

# Kenilworth Public Schools

## Curriculum Guide

Content Area: ELA Social Justice & Literature Seminar

Grade: 12

BOE Approved: 10/15/13

Revision Date: September 2022

Submitted by: Eileen McGrath

BOE Revision Approved: 10/11/22

# Social Justice in Literature- Grade 12 Scope and Sequence

| Unit 1-<br>What is Social Justice?   | Unit 2-<br>Representation in<br>Entertainment Media  | Unit 3-<br>Social Justice Book Clubs  | Unit 4-<br>Active Citizens Project  |
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| Weeks 1-2  | Weeks 3-8  | Weeks 9-16  | Weeks 17-20   |
| <p><i>Unit Description:</i></p> <p>In this unit, students will be introduced to the concept of social justice and the many topics included under this term. Throughout this units, students will begin to come to an understanding of what social justice is; determine how bias and prejudice relate to social justice, consider the relevance of social justice in their personal lives, their community, and the world.</p> | <p><i>Unit Description:</i></p> <p>In this unit, students will examine the role entertainment media plays in shaping our values, beliefs, and worldviews. Students will use literary lenses to examine the social commentary presented within literature including music, film, and television. These ideas will be supported with informational texts to allow students to practice synthesizing ideas between texts. Topics that will be studied include the portrayal of race, gender, social class, the LGBTQ+ community, disabilities, etc.</p> | <p><i>Unit Description:</i></p> <p>Prior to this unit, students have explored what social justice is and how our perspectives regarding social justice are formed. In this unit, we will expand on this knowledge and consider why we should be concerned with social justice by reading texts that portray characters’ experiences facing a variety of social injustices. By examining the circumstances that allowed the injustice to occur (including the presence of biases, oppression, or prejudice), the character’s reactions to those injustices, and the relationships of the characters, students will form a complex account of how people can be impacted by injustices and identify a theme of their novel. They will then make connections between the events in their books to their own lived experiences,</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. This will be an ongoing project that will be introduced at the beginning of the semester and completed as their understanding of social justice is developed throughout the course.</p> |

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|   |   | other texts, and the world around them.  |   |
| <p><i>Unit Targets:</i></p> <ul style="list-style-type: none"> <li>• 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.</li> <li>• 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.</li> <li>• 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.</li> <li>• 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</li> </ul> | <p><i>Unit Targets:</i></p> <ul style="list-style-type: none"> <li>• 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.</li> <li>• 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.</li> <li>• 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).</li> <li>• 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</li> </ul> | <p><i>Unit Targets:</i></p> <ul style="list-style-type: none"> <li>• 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.</li> <li>• 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.</li> <li>• 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)</li> <li>• 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</li> </ul> | <p><i>Unit Targets:</i></p> <ul style="list-style-type: none"> <li>• 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.</li> <li>• 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.</li> <li>• RI.11-12.10. By the end of grade 11, read and comprehend literary nonfiction at grade level text-complexity or above with scaffolding as needed.</li> <li>• 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. <ul style="list-style-type: none"> <li>◦ A. Introduce precise, knowledgeable claim(s), establish the significance of the claim(s), distinguish the</li> </ul> </li> </ul> |

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| <p>advocacy (e.g., The Federalist, presidential addresses).</p> <ul style="list-style-type: none"> <li>● 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.</li> <li>● W.11-12.4. Produce clear and coherent writing in which the development, organization, and style are appropriate to task, purpose, and audience.</li> <li>● 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. <ul style="list-style-type: none"> <li>○ 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</li> </ul> </li> </ul> | <p>inferentially, including determining where the text leaves matters uncertain.</p> <ul style="list-style-type: none"> <li>● 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.</li> <li>● 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.</li> <li>● 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.</li> <li>● 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.</li> <li>● W.11-12.1. Write arguments to</li> </ul> | <p>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.)</p> <ul style="list-style-type: none"> <li>● 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.</li> <li>● 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).</li> <li>● 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.</li> <li>● W.11-12.8. Gather relevant information from multiple authoritative print and digital</li> </ul> | <p>claim(s) from alternate or opposing claims, and create an organization that logically sequences claim(s), counterclaims, reasons, and evidence.</p> <ul style="list-style-type: none"> <li>○ 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.</li> <li>● 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. <ul style="list-style-type: none"> <li>○ A. Introduce a topic; organize complex ideas, concepts, and information so that each new element builds on that which</li> </ul> </li> </ul> |
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| <p>reasoned exchange of ideas.</p> <ul style="list-style-type: none"> <li>○ B. 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.</li> <li>○ 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.</li> <li>○ D. 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</li> </ul> | <p>support claims in an analysis of substantive topics or texts, using valid reasoning and relevant and sufficient evidence.</p> <ul style="list-style-type: none"> <li>○ 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.</li> <li>○ 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.</li> <li>○ C. Use transitions (e.g. words, phrases, clauses) to link the major sections of the text, create cohesion, and clarify the relationships between</li> </ul> | <p>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).</p> <ul style="list-style-type: none"> <li>● W.11-12.9. Draw evidence from literary or informational texts to support analysis, reflection, and research. <ul style="list-style-type: none"> <li>○ A. Apply grades 11–12 Reading standards to literature (e.g., “Demonstrate knowledge of eighteenth-, nineteenth- and early-twentieth-century foundational works, including how two or more texts from the same period treat similar themes or topics”).</li> </ul> </li> <li>● 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</li> </ul> | <p>precedes it to create a unified whole; include formatting (e.g., headings), graphics (e.g., figures, tables), and multimedia when useful to aiding comprehension.</p> <ul style="list-style-type: none"> <li>○ B. Develop the topic thoroughly by selecting the most significant and relevant facts, extended definitions, concrete details, quotations, or other information and examples appropriate to the audience’s knowledge of the topic.</li> <li>○ C. Use appropriate and varied transitions and syntax to link the major sections of the text, create cohesion, and clarify the relationships among complex ideas and concepts.</li> <li>○ D. Use precise language, domain-specific vocabulary, and techniques such as metaphor, simile, and analogy to manage the complexity of the</li> </ul> |
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| <p>complete the task.</p> <ul style="list-style-type: none"> <li>• SL.11-12.2. Integrate multiple sources of information presented in diverse formats and media (e.g., visually, quantitatively, orally) in order to make informed decisions and solve problems, evaluating the credibility and accuracy of each source and noting any discrepancies among the data.</li> <li>• L.11-12.1. Demonstrate command of the conventions of standard English grammar and usage when writing or speaking. <ul style="list-style-type: none"> <li>○ A. Apply the understanding that usage is a matter of convention, can change over time, and is sometimes contested.</li> </ul> </li> <li>• 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. <ul style="list-style-type: none"> <li>○ A. 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</li> </ul> </li> </ul> | <p>claim(s) and reasons, between reasons and evidence, and between claim(s) and counterclaims.</p> <ul style="list-style-type: none"> <li>○ 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.</li> <li>○ E. Provide a concluding paragraph or section that supports the argument presented (e.g., articulating implications or the significance of the topic).</li> </ul> <ul style="list-style-type: none"> <li>• W.11-12.4. Produce clear and coherent writing in which the development, organization, and style are appropriate to task, purpose, and audience.</li> <li>• 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,</li> </ul> | <p>and expressing their own clearly and persuasively.</p> <ul style="list-style-type: none"> <li>○ 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.</li> <li>○ B. 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.</li> <li>○ 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</li> </ul> | <p>topic.</p> <ul style="list-style-type: none"> <li>○ 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.</li> <li>○ F. Provide a concluding paragraph or section that supports the argument presented (e.g., articulating implications or the significance of the topic).</li> </ul> <ul style="list-style-type: none"> <li>• W.11-12.4. Produce clear and coherent writing in which the development, organization, and style are appropriate to task, purpose, and audience. (Grade-specific expectations for writing types are defined in standards 1–3 above.)</li> <li>• W.11-12.5. Develop and strengthen writing as needed by planning, revising, editing, rewriting, trying a new approach, or consulting a style manual (such as MLA or APA Style), focusing on addressing what is most significant for a</li> </ul> |
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| <p>or phrase.</p> <ul style="list-style-type: none"> <li>○ B. Identify and correctly use patterns of word changes that indicate different meanings or parts of speech (e.g., conceive, conception, conceivable).</li> <li>○ C. 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.</li> <li>○ D. 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).</li> </ul> <ul style="list-style-type: none"> <li>● L.11-12.6. Acquire and use accurately 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</li> </ul> | <p>demonstrating understanding of the subject under investigation.</p> <ul style="list-style-type: none"> <li>● 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).</li> <li>● W.11-12.9. Draw evidence from literary or informational texts to support analysis, reflection, and research. <ul style="list-style-type: none"> <li>○ A. Apply grades 11–12 Reading standards to literature (e.g., “Demonstrate knowledge of eighteenth-, nineteenth- and early-twentieth-century foundational works, including how two or more texts from the same period treat similar themes or topics”).</li> </ul> </li> <li>● W.11-12.10. Write routinely over extended time frames (time</li> </ul> | <p>creative perspectives.</p> <ul style="list-style-type: none"> <li>○ D. 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.</li> </ul> <ul style="list-style-type: none"> <li>● SL.11-12.2. Integrate multiple sources of information presented in diverse formats and media (e.g., visually, quantitatively, orally) in order to make informed decisions and solve problems, evaluating the credibility and accuracy of each source and noting any discrepancies among the data.</li> <li>● 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.</li> <li>● SL.11-12.5. Make strategic use of digital media (e.g., textual, graphical, audio, visual, and interactive elements) in</li> </ul> | <p>specific purpose and audience.</p> <ul style="list-style-type: none"> <li>● 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.</li> <li>● W.11-12.10. Write routinely over extended time frames (time for research, reflection, and revision) and shorter time frames (a single sitting or a day or two) for a range of tasks, purposes</li> <li>● 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. <ul style="list-style-type: none"> <li>○ 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</li> </ul> </li> </ul> |
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| <p>considering a word or phrase important to comprehension or expression</p> | <p>for research, reflection, and revision) and shorter time frames (a single sitting or a day or two) for a range of tasks, purposes</p> <ul style="list-style-type: none"> <li>• 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. <ul style="list-style-type: none"> <li>○ 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.</li> <li>○ B. 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.</li> <li>○ C. Propel conversations</li> </ul> </li> </ul> | <p>presentations to enhance understanding of findings, reasoning, and evidence and to add interest.</p> <ul style="list-style-type: none"> <li>• SL.11-12.6. Adapt speech to a variety of contexts and tasks, demonstrating a command of formal English when indicated or appropriate.</li> <li>• L.11-12.1. Demonstrate command of the conventions of standard English grammar and usage when writing or speaking. <ul style="list-style-type: none"> <li>○ A. Apply the understanding that usage is a matter of convention, can change over time, and is sometimes contested.</li> </ul> </li> <li>• L.11-12.6. Acquire and use accurately 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</li> </ul> | <p>ideas.</p> <ul style="list-style-type: none"> <li>○ B. 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.</li> <li>○ 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.</li> <li>○ D. 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.</li> </ul> |
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|  | <p>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.</p> <ul style="list-style-type: none"> <li>○ D. 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.</li> </ul> <ul style="list-style-type: none"> <li>● SL.11-12.2. Integrate multiple sources of information presented in diverse formats and media (e.g., visually, quantitatively, orally) in order to make informed decisions and solve problems, evaluating the credibility and accuracy of each source and noting any discrepancies among the data.</li> <li>● L.11-12.1. Demonstrate command of the conventions of</li> </ul> |  | <ul style="list-style-type: none"> <li>● SL.11-12.2. Integrate multiple sources of information presented in diverse formats and media (e.g., visually, quantitatively, orally) in order to make informed decisions and solve problems, evaluating the credibility and accuracy of each source and noting any discrepancies among the data.</li> <li>● SL.11-12.3. Evaluate a speaker's point of view, reasoning, and use of evidence and rhetoric, assessing the stance, premises, links among ideas, word choice, points of emphasis, and tone used.</li> <li>● 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.</li> <li>● 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.</li> <li>● SL.11-12.6. Adapt speech to a variety of contexts and tasks, demonstrating a command of</li> </ul> |
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|  | <p>standard English grammar and usage when writing or speaking.</p> <ul style="list-style-type: none"> <li>○ A. Apply the understanding that usage is a matter of convention, can change over time, and is sometimes contested.</li> <li>● L.11-12.2. Demonstrate command of the conventions of standard English capitalization, punctuation, and spelling when writing. <ul style="list-style-type: none"> <li>○ A. Observe hyphenation conventions.</li> <li>○ B. Spell correctly.</li> </ul> </li> <li>● 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. <ul style="list-style-type: none"> <li>○ A. 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.</li> <li>○ B. Identify and correctly use patterns of word changes that indicate different meanings or parts of speech (e.g.,</li> </ul> </li> </ul> |  | <p>formal English when indicated or appropriate.</p> <ul style="list-style-type: none"> <li>● L.11-12.1. Demonstrate command of the conventions of standard English grammar and usage when writing or speaking. <ul style="list-style-type: none"> <li>○ A. Apply the understanding that usage is a matter of convention, can change over time, and is sometimes contested.</li> </ul> </li> <li>● L.11-12.2. Demonstrate command of the conventions of standard English capitalization, punctuation, and spelling when writing. <ul style="list-style-type: none"> <li>○ A. Observe hyphenation conventions.</li> <li>○ B. Spell correctly.</li> </ul> </li> <li>● L.11-12.6. Acquire and use accurately 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</li> </ul> |
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|  | <p>conceive, conception, conceivable).</p> <ul style="list-style-type: none"> <li>○ C. 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.</li> <li>○ D. 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).</li> </ul> <ul style="list-style-type: none"> <li>● L.11-12.6. Acquire and use accurately 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</li> </ul> |  |  |
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**Unit Title:** What is Social Justice?

**Unit Summary:** In this unit, students will be introduced to the concept of social justice and the many topics included under this term. Throughout this units, students will begin to come to an understanding of what social justice is; determine how bias and prejudice relate to social justice, consider the relevance of social justice in their personal lives, their community, and the world.

**Primary Interdisciplinary Connections:**

Civics: 6.1.12.CivicsHR.11.b: Explain the reasons for the creation of the United Nations, the Universal Declaration of Human Rights, and evaluate the effectiveness of United Nations' human rights policies and the commitment of the United States to them. 6.1.12.CivicsPR.10.a: Analyze how the Supreme Court has interpreted the Constitution to define and expand individual rights and use evidence to document the long-term impact of these decisions on the protection of civil and human rights.

Psychology (National Standards for High School Psychology Curricula) Social 1.3. Explain how attitudes, biases, and beliefs affect behavior and relationships with others Multiculturalism and Gender 1.3. Explain how inequality of power and resources relate to privilege, stereotypes, prejudice, and discrimination 1.4. Describe psychological effects of privilege, stereotypes, prejudice, and discrimination based on cultural identity

Health 2.1.12.SSH.3: Analyze current social issues affecting perceptions of sexuality, culture, ethnicity, disability status and make recommendations to address those issues.

**Career Readiness, Life Literacies, and Key Skills:**

9.4.12.CI.1: Demonstrate the ability to reflect, analyze, and use creative skills and ideas (e.g., 1.1.12.prof.CR3a). 9.4.12.CI.3: Investigate new challenges and opportunities for personal growth, advancement, and transition (e.g., 2.1.12.PGD.1). • 9.4.12.CT.2: Explain the potential benefits of collaborating to enhance critical thinking and problem solving (e.g., 1.3E.12.prof.CR3.a). • 9.4.12.CT.3: Enlist input from a variety of stakeholders (e.g., community members, experts in the field) to design a service learning activity that addresses a local or global issue (e.g., environmental justice). .4.12.IML.7: Develop an argument to support a claim regarding a current workplace or societal/ethical issue such as climate change (e.g., NJLSA.W1, 7.1.AL.PRSNT.4) 9.4.12.IML.9: Analyze the decisions creators make to reveal explicit and implicit messages within information and media (e.g., 1.5.12acc.C2a, 7.1.IL.IPRET.4)

## Learning Targets

**NJSLS Standards:**

NJSLSA.R1. Read closely to determine what the text says explicitly and to make logical inferences and relevant connections from it; cite specific textual evidence when writing or speaking to support conclusions drawn from the text.

NJSLSA.R2. Determine central ideas or themes of a text and analyze their development; summarize the key supporting details and ideas.

NJSLSA.R7. Integrate and evaluate content presented in diverse media and formats, including visually and quantitatively, as well as in words.

NJSLSA.R8. Delineate and evaluate the argument and specific claims in a text, including the validity of the reasoning as well as the relevance and sufficiency of the evidence.

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

NJSLSA.W4. Produce clear and coherent writing in which the development, organization, and style are appropriate to task, purpose, and audience.

NJSLSA.W10. Write routinely over extended time frames (time for research, reflection, and revision) and shorter time frames (a single sitting or a day or two) for a range of tasks, purposes, and audiences.

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.

NJSLSA.SL2. Integrate and evaluate information presented in diverse media and formats, including visually, quantitatively, and orally.

NJSLSA.L1. Demonstrate command of the conventions of standard English grammar and usage when writing or speaking.

NJSLSA.L4. Determine or clarify the meaning of unknown and multiple-meaning words and phrases by using context clues, analyzing meaningful word parts, and consulting general and specialized reference materials, as appropriate.

NJSLSA.L6. Acquire and use accurately a range of 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 encountering an unknown term important to comprehension or expression.

**Computer Science and Design Thinking Standards:** (Use Font: Times, Size:12, Not Bold)  
(List the standards to show integration, all K-12 curricula)

**Big Idea:** Social justice issues encapsulate equal rights, equal opportunity, and equal treatment.

**Unit Essential Questions:**

- What is social justice?
- Why should we be aware of social justice issues existing in our school, community,

**Unit Enduring Understandings:**

- Social justice is the view that everyone deserves equal economic, political and social rights and opportunities.
- By being aware of injustice in its many forms

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| <p>state, nation, and the world?</p> <ul style="list-style-type: none"> <li>• Why may it be important to consider one’s personal and social identity when discussing social justice issues?</li> </ul> | <p>we are able to become more empathetic, socially responsible individuals. Once we ourselves are aware, we can do more to bring awareness and, therefore, encourage others to support the search for social justice in a global context.</p> <ul style="list-style-type: none"> <li>• Considering one’s personal and social identities can help us be more aware of potential biases, prejudices, or stereotypes that may be resulting in an injustice. We can then work toward finding resolutions for those injustices and bringing awareness to or eliminating those biases, prejudices, and stereotypes.</li> </ul> |
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**Unit Learning Targets**

*Students will...*

- 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.11-12.7. 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.
- 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).
- 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.
- W.11-12.4. Produce clear and coherent writing in which the development, organization, and style are appropriate to task, purpose, and audience.
- 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.
  - A. Come to discussions prepared, having read and researched material under study; explicitly draw on that preparation by referring to evidence from texts and other research on the topic or issue to stimulate a thoughtful, well reasoned exchange of ideas.
  - B. Collaborate with peers to promote civil, democratic discussions and decision-

making, set clear goals and assessments (e.g. student developed rubrics), and establish individual roles as needed.

- 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.
- D. 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.
- SL.11-12.2. Integrate multiple sources of information presented in diverse formats and media (e.g., visually, quantitatively, orally) in order to make informed decisions and solve problems, evaluating the credibility and accuracy of each source and noting any discrepancies among the data.
- L.11-12.1. Demonstrate command of the conventions of standard English grammar and usage when writing or speaking.
  - A. Apply the understanding that usage is a matter of convention, can change over time, and is sometimes contested.
- 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.
  - A. 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.
  - B. Identify and correctly use patterns of word changes that indicate different meanings or parts of speech (e.g., conceive, conception, conceivable).
  - C. 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.
  - D. 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.11-12.6. Acquire and use accurately 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

## Evidence of Learning

**Summative Assessment:** Social Identity Proclamation, Cold Read Passage Assessment, Socratic Seminar discussion

**Formative Assessments:**

- Reader’s and writer’s notebook entries, identity mapping, quizzes, self-evaluations, surveys, exit tickets, analytical paragraph writing

## Lesson Plans

| <i>Activities/Interdisciplinary Connections</i>   | <i>Timeframe</i>  |
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| <p>Student complete activities exploring the concepts of personal and social identities and apply their learning to their own experiences. Suggested activities are included below</p> <ul style="list-style-type: none"> <li>• <a href="#">Social Identity</a></li> <li>• <a href="#">Social Identity Wheel</a></li> <li>• <a href="#">Visible vs. Invisible Identity</a></li> <li>• <a href="#">Personal vs. Social Identity</a></li> <li>• <a href="#">Understanding Identity</a></li> <li>• <a href="#">Mapping Your Own Identity</a></li> <li>• <a href="#">Cultivating Identity Literacy</a></li> <li>• <a href="#">Why Identity Matters</a></li> <li>• <a href="#">Authoring My Identity</a></li> <li>• <a href="#">When Differences Matter</a></li> <li>• <a href="#">Exploring Social Inequality</a></li> </ul> <p>Students will analyze poetry exploring personal identity and write a mimic poem using the same form</p> <ul style="list-style-type: none"> <li>• <a href="#">My Honest Poem</a></li> <li>• <a href="#">Where I'm From</a></li> </ul> <p>Writers will identify the lies they had heard about themselves and proclaim the truth of who they are</p> <ul style="list-style-type: none"> <li>• <a href="#">"The Lie"</a></li> </ul> | 3-4 class periods |
| <p>Students will understand the core values that exist in the term social justice</p> <ul style="list-style-type: none"> <li>• <a href="#">Social Justice Core Values</a> <ul style="list-style-type: none"> <li>○ Equal rights</li> <li>○ Equal opportunity</li> <li>○ Equal treatment</li> </ul> </li> <li>• <a href="#">Understanding Privilege</a></li> <li>• <a href="#">Universal Declaration of Human Rights</a></li> </ul>  | 1-2 class periods |
| <p>Students will analyze the circle of oppression and consider the impact of bias, prejudice and stereotypes</p> <ul style="list-style-type: none"> <li>• <a href="#">Why stereotypes can be helpful and harmful and how to help students come to terms with stereotypes.</a></li> <li>• <a href="#">Confirmation Bias and Other Biases</a></li> </ul>  | 3-4 class periods |

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| <ul style="list-style-type: none"> <li>• <a href="#">Circle of Oppression</a></li> <li>• <a href="#">Transcending Single Stories</a></li> </ul>   |   |
| <i>Teacher Resources</i>  | <i>Teacher Note</i>   |
| <p>Activities and resources from <a href="#">Facing History and Ourselves</a> and <a href="#">Learning for Justice</a></p> <p>Various short stories, short films, poetry, excerpts from novels, etc. exploring the concepts of identity in relation to social justice, Suggested resources can be found on <a href="#">ActivelyLearn</a>, <a href="#">CommonLit</a>, <a href="#">NewsELA</a>, <a href="#">TedTalks</a>, etc.</p> <ul style="list-style-type: none"> <li>• Tools <ul style="list-style-type: none"> <li>-Google Classroom</li> <li>-Pear Deck</li> <li>-FlipGrid</li> <li>-Kami</li> </ul> </li> </ul> | <p>The lessons and texts included are merely suggestions. The lessons and texts used may vary depending on the student population and learning needs.</p> <p>Fiction and /or nonfiction texts can be used as mentor text for students to apply or extend their learning</p> |

**Differentiating Instruction:  
Students with Disabilities, English Language Learners,  
and 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, student products, and assessment tools (rubrics for example)
- Testing accommodations
- Authentic assessments (ex: write an email to your state senator about a current event issue you are passionate about, design/implement a class debate, create and balance a college freshman budget, create a commercial that dispels a myth about climate change)

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

- Adjusting the pace and content 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

**Unit Title:** Representation in Entertainment Media

**Unit Summary:** In this unit, students will examine the role entertainment media plays in shaping our values, beliefs, and worldviews. Students will use literary lenses to examine the social commentary presented within literature including music, film, and television. These ideas will be supported with informational texts to allow students to practice synthesizing ideas between texts. Topics that will be studied include the portrayal of race, gender, social class, the LGBTQ+ community, disabilities, etc.

**Primary Interdisciplinary Connections:**

Media Arts: 1.2.12prof.Re8a: Analyze the intent, meaning and perception of a variety of media artworks, focusing on personal and cultural contexts and detecting bias, opinion and stereotypes. 1.2.12prof.Cr3a: Understand the deliberate choices in organizing and integrating content, stylistic conventions, and media arts principles such as emphasis and tone.

History: 6.1.12.HistoryCC.3.a: Evaluate the role of religion, music, literature, and media in shaping contemporary American culture over different time periods. 6.1.12.HistoryUP.13.a: Determine the extent to which suburban living and television supported conformity and stereotyping during this time period, while new music, art, and literature acted as catalysts for the counterculture movement. 6.1.12.HistorySE.14.a: Explore the various ways women, racial and ethnic minorities, the LGBTQ community, and individuals with disabilities have contributed to the American economy, politics and society. 6.1.12.HistoryCC.16.b: Determine past and present factors that led to the widening of the gap between the rich and poor, and evaluate how this has affected individuals and society.

Psychology (National Standards for High School Psychology Curricula): Social 1.2. Explain how experiences shape attitudes and beliefs 1.3. Explain how attitudes, biases, and beliefs affect behavior and relationships with others Multiculturalism and Gender 1.1. Define culture and describe its role in individual and group characteristics 1.2. Describe the relationship between culture and conceptions of self and identity development 1.3. Explain how inequality of power and resources relate to privilege, stereotypes, prejudice, and discrimination 1.4. Describe psychological effects of privilege, stereotypes, prejudice, and discrimination based on cultural identity 2.3. Describe psychological effects of privilege, stereotypes, prejudice, and discrimination based on gender and sexual orientation

Health: 2.1.12.SSH.1: Analyze the influences of peers, family, media, social norms and culture on the expression of gender, sexual orientation, and identity. 2.1.12.SSH.3: Analyze current social issues affecting perceptions of sexuality, culture, ethnicity, disability status and make recommendations to address those issues.

**Career Readiness, Life Literacies, and Key Skills:**

9.4.12.CI.1: Demonstrate the ability to reflect, analyze, and use creative skills and ideas (e.g., 1.1.12prof.CR3a). 9.4.12.CI.3: Investigate new challenges and opportunities for personal growth, advancement, and transition (e.g., 2.1.12.PGD.1). 9.4.12.CT.1: Identify problem-solving

strategies used in the development of an innovative product or practice (e.g., 1.1.12acc.C1b, 2.2.12.PF.3). 9.4.12.IML.7: Develop an argument to support a claim regarding a current workplace or societal/ethical issue such as climate change (e.g., NJSLSA.W1, 7.1.AL.PRSNT.4) 9.4.12.IML.8: Evaluate media sources for point of view, bias, and motivations (e.g., NJSLSA.R6, 7.1.AL.IPRET.6). • 9.4.12.IML.9: Analyze the decisions creators make to reveal explicit and implicit messages within information and media (e.g., 1.5.12acc.C2a, 7.1.IL.IPRET.4)

## Learning Targets

### **NJSLS Standards:**

NJSLSA.R1. Read closely to determine what the text says explicitly and to make logical inferences and relevant connections from it; cite specific textual evidence when writing or speaking to support conclusions drawn from the text.

NJSLSA.R2. Determine central ideas or themes of a text and analyze their development; summarize the key supporting details and ideas.

NJSLSA.R3. Analyze how and why individuals, events, and ideas develop and interact over the course of a text.

NJSLSA.R6. Assess how point of view or purpose shapes the content and style of a text

NJSLSA.R7. Integrate and evaluate content presented in diverse media and formats, including visually and quantitatively, as well as in words.

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

NJSLSA.W1. Write arguments to support claims in an analysis of substantive topics or texts, using valid reasoning and relevant and sufficient evidence.

NJSLSA.W4. Produce clear and coherent writing in which the development, organization, and style are appropriate to task, purpose, and audience.

NJSLSA.W7. Conduct short as well as more sustained research projects, utilizing an inquiry-based research process, based on focused questions, demonstrating understanding of the subject under investigation.

NJSLSA.W8. Gather relevant information from multiple print and digital sources, assess the credibility and accuracy of each source, and integrate the information while avoiding plagiarism.

NJSLSA.W9. Draw evidence from literary or informational texts to support analysis, reflection, and research

NJSLSA.W10. Write routinely over extended time frames (time for research, reflection, and revision) and shorter time frames (a single sitting or a day or two) for a range of tasks, purposes,

and audiences.

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.

NJSLSA.SL2. Integrate and evaluate information presented in diverse media and formats, including visually, quantitatively, and orally.

NJSLSA.L1. Demonstrate command of the conventions of standard English grammar and usage when writing or speaking.

NJSLSA.L2. Demonstrate command of the conventions of standard English capitalization, punctuation, and spelling when writing.

NJSLSA.L4. Determine or clarify the meaning of unknown and multiple-meaning words and phrases by using context clues, analyzing meaningful word parts, and consulting general and specialized reference materials, as appropriate.

NJSLSA.L6. Acquire and use accurately a range of 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 encountering an unknown term important to comprehension or expression.

**Computer Science and Design Thinking Standards:** (Use Font: Times, Size:12, Not Bold)  
(List the standards to show integration, all K-12 curricula)

**Big Idea:** The media we consume plays a large role in how we perceive the world around us; therefore, media can significantly impact how we view social justice topics, including potential biases, based on how they are portrayed in media.

**Unit Essential Questions:**

- How can the media we consume influence the development of our values and beliefs?
- Why is authentic and inclusive representation in media important?
- How do literary lenses help us interpret and critique literature?

**Unit Enduring Understandings:**

- The choices authors make in telling stories in film, music, television, news media, and literature can result in the development of conscious or unconscious biases toward individuals, cultures, identity groups, etc.
- Accurate and inclusive representation in media exposes audiences to new cultures and identity groups which builds empathy and understanding of those cultures and identity groups. If representation is inaccurate or not inclusive, it can create harmful stereotypes, biases or prejudices.
- Literary lenses allow us to view texts from multiple perspectives to gain a full

understanding of a text, including the social commentary presented within it.

### Unit Learning Targets

*Students will...*

- 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.
- 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.11-12.1. 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.11-12.6. 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.
- 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.
- 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.
  - 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.
  - 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.
  - 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.
  - 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.

- E. Provide a concluding paragraph or section that supports the argument presented (e.g., articulating implications or the significance of the topic).
- W.11-12.4. Produce clear and coherent writing in which the development, organization, and style are appropriate to task, purpose, and audience.
- 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.
- 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).
- W.11-12.9. Draw evidence from literary or informational texts to support analysis, reflection, and research.
  - A. Apply grades 11–12 Reading standards to literature (e.g., “Demonstrate knowledge of eighteenth-, nineteenth- and early-twentieth-century foundational works, including how two or more texts from the same period treat similar themes or topics”).
- W.11-12.10. Write routinely over extended time frames (time for research, reflection, and revision) and shorter time frames (a single sitting or a day or two) for a range of tasks, purposes
- 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.
  - A. Come to discussions prepared, having read and researched material under study; explicitly draw on that preparation by referring to evidence from texts and other research on the topic or issue to stimulate a thoughtful, well reasoned exchange of ideas.
  - B. Collaborate with peers to promote civil, democratic discussions and decision-making, set clear goals and assessments (e.g. student developed rubrics), and establish individual roles as needed.
  - 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.
  - D. 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.
- SL.11-12.2. Integrate multiple sources of information presented in diverse formats and media (e.g., visually, quantitatively, orally) in order to make informed decisions and solve problems,

evaluating the credibility and accuracy of each source and noting any discrepancies among the data.

- L.11-12.1. Demonstrate command of the conventions of standard English grammar and usage when writing or speaking.
  - A. Apply the understanding that usage is a matter of convention, can change over time, and is sometimes contested.
- L.11-12.2. Demonstrate command of the conventions of standard English capitalization, punctuation, and spelling when writing.
  - A. Observe hyphenation conventions.
  - B. Spell correctly.
- 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.
  - A. 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.
  - B. Identify and correctly use patterns of word changes that indicate different meanings or parts of speech (e.g., conceive, conception, conceivable).
  - C. 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.
  - D. 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.11-12.6. Acquire and use accurately 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

## Evidence of Learning

**Summative Assessment:** Below are suggested summative assessment options for this unit.

**Socratic Seminar:** Students will discuss the unit essential questions in small groups or as a whole class. They should use examples from the texts studied throughout the unit as well as specific examples from their self-selected texts or their own prior knowledge to support their ideas.

**On-Demand Reading Assessment:** Students will cold read (or watch/listen) to a passage then answer standards-aligned multiple choice questions, complete a guided annotation, respond to open ended questions, or write an essay. The focus should be aligned with the skills and standards for the unit.

**Writing** - Writing can be in the form of analytical paragraphs or essays and can be on-demand or accompanied by direct writing instruction through the writing workshop model. The following

are suggestions for writing prompts

1. **Literary Analysis:** Students will choose one text from a curated list and evaluate the impact it is more likely to have on audiences. Students must have a clear claim to focus their writing and analyze the text using at least one literary lens. Their ideas should be supported with specific evidence from both their chosen text and at least one informational text from the unit to support their claim.
2. **Critique:** Students will select a text from a curated list (or a teacher approved option not on the list) and will write an essay in the form of a review or letter to the creator that identifies examples of positive representation and/or critiques examples of stereotyping, bias, or prejudice and explain the impact these choices can have on audiences. Students may want to consider offering suggestions for improvement for critiques if appropriate. In their essay, students must use at least one informational text to support their ideas.
3. **Argumentative:** Students will consider the various texts we studied throughout this unit combined with their prior knowledge of entertainment media to choose a topic for their essay. They must make a claim about what is one area where reform is necessary within entertainment media. Students will synthesize examples from at least three sources as support (at least one source must be an informational text). Examples for topics can include the portrayal of a characters as stereotypical caricatures of members of a particular social group, the use of able-bodied actors portraying characters with disabilities, the lack of representation of a specific social group within mainstream media, etc.
4. **Synthesis:** Students will discuss the importance of the entertainment industry accurately representing characters from various identity groups and a lack of portrayal can be damaging. Students should identify examples of powerful and harmful portrayals, then explain the impact of these choices. Students should use examples from the fictional text as well as at least one nonfiction source.

**Formative Assessments:**

- Small group and whole class discussions
- Reader’s notebook entries
- Analytical paragraph writing
- Close reading and skill-based practice
- NoRedInk (Diagnostic, Practice, Growth Quiz)
- Exit tickets
- Drafting
- Quizzes

**Lesson Plans**

*Activities/Interdisciplinary Connections*

*Timeframe*

|   |   |
|---|---|
| <p>Readers interpret the social commentary of a text and evaluate its impact on audiences by completing analysis using various theoretical perspectives (critical lenses)</p> <ul style="list-style-type: none"> <li>• Students will access a sampling of literary lenses that will be studied throughout the unit. <ul style="list-style-type: none"> <li>○ Some suggestions for structuring this activity include a jigsaw, stations, presentation with Peardeck, student research, interactive bulletin board with tasks, self-guided individual or small group exploration and reflection of examples, etc.</li> </ul> </li> <li>• Students will consider how changing the literary lens used to analyze the literature can change the interpretation of the text. <ul style="list-style-type: none"> <li>○ Examine the same text multiple times using different lenses each time.</li> </ul> </li> <li>• Students will complete a choice board to demonstrate their understanding of using literary lenses to analyze literature. <ul style="list-style-type: none"> <li>○ The choice board may include options for the lenses, the texts, and/or the products.</li> </ul> </li> <li>• Focus on one literary lens at a time by using the gradual release model to introduce a literary lens and model literary analysis of a sample text through that lens (I do) and asking for student input (we do). Then allow students to continue finding examples in the sample text or a new text (you do together) before students complete the analysis independently (you do independently).</li> <li>• Students will choose one text from a curated list and apply their learning by analyzing the text through the assigned literary lens. <ul style="list-style-type: none"> <li>○ This can be done in their reader's notebooks, a collect skill practice task, a writing assessment, and/or a quiz</li> </ul> </li> </ul> | <p>Ongoing throughout the unit</p> <p>About 12-15 class periods</p> |
| <p>Students will write clear and concise claims that introduce complex ideas about the literature</p> <ul style="list-style-type: none"> <li>• Students will review the difference between basic and complex claims in writing</li> </ul>   | <p>2-3 Class periods</p>  |

|   |   |
|---|---|
| <ul style="list-style-type: none"> <li>• Students will practice revising basic claims into more complex claims</li> <li>• Students will draft claims before writing assessments for peer feedback, self-evaluation, and teacher conferencing opportunities and apply revisions <ul style="list-style-type: none"> <li>○ Drafted claims can be done as Do Nows, exit tickets, reader’s notebook entries, etc.</li> </ul> </li> </ul>   |   |
| <p>Students synthesize ideas between texts to form complex interpretations and analyses</p> <ul style="list-style-type: none"> <li>• Students read informational texts relevant to the topics discussed within the literature studied in class.</li> <li>• Students will reflect on the connections to the literature and the world around them through independent reflection (reader’s notebooks), small group discussions, and/or whole class Socratic-Seminar discussions</li> </ul>  | <p>Ongoing throughout the unit incorporated during 2-3 class periods</p>    |
| <p>Students support ideas with relevant and specific text evidence</p> <ul style="list-style-type: none"> <li>• Students will record main ideas and observations about the texts we study as well as evidence to support those ideas throughout the unit</li> <li>• Students will practice choosing relevant evidence to support ideas by completing the “Using Strong Evidence to Support a Claim,” “Evaluating Evidence” and “Finding Evidence to Support a Claim” modules on NoRedInk</li> <li>• Students will apply their learning through a low-stakes writing practice, a growth quiz on NoRedInk, or other performance assessment</li> <li>• Students practice different annotation strategies to identify relevant information while they are reading a text</li> </ul> | <p>3-4 class periods</p>  |
| <p><i>Teacher Resources</i></p>   | <p><i>Teacher Note</i></p>  |
| <p><b>Children’s Films</b></p> <ul style="list-style-type: none"> <li>• <i>Zootopia, Encanto, Kung Fu Panda, Inside Out,</i></li> </ul>   | <p>The included texts are suggested options that can be used for mentor</p> |

*Shrek, Cheaper by the Dozen (2022), The Lorax, The Little Mermaid, Beauty and the Beast, etc.*

**Songs with social justice themes in their lyrics/music videos**

- [Same Love](#) by Macklemore & Ryan Lewis
- [Strange Fruit](#) Lyrics by Billie Holiday
- [Blood on the Leaves](#) by Kanye West (featuring Billie Holiday)
- [Stereotyping Pool](#) by Brent Kincaid
- [Stereotypes](#) by Michaela Tripp

**Select episodes from the following TV shows**

- *Black-ish, Schitt's Creek, Black Mirror, Grown-ish, The West Wing, Brooklyn 99, Law and Order, Abbott Elementary, Fresh Off the Boat, Little Fires Everywhere, Falcon and the Winter Soldier, Parks and Recreation, Star Trek, Reservation Dogs, Grey's Anatomy, The Fresh Prince of Bel-Air, Full House*

**Informational Texts**

- [“The Importance of Representation in Media”](#)
- [“We Need Media Representation, but Not in the Way You Think”](#)
- [Racial Representation in the Media](#)
- [Stereotypes, Media, and Islamophobia](#)
- [Reading Ads with a Social Justice Lens](#)
- [“Subconscious Racial Bias in Children”](#) on ActivelyLearn
- [“Wicked Witches and Evil Queens: Why Children’s Books Need More Female Villains”](#) on ActivelyLearn
- [Propaganda at the Movies](#)
- [“Black Panther: Representation, Gender and Decolonization”](#) University of Washington
- [“Moana Fulfills Disney's Long Journey From Timid Princess to Empowered Working Woman”](#) on ActivelyLearn
- [“Editorial: Don't dismiss 'Black Panther' as just another superhero movie”](#) on ActivelyLearn
- [“Why it’s so important for kids to see diverse TV and movie characters”](#) on ActivelyLearn
- [This is What Happens When Writers’ Rooms Aren’t Diverse](#)

texts and/or formative and summative assessments.

Some suggestions include incorporating several texts into a choice board to be completed throughout the unit as an assessment or an inquiry-based task at the beginning of the unit to introduce literary lenses

- [“Sesame Street Debuts Ji-Young, First Asian American Muppet”](#) on ActivelyLearn
- [“Julia, Sesame Street’s New Character with Autism, Helps Kids Learn About Acceptance”](#) on PBS
- [“This ‘Mister Rogers’ moment broke race barriers. It’s just as powerful today”](#) on Today.com
- [Music and Social Justice Movements](#) on Teacherock.org
- [“From Aretha Franklin To Public Enemy, Here’s How Artists Have Amplified Social Justice Movements Through Music”](#) on Grammy.com

Tools (add/delete as appropriate):

- Google Classroom
- Pear Deck
- FlipGrid
- Kahoot
- Kami
- Quizizz
- No Red Ink
- Newsela
- ActivelyLearn
- CommonLit
- Padlet
- Peergrade
- Parlay Ideas

## Differentiating Instruction: Students with Disabilities, English Language Learners, and 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, student products, and assessment tools (rubrics for example)
- Testing accommodations
- Authentic assessments (ex: write an email to your state senator about a current event issue you are passionate about, design/implement a class debate, create and balance a college freshman budget, create a commercial that dispels a myth about climate change)

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

- Adjusting the pace and content 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

**Unit Title:** Social Justice Book Clubs: Why should we learn about social justice?

**Unit Summary:** Prior to this unit, students have explored what social justice is and how our perspectives regarding social justice are formed. In this unit, we will expand on this knowledge and consider why we should be concerned with social justice by reading texts that portray characters' experiences facing a variety of social injustices. By examining the circumstances that allowed the injustice to occur (including the presence of biases, oppression, or prejudice), the character's reactions to those injustices, and the relationships of the characters, students will form a complex account of how people can be impacted by injustices and identify a theme of their novel. They will then make connections between the events in their books to their own lived experiences, other texts, and the world around them.

**Primary Interdisciplinary Connections:**

History: 6.1.12.HistoryCC.3.a: Evaluate the role of religion, music, literature, and media in shaping contemporary American culture over different time periods. 6.1.12.HistoryCA.14.c: Determine the influence of multicultural beliefs, products (i.e., art, food, music, and literature), and practices in shaping contemporary American culture.

Psychology (National Standards for High School Psychology Curricula): Social 1.1. Describe attributional explanations of behavior 1.2. Explain how experiences shape attitudes and beliefs 1.3. Explain how attitudes, biases, and beliefs affect behavior and relationships with others 2.1. Explain how the presence of other people can affect behavior 2.2. Describe how intergroup dynamics influence behavior 2.3. Explain how persuasive methods affect behavior and beliefs Multiculturalism and Gender 1.1. Define culture and describe its role in individual and group characteristics 1.2. Describe the relationship between culture and conceptions of self and identity development 1.3. Explain how inequality of power and resources relate to privilege, stereotypes, prejudice, and discrimination 1.4. Describe psychological effects of privilege, stereotypes, prejudice, and discrimination based on cultural identity

Health: 2.1.12.SSH.1: Analyze the influences of peers, family, media, social norms and culture on the expression of gender, sexual orientation, and identity. 2.1.12.SSH.3: Analyze current social issues affecting perceptions of sexuality, culture, ethnicity, disability status and make recommendations to address those issues.

**Career Readiness, Life Literacies, and Key Skills:**

9.4.12.CI.1: Demonstrate the ability to reflect, analyze, and use creative skills and ideas (e.g., 1.1.12prof.CR3a). 9.4.12.CI.3: Investigate new challenges and opportunities for personal growth, advancement, and transition (e.g., 2.1.12.PGD.1). 9.4.12.CT.2: Explain the potential benefits of collaborating to enhance critical thinking and problem solving (e.g., 1.3E.12profCR3.a). 9.4.12.IML.7: Develop an argument to support a claim regarding a current workplace or societal/ethical issue such as climate change (e.g., NJSLSA.W1, 7.1.AL.PRSNT.4) 9.4.12.IML.8: Evaluate media sources for point of view, bias, and motivations (e.g., NJSLSA.R6, 7.1.AL.IPRET.6). • 9.4.12.IML.9: Analyze the decisions creators make to reveal explicit and implicit messages within information and media (e.g., 1.5.12acc.C2a,

## Learning Targets

### **NJSLS Standards:**

NJSLSA.R1. Read closely to determine what the text says explicitly and to make logical inferences and relevant connections from it; cite specific textual evidence when writing or speaking to support conclusions drawn from the text.

NJSLSA.R2. Determine central ideas or themes of a text and analyze their development; summarize the key supporting details and ideas.

NJSLSA.R3. Analyze how and why individuals, events, and ideas develop and interact over the course of a text.

NJSLSA.R4. Interpret words and phrases as they are used in a text, including determining technical, connotative, and figurative meanings, and analyze how specific word choices shape meaning or tone.

NJSLSA.R5. Analyze the structure of texts, including how specific sentences, paragraphs, and larger portions of the text (e.g., a section, chapter, scene, or stanza) relate to each other and the whole.

NJSLSA.R6. Assess how point of view or purpose shapes the content and style of a text

NJSLSA.W7. Conduct short as well as more sustained research projects, utilizing an inquiry-based research process, based on focused questions, demonstrating understanding of the subject under investigation.

NJSLSA.W8. Gather relevant information from multiple print and digital sources, assess the credibility and accuracy of each source, and integrate the information while avoiding plagiarism.

NJSLSA.W9. Draw evidence from literary or informational texts to support analysis, reflection, and research

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.

NJSLSA.SL2. Integrate and evaluate information presented in diverse media and formats, including visually, quantitatively, and orally.

NJSLSA.SL4. Present information, findings, and supporting evidence such that listeners can follow the line of reasoning and the organization, development, and style are appropriate to task, purpose, and audience

NJSLSA.SL5. Make strategic use of digital media and visual displays of data to express

information and enhance understanding of presentations.

NJSLSA.SL6. Adapt speech to a variety of contexts and communicative tasks, demonstrating command of formal English when indicated or appropriate.

NJSLSA.L1. Demonstrate command of the conventions of standard English grammar and usage when writing or speaking.

NJSLSA.L6. Acquire and use accurately a range of 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 encountering an unknown term important to comprehension or expression.

**Computer Science and Design Thinking Standards:** (Use Font: Times, Size:12, Not Bold)  
(List the standards to show integration, all K-12 curricula)

**Big Idea:** Narratives allow us to develop empathy toward the experiences of others and understand the role we can play in preventing the recurrence of those injustices.

**Unit Essential Questions:**

- Why should we learn about social justice and the injustices people face?
- How can literature, especially that about social justice, serve as a vehicle for social change?
- When injustice occurs, is empathy enough?

**Unit Enduring Understandings:**

- Studying social justice and the injustices people face builds awareness of experiences other than our own which helps us develop compassion for others and consider the role we can play in creating a more just world.
- When people experience, witness, or learn of an injustice, there are a variety of factors to consider that contribute to how we react and process it. While showing empathy is one way to do so, depending on our circumstances, there are other actions we can also take to help fight injustices from reoccurring.

**Unit Learning Targets**

*Students will...*

- 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.
- 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.11-12.4. 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).
- 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.
- 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).
- W.11-12.9. Draw evidence from literary or informational texts to support analysis, reflection, and research.
  - A. Apply grades 11–12 Reading standards to literature (e.g., “Demonstrate knowledge of eighteenth-, nineteenth- and early-twentieth-century foundational works, including how two or more texts from the same period treat similar themes or topics”).
- 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.
  - A. Come to discussions prepared, having read and researched material under study; explicitly draw on that preparation by referring to evidence from texts and other research on the topic or issue to stimulate a thoughtful, well reasoned exchange of ideas.
  - B. Collaborate with peers to promote civil, democratic discussions and decision-making, set clear goals and assessments (e.g. student developed rubrics), and establish individual roles as needed.
  - 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.
  - D. 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.
- SL.11-12.2. Integrate multiple sources of information presented in diverse formats and media (e.g., visually, quantitatively, orally) in order to make informed decisions and solve problems, evaluating the credibility and accuracy of each source and noting any discrepancies among the data.
- 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.
- L.11-12.1. Demonstrate command of the conventions of standard English grammar and usage when writing or speaking.
  - A. Apply the understanding that usage is a matter of convention, can change over time, and is sometimes contested.
- L.11-12.6. Acquire and use accurately 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

## Evidence of Learning

**Summative Assessment:** The following are summative assessment options. The skills necessary for the summative assessment should also be included and scaffolded throughout the unit along with the already listed lesson plan suggestions.

**Social media Campaign Project** - Students will research at least one social justice topic included in their book and create a 10-slide Instagram-inspired carousel that brings awareness to the injustice by including concise information and resources

**Theme/Social Commentary One Pager** - Students will visually represent the theme or social commentary of their novel. Some creative tasks may include cited quotes, symbols, reimagining the cover of the book, text connections, music/poetry connection, symbolic border, intentional use of color

**Student-Led Podcast** - Student will work in small groups of 3-5 (either all students who read the same book or a mixture of students who read several books) and will plan, facilitate, and record a “book talk” podcast episode inspired by their book club selection and/or the unit as a whole. Students must consider how they will organize the discussion, how it will be moderated/facilitated, the questions that will be asked, text connections they can make, and evidence they can use as support. Some suggestions include evaluating the portrayal of social justice topics and development of social commentary/theme, responding to the unit essential questions using evidence from their book(s), personal reactions and important takeaways from reading the text, why this book should/should not be read by others, etc.

**Socratic Seminar Discussion** - Students will record notes and examples prior to the discussion. Their participation and engagement, appropriate use of discussion strategies, use of relevant evidence, and depth of analysis will be assessed. The Socratic Seminar can be structured as a

whole class in-person discussion, a fishbowl discussion, an online or live discussion facilitated by Parlay Ideas, small group discussions recorded using Flipgrid, etc.

**Suggested questions for Socratic Seminar and/or small-group student-led podcasts:**

**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 do to 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:**

- Reader's Notebook
- Exit tickets
- Group Reading Workshop (Grades for Beginning/Middle/End Work, group discussion)
- Close reading skill practice
- Small group and whole class discussions
- Conferencing

**Lesson Plans**

| <i>Activities/Interdisciplinary Connections</i>   | <i>Timeframe</i>  |
|---|-------------------|
| <p>Students connect the events, characters, and conflicts of their book to history, culture, society, and social justice issues.</p> <ul style="list-style-type: none"><li>• Readers will be introduced to the book club choices using a "Tasting Menu."</li><li>• Students will reflect on their reading in their reader's notebook. Entries can be in the form of dialectical journals, sketch notes, personal reflection, etc.</li><li>• Students will research the societal, historical, and/or cultural context of their chosen novel and reflect on how understanding the context enhances the overall impact of the story for the audience</li><li>• Students will identify examples of prejudice, oppression, injustice, stereotyping, etc. in their text</li></ul> | 5 class periods   |
| <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"><li>• Readers will identify the central conflict(s) in their novel and consider the circumstances that led to that conflict</li><li>• Readers will trace the character's development by considering their behavior in the face of adversity and injustice, their relationships and support system, their unique POV on the situation, etc.</li><li>• Readers will identify the identity groups with which the character(s) belong and explain how these identity groups influence the character's behavior, thoughts, beliefs, etc.</li></ul>   | 6-8 class periods |

|  |   |
|--|---|
| <ul style="list-style-type: none"> <li>• Readers will discuss the importance of identity and why the author chose these character traits</li> <li>• Readers will discuss questions using the Socratic Seminar method.</li> </ul>   |   |
| <p>Students will engage in collaborative discussions based on their text</p> <ul style="list-style-type: none"> <li>• Students will establish discussion norms and set clear reading goals for their group</li> <li>• Students will use the TQE method (Thoughts, Questions, Epiphanies) to craft higher order questions that generate discussion</li> <li>• Students will complete 3-2-1 discussion preparation tasks (e.g. identify 3 meaningful passages and explain why they stood out to you, craft two analytical, open ended questions to bring to the discussion, explain one text connection (text-to-self, text-to-text, text-to-world)</li> <li>• During discussions, students will respectfully share their ideas and build on each other's ideas</li> </ul>         | 3-4 class periods   |
| <p>Students will determine the theme or social commentary of their novel as it relates to social justice</p> <ul style="list-style-type: none"> <li>• Student will use their reader's notebook to reflect on the emerging themes and social commentary they are noticing while they read</li> <li>• Students will look for patterns in their text to work toward forming their theme or social commentary statement <ul style="list-style-type: none"> <li>○ Character's behavior</li> <li>○ Recurring images</li> <li>○ Recurring situations</li> <li>○ Character's development/change</li> <li>○ Conflict-resolution</li> </ul> </li> <li>• Student will identify specific examples from the text to support their interpretation of the theme or social commentary</li> </ul> | 5-6 class periods   |
| <i>Teacher Resources</i>   | <i>Teacher Note</i>   |
| <p><b>Mentor and Supplemental Text Options:</b><br/> <i>Stamped: Racism, Anti Racism, and You</i> - Jason Reynolds &amp; Ibram X. Kendi<br/> <i>We Should All Be Feminists</i> Chimamanda Ngozi Adichie<br/> Various fiction and nonfiction supplemental texts including short stories, TEDTalks, poetry, excerpts from novels, articles, CrashCourse videos, music, short films, essays, etc.</p>   | <p>The texts listed are suggested for this unit, but they do not necessarily all need to be offered to every class every year.</p> <p>It is up to the teacher's discretion which texts will be offered and presented depending on student interests and learning needs.</p> |

**Book Club Options:**

*Watch Us Rise* - Renee Watson & Ellen Hagan  
*The Handmaid's Tale* - Margaret Atwood  
*Internment* - Samira Ahmed  
*All American Boys* - Jason Reynolds  
*The Bluest Eye* - Toni Morrison  
*Dear Martin* - Nic Stone  
*Between Shades of Grey* - Ruta Sepetys  
*The 57 Bus* - Dashka Slater  
*The Poet X* - Elizabeth Acevedo  
*Love from A to Z* - S.K. Ali  
*The Curious Incident of the Dog in the Night-time* - Mark Haddon  
*You're Welcome Universe* - Whitney Gardner  
*Ashfall* - Mike Mullin

**Tools:**

- Google Classroom
- Pear Deck
- FlipGrid
- Kami
- Parlay Ideas

**Differentiating Instruction:  
Students with Disabilities, English Language Learners,  
and 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, student products, and assessment tools (rubrics for example)
- Testing accommodations
- Authentic assessments (ex: write an email to your state senator about a current event issue you are passionate about, design/implement a class debate, create and balance a college freshman budget, create a commercial that dispels a myth about climate change)

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

- Adjusting the pace and content 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

**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. This will be an ongoing project that will be introduced at the beginning of the semester and completed as their understanding of social justice is developed throughout the course.

**Primary Interdisciplinary Connections:**

Civics: 6.1.12.CivicsHR.11.b: Explain the reasons for the creation of the United Nations, the Universal Declaration of Human Rights, and evaluate the effectiveness of United Nations' human rights policies and the commitment of the United States to them. 6.2.12.CivicsHR.5.a: Assess the progress of human and civil rights protections around the world since the adoption of the Universal Declaration of Human Rights

Health: 2.1.12.SSH.2: Advocate for school and community policies and programs that promote dignity and respect for people of all genders, gender expressions, gender identities, and sexual orientations. 2.1.12.SSH.3: Analyze current social issues affecting perceptions of sexuality, culture, ethnicity, disability status and make recommendations to address those issues.

**Career Readiness, Life Literacies, and Key Skills:**

9.4.12.CI.1: Demonstrate the ability to reflect, analyze, and use creative skills and ideas (e.g., 1.1.12prof.CR3a). 9.4.12.CI.3: Investigate new challenges and opportunities for personal growth, advancement, and transition (e.g., 2.1.12.PGD.1). 9.4.12.CT.1: Identify problem-solving strategies used in the development of an innovative product or practice (e.g., 1.1.12acc.C1b, 2.2.12.PF.3). • 9.4.12.CT.2: Explain the potential benefits of collaborating to enhance critical thinking and problem solving (e.g., 1.3E.12profCR3.a). • 9.4.12.CT.3: Enlist input from a variety of stakeholders (e.g., community members, experts in the field) to design a service learning activity that addresses a local or global issue (e.g., environmental justice). 4.12.IML.7: Develop an argument to support a claim regarding a current workplace or societal/ethical issue such as climate change (e.g., NJSLSA.W1, 7.1.AL.PRSNT.4) 9.4.12.IML.8: Evaluate media sources for point of view, bias, and motivations (e.g., NJSLSA.R6, 7.1.AL.IPRET.6). • 9.4.12.IML.9: Analyze the decisions creators make to reveal explicit and implicit messages within information and media (e.g., 1.5.12acc.C2a, 7.1.IL.IPRET.4)

## Learning Targets

**NJSLS Standards:**

NJSLSA.R1. Read closely to determine what the text says explicitly and to make logical inferences and relevant connections from it; cite specific textual evidence when writing or speaking to support conclusions drawn from the text.

NJSLSA.R7. Integrate and evaluate content presented in diverse media and formats, including

visually and quantitatively, as well as in words.

NJSLSA.R10. Read and comprehend complex literary and informational texts independently and proficiently with scaffolding as needed.

NJSLSA.W1. Write arguments to support claims in an analysis of substantive topics or texts, using valid reasoning and relevant and sufficient evidence.

NJSLSA.W2. Write informative/explanatory texts to examine and convey complex ideas and information clearly and accurately through the effective selection, organization, and analysis of content.

NJSLSA.W4. Produce clear and coherent writing in which the development, organization, and style are appropriate to task, purpose, and audience.

NJSLSA.W5. Develop and strengthen writing as needed by planning, revising, editing, rewriting, or trying a new approach.

NJSLSA.W6. Use technology, including the Internet, to produce and publish writing and to interact and collaborate with others.

NJSLSA.W10. Write routinely over extended time frames (time for research, reflection, and revision) and shorter time frames (a single sitting or a day or two) for a range of tasks, purposes, and audiences.

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.

NJSLSA.SL2. Integrate and evaluate information presented in diverse media and formats, including visually, quantitatively, and orally.

NJSLSA.SL3. Evaluate a speaker's point of view, reasoning, and use of evidence and rhetoric.

NJSLSA.SL4. Present information, findings, and supporting evidence such that listeners can follow the line of reasoning and the organization, development, and style are appropriate to task, purpose, and audience.

NJSLSA.SL5. Make strategic use of digital media and visual displays of data to express information and enhance understanding of presentations.

NJSLSA.SL6. Adapt speech to a variety of contexts and communicative tasks, demonstrating command of formal English when indicated or appropriate

NJSLSA.L1. Demonstrate command of the conventions of standard English grammar and usage when writing or speaking.

NJSLSA.L2. Demonstrate command of the conventions of standard English capitalization, punctuation, and spelling when writing.

**Computer Science and Design Thinking Standards:** (Use Font: Times, Size:12, Not Bold)  
(List the standards to show integration, all K-12 curricula)

**Big Idea:** Students have the power to use their voice to create social change.

**Unit Essential Questions:**

- How can I use my voice to create social change?
- Why should I use stand up against bias and injustice?

**Unit Enduring Understandings:**

- It is our responsibility as global citizens to stand up against exclusion, prejudice, and injustice in any form.
- There are a myriad of ways to foster change and stand up against injustice in society.

## Unit Learning Targets

*Students will...*

- 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.11-12.7. 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.
- RI.11-12.10. By the end of grade 11, read and comprehend literary nonfiction at grade level text-complexity or above with scaffolding as needed.
- 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.
  - 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.
  - 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.
- 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.
  - A. Introduce a topic; organize complex ideas, concepts, and information so that each new element builds on that which precedes it to create a unified whole; include formatting (e.g., headings), graphics (e.g., figures, tables), and multimedia when useful to aiding comprehension.
  - B. Develop the topic thoroughly by selecting the most significant and relevant facts, extended definitions, concrete details, quotations, or other information and examples appropriate to the audience's knowledge of the topic.
  - C. Use appropriate and varied transitions and syntax to link the major sections of the text, create cohesion, and clarify the relationships among complex ideas and concepts.
  - D. Use precise language, domain-specific vocabulary, and techniques such as metaphor, simile, and analogy to manage the complexity of the topic.
  - 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.
  - F. Provide a concluding paragraph or section that supports the argument presented (e.g., articulating implications or the significance of the topic).
- W.11-12.4. Produce clear and coherent writing in which the development, organization, and style are appropriate to task, purpose, and audience. (Grade-specific expectations for writing types are defined in standards 1–3 above.)

- W.11-12.5. Develop and strengthen writing as needed by planning, revising, editing, rewriting, trying a new approach, or consulting a style manual (such as MLA or APA Style), focusing on addressing what is most significant for a specific purpose and audience.
- W.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.
- W.11-12.10. Write routinely over extended time frames (time for research, reflection, and revision) and shorter time frames (a single sitting or a day or two) for a range of tasks, purposes
- 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.
  - A. Come to discussions prepared, having read and researched material under study; explicitly draw on that preparation by referring to evidence from texts and other research on the topic or issue to stimulate a thoughtful, well reasoned exchange of ideas.
  - B. Collaborate with peers to promote civil, democratic discussions and decision-making, set clear goals and assessments (e.g. student developed rubrics), and establish individual roles as needed.
  - 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.
  - D. 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.
- SL.11-12.2. Integrate multiple sources of information presented in diverse formats and media (e.g., visually, quantitatively, orally) in order to make informed decisions and solve problems, evaluating the credibility and accuracy of each source and noting any discrepancies among the data.
- SL.11-12.3. Evaluate a speaker's point of view, reasoning, and use of evidence and rhetoric, assessing the stance, premises, links among ideas, word choice, points of emphasis, and tone used.
- 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.
- L.11-12.1. Demonstrate command of the conventions of standard English grammar and usage when writing or speaking.

- A. Apply the understanding that usage is a matter of convention, can change over time, and is sometimes contested.
- L.11-12.2. Demonstrate command of the conventions of standard English capitalization, punctuation, and spelling when writing.
  - A. Observe hyphenation conventions.
  - B. Spell correctly.
- L.11-12.6. Acquire and use accurately 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

**Evidence of Learning**

**Summative Assessment:** Social Justice Activism Project and Presentation (e.g. “Be the Change”)

For this project, students will choose a social justice topic that is of interest to them, identify a problem related to that topic, and research potential actionable steps they can take toward a solution for that problem. Details and suggested products for students to demonstrate their learning are included [HERE](#)

**Formative Assessments:**

- Self-assessment exit tickets, planning graphic organizers, conferring, drafting, research checkpoints, annotated bibliography.

Examples can be found below:

- [Plan Your Attack](#)
- [Talk It Up](#)
- [Grab People’s Attention](#)
- [Make Your Pitch](#)

**Lesson Plans**

| <i>Activities/Interdisciplinary Connections</i>   | <i>Timeframe</i>  |
|---|---|
| <p>Writers will begin planning for their project</p> <ul style="list-style-type: none"> <li>● Writers will access TEDTalks that display a variety of social justice topics and record observations about the issues being discussed.</li> <li>● Create a master list of social justice topics for students to consider, then reflect on the topic(s) that is/are of most importance to them</li> <li>● Group students with similar topics together to brainstorm a master list of societal problems that pertain to their topics.</li> <li>● Students narrow their project down to one topic</li> </ul> | <p>2-3 class periods at the beginning of the course during Unit 1</p> |

|   |  |
|---|--|
| <p>and one societal problem they would like to address</p> <ul style="list-style-type: none"> <li>• Writers will confer with teachers on their project selection. <ul style="list-style-type: none"> <li>◦ <a href="#">Change The World Doc</a></li> </ul> </li> </ul>  |  |
| <p>Writers will research the social justice issues that exist in their school, community, state, nation and/or the world.</p> <ul style="list-style-type: none"> <li>• Writers will conduct individual research and evaluate the credibility of sources</li> <li>• Writers will identify main idea and relevant details from sources related to their research topic</li> <li>• Writers will learn how to organize supporting information from their sources</li> </ul>   | <p>3-4 class periods ongoing throughout Units 2 and/or 3</p> |
| <p>Writers will recognize their own responsibility to stand up to exclusion, prejudice, and injustice</p> <ul style="list-style-type: none"> <li>• Writers will determine the root cause of their issue and its historical context.</li> <li>• Writers will determine the objective for their action plan.</li> <li>• Writers will research current efforts for or against their cause.</li> <li>• Writers will detail their action steps.</li> </ul> <p><a href="#">Plan Your Attack</a></p>   | <p>3-4 class periods ongoing throughout Units 2 and/or 3</p> |
| <p>Writers will cite sources using APA format</p> <ul style="list-style-type: none"> <li>• Writers will learn proper APA format and how to write an annotated bibliography</li> <li>• Writers use Purdue OWL to check the accuracy of their in-text citations and APA works cited. <ul style="list-style-type: none"> <li>◦ <a href="#">Ready, Set, Annotate</a></li> </ul> </li> </ul>   | <p>3 class periods ongoing during Unit 3</p>                 |
| <p>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> <ul style="list-style-type: none"> <li>• 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.</li> <li>• Writers will create their action plan presentation.</li> <li>• Writers will confer with the teacher for feedback.</li> </ul> | <p>3-4 class periods</p>                                     |

|   |  |
|---|--|
| <ul style="list-style-type: none"> <li>• <a href="#">Make Your Pitch</a></li> </ul>   |  |
| <p>Writers will speak up with courage and respect when they or someone else has been hurt or wronged by bias</p> <ul style="list-style-type: none"> <li>• Writers will speak to their peers in their class about their issue in a gallery walk/station format.</li> <li>• Writers will pitch their action plan to their peers for feedback.</li> <li>• Writers will confer with the teacher for feedback.</li> </ul> <p><a href="#">Talk It Up</a></p>  | <p>3-4 class periods</p>   |
| <p>Writers will plan and carry out collective action against bias and injustice in the world and will evaluate what strategies are most effective</p> <ul style="list-style-type: none"> <li>• Writers will present their action plan to their r peers for feedback</li> <li>• Writers will confer with the teacher for feedback</li> <li>• Writers will present their final action plan project.</li> <li>• <a href="#">Action Campaign</a></li> </ul>   | <p>3-4 class periods</p>   |
| <p><i>Teacher Resources</i></p>   | <p><i>Teacher Note</i></p>   |
| <ul style="list-style-type: none"> <li>• Texts: <ul style="list-style-type: none"> <li><a href="#">Project Citizen: engaging students in the active exercise of responsible citizenship</a></li> <li><a href="#">Generation Citizen</a></li> <li><a href="#">Civic Action Project</a></li> <li><a href="#">iCivics Action</a></li> <li><a href="#">Social Justice Activism Project</a></li> </ul> </li> <li>• Tools: <ul style="list-style-type: none"> <li>-Google Classroom, Pear Deck, FlipGrid, Kami, No Red Ink, Newsela, CommonLit, ActivelyLearn, IMC Databases, Purdue OWL</li> </ul> </li> </ul> | <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. These resources can be used as examples for the Active Citizens Project.</p> <p>The final resource links to 10 separate lesson plans for the social justice activism project to use as a guide.</p> |
| <p><b>Differentiating Instruction:<br/>Students with Disabilities, English Language Learners,<br/>and Gifted &amp; Talented Students</b></p>  |  |
| <p><b>Examples of Strategies and Practices that Support Students with Disabilities:</b></p> <ul style="list-style-type: none"> <li>• Use of visual and multisensory formats</li> <li>• Use of assisted technology</li> <li>• Use of prompts</li> </ul>  |  |

- Modification of content, student products, and assessment tools (rubrics for example)
- Testing accommodations
- Authentic assessments (ex: write an email to your state senator about a current event issue you are passionate about, design/implement a class debate, create and balance a college freshman budget, create a commercial that dispels a myth about climate change)

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

- Adjusting the pace and content 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