

Kenilworth Public Schools

Curriculum Guide

Content Area: English IV Crime and Law Literature Seminar

Grade: 12

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English IV - Crime and Law & Literature

<p>Unit 1- Introductory Unit</p>	<p>Unit 2- Multiple Perspectives in Literature: Analyzing Characterization and Point of View using Realistic Fiction</p>	<p>Unit 3- Bias and Perspectives - Truth</p>	<p>Unit 4- Narrative Nonfiction The Value of Personal Stories</p>
<p>Weeks 1-2</p>	<p>Weeks 3-6</p>	<p>Weeks 7-11</p>	<p>Weeks 12-18</p>
<p><i>Unit Description:</i> Creating a community of readers from the first day of school is an essential component for a year full of positive and fulfilling literacy experiences. In this mini-unit, readers will have the opportunity to discover their own reading identities, create goals for this school year and get to know their literacy community. We will create spaces where readers can discover the learning environments and tools that help them</p>	<p><i>Unit Description:</i> Students will use this unit to explore how perspective and point of view influence our perception of both texts and the world around us. As close readers/literary critics, students will pay close attention to characterization, developing complex understandings of characters' backgrounds, personalities, values, and motivations, ultimately using this information to consider</p>	<p><i>Unit Description:</i> In our current world, we are constantly sorting through information. Some of it is fact, some of it is fiction, some of it is biased, some of it is neutral, and it is up to us to determine how to interpret that information. This unit will focus on identifying biases within texts and determining the importance of acknowledging those biases when determining our understanding of the</p>	<p><i>Unit Description:</i> This unit will follow a full-class text to examine narrative nonfiction with a focus on the Criminal Justice system in America. By focusing on structure, theme, historical context, and discussion skills, students will question the very idea of justice, and who deserves mercy from the system. The unit will introduce the issues of juvenile incarceration, the death penalty, mental illness in the system, life after</p>

<p>do their best reading each day. Readers during this unit begin to focus on their strengths, challenges, and hopes for the year. In this process they begin to develop specific goals that they are eager to work towards and share this with others. This first unit also invites readers/writers to get to know one another so that working partnerships can flourish in the units ahead. It is an opportunity for the class to unite and empower one another as they rev up for a year of successful interactions with reading and writing experiences. This mini-unit will also introduce students to an active reading process and raise questions about what is worth thinking about as we read literature, which will guide students' reading of and thinking about fiction throughout the course.</p>	<p>how the unique perspectives of the characters -- and the narrative choices of writers -- create meaning within their novels. The unit will focus on using conversation to deepen understanding of texts and make connections to the world around us. Not only will students study elements of productive conversation, they also will apply them throughout the unit in book club discussions, culminating in a Socratic Seminar in which students discuss the unit's essential questions.</p>	<p>truth.</p>	<p>prison, and prison reform. Students will begin the unit by learning about each of the issues, and their existence both within the full-class text and in American society. They will have the opportunity to delve into one topic of their choice, using inquiry-based research methods to form an opinion and consider how the topic could be either reformed or viewed in a different manner. The culminating activity will be to communicate their findings through an infographic, which will be viewed by the rest of the class, prompting a reflection of their own opinions and the research of their peers.</p>
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<p><i>Unit Targets:</i></p> <ul style="list-style-type: none"> ● Readers know the purpose of their reading tools and how the tools support their reading growth ● Readers know the norms, routines, and structures and understand each one of their purposes (SL.11-12.1) ● Readers can effectively navigate independent reading by making choices to move their work forward (RI.11-12.2) ● Readers use their knowledge about different genres to make reading an active process in both literature and informational 	<p><i>Unit Targets:</i></p> <ul style="list-style-type: none"> ● Explore characters' perspectives in order to develop an understanding of events that occur within the text. ● Develop collaborative and conversational skills that help students engage with both the text and each other. ● Understand a character's identity by exploring their motivations, challenges, actions, interactions, and environmental/societal backgrounds. 	<p><i>Unit Targets:</i></p> <ul style="list-style-type: none"> ● Write arguments that cite textual evidence and integrate rhetorical strategies ● Participate in both formal and informal discussions by communicating findings to both small groups and the entire class ● Evaluate a speaker's purpose by considering perspective, point of view, word choice, structure, and presentation of content ● Synthesize evidence from multiple sources to develop an understanding of bias's effect on the truth 	<p><i>Unit Targets:</i></p> <ul style="list-style-type: none"> ● Identify and evaluate the elements of narrative nonfiction, including structural choices, character development, exposition, and resolution, etc. ● Identify the author's purpose in writing and analyze the effectiveness of techniques used in conveying that purpose. ● Analyze the larger themes or life lessons the story is bringing forward and how these might help them grow to be more empathetic people ● Create a final project in which students synthesize their understanding of
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texts (RL.11-12.3)		•	narrative elements and rhetorical strategies and apply them to a topic of personal significance
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English IV - Crime and Law & Literature – Unit 1

Unit Title: Introductory Unit	
Unit Summary: Creating a community of readers from the first day of school is an essential component for a year full of positive and fulfilling literacy experiences. In this mini-unit, readers will have the opportunity to discover their own reading identities, create goals for this school year and get to know their literacy community. We will create spaces where readers can discover the learning environments and tools that help them do their best reading each day. Readers during this unit begin to focus on their strengths, challenges, and hopes for the year. In this process they begin to develop specific goals that they are eager to work towards and share this with others. This first unit also invites readers/writers to get to know one another so that working partnerships can flourish in the units ahead. It is an opportunity for the class to unite and empower one another as they rev up for a year of successful interactions with reading and writing experiences. This mini-unit will also introduce students to an active reading process and raise questions about what is worth thinking about as we read literature, which will guide students’ reading of and thinking about fiction throughout the course.	
Primary Interdisciplinary Connections: History, Sociology, Psychology, Criminal Justice, Forensics	
21st Century Career and Life Themes: Career Readiness, Making informed decisions, Growth Mindset	
Learning Targets	
NJSLS Standards: 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 RL.11-12.3 - Analyze the impact of the author’s choices regarding how to develop and relate elements of a story or drama (e.g., where a story is set, how the action is ordered, how the characters are introduced and developed). 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.	
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: Developing independent reading workshop skills will help students engage with literature in ways they can then transfer to other texts and units	
Unit Essential Questions: <ul style="list-style-type: none"> ● How can I develop my own reading & writing identity? ● How do I use the readers notebook to 	Unit Enduring Understandings: <ul style="list-style-type: none"> ● Students understand that daily writing and reflecting on what they read is essential to developing critical skills

<p>meaningfully engage with texts?</p> <ul style="list-style-type: none"> ● How can I engage in meaningful conversations with my peers about perspectives, texts, and experiences? ● How can I be a responsible and an active participant when engaging in independent reading? 	<ul style="list-style-type: none"> ● Students can use independent work to develop an identity as a student, obtaining the skills necessary to continue towards higher education or career readiness.
<p>Unit Learning Targets <i>Students will...</i></p> <p><i>Active Reading/Discussion/ Choice/ Community Building</i></p> <ul style="list-style-type: none"> ● Readers know the norms, routines, and structures of our classroom ● Readers can effectively navigate independent reading by making choices to move their work forward ● Readers use their knowledge about different genres to make reading an active process in both literature and informational texts ● Readers establish discussion norms and practice questioning and discussion strategies 	

Evidence of Learning

Summative Assessment: Post-introductory unit Pre-assessment where students interact with a cold read to showcase the skills they are developing in relation to the beginning-middle-end of a story

Formative Assessments:

- Notebook Writing (modeling as a entire class using “Lamb to the Slaughter”)
- Group Reading Workshop (Grades for Beginning/Middle/End Work, group discussion)

Lesson Plans

<i>Learning Targets/Goals</i>	<i>Activities/Interdisciplinary Connections</i>	<i>Timeframe</i>
<p>Readers know the purpose of their reading tools and how the tools support their reading growth</p>	<ul style="list-style-type: none"> ● Readers understand the meaning to the notebook: <ul style="list-style-type: none"> ○ “<i>Reading is like breathing in and writing is like breathing out.</i>” What does this mean? How might this relate to our work?” - Pam Allyn ● Readers think about what is worth keeping in a reader's notebook and what types of 	<p>< 1 Week</p>

	<p>sections we might want to have</p> <ul style="list-style-type: none"> ● Readers examine other students' notebook entries to admire qualities and begin to set goals about how they want their notebook to go. What do we notice about these pages? (see link) ● Readers think about setting specific goals thinking about “What is challenging about writing about reading?” “What is something I want to try out in my notebook?” 	
<p>Readers know the norms, routines, and structures and understand each one of their purposes</p>	<ul style="list-style-type: none"> ● Readers engage in the components and structures to become more independent in their reading practice: <ul style="list-style-type: none"> ○ Mini-lessons: 10 min strategy instruction ○ Independent Practice: reading our independent books & write in our notebooks ○ Strategy Groups: small group instruction to practice a particular skill and learn a strategy ○ Reflection/Share: share out our thinking with our peers and whole class 	<p><i>1 week</i></p>
<p>Readers can effectively navigate independent reading by making choices to move their work forward</p>	<ul style="list-style-type: none"> ● Readers make decisions about how their reading time will go <ul style="list-style-type: none"> ○ Independent reading ○ Flagging Day ○ Notebook Entry Day ● Readers make their own plans on what to talk about in their small groups thinking about some of the past teaching and what could make for a rich discussion 	<p><i>1 week</i></p>
<p>Readers use their knowledge about how literature tends to go to make their reading a more active process</p>	<p><u>Literature:</u> Beginning:</p> <ul style="list-style-type: none"> - Readers think about where the story takes place and who is telling the story - Readers think about who the characters are by studying what they do, say, think or feel - Readers look for what the character seems to be missing or seeking - Readers think about what is motivating the character - Readers identify the characters in the story and their positive or negative influence on 	

	<p>the main character</p> <p>Middle:</p> <ul style="list-style-type: none"> - Readers think about the development of the characters and the relationships forming or changing - Readers look closely at the characters' response to the challenges and hardships - Readers begin to see how the author is revealing the theme/themes of the text - Readers examine the growth of a character or glimpsing of maturity within them - Readers consider the norms of the community the characters are living in and how it might impact their way of life <p>End Thinking:</p> <ul style="list-style-type: none"> - Readers come to conclusions about what the bigger message and truth about life that has been taught through the text - Readers synthesize their ideas to discuss not only the explicit ideas but the implicit ideas being portrayed through the story - Readers consider the topics presented in the text and how they connect to other works - Readers think about the evolution of the character and their emotional journey 	
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**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>
“Lamb to the Slaughter” by Roald Dahl “A Rose for Emily” by William Faulkner cold reading passages for assessment	To be used as full-class text and model

English IV - Crime and Law & Literature – Unit 2

Unit Title: Multiple Perspectives in Literature: Analyzing Characterization and Point of View using Realistic Fiction

Unit Summary: Students will use this unit to explore how perspective and point of view influence our perception of both texts and the world around us. As close readers/literary critics, students will pay close attention to characterization, developing complex understandings of characters’ backgrounds, personalities, values, and motivations, ultimately using this information to consider how the unique perspectives of the characters -- and the narrative choices of writers - - create meaning within their novels. The unit will focus on using conversation to deepen understanding of texts and make connections to the world around us. Not only will students study elements of productive conversation, they also will apply them throughout the unit in book club discussions, culminating in a Socratic Seminar in which students discuss the unit’s essential questions.

Primary Interdisciplinary Connections: History, Sociology, Psychology, Criminal Justice, Forensics

21st Century Career and Life Themes: Career Readiness, Making informed decisions, Growth Mindset

Learning Targets

NJSLS Standards:

- NJSLSA.R6. Assess how point of view or purpose shapes the content and style of a text.
- RL.11-12.3. Analyze the impact of the author’s choices regarding how to develop and relate elements of a story or drama (e.g., where a story is set, how the action is ordered, how the characters are introduced and developed).
- 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.
- NJSLSA.SL1. Prepare for and participate effectively in a range of conversations and collaborations with diverse partners, building on others’ ideas and expressing their own clearly and persuasively.

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 reading workshop model will help students be empowered by choice, develop conversational/collaborative skills, employ close-reading techniques, and engage in a socratic discussion

Unit Essential Questions:

- How do various points of view alter our perception and understanding of an event in a text, and also the world around us?
- How can studying a character’s motivations, struggles, insecurities and

Unit Enduring Understandings:

- Readers explore a text’s point of view to determine how perception shapes understanding
- Readers consider the importance of the characters’ motivations to explore the

background help a reader better understand human behavior?	bigger ideas behind them <ul style="list-style-type: none"> ● Readers use conversation and their notebook to deepen their understanding of the text and to explore the deeper meanings ● Readers synthesize and reflect how their thinking is moved or shaped
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<p>Unit Learning Targets <i>Students will...</i></p> <ul style="list-style-type: none"> ● Explore characters’ perspectives in order to develop an understanding of events that occur within the text. ● Develop collaborative and conversational skills that help students engage with both the text and each other. ● Understand a character’s identity by exploring their motivations, challenges, actions, interactions, and environmental/societal backgrounds.

Evidence of Learning

Summative Assessment: Socratic Seminar and Small Group Conversations where students demonstrate an understanding of the essential questions, and how they came to those conclusions. Discussion of how these essential questions deal not only with the texts read, but also apply to real-world ideas and situations.

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

1. Discuss the point of view of the story’s narration and how it impacts the events of the story.
2. What motivates the character(s) to act as they do, and how does this influence the reader’s perception of him/her?
3. When a person considers the perspectives and motivations of people in society, how might that change your view of an event or situation? Consider this through the lens of the current event/trial assigned by your teacher.

Question from which to center **small group discussion** (book club):

4. Choose a part of the text that stood out to you or left an impression. Discuss what this part reveals and why the author might have included this?

Post-Unit Reflective Writing:

5. How can we use conversation to help us grow ideas and understanding of texts?

Formative Assessment:
Written responses to short answers questions:

1. Discuss the point of view of the story's narration and how it impacts the events being described
2. What motivates the character(s) to act as they do, and how does this influence the reader's perception of him/her?
3. Choose a part of the text that stood out to you or left an impression. Discuss what this part reveals and why the author might have included this?
4. How can we use conversation to help us grow ideas and understanding of texts?

Lesson Plans

<i>Learning Targets/Goals</i>	<i>Activities/Interdisciplinary Connections (teaching points)</i>	<i>Timeframe</i>
<p>Readers use various strategies to form a well-developed view of a character's identity</p>	<ul style="list-style-type: none"> ● Readers look for subtle moments where the character is revealing something about themselves ● Readers study characters choices and what they did compared to what they chose not do to deepen their understanding and further refine their theories about who they are as people ● Readers begin to get to know the characters in their texts by understanding what they might be missing or seeking in their life ● Readers consider archetypes, both in literature and beyond, which can help categorize a character ● Readers are on high alert for the various characters that the author includes and understand their purpose or what role they play 	<p><i>1 week</i></p>

<p>Readers consider the importance of the character's perspective</p>	<ul style="list-style-type: none"> ● Readers choose a scene and talk about how this event/text might be different if it was told through a secondary character's perspective ● Readers consider who is telling the story and consider why a writer chooses to tell the story from a particular perspective ● Readers look closely at characters' life complications and what might have caused these challenges ● Readers think about the complexity of a character's emotional responses to situations presented in the text ● Readers consider the environmental, societal or personal factors that are in the character's control and the factors that possibly are outside of their control ● Readers talk about a character's insecurities, what might have been the cause of these and how they influence their perspective 	<p><i>1-2 weeks</i></p>
<p>Readers use conversation and their notebook to deepen their understanding of the text and articulate their ideas clearly</p>	<ul style="list-style-type: none"> ● Students study elements of a productive conversation, such as speaking time, asking questions, following up with ideas, active listening skills <ul style="list-style-type: none"> ○ (Watch videos of conversations and study them closely) ● Students practice discussion skills with low stakes topics (speed discussions, four corners, this or that, etc.) and work toward applying them high stakes, text-related topics ● Readers explore various ways to react to text to find note-worthy memorable moments to write or talk about <ul style="list-style-type: none"> ○ Reader has a strong emotional reaction ○ Reader notices a strong change or a pattern that is broken ○ Reader notices an object that 	

	appears to be significant or important in some way	
Readers synthesize and reflect how their thinking is moved or shaped	<ul style="list-style-type: none"> ● Readers return to their initial ideas and turn them into claims that address larger ideas with global connections ● Readers revise their theories ● Readers step back from the text and think about the larger connections that this story has with the rest of the world ● Readers think about how their view of the world, society, or concept(s) has developed over the course of the unit 	<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
- Think-pair-share
- Cooperative learning groups

Teacher Resources	
<i>Texts</i>	<i>Notes</i>
<i>The Lovely Bones</i> - Alice Sebold <i>Sadie</i> - Courtney Summers <i>The Good Son</i> - You-Jeong Jeong <i>Monday's Not Coming</i> - Tiffany D. Jackson <i>Monster</i> - Walter Dean Myers	Texts will be used for book clubs where students will examine the use of POV and character identity and motivation to study the human experience within the texts.

English IV - Crime and Law & Literature – Unit 3

Unit Title: Bias and Perspectives - Truth

Unit Summary: In our current world, we are constantly sorting through information. Some of it is fact, some of it is fiction, some of it is biased, some of it is neutral, and it is up to us to determine how to interpret that information. This unit will focus on identifying biases within texts and determining the importance of acknowledging those biases when determining our understanding of the truth.

Primary Interdisciplinary Connections: Psychology, Sociology, Criminal Justice, Journalism

21st Century Career and Life Themes: Self-reflection, Communication, Collaboration

Learning Targets

NJSLS Standards:

- L.11-12.3. Apply knowledge of language to understand how language functions in different contexts, to make effective choices for meaning or style, and to comprehend more fully when reading or listening.
- 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.
- RI.11-12.5. Analyze and evaluate the effectiveness of the structure an author uses in his or her exposition or argument, including whether the structure makes points clear, convincing, and engaging.
- 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.
- RI.11-12.7. Integrate and evaluate multiple sources of information presented in different media or formats (e.g., visually, quantitatively) as well as in words in order to address a question or solve a problem.
- 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.
- 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.

Technology Standards:

- 8.1.12.E.1 Produce a position statement about a real world problem by developing a systematic plan of investigation with peers and experts synthesizing information from multiple sources.

Big Idea: The author's structural and stylistic choices affect meaning for the reader, including use of foreshadowing, irony, tension, and surprise.

Unit Essential Questions:

- How can we use rhetorical strategies to compose an effective argument?
- How do bias and perspective shape our understanding of the truth?

Unit Enduring Understandings:

- Students will understand the impact of bias and perspective on individuals' understandings of the truth
- Students will consider how language and

<ul style="list-style-type: none"> ● Where does bias present itself, and how does that affect our view of the world? 	<p>rhetorical strategies can be used to convince and/or manipulate</p> <ul style="list-style-type: none"> ● Students will understand that bias exists in many forms within the world including the media they consume, the people they interact with, the stories they are exposed to, etc.
<p>Unit Learning Targets <i>Students will...</i></p> <ul style="list-style-type: none"> ● Write arguments that cite textual evidence and integrate rhetorical strategies ● Participate in both formal and informal discussions by communicating findings to both small groups and the entire class ● Evaluate a speaker’s purpose by considering perspective, point of view, word choice, structure, and presentation of content ● Synthesize evidence from multiple sources to develop an understanding of bias’s effect on the truth 	

Evidence of Learning

Summative Assessments:

- Write an in-class argumentative essay from the perspective of the prosecution or defense attorney. Students will decide if they believe Adnan is guilty of murdering Hae Min Lee, and they’ll work to write and present compelling arguments to support their position, integrating rhetorical techniques. They’ll incorporate specific evidence from the podcast to support their ideas and develop their argument. Students will be able to use their crime board notes from the entire unit when writing the essay.
- Socratic Seminar answering the question “To what extent does bias influence our understanding of the truth?” Support their argument by using evidence from *Serial* and other sources.

Formative Assessments:

- Formative writing assessment (paragraph)
- Students work in small groups to create “crime boards” documenting evidence for and against Adnan’s case in preparation for an argumentative essay.
- Discussion practice including partner discussions, small group discussions, TQE discussions, and self-reflection on recorded discussions
- Optional: Cold reading assessment testing reading skills used in analyzing podcast, listening checks

Lesson Plans

<i>Learning Targets/Goals</i>	<i>Activities/Interdisciplinary Connections</i>	<i>Timeframe</i>

<p>Evaluate a speaker's purpose by considering perspective, point of view, word choice, structure, and presentation of content</p>	<ul style="list-style-type: none"> ● Identify moments in the text that reveal a bias in Sarah Koenig's reporting including her use of word choice to build sympathy for Adnan ● Consider the purpose behind Koenig's omission of specific details about the case. ● Consider the motivation of various speaker's contributions to the podcast. ● Evaluate Koenig's decisions for structuring individual episodes and the podcast as a whole. 	<p><i>2 weeks</i></p>
<p>Write arguments that cite textual evidence and integrate rhetorical strategies</p>	<ul style="list-style-type: none"> ● Introduce rhetorical strategies of persuasion (ethos/logos/pathos) and how they are used by Koenig and other speakers <ul style="list-style-type: none"> ○ Use graphic organizers at the end of the unit to help students identify moments where people in the podcast attempt to use them. ○ Students identify ethos, pathos, logos in video/film clips ● Students use No Red Ink to identify and evaluate strength of claims, subclaims, and evidence ● Students write in class argumentative essay (5 paragraphs) 	<p><i>1 week</i></p>
<p>Participate in both formal and informal discussions by communicating findings to both small groups and the entire class</p>	<ul style="list-style-type: none"> ● Students practice using questioning strategies to move the discussions forward ● Students participate in recorded small group discussions to self-evaluate their own discussion skills ● Students come to the discussion prepared with notes and evidence to use as support 	<p><i>1 week</i></p>
<p>Synthesize evidence from multiple sources to develop an understanding of bias's effect on the truth</p>	<ul style="list-style-type: none"> ● Students complete media bias inquiry comparing headlines in various sources ● Students participate in information bias simulation activity ● Students listen to podcast episode about jury selection bias and consider its relation to Adnan's case ● Students read Newsela, Commonlit and/or ActivelyLearn articles on topics such as confirmation bias, PR, search engine misinformation, graph/chart reading 	<p><i>1 week</i></p>

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><i>Serial</i> podcast</p> <p>Supplementals on Jury Selection, Media Bias, Confirmation Bias, etc. from Commonlit.org articles and Newsela</p>	<p>To be used as a full-class text</p>

English IV - Crime and Law & Literature – Unit 4

Unit Title: Narrative Nonfiction - The Value of Personal Stories

Unit Summary: Students will be introduced to personal stories that highlight various issues within the criminal justice system. They will analyze the author's purpose for including these stories and the variety of narrative strategies used to develop these ideas. Students will then transfer these skills into a culminating independent project that asks them to write their own narrative nonfiction that incorporates research elements to examine the larger purpose of an individual's story.

Primary Interdisciplinary Connections: History, Sociology, Psychology, Criminal Justice, Forensics

21st Century Career and Life Themes: Career Readiness, Making informed decisions, Growth Mindset

Learning Targets

NJSLS Standards:

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.

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.

RI.11-12.5. Analyze and evaluate the effectiveness of the structure an author uses in his or her exposition or argument, including whether the structure makes points clear, convincing, and engaging.

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.

RI.11-12.8. Describe and evaluate the reasoning in seminal U.S. and global texts, including the application of constitutional principles and use of legal reasoning (e.g., in U.S. Supreme Court majority opinions and dissents) and the premises, purposes, and arguments in works of public advocacy (e.g., *The Federalist*, presidential addresses).

W.11-12.2. Write informative/explanatory texts to examine and convey complex ideas, concepts, and information clearly and accurately through the effective selection, organization, and analysis of content.

W.11-12.7. 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.

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: Students will focus on an author's purpose in a text's structure, use of rhetoric, and evaluation and use of evidence, which they will then apply to a culminating project.

Unit Essential Questions:

- What does justice look like?
- To what extent does someone deserve mercy?
- How can identifying and understanding the patterns of injustice in our society change our view of the world?
- How do authors make arguments effectively?
- What is the value in listening to personal stories?

Unit Enduring Understandings:

- The idea of justice and mercy is subjective, based on world-views, environmental factors, education, biases, etc. and does not have a definitive model.
- Reading narrative nonfiction allows us to learn about real life events which helps us build empathy for the situations explored within them.
- Understandings of complex topics are formed through research - both formal and informal - and learning from the experiences of others.

Unit Learning Targets

Students will...

Identify and evaluate the elements of narrative nonfiction, including structural choices, character development, exposition, resolution, etc.

Identify the author's purpose in writing and analyze the effectiveness of techniques used in conveying that purpose.

Analyze the larger themes or life lessons the story is bringing forward and how these might help them grow to be more empathetic people

Create a final project in which students synthesize their understanding of narrative elements and rhetorical strategies and apply them to a topic of personal significance

Evidence of Learning

Summative Assessment: Students will conduct an interview with someone in their life, which they will adapt into narrative non-fiction that incorporates research and rhetorical strategies (author's purpose).

Formative Assessment:

Writing assessment in which students identify the author's central message of a chapter and analyze the use of rhetorical strategies to develop that message.

Informal and formal discussions in their groups about the issues presented in the text.

Checkpoints for the summative assessment including interview notes, an outline, and research notes.

Identify the author's use of narrative nonfiction strategies and analyze how they work together to convey the author's overall message in a chapter.

Lesson Plans

<i>Learning Targets/Goals</i>	<i>Activities/Interdisciplinary Connections (teaching points)</i>	<i>Timeframe</i>
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<p>Readers identify and evaluate the elements of narrative nonfiction, including structural choices, character development, exposition, resolution, etc</p>	<p>Narrative Reading:</p> <ul style="list-style-type: none"> ● Readers look at the start of the book as a place to pause and reflect about what this book might teach us; we do this by then writing statements such as (page 17) <ul style="list-style-type: none"> ○ “This book may show us that...” ○ “An idea this author wants us to consider may be...” ● Readers use the work they have done with characters to bring that to real people in the text. We notice details the author includes about a person and put those details together to have a theory about them (page 12 & 13) ● Readers look at the problems presented in the text and the ways in which the people are reacting to these issues/problems ● Readers go back at the end of a chapter and look for how the content in the chapter relates back to the title of the chapter. This can help us see the deeper meaning behind the information/story shared in the given chapter and help us to synthesize the most important parts too ● Readers critique and understand the impact of using this particular story structure. <ul style="list-style-type: none"> ○ Why does the author intentionally sequence these stories this way? ○ How does it influence our emotional reactions to the text? 	
<p>Identify the author’s purpose in writing and analyze the effectiveness of techniques used in conveying that purpose</p>	<p>Students learn that there are three types of rhetorical appeals needed to “persuade” an audience:</p> <ul style="list-style-type: none"> ● Ethos - appeal to the authority: speaker convinces the audience that they are qualified to speak on the subject. <ul style="list-style-type: none"> ○ When Presenters use ETHOS, we determine the information we will include about ourselves to appeal to authority - to convince the audience that we are qualified to speak on the subject. We may: <ul style="list-style-type: none"> ■ Share our connection with the topic 	

	<ul style="list-style-type: none"> <ul style="list-style-type: none"> ■ Share our years of experience ● Pathos - appeal to emotions: use of stories, metaphors, similes, or passionate delivery to draw in the audience through empathy, sympathy. <ul style="list-style-type: none"> ○ Could also use fear, hope, or imagination. ● Logos - logical appeal: use of information to support the speaker's ideas. ● When Presenters use PATHOS, we choose to include information that will evoke an emotional response from the audience. <ul style="list-style-type: none"> ○ Share stories, ○ Use metaphors and similes <ul style="list-style-type: none"> ■ Use images ■ Use descriptive word choice ○ When presenters use LOGOS, we determine the information from our research that will support our idea and convince the audience in a logical way. <ul style="list-style-type: none"> ■ Include facts ■ Include statistics and charts ■ Include evidence from empirical studies 	
<p>Analyze the larger themes or life lessons the story is bringing forward and how these might help them grow to be more empathetic people</p>	<ul style="list-style-type: none"> ● Readers don't just wait until the end of the book to think of a theme, we start this work from the beginning. We can stop and anticipate what they think this book will mostly be about ● Readers identify and linger on specific parts of the text that they believe the author included intentionally related to the theme (chapter 10) ● Readers think about the problems presented in the text. We can list these problems and then think, what is the author trying to tell us about these problems? This type of thinking can lead us to the important messages about life. ● Readers look out for what characters teach each other by noticing where the character 	

	slows down to explain something to another character. Readers put the lesson into their own words.	
Create a final project in which students synthesize their understanding of narrative elements and rhetorical strategies and apply them to a topic of personal significance.	<ul style="list-style-type: none"> ● Students will choose a person to interview about specific experiences in their life ● Students will use the transcript of their interview to narrow the focus of their narrative nonfiction and outline the structure, paying particular attention to the purpose for those structural decisions ● Students will research one topic within the story to incorporate factual information and statistics to add to the story <ul style="list-style-type: none"> ○ Credibility of sources ○ Note taking strategies 	

**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><i>Just Mercy</i> by Bryan Stevenson</p> <p>Clips from Ted Talks/ Films/Documentaries on the five topics that will be used for further research</p>	<p>Full-class novel</p>