multiple groups in society. ● Readers will understand the core values that exist in the term social justice. ● Readers will recognize stereotypes and relate to people as individuals rather than representatives of groups. ● Readers will recognize that power and privilege influence 	<p><i>Unit Targets:</i></p> <ul style="list-style-type: none"> ● Develop critical reading habits. ● Focus on the historical, cultural, and sociological context of the text. ● Analyze the author's choices and the impact those choices have on the text. ● Identify and analyze plot, characters, conflict, et., to gain an appreciation of the author's craft. ● Identify central ideas, symbolism, and themes. ● Make connections between the text and 	<p><i>Unit Targets:</i></p> <ul style="list-style-type: none"> ● Connect the story to social justice issues. ● Develop an understanding of the character(s) social identity ● Analyze the text for stereotypes that may be presented ● Evaluate the text for opportunities for empathy. ● Synthesize the core values of social justice within the text. 	<p><i>Unit Targets:</i></p> <ul style="list-style-type: none"> ● Writers will recognize their own responsibility to stand up to exclusion, prejudice and injustice. ● Writers will speak up with courage and respect when they or someone else has been hurt or wronged by bias. ● Writers will make principled decisions about when and how to take a stand against bias and injustice in their everyday lives and will do so despite negative peer or group pressure.

<p>relationships on interpersonal, intergroup and institutional levels and consider how they have been affected by those dynamics.</p> <ul style="list-style-type: none"> ● Writers will research the social justice issues that exist in their school, community, state, nation and the world around them. ● Writers will select a social justice issue they connect with to dive into deeper research. ● Writers will choose a project of their choice on social justice activism. 	<p>the historical background.</p> <ul style="list-style-type: none"> ● Understand the power of great storytelling develops into personal storytelling ● Evaluate if the formation of personal identity is dependent on the culture and society. 		<ul style="list-style-type: none"> ● Writers will plan and carry out collective action against bias and injustice in the world and will evaluate what strategies are most effective.
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Unit 1

Unit Title: What is Social Justice?

Unit Summary: In this unit, students will determine the definition of social justice, what social justice issues they see in the world around them, and what issues they identify with on a personal level. Students will explore a social justice issue of their choice, research, write and create a class presentation.

Primary Interdisciplinary Connections: History, Sociology, Culture

21st Century Career and Life Themes:

CRP.K-12.CRP1 Act as a responsible and contributing citizen and employee.

CRP.K-12.CRP12 Work productively in teams while using cultural global competence

Learning Targets**NJSLS Standards:**

LA.L.11-12.6 Acquire and use accurate 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.

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.11-12.8 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.11-12.2.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.K-12.NJSLSA.R9 Analyze and reflect on how two or more texts address similar themes or topics in order to build knowledge or to compare the approaches the authors take.

SL.11-12.4 Present information, findings and supporting evidence clearly, concisely, and logically. The content, organization, development, and style are appropriate to the 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.

Technology Standards: 8.1 Educational Technology: All students will use digital tools to access, manage, evaluate, and synthesize information in order to solve problems individually and collaborate and to create and communicate knowledge	
Big Idea: Social justice issues encapsulate equal rights, equal opportunity, and equal treatment.	
Unit Essential Questions:	Unit Enduring Understandings:
<ul style="list-style-type: none"> ● What is social identity? ● What is Social Justice? ● What social justice issues exist in my school, community, state, nation, and world? ● What social justice issues do I connect with and why? 	<ul style="list-style-type: none"> ● Determine a personal identity. ● Analyze the definition of social justice. ● Understand the difference between personal stereotypes and systemic discrimination. ● Explore how privilege impacts discrimination and justice. ● Evaluate social justice issues.
Unit Learning Targets	
<i>Students will...</i>	
<ul style="list-style-type: none"> ● Readers will develop positive social identities based on their membership in multiple groups in society. ● Readers will understand the core values that exist in the term social justice. ● Readers will recognize stereotypes and relate to people as individuals rather than representatives of groups. ● Readers will recognize that power and privilege influence relationships on interpersonal, intergroup and institutional levels and consider how they have been affected by those dynamics. ● Writers will research the social justice issues that exist in their school, community, state, nation and the world around them. ● Writers will select a social justice issue they connect with to dive into deeper research. ● Writers will choose a project of their choice on social justice activism. 	

Evidence of Learning

Summative Assessment: Annotated Bibliography, Social Identity Proclamation

Formative Assessments:

- Notebook Writing (modeling as a entire class using)
- Identity mapping
- Research notes
- Writing conferences
- [Change The World Doc](#)

Lesson Plans

<i>Learning Targets/Goals</i>	<i>Activities/Interdisciplinary Connections</i>	<i>Timeframe</i>
Readers will understand their social identity	<ul style="list-style-type: none"> ● Social Identity ● Social Identity Wheel ● Visible vs. Invisible Identity ● Personal vs. Social Identity ● Mapping Your Own Identity 	<i>3 days</i>
Readers will understand the core values that exist in the term social justice, analyze the circle of oppression and stereotypes.	<ul style="list-style-type: none"> ● Social Justice Core Values <ul style="list-style-type: none"> ○ Equal rights ○ Equal opportunity ○ Equal treatment ● Circle of Oppression ● Understanding Privilege ● “The Lie” ○ Writers will identify the lies they had heard about themselves and proclaim the truth of who they are. ○ Why stereotypes can be helpful and harmful and how to help students come to terms with stereotypes. 	<i>4 days</i>
Writers will research the social justice issues that exist in their school, community, state, nation and the world around them.	<ul style="list-style-type: none"> ● Writers will conduct individual research ● Writers will develop note taking skills while researching ● Writers will learn how to organize their sources 	<i>2 days</i>
Writers will select a social justice issue they connect with to dive into deeper research.	<ul style="list-style-type: none"> ● Writers will learn proper APA format and how to write an annotated bibliography ● Writers use Purdue Owl to check the accuracy of their in-text citations and APA works cited. <ul style="list-style-type: none"> ○ Ready, Set, Annotate 	<i>3 days</i>

Writers will finalize their social justice topic for their choice project.	<ul style="list-style-type: none"> ● Writers will confer with teachers on their final topic selections 	<i>2 days</i>
Writers will choose a project of their choice on social justice activism	<ul style="list-style-type: none"> ● Writers will confer with teachers on their project selection. <ul style="list-style-type: none"> ○ Change The World Doc 	<i>Ongoing</i>

**Differentiating Instruction:
Students with Disabilities, English Language Learners,
Gifted & Talented Students**

Examples of Strategies and Practices that Support Students with Disabilities:

- Use of visual and multisensory formats
- Use of assisted technology
- Use of prompts
- Modification of content and student products
- Testing accommodations
- Authentic assessments

Examples of Strategies and Practices that Support Gifted & Talented Students:

- Adjusting the pace of lessons
- Curriculum compacting
- Inquiry-based instruction
- Independent study
- Higher-order thinking skills
- Interest-based content
- Student-driven instruction
- Real-world problems and scenarios

Examples of Strategies and Practices that Support English Language Learners:

- Pre-teaching of vocabulary and concepts
- Visual learning, including graphic organizers
- Use of cognates to increase comprehension
- Teacher modeling
- Pairing students with beginning English language skills with students who have more advanced English language skills
- Scaffolding
- Word walls
- Sentence frames
- Think-pair-share
- Cooperative learning groups

Teacher Resources	
<i>Texts</i>	<i>Notes</i>
<p>Project Citizen: engaging students in the active exercise of responsible citizenship</p> <p>Generation Citizen</p> <p>Civic Action Project</p> <p>iCivics Action</p> <p>Social Justice Activism Project</p>	<p>Each of these programs offers students the opportunity to become an active citizen and be the change they want to see in the world.</p> <p>This is a link to 10 separate lesson plans for the social justice activism project to use as a guide.</p>

Unit 2

Unit Title: The Study of Theme
Unit Summary: In this unit, students will explore literary elements including allusion, conflict, epiphany, flashback, foreshadowing, imagery, symbolism and themes. Themes of empathy, identity, voice, change, bias, and perspectives are universal themes in which students can analyze and draw comparisons. Students will be able to follow a theme progression by articulating the theme(s), identifying a social issue, interpreting a symbol that is significant, and applying a universal theme to current society.
Primary Interdisciplinary Connections: History, Sociology, Psychology
21st Century Career and Life Themes: CRP.K-12.CRP1 Act as a responsible and contributing citizen and employee. CRP.K-12.CRP12 Work productively in teams while using cultural global competence
Learning Targets
NJSLS Standards: 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.

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.

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.11-12.1. Initiate and participate effectively in a range of collaborative discussions (one-on-one, in groups, and teacher-led) with peers on grades 11–12 topics, texts, and issues, building on others' ideas and expressing their own clearly and persuasively.

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.

Technology Standards: 8.1 Educational Technology: All students will use digital tools to access, manage, evaluate, and synthesize information in order to solve problems individually and collaborate and to create and communicate knowledge

Big Idea: To have a solid command of themes and ideas.

Unit Essential Questions:

- What are the elements of effective storytelling and how does an author use these elements to draw the reader in and bring about a specific effect?
- How do I interact with the story I am reading and relate that to the real world?

Unit Enduring Understandings:

- Readers connect the author's story to history, culture, empathy, identity and sociological perspectives.
- Readers determine the author's central idea, symbolism, and themes.
- Readers use various strategies to form a well-developed view of a character's

<ul style="list-style-type: none"> ● How do I define the author's story and connect to culture and society? ● How am I a member of the human race, both unique and akin to others? ● How do I define the author's story and connect to history, culture, and society? 	<p>identity and apply sociological perspectives.</p> <ul style="list-style-type: none"> ● Readers investigate culture and identity with various sociological theories.
<p>Unit Learning Targets <i>Students will...</i></p> <ul style="list-style-type: none"> ● Develop critical reading habits. ● Focus on the historical, cultural, and sociological context of the text. ● Analyze the author's choices and the impact those choices have on the text. ● Identify and analyze plot, characters, conflict, et., to gain an appreciation of the author's craft. ● Identify central ideas, symbolism, and themes. ● Make connections between the text and the historical background. ● Understand the power of great storytelling develops into personal storytelling ● Evaluate if the formation of personal identity is dependent on the culture and society. 	

Evidence of Learning		
<p>Summative Assessment: On-Demand Reading Assessment, Personal Storytelling/Narrative Writing</p>		
<p>Formative Assessments:</p> <ul style="list-style-type: none"> ● Notebook Writing ● Active Citizenship Project (Summative at end of course) 		
Lesson Plans		
<i>Learning Targets/Goals</i>	<i>Activities/Interdisciplinary Connections</i>	<i>Timeframe</i>
<p>Readers connect the author's story to history, culture, empathy, identity and sociological perspectives.</p>	<ul style="list-style-type: none"> ● Readers will be introduced to <i>The Hate U Give</i> and given a historical background. ● Students will close-read the film <i>The Hate U Give</i>. ● Readers will listen to excerpts from the book <i>The Hate U Give</i>. ● In small groups, students will conduct historical research from the film and book's content. 	<p><i>1 Week</i></p>

	<ul style="list-style-type: none"> ● In small groups, students will jigsaw to teach their peers what they learned from their research. 	
Readers determine the author's central idea, symbolism, and themes.	<ul style="list-style-type: none"> ● In small groups, students will select a theme from the film/book to write about reading. ● Readers will explain the link between conflict and theme as well as the difference between a thematic idea and a thematic statement. ● Readers will discuss the importance of symbolism and why the author chose these symbols. ● Readers will identify and choose a universal theme and write about it in their reader's notebook. 	<i>1 week</i>
Readers use various strategies to form a well-developed view of a character's identity and apply sociological perspectives.	<ul style="list-style-type: none"> ● Readers will look for text evidence where the character is revealing something about themselves. ● Readers will study characters' choices to deepen their understanding of who they are as a person. ● Readers will write a personal narrative. Students may choose to write a poem, a song, or a short essay. Students may also come up with their own personal narrative idea with teacher permission. ● Readers will investigate song lyrics, poetry, or other forms of mixed media that represent similar themes and sociological perspectives. 	<i>1 week</i>
Readers investigate culture and identity with various sociological theories.	<ul style="list-style-type: none"> ● In small groups, readers will create a presentation. ● Students may choose their form of media to create the presentation. This may include but is not limited to Google Slides, Prezi, or Canva. ● Students will compare and contrast the culture, and societal norms in the story compared to societal norms today. Students will tie in the mixed media representations to compare and contrast. 	<i>1 week</i>
Social justice activism project	<ul style="list-style-type: none"> ● Writers will confer with teachers on their project selection. 	<i>Ongoing</i>

Differentiating Instruction: Students with Disabilities, English Language Learners, Gifted & Talented Students

Examples of Strategies and Practices that Support Students with Disabilities:

- Use of visual and multisensory formats
- Use of assisted technology
- Use of prompts
- Modification of content and student products
- Testing accommodations
- Authentic assessments

Examples of Strategies and Practices that Support Gifted & Talented Students:

- Adjusting the pace of lessons
- Curriculum compacting
- Inquiry-based instruction
- Independent study
- Higher-order thinking skills
- Interest-based content
- Student-driven instruction
- Real-world problems and scenarios

Examples of Strategies and Practices that Support English Language Learners:

- Pre-teaching of vocabulary and concepts
- Visual learning, including graphic organizers
- Use of cognates to increase comprehension
- Teacher modeling
- Pairing students with beginning English language skills with students who have more advanced English language skills
- Scaffolding
- Word walls
- Sentence frames
- Think-pair-share
- Cooperative learning groups

Teacher Resources

<i>Texts</i>	<i>Notes</i>
<ul style="list-style-type: none"> ● <i>The Hate U Give</i> ● <i>The Hate U Give (film)</i> ● Same Love by Mackelmore & Ryan Lewis ● Strange Fruit Lyrics by Billie Holiday 	<ul style="list-style-type: none"> ● To be used in a full-class setting by reading excerpts from the book. ● Link between the conflict that appears in the text, the thematic idea, and the universal statement of theme.

<ul style="list-style-type: none"> ● Blood on the Leaves by Kanye West (featuring Billie Holiday) ● Stereotyping Pool by Brent Kincaid ● Stereotypes by Michaela Tripp 	<ul style="list-style-type: none"> ● Connect empathy and identity to modern day poems and song lyrics.
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Unit 3

Unit Title: Social Justice Book Club: Empathy & Identity
Unit Summary: Students will use this unit to explore how bias and perspective influences our perception of our society. Readers will analyze the conflicts presented by the author and develop a deepened understanding of bias and multiple perspectives. Through different perspectives, students will study the impact of the sociological condition on the main character and the supporting characters. Students will continue to develop their skills through book club discussions, writing about reading and the use of Socratic Seminar.
Primary Interdisciplinary Connections: History, Sociology, Culture
21st Century Career and Life Themes: CRP.K-12.CRP1 Act as a responsible and contributing citizen and employee. CRP.K-12.CRP12 Work productively in teams while using cultural global competence
Learning Targets
NJSLS Standards: 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. 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. SL.11-12.1. Initiate and participate effectively in a range of collaborative discussions (one-on-one, in groups, and teacher-led) with peers on grades 11–12 topics, texts, and issues, building on others’ ideas and expressing their own clearly and persuasively. 1. 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. 2. 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.

3. 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.
4. 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.

L.11-12.4. Determine or clarify the meaning of unknown and multiple-meaning words and phrases based on grades 11–12 reading and content, choosing flexibly from a range of strategies.

1. Use context (e.g., the overall meaning of a sentence, paragraph, or text; a word’s position or function in a sentence) as a clue to the meaning of a word or phrase.
2. Identify and correctly use patterns of word changes that indicate different meanings or parts of speech (e.g., conceive, conception, conceivable).
3. Consult general and specialized reference materials (e.g., dictionaries, glossaries, thesauruses), both print and digital, to find the pronunciation of a word or determine or clarify its precise meaning, its part of speech, its etymology, or its standard usage.
4. Verify the preliminary determination of the meaning of a word or phrase (e.g., by checking the inferred meaning in context or in a dictionary).

L.11-12.5. Demonstrate understanding of figurative language, word relationships, and nuances in word meanings.

1. Interpret figures of speech (e.g., hyperbole, paradox) in context and analyze their role in the text.
2. Analyze nuances in the meaning of words with similar denotations.

Technology Standards: 8.1 Educational Technology: All students will use digital tools to access, manage, evaluate, and synthesize information in order to solve problems individually and collaborate and to create and communicate knowledge

Big Idea: The power of narrative to understand empathy and identity for marginalized groups of people.

Unit Essential Questions:

- How can literature serve as a vehicle for social change?
- Where does the meaning of a text reside? Within the text, within the reader, or in the transaction that occurs between them?
- In what ways are all narratives influenced by bias and perspective?

Unit Enduring Understandings:

- Readers connect the author’s story to history, culture, society, and social justice issues.
- Readers use various strategies to form a well-developed view of a character’s identity and apply their knowledge of social identity.
- Readers will understand that you must have empathy to study social justice.

<ul style="list-style-type: none"> ● In what ways can minority groups keep their issues on the larger culture’s “radar screen?” 	<ul style="list-style-type: none"> ● Readers analyze the text for stereotypes, oppression, and prejudice. ● Readers will synthesize the core values of social justice within their text.
<p>Unit Learning Targets <i>Students will...</i></p> <ul style="list-style-type: none"> ● Connect the story to social justice issues. ● Develop an understanding of the character(s) social identity ● Analyze the text for stereotypes that may be presented ● Evaluate the text for opportunities for empathy. ● Synthesize the core values of social justice within the text. 	

Evidence of Learning

Summative Assessment: On-Demand Reading Assessment, Socratic Seminar

Questions from which to center **Socratic Seminar**:

Language & Literature:

1. *How do authors use the resources of language to impact an audience?*
2. *How does literature reveal the values of a given culture or time period?*
3. *What can a reader know about an author’s intentions based only on a reading of the text?*

Identity:

1. *How do we form and shape our identities?*
2. *In a culture where we are bombarded with ideas and images of “what we should be,” how does one form an identity that remains true and authentic for her/himself?*

3. *What does it mean to be invisible? (context: minorities)*

Stereotypes:

1. *How do stereotypes influence how we look at and understand the world?*
2. *How does our culture play a role in shaping stereotypes?*

Oppression:

1. *What is oppression and what are the root causes?*
2. *What allows some individuals to take a stand against prejudice/oppression while others choose to participate in it?*

Prejudice:

1. *What creates prejudice, and what can an individual overcome it?*
2. *What are the causes and consequences of prejudice and injustice, and how does an individual's response to them reveal his/her true character?*
3. *What are the causes and consequences of prejudice and how does an individual's response to it reveal his/her morals, ethics, and values?*

Formative Assessments:

- Notebook Writing (modeling as a entire class using)
- Group Reading Workshop (Grades for Beginning/Middle/End Work, group discussion)
- Active Citizenship Project (Summative at end of course)

Lesson Plans

<i>Learning Targets/Goals</i>	<i>Activities/Interdisciplinary Connections</i>	<i>Timeframe</i>
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<p>Readers connect the author's story to history, culture, society, and social justice issues.</p>	<ul style="list-style-type: none"> ● Readers will be introduced to the book club choices using a "Tasting Menu." ● Students will write about reading in their reader's notebook. 	<p><i>2 days</i></p>
<p>Readers use various strategies to form a well-developed view of a character's identity and apply their knowledge of social identity.</p>	<ul style="list-style-type: none"> ● Readers will discuss empathy and identity ● Readers will discuss social identity ● Readers will look for text evidence where the character is revealing something about themselves. ● Readers will study characters' choices to deepen their understanding of who they are as a person. ● Readers will explain the link between the character's identity and social justice. ● Readers will discuss the importance of identity and why the author chose these character traits ● Readers will discuss questions using the Socratic Seminar method. 	<p><i>1 week</i></p>
<p>Readers analyze the text for stereotypes, oppression, and prejudice.</p>	<ul style="list-style-type: none"> ● Readers will study the text for stereotypes, oppression, and prejudice. ● Readers will discuss questions using the Socratic Seminar method. 	<p><i>3 days</i></p>
<p>Readers will synthesize the core values of social justice within their text.</p>	<ul style="list-style-type: none"> ● Readers will study the text for equal/unequal rights, opportunity, and treatment. ● In groups, readers will create a presentation. ● Students may choose their form of media to create the presentation. This may include but is not limited to Google Slides, Prezi, Canva, creating a website, or a trifold poster. ● Students will present the social justice issues discovered in their text. 	<p><i>1 week</i></p>
<p>Social justice activism project</p>	<ul style="list-style-type: none"> ● Writers will confer with teachers on their project selection. 	<p><i>Ongoing</i></p>
<p>Differentiating Instruction: Students with Disabilities, English Language Learners, Gifted & Talented Students</p>		

Examples of Strategies and Practices that Support Students with Disabilities:

- Use of visual and multisensory formats
- Use of assisted technology
- Use of prompts
- Modification of content and student products
- Testing accommodations
- Authentic assessments

Examples of Strategies and Practices that Support Gifted & Talented Students:

- Adjusting the pace of lessons
- Curriculum compacting
- Inquiry-based instruction
- Independent study
- Higher-order thinking skills
- Interest-based content
- Student-driven instruction
- Real-world problems and scenarios

Examples of Strategies and Practices that Support English Language Learners:

- Pre-teaching of vocabulary and concepts
- Visual learning, including graphic organizers
- Use of cognates to increase comprehension
- Teacher modeling
- Pairing students with beginning English language skills with students who have more advanced English language skills
- Scaffolding
- Word walls
- Sentence frames
- Think-pair-share
- Cooperative learning groups

Teacher Resources	
<i>Texts</i>	<i>Notes</i>
<p><i>Stamped: Racism, Anti Racism, and You</i> - Jason Reynolds & Ibram X. Kendi</p> <p><i>We Should All be Feminists</i> Chimamanda Ngozi Adichie</p>	<p>Mentor Texts</p>
<p><i>All American Boys</i> - Jason Reynolds</p> <p><i>The Bluest Eye</i> - Toni Morrison - identity</p> <p><i>Watch Us Rise</i> - Renee Watson & Ellen Hagan</p>	<p>Potential Works of Study</p>

<i>Between Shades of Grey</i> - Ruta Sepetys <i>Dear Martin</i> - Nic Stone <i>The 57 Bus</i> -Dashka Slater <i>Internment</i> - Samira Ahmed <i>The Handmaid's Tale</i> - Margaret Atwood	Book Club Choice Novels
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Unit 4

Unit Title: Active Citizens Project
Unit Summary: This unit will analyze the rights and responsibilities of citizenship and demonstrate an understanding of what it means to be an active citizen. Students will focus their project on social justice issues of their choice to promote the change they want to see in the world.
Primary Interdisciplinary Connections: History, Sociology, Culture
21st Century Career and Life Themes: CRP.K-12.CRP1 Act as a responsible and contributing citizen and employee. CRP.K-12.CRP12 Work productively in teams while using cultural global competence
Learning Targets
NJSLS Standards: LA.L.11-12.6 Acquire and use accurate 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. 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.11-12.8 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.11-12.2.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.K-12.NJSLSA.R9 Analyze and reflect on how two or more texts address similar themes or topics in order to build knowledge or to compare the approaches the authors take.

SL.11-12.4 Present information, findings and supporting evidence clearly, concisely, and logically. The content, organization, development, and style are appropriate to the 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.

Technology Standards: 8.1 Educational Technology: All students will use digital tools to access, manage, evaluate, and synthesize information in order to solve problems individually and collaborate and to create and communicate knowledge

Big Idea:

Unit Essential Questions:

- Why should I stand up against social injustice?
- How do I take a stand against bias?
- In what ways can I speak up?
- How can I develop an action plan against social injustice in the world?

Unit Enduring Understandings:

- Understand the difference between being an upstander vs. a bystander
- Analyze the importance of taking a stand.
- Evaluate effective citizenship and what it takes to have the knowledge, skills, and courage to take a stand against social injustice.
- Engage in working to make a difference in the life of our community promoting the quality of life in a community by taking a stand.

Unit Learning Targets

Students will...

- Writers will recognize their own responsibility to stand up to exclusion, prejudice and injustice.
- Writers will speak up with courage and respect when they or someone else has been hurt or wronged by bias.
- Writers will make principled decisions about when and how to take a stand against bias and injustice in their everyday lives and will do so despite negative peer or group pressure.
- Writers will plan and carry out collective action against bias and injustice in the world and will evaluate what strategies are most effective.

Evidence of Learning		
<p>Summative Assessment: Social Justice Activism Project & Presentation</p> <ul style="list-style-type: none"> ● Action Campaign 		
<p>Formative Assessments:</p> <ul style="list-style-type: none"> ● Plan Your Attack ● Talk It Up ● Grab People's Attention ● Make Your Pitch 		
Lesson Plans		
<i>Learning Targets/Goals</i>	<i>Activities/Interdisciplinary Connections</i>	<i>Timeframe</i>
Writers will recognize their own responsibility to stand up to exclusion, prejudice and injustice.	<ul style="list-style-type: none"> ● Writers will determine the root cause of their issue and its historical context. ● Writers will determine the objective for their action plan. ● Writers will research current efforts for or against their cause. ● Writers will detail their action steps. ● Plan Your Attack 	<i>1 Week</i>
Writers will speak up with courage and respect when they or someone else has been hurt or wronged by bias.	<ul style="list-style-type: none"> ● Writers will speak to their peers in their class about their issue in a gallery walk/station format. ● Writers will pitch their action plan to their peers for feedback. ● Writers will confer with the teacher for feedback. ● Talk It Up 	<i>1 week</i>
Writers will make principled decisions about when and how to take a stand against bias and injustice in their everyday lives and will do so despite negative peer or group pressure.	<ul style="list-style-type: none"> ● Writers will determine which source of media they will use for their presentation. This may include creating a website or another student choice with teacher permission. ● Writers will create their action plan presentation. ● Writers will confer with the teacher for feedback. 	<i>1 week</i>

	<ul style="list-style-type: none"> ● Make Your Pitch 	
Writers will plan and carry out collective action against bias and injustice in the world and will evaluate what strategies are most effective.	<ul style="list-style-type: none"> ● Writers will present their action plan to their r peers for feedback ● Writers will confer with the teacher for feedback ● Writers will present their final action plan project. ● Action Campaign 	<i>1 week</i>

**Differentiating Instruction:
Students with Disabilities, English Language
Learners, Gifted & Talented Students**

Examples of Strategies and Practices that Support Students with Disabilities:

- Use of visual and multisensory formats
- Use of assisted technology
- Use of prompts
- Modification of content and student products
- Testing accommodations
- Authentic assessments

Examples of Strategies and Practices that Support Gifted & Talented Students:

- Adjusting the pace of lessons
- Curriculum compacting
- Inquiry-based instruction
- Independent study
- Higher-order thinking skills
- Interest-based content
- Student-driven instruction
- Real-world problems and scenarios

Examples of Strategies and Practices that Support English Language Learners:

- Pre-teaching of vocabulary and concepts
- Visual learning, including graphic organizers
- Use of cognates to increase comprehension
- Teacher modeling
- Pairing students with beginning English language skills with students who have more advanced English language skills
- Scaffolding
- Word walls
- Sentence frames

