

Kenilworth Public Schools

Curriculum Guide

Content Area: ELA Crime, Law & Literature Seminar
Grade: 12
BOE Approved: 10/15/13

Revision Date: September 2022
Submitted by: Breanne Long/Eileen McGrath
BOE Revision Approved: 10/11/22

Crime, Law and Lit Seminar – Grade 12 Scope and Sequence

Unit 1- Multiple Perspectives in Literature: Analyzing Characterization and Point of View in Mysteries/Thrillers	Unit 2- Investigating Bias and Perspective in Nonfiction: How Do We Find the Truth?	Unit 3- Literary Nonfiction: The Power of Personal Stories
Weeks 1-6	Weeks 7-12	Weeks 13-19
<p><i>Unit Description:</i> Students will use this unit to explore how writers of mysteries, thrillers, and crime novels use characterization, perspective, and point of view to create meaning within their novels and craft experiences for readers. As close readers/literary critics, students will pay close attention to characterization (developing complex understandings of characters’ backgrounds, personalities, values, and motivations) to consider how the unique perspectives of the characters influence the text. As the intended first unit of the year, this unit will also serve to introduce students to the book club model and build excitement around reading. Students will gradually increase their independent reading stamina, study elements of productive conversation, and learn to use student-led conversation to deepen their understandings of texts. At the end of the unit, a creative project is designed not only to assess literary analysis skills, but also integrate digital technology, increase student confidence, and build an</p>	<p><i>Unit Description:</i> In our current world, we are constantly sorting through information – fact, fiction, biased, neutral – and it is up to us to determine how to interpret that information. Using a rhetorical lens, students will analyze a true crime podcast, learning to consider elements such as speaker, audience, purpose, and tone to critically approach texts. Students will identify and analyze the biases of multiple speakers in the podcast and evaluate credibility and evidence in order to come to their own understanding of the events narrated in the podcast. More than simply reach a conclusion about the crime that is the subject of the podcast, students will extend their critical reading and analytical thinking to a variety of new contexts and texts, building a complex understanding of the ways that bias functions. Throughout the unit, students will study and evaluate effective arguments, ultimately applying this knowledge to write their own arguments. Students will come away from</p>	<p><i>Unit Description:</i> By reading <i>Just Mercy</i>, students will be introduced to personal stories that highlight various issues within the American criminal justice system. They will analyze the author’s purpose for including these stories and the variety of narrative strategies used to develop the character and story arcs. Students will also consider how nonfiction elements (such as statistics and research) work to bolster the ideas developed in personal stories. At the end of the unit, students will transfer these skills into a culminating independent project that asks them to interview a person of their choice to write their own narrative nonfiction that incorporates research elements to examine the larger purpose of an individual’s story. In addition, this unit will provide students with an opportunity to practice reading complex nonfiction, wrestle with current events topics, and continue to develop the conversational work started in prior units.</p>

engaged community of readers.	the unit as stronger consumers of media and more effective advocates for their views.	
<p><i>Unit Targets:</i></p> <ul style="list-style-type: none"> • 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.11-12.3. 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.11-12.5. Analyze how an author’s choices concerning how to structure specific parts of a text (e.g. the choice of where to begin or end a story, the choice to provide a comedic or tragic resolution) contribute to its overall structure and meaning as well as its aesthetic impact. • RL.11-12.6. Analyze a case in which grasping a point of view requires distinguishing what is directly stated in a text from what is really meant (e.g., satire, sarcasm, irony, or understatement). • RL.11-12.10. By the end of grade 12, read and comprehend literature, including stories, dramas, and poems at grade level text-complexity or above with scaffolding as needed. • W.11-12.10. Write routinely over 	<p><i>Unit Targets:</i></p> <ul style="list-style-type: none"> • 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.11-12.4. Determine the meaning of words and phrases as they are used in a text, including figurative, connotative, and technical meanings • RI.11-12.5. Analyze and evaluate the effectiveness of the structure an author uses in his or her exposition or argument, including whether the structure makes points clear, convincing, and engaging. • RI.11-12.6. Determine an author’s point of view or purpose in a text in which the rhetoric is particularly effective, analyzing how style and content contribute to the power, persuasiveness or beauty of the text. • RI.11-12.7. Integrate and evaluate multiple sources of information presented in different media or formats (e.g., visually, quantitatively) as well as in words in order to address a question or solve a problem. • RI.11-12.8. Describe and evaluate the reasoning in seminal U.S. and global texts, including the application of 	<p><i>Unit Targets:</i></p> <ul style="list-style-type: none"> • Unit Learning Targets • Students will... • 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.11-12.3. Analyze a complex set of ideas or sequence of events and explain how specific individuals, ideas, or events interact and develop over the course of the text. • RI.11-12.4. Determine the meaning of words and phrases as they are used in a text, including figurative, connotative, and technical meanings; analyze how an author uses and refines the meaning of a key term or terms over the course of a text (e.g., how Madison defines faction in Federalist No. 10). • RI.11-12.5. Analyze and evaluate the effectiveness of the structure an author uses in his or her exposition or argument, including whether the structure makes points clear, convincing, and engaging. • 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

<p>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.</p> <ul style="list-style-type: none"> • 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. 	<p>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).</p> <ul style="list-style-type: none"> • 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. • W.11-12.4. Produce clear and coherent writing in which the development, organization, and style are appropriate to task, purpose, and audience. • W.11-12.5. 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. • 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 	<p>meaning as well as its aesthetic impact.</p> <ul style="list-style-type: none"> • RI.11-12.6. Determine an author’s point of view or purpose in a text in which the rhetoric is particularly effective, analyzing how style and content contribute to the power, persuasiveness or beauty of the text. • RI.11-12.8. Describe and evaluate the reasoning in seminal U.S. and global texts, including the application of constitutional principles and use of legal reasoning (e.g., in U.S. Supreme Court majority opinions and dissents) and the premises, purposes, and arguments in works of public advocacy (e.g., The Federalist, presidential addresses). • 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.11-12.3. Write narratives to develop real or imagined experiences or events using effective technique, well-chosen details, and well-structured event sequences. • A. Engage and orient the reader by setting out a problem, situation, or observation and its significance, establishing one or multiple point(s) of view, and introducing a narrator and/or characters; create a smooth progression of experiences or events. B. Use narrative techniques, such as dialogue, pacing, description, reflection, and multiple plot lines, to develop experiences, events, and/or
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<ul style="list-style-type: none"> • 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. 	<p>clearly and persuasively.</p> <ul style="list-style-type: none"> • SL.11-12.2. Integrate multiple sources of information presented in diverse media or formats (e.g., visually, quantitatively, qualitatively, orally) evaluating the credibility and accuracy of each source. • 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. • 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.11-12.3. Apply knowledge of language to understand how language functions in different contexts, to make effective choices for meaning or style, and to comprehend more fully when reading or listening. • L.11-12.5. Demonstrate understanding of 	<p>characters. C. Use a variety of techniques to sequence events so that they build on one another to create a coherent whole and build toward a particular tone and outcome (e.g., a sense of mystery, suspense, growth, or resolution). D. Use precise words and phrases, telling details, and sensory language to convey a vivid picture of the experiences, events, setting, and/or characters. E. Provide a conclusion that follows from and reflects on what is experienced, observed, or resolved over the course of the narrative. 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.</p> <ul style="list-style-type: none"> • 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.11-12.6. 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.11-12.7. 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;
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	<p>figurative language, word relationships, and nuances in word meanings. A. Interpret figures of speech (e.g., hyperbole, paradox) in context and analyze their role in the text. B. Analyze nuances in the meaning of words with similar denotations.</p>	<p>synthesize multiple sources on the subject, demonstrating understanding of the subject under investigation.</p> <ul style="list-style-type: none"> • 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. • L.11-12.3. Apply knowledge of language to understand how language functions in different contexts, to make effective choices for meaning or style, and to comprehend more fully when reading or listening. A. Vary syntax for effect, apply an understanding of syntax to the study of complex texts. • 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. • L.11-12.5. Demonstrate understanding of figurative language, word relationships, and nuances in word meanings. A. Interpret figures of speech (e.g., hyperbole, paradox) in context and analyze their role in the text. B. Analyze
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		<p>nuances in the meaning of words with similar denotations.</p> <ul style="list-style-type: none">• 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.
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Crime, Law & Lit Seminar

Unit Title: Multiple Perspectives in Literature: Analyzing Characterization and Point of View using Mysteries/Thrillers

Unit Summary: Students will use this unit to explore how writers of mysteries, thrillers, and crime novels use characterization, perspective, and point of view to create meaning within their novels and craft experiences for readers. As close readers/literary critics, students will pay close attention to characterization (developing complex understandings of characters' backgrounds, personalities, values, and motivations) to consider how the unique perspectives of the characters influence the text. As the intended first unit of the year, this unit will also serve to introduce students to the book club model and build excitement around reading. Students will gradually increase their independent reading stamina, study elements of productive conversation, and learn to use student-led conversation to deepen their understandings of texts. At the end of the unit, a creative project is designed not only to assess literary analysis skills, but also integrate digital technology, increase student confidence, and build an engaged community of readers.

Primary Interdisciplinary Connections:

Media Arts [1.2.12prof.Cr1b: Organize and design artistic ideas for media arts productions; 1.2.12prof.Cr1d: Apply aesthetic criteria in developing, refining and proposing media arts artwork; 1.2.12prof.Cr3a: Understand the deliberate choices in organizing and integrating content, stylistic conventions, and media arts principles such as emphasis and tone]

Psychology [National Standards for High School Psychology Curricula: Motivation and Emotion 1.1. Explain biological, cognitive, and social factors that influence motivation 1.2. Explain the role of culture in human motivation; Personality 1.1. Explain how biological and environmental factors interact to influence personality]

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.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.4: Participate in online strategy and planning sessions for course-based, school-based, or other project and determine the strategies that contribute to effective outcomes.

9.4.12.TL.1: Assess digital tools based on features such as accessibility options, capacities, and utility for accomplishing a specified task (e.g., W.11-12.6.).

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

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

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.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

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: Using the workshop model, students develop conversational/collaborative skills, employ close-reading techniques, and engage in text-based discussion to analyze POV and characterization in literature

Unit Essential Questions:

- How do we use conversation and writing to deepen our understanding of our reading?
- How does narrative point of view affect a text?
- Why should readers care about a character's motivations, struggles, insecurities and background?

Unit Enduring Understandings:

- Effective conversational moves (questioning, synthesizing, etc.) and writing about reading help us clarify our thinking and build new ideas
- Narrative point of view can change the reader's perception, emotional experience, and help an author develop a message
- Studying characters can help readers better understand human behavior

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.11-12.3. 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.11-12.5. Analyze how an author’s choices concerning how to structure specific parts of a text (e.g. the choice of where to begin or end a story, the choice to provide a comedic or tragic resolution) contribute to its overall structure and meaning as well as its aesthetic impact.
- RL.11-12.6. Analyze a case in which grasping a point of view requires distinguishing what is directly stated in a text from what is really meant (e.g., satire, sarcasm, irony, or understatement).
- RL.11-12.10. By the end of grade 12, read and comprehend literature, including stories, dramas, and poems at grade level text-complexity or above with scaffolding as needed.
- 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.11-12.5. 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.

Evidence of Learning

Summative Assessment: Teachers may choose 1-2 summative assessments from the following list of options:

1. **Creative Project** - (1) Students work in their book club groups to create a playable escape room based on the book they chose to read; the tasks in the escape room must correspond to the close reading skills focused on throughout the unit, (2) Students work in their book clubs to create a book trailer demonstrating knowledge of the literary elements focused on throughout the unit OR, (3) similar project.
2. **Cold Read** - Students will read a short story or excerpt of a larger work that is within the mystery/thriller genre and answer corresponding multiple choice questions and/or a written response that are standards-aligned and assess their transfer of skills from their book club book to the cold read passage.

3. **Writing Assessment** - Students will write a literary analysis essay (or paragraph) in which they analyze the use and development of literary skills focused on in the unit.
4. **Socratic Seminar** - Students will discuss literary elements and real-world connections across texts.

Formative Assessments:

Notebook checks, conferring, small group discussions and self-reflections, project check ins, and/or short analysis writing

Lesson Plans

<i>Activities/Interdisciplinary Connections</i>	<i>Timeframe</i>
<p>Develop collaborative, conversational, and writing skills that help students engage with both the text and each other</p> <ul style="list-style-type: none"> • Students study elements of a productive conversation, such as speaking time, asking questions, following up with ideas, active listening skills (e.g., watch videos of conversations and study them closely) • Students practice discussion skills with low stakes topics (speed discussions, four corners, this or that, etc.) and work toward applying them high stakes, text-related topics • Readers explore various ways to react to text to find note-worthy memorable moments to write or talk about in book clubs <ul style="list-style-type: none"> ○ Reader has a strong emotional reaction ○ Reader notices a strong change or a pattern that is broken ○ Reader notices an object that appears to be significant or important in some way ○ Reader is on high alert for common important scenes and symbols (e.g. dreams, trips, illness, weather) <p>Analyze how elements of exposition function in the mystery/thriller/crime genre</p> <ul style="list-style-type: none"> • Readers notice how elements of setting might develop characters, affect a story’s conflicts, and produce responses in the reader • Readers consider the author’s choice of where to begin a story and explain how it affects the mood of the text and the experience of the reader <p>Form a well-developed view of a character’s identity and motivation</p>	<p>6 weeks</p>

<ul style="list-style-type: none"> • Readers look for subtle moments where the character is revealing something about themselves • Readers study character choices and what they did compared to what they chose not to do to deepen their understanding and further refine their theories about who they are as people • Readers get to know the characters in their texts by understanding what they might be missing or seeking in their life <p>Explore characters’ perspectives and narrative POV</p> <ul style="list-style-type: none"> • Readers look closely at characters’ life complications and what might have caused these challenges • Readers consider the environmental, societal or personal factors that are in the character’s control and the factors that possibly are outside of their control • Readers consider who is telling the story and how that shapes their description of events • Readers consider why a writer chooses to tell the story from a particular perspective (e.g., to develop a theme, affect the reader’s experience, develop a character) – photography/visual art as a scaffold • Readers choose a scene and discuss how this event/text might be different if it was told through another character’s perspective • Readers consider how their own POV as readers may affect what they take from a text <p>Readers synthesize and share their thinking about books</p> <ul style="list-style-type: none"> • Readers step back from the text and think about the larger connections that this story has with the rest of the world • Readers turn their earlier ideas about the text into claims that may address larger ideas with global connections • Readers refine their theories about the text • Readers will create and share a 1-2 book trailer (using iMovie or other tool) highlighting setting, character traits/motivation, and thoughtfully employing point of view 	
<i>Teacher Resources</i>	<i>Teacher Note</i>
<p><i>Sadie</i> - Courtney Summers <i>The Good Son</i> - You-Jeong Jeong <i>Monday’s Not Coming</i> - Tiffany D. Jackson</p>	<p>Novels listed are book club options.</p>

Gone Girl - Gillian Flynn
The Curious Incident of the Dog in the Night-Time - Mark Haddon
One of Us Is Lying - Karen McManus
The Honeys – Ryan La Sala
The It Girl - Ruth Ware
Monster - Walter Dean Myers
The Lovely Bones - Alice Sebold
Bluebird, Bluebird – Attica Locke

Short stories (e.g., “Lamb to the Slaughter” or other crime, mystery, and suspense stories)

Novel excerpts (may vary)

Tools (add/delete as appropriate):

- Google Classroom
- FlipGrid
- iMovie
- Animoto

Short stories and/or excerpts from other novels may be used as mentor texts, for teaching points, etc.

The activities list above consists of unit goals and potential corresponding teaching points, which may vary based on the needs of students. For example, not all teaching points need be used with all students, all years.

**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: Investigating Bias and Perspective in Nonfiction: How Do We Find the Truth?

Unit Summary: In our current world, we are constantly sorting through information – fact, fiction, biased, neutral – and it is up to us to determine how to interpret that information. Using a rhetorical lens, students will analyze a true crime podcast, learning to consider elements such as speaker, audience, purpose, and tone to critically approach texts. Students will identify and analyze the biases of multiple speakers in the podcast and evaluate credibility and evidence in order to come to their own understanding of the events narrated in the podcast. More than simply reach a conclusion about the crime that is the subject of the podcast, students will extend their critical reading and analytical thinking to a variety of new contexts and texts, building a complex understanding of the ways that bias functions. Throughout the unit, students will study and evaluate effective arguments, ultimately applying this knowledge to write their own arguments. Students will come away from the unit as stronger consumers of media and more effective advocates for their views.

Primary Interdisciplinary Connections:

Civics [6.1.12.CivicsPD.16.a: Construct a claim to describe how media and technology has impacted civic participation and deliberation.]

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.]

Mathematics [Standards for Mathematical Practice 3. Construct viable arguments and critique the reasoning of others.]

Career Readiness, Life Literacies, and Key Skills:

9.4.8.IML.2: Identify specific examples of distortion, exaggeration, or misrepresentation of information.

9.4.8.IML.6: Identify subtle and overt messages based on the method of communication.

• 9.4.8.IML.9: Distinguish between ethical and unethical uses of information and media (e.g., 1.5.8.CR3b, 8.2.8.EC.2).

9.4.8.IML.10: Examine the consequences of the uses of media (e.g., RI.8.7).

• 9.4.8.IML.13: Identify the impact of the creator on the content, production, and delivery of information (e.g., 8.2.8.ED.1).

9.4.8.IML.14: Analyze the role of media in delivering cultural, political, and other societal messages.

9.4.8.IML.15: Explain ways that individuals may experience the same media message differently.

9.4.12.CI.1: Demonstrate the ability to reflect, analyze, and use creative skills and ideas (e.g., 1.1.12prof.CR3a).

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

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.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.

NJSLSA.L3. Apply knowledge of language to understand how language functions in different contexts, to make effective choices for meaning or style, and to comprehend more fully when reading or listening.

NJSLSA.L5. Demonstrate understanding of word relationships and nuances in word meanings.

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 will analyze a true crime podcast through a rhetorical lens, study and evaluate effective arguments, ultimately applying this knowledge to write their own arguments

Unit Essential Questions:

- How do bias and perspective shape our understanding of the truth?
- Where does bias present itself, and how does that affect our view of the world?
- How do we identify bias?
- How do writers make arguments effectively?

Unit Enduring Understandings:

- Our individual perspectives and biases are shaped by our experiences, the media we consume, the people we interact with, the stories we are exposed to, etc.
- Biases can be intentional or unintentional
- Applying critical reading and thinking habits can help us stay alert to bias in all its forms, sort through information, and come to more complete understandings of the world
- Rhetorical strategies can be used to convince and/or manipulate an audience
- Effective argumentation relies on a strong foundation of reason and evidence

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.11-12.4. Determine the meaning of words and phrases as they are used in a text, including figurative, connotative, and technical meanings
- RI.11-12.5. Analyze and evaluate the effectiveness of the structure an author uses in his or her exposition or argument, including whether the structure makes points clear, convincing, and engaging.
- RI.11-12.6. Determine an author's point of view or purpose in a text in which the rhetoric is particularly effective, analyzing how style and content contribute to the power, persuasiveness or beauty of the text.
- RI.11-12.7. Integrate and evaluate multiple sources of information presented in different media or formats (e.g., visually, quantitatively) as well as in words in order to address a question or solve a problem.
- 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.11-12.1. Write arguments to support claims in an analysis of substantive topics or texts, using valid reasoning and relevant and sufficient evidence.
- W.11-12.4. Produce clear and coherent writing in which the development, organization, and style are appropriate to task, purpose, and audience.

- W.11-12.5. 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.
- SL.11-12.1. Initiate and participate effectively in a range of collaborative discussions (one-on-one, in groups, and teacher-led) with peers on grades 11–12 topics, texts, and issues, building on others’ ideas and expressing their own clearly and persuasively.
- SL.11-12.2. Integrate multiple sources of information presented in diverse media or formats (e.g., visually, quantitatively, qualitatively, orally) evaluating the credibility and accuracy of each source.
- 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.
- 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.11-12.3. Apply knowledge of language to understand how language functions in different contexts, to make effective choices for meaning or style, and to comprehend more fully when reading or listening.
- L.11-12.5. Demonstrate understanding of figurative language, word relationships, and nuances in word meanings. A. Interpret figures of speech (e.g., hyperbole, paradox) in context and analyze their role in the text. B. Analyze nuances in the meaning of words with similar denotations.

Evidence of Learning

Summative Assessment: Two complementary pairs of assessments are included below as examples, but assessment specifics may vary:

1. **Socratic Seminar** - Using textual evidence collected from the podcast, students discuss questions, which may include the following and other teacher or student-generated questions:
 - *Do you think Adnan committed the crime he is in jail for? Why or why not?*
 - *Is Sarah Koenig neutral? Why or why not? Why does it matter?*
 - *Do you think bias affected Adnan’s case? Why or why not?*
 - *What biases do you have as a listener? How do your own experiences affect how you interpret the podcast?*
 - *Are true crime podcasts ethical? Why or why not?*

Argumentative Writing - Students select any topic that has been explored throughout the unit (e.g., the ethics of crime podcasts, bias in journalism, confirmation bias). Students research the

topic further, write an original position/thesis, and compose an argumentative essay using sound evidence, logic, and appropriate rhetorical strategies.

2. **Argumentative Writing** - Writing from the perspective of the prosecution or defense attorneys, students work to write (and potentially present) compelling arguments to support their position on whether or not Adnan is guilty of murdering Hae Min Lee, Students will compose an argument using sound evidence, logic, and appropriate rhetorical strategies.

Socratic Seminar - Using textual evidence collected throughout the unit, students discuss the unit essential question, “*To what extent does bias influence our understanding of the truth?*” and related student or teacher-generated questions.

Formative Assessments: Teachers may choose from a variety of assessment strategies, which may include:

- Comprehension quizzes
- Argumentative writing checkpoints
- Students work in small groups to create “crime boards” documenting evidence for and against Adnan’s case in preparation for an argumentative essay and/or Socratic
- Partner discussions, small group discussions, TQE discussions, and related self-reflection
- “Cold reading” or in class assignments applying reading/analysis skills taught using full class podcast

Lesson Plans

<i>Activities/Interdisciplinary Connections</i>	<i>Timeframe</i>
<p>Evaluate a speaker’s purpose, perspective, point of view, tone, word choice, structure, points of emphasis and presentation of content</p> <ul style="list-style-type: none"> ● Students are introduced to the analytical tool SOAPSTone (speaker, occasion, audience, purpose, subject and tone) and use this framework to evaluate Koenig’s and others’ contributions to the podcast ● Identify moments in the text that reveal a bias in Sarah Koenig’s reporting including her use of word choice to build sympathy for Adnan (especially E1) ● Consider the potential impacts of Koenig’s omission of specific details about the case (especially E2) and presentation of details (especially E3) ● Consider the motivation, credibility and potential biases of various speakers’ contributions to the podcast (especially E2, E4) ● Evaluate Koenig’s decisions for structuring individual episodes and the podcast as a whole (e.g., effect of beginning with memory experiment, effect of not interviewing Jay until E6) 	6 weeks

- Complete media bias inquiry applying analytical skills in new context (e.g. close reading headlines; explore tone, word choice, perspective etc. in news articles on the same subject across various sources

- Study and analyze infographics to analyze how presentation impacts understanding of information

Analyze claims, evidence, reasoning, logical fallacies and links among ideas to evaluate an argument's effectiveness

- Students track evidence of Adnan's guilt/innocence in small groups using crime boards

- Students consider the logic and logical fallacies in certain statements in the podcast

- Students read supplementary texts on topics related to the podcast (e.g., confirmation bias, jury bias, the ethics of crime podcasts, PR, search engine misinformation) and identify claims, trace the reasoning and evaluate arguments

Participate in both formal and informal discussions by communicating findings to both small groups and the entire class

- Students practice using questioning strategies to move the discussions forward

- Students participate in recorded small group discussions to self-evaluate their own discussion skills

- Students participate in a Socratic Seminar, coming to the discussion prepared with notes and evidence to use as support

Synthesize evidence from multiple sources to develop an understanding of bias's effect on our perceptions of the truth

- Students listen to podcast episode about jury selection bias and consider its relation to Adnan's case

- Students consider how bias presents itself not only in the text of the podcast, but in listeners' experiences (e.g., who do we trust and why?) and

- Students draw connections between supplementary texts (e.g., confirmation bias, jury bias, PR, search engine misinformation), the podcast, and their lives to answer unit essential question

Write evidence-based arguments that effectively integrate rhetorical strategies

<ul style="list-style-type: none"> ● Students use evidence from “crime boards” to develop strong arguments and counterarguments ● Students learn that logical counterarguments fairly represent the opposing position, refute arguments with evidence, and make concessions when needed ● Students learn that there are three types of rhetorical appeals used to “persuade” an audience: <ul style="list-style-type: none"> ○ Ethos - appeal to authority: speaker convinces the audience that they are qualified to speak on the subject (connection with the topic, years of experience, etc.) ○ Pathos - appeal to emotions: speaker intentionally evokes an emotional response to draw in the audience through empathy, sympathy, fear, hope, or imagination (use of stories, metaphors and similes, use images, use descriptive word choice, passionate delivery) ○ Logos - logical appeal: use of information to support the speaker’s ideas and convince the audience in a logical way (facts, statistics/charts, evidence from empirical studies) ● Students evaluate how the rhetorical strategies are used by Koenig and other speakers <ul style="list-style-type: none"> ○ Use graphic organizers at the end of the unit to help students analyze moments where people in the podcast use them. ○ Students identify ethos, pathos, logos in video/film clips ● Students apply rhetorical strategies to enhance written arguments (keeping in mind their purpose, audience, occasion, etc.) 	
<i>Teacher Resources</i>	<i>Teacher Note</i>
<p><i>Serial</i> podcast (season 1)</p> <p>Supplemental nonfiction texts on related topics such as: Jury Selection, Media Bias, Confirmation Bias, Implicit Bias, Search Engine Bias, etc. from Commonlit.org, ActivelyLearn, NewsELA, and other sources</p> <p>Decoding Media Bias</p>	<p><i>Serial</i> to be used as a full-class text (select episodes)</p> <p>The activities list above consists of unit goals and potential corresponding teaching points, which may vary based on the needs of students. For example, not all teaching points need be used with all students, all years.</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: Literary Nonfiction: The Power of Personal Stories

Unit Summary: By reading *Just Mercy*, students will be introduced to personal stories that highlight various issues within the American criminal justice system. They will analyze the author's purpose for including these stories and the variety of narrative strategies used to develop the character and story arcs. Students will also consider how nonfiction elements (such as statistics and research) work to bolster the ideas developed in personal stories. At the end of the unit, students will transfer these skills into a culminating independent project that asks them to interview a person of their choice to write their own narrative nonfiction that incorporates research elements to examine the larger purpose of an individual's story. In addition, this unit will provide students with an opportunity to practice reading complex nonfiction, wrestle with current events topics, and continue to develop the conversational work started in prior units.

Primary Interdisciplinary Connections:

History [6.3.12.HistoryCA.1: Analyze the impact of current governmental practices and laws affecting national security and/or First Amendment rights and privacy (e.g., immigration, refugees, seizure of personal property, juvenile detention, listening devices, deportation, religion in schools)]

Civics [6.1.12.CivicsPR.6.a: Use a variety of sources from multiple perspectives to evaluate the effectiveness of Progressive reforms in preventing unfair business practices and political corruption and in promoting social justice]

Visual Arts [1.5.12prof.Cr1b: Shape an artistic investigation of an aspect of present-day life using a contemporary practice of art and design.]

Media Arts [1.2.12prof.Pr6b: Evaluate the benefits and impacts at the personal, local and social level from presenting media artworks, such as benefits to self and others; 1.2.12prof.Cn10a: Access, evaluate and integrate personal and external resources to inform the creation of original media artworks, such as experiences, interests and cultural experiences; 1.2.12prof.Cn11a: Demonstrate and explain how media artworks and ideas relate to various contexts, purposes, and values (e.g., social trends, power, equality, personal/cultural identity)]

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).

9.4.8.TL.3: Select appropriate tools to organize and present information digitally.

9.4.8.TL.4: Synthesize and publish information about a local or global issue or event (e.g., MSLS4-5, 6.1.8.CivicsPI.3).

9.4.8.TL.6: Collaborate to develop and publish work that provides perspectives on a real-world problem.

Learning Targets

NJSLS Standards:

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

NJSLSA.W3. Write narratives to develop real or imagined exp

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.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.L3. Apply knowledge of language to understand how language functions in different contexts, to make effective choices for meaning or style, and to comprehend more fully when reading or listening.

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.

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: Personal stories can increase empathy and illuminate broader truths

Unit Essential Questions:

- How do we understand and reconcile the concepts of justice and mercy?
- How can identifying and understanding the patterns of injustice in our society change our view of the world?
- What is the connection between power and storytelling?
- How can individuals' stories illuminate broader truths?

Unit Enduring Understandings:

- The concepts of justice and mercy are complex and individual, but actions can be both just and merciful
- Identifying and understanding patterns of injustice in society can lead us to examine our worldviews and beliefs
- Storytellers have power and can wield it to shed light on the stories of those without it

- When grounded in research, individual stories can illuminate patterns of injustice and aspects of a historical moment

Unit Learning Targets

Students will...

- 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.11-12.3. Analyze a complex set of ideas or sequence of events and explain how specific individuals, ideas, or events interact and develop over the course of the text.
- RI.11-12.4. Determine the meaning of words and phrases as they are used in a text, including figurative, connotative, and technical meanings; analyze how an author uses and refines the meaning of a key term or terms over the course of a text (e.g., how Madison defines faction in Federalist No. 10).
- RI.11-12.5. Analyze and evaluate the effectiveness of the structure an author uses in his or her exposition or argument, including whether the structure makes points clear, convincing, and engaging.
- 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.
- RI.11-12.6. Determine an author's point of view or purpose in a text in which the rhetoric is particularly effective, analyzing how style and content contribute to the power, persuasiveness or beauty of the text.
- RI.11-12.8. Describe and evaluate the reasoning in seminal U.S. and global texts, including the application of constitutional principles and use of legal reasoning (e.g., in U.S. Supreme Court majority opinions and dissents) and the premises, purposes, and arguments in works of public advocacy (e.g., The Federalist, presidential addresses).
- 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.11-12.3. Write narratives to develop real or imagined experiences or events using effective technique, well-chosen details, and well-structured event sequences.

A. Engage and orient the reader by setting out a problem, situation, or observation and its significance, establishing one or multiple point(s) of view, and introducing a narrator and/or characters; create a smooth progression of experiences or events. B. Use narrative techniques, such as dialogue, pacing, description, reflection, and multiple plot lines, to develop experiences, events, and/or characters. C. Use a variety of techniques to sequence events so that they build on one another to create a coherent whole and build toward a particular tone and outcome (e.g., a sense of mystery, suspense, growth, or resolution). D. Use precise words and phrases, telling details, and sensory language to convey a vivid picture of the experiences, events, setting, and/or characters. E. Provide a conclusion that follows from and reflects on what is experienced, observed, or resolved over the course of the narrative.
- 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.11-12.4. 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.11-12.6. 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.11-12.7. 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.11-12.10. 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.
- L.11-12.3. Apply knowledge of language to understand how language functions in different contexts, to make effective choices for meaning or style, and to comprehend more fully when reading or listening. A. Vary syntax for effect, apply an understanding of syntax to the study of complex texts.
- 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.
 - 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.
 - Identify and correctly use patterns of word changes that indicate different meanings or parts of speech (e.g., conceive, conception, conceivable).
 - 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.
 - Verify the preliminary determination of the meaning of a word or phrase (e.g., by checking the inferred meaning in context or in a dictionary).
- L.11-12.5. Demonstrate understanding of figurative language, word relationships, and nuances in word meanings. A. Interpret figures of speech (e.g., hyperbole, paradox) in context and analyze their role in the text. B. Analyze nuances in the meaning of words with similar denotations.
- 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: Potential summative assessments include:

Narrative (biographical) writing - Students will conduct an interview with someone in their life, which they will adapt into narrative non-fiction, with an imaging component, to convey a broader message about the interviewee's life experience. Products will be shared via Google sites, a class blog, or physical exhibition (bulletin board, gallery walk, etc.)

Socratic Seminar or Small Group Discussions - Students participate in student-facilitated discussions centered on theme, empathy, and synthesis of individual stories

Formative Assessments:

Formative assessments may include notebook checks, informal and formal student-led discussions about the issues presented in the text, a written analysis identifying the author's use of narrative and nonfiction strategies and analyze how they work together to convey the author's overall message in a chapter, and/or checkpoints for the summative assessment (e.g. interview notes, an outline, research notes)

Lesson Plans

<i>Activities/Interdisciplinary Connections</i>	<i>Timeframe</i>
<p>Analyze the larger themes or life lessons the story is bringing forward and consider how their reading can help them grow to be more empathetic people</p> <ul style="list-style-type: none"> • Readers explore themes and topics presented in the book through a pre-reading activity to explore their initial views (e.g. four corners) • Readers don't just wait until the end of the book to think of a theme; we start this work from the beginning. We can stop and anticipate what this book will mostly be about or what it might teach us using statements such as: <ul style="list-style-type: none"> ○ "This book may show us that..." ○ "An idea this author wants us to consider may be..." • Readers revisit and add to/revise their thoughts on developing themes or central ideas throughout the course of reading <ul style="list-style-type: none"> ○ "This book is ALSO asking us to consider..." • Readers think about the problems presented in the text. We can list these problems and then think, what is the author trying to tell us about these problems? This type of thinking can lead us to the important messages about life. • Readers look out for what characters teach each other by noticing where the character slows down to explain something to another character. Readers put the lesson into their own words. 	<p>7 weeks</p>

- Readers apply the chapter title work they have done to the title of the book to gain a deeper understanding of how the themes of justice and mercy interact
- Readers consider how books can be “windows,” “mirrors” or “doors”
- Readers make connections to their own experiences and the real world through notebook writing and discussion

Use a variety of tools to enhance comprehension of complex nonfiction

- Readers monitor their own understanding
 - When readers lose comprehension, they stop reading, go back to the start of where meaning was lost, reread the passage more slowly, and check for understanding again
- Readers summarize the events and arguments in a chapter or across chapters to synthesize main ideas
- Readers use a variety of strategies when confronting unfamiliar words
 - Readers use context clues, think about similar words, make guesses, look words up
- Readers consult footnotes and outside resources for background on unfamiliar points or arguments
- Readers ask themselves whether or not they agree with the points in nonfiction and reflect on why or why not
- Readers use titles to help identify main ideas. Readers consider how content in the chapter relates back to the title of the chapter. In *literary* non-fiction, titles can help us identify the deeper meaning behind the information/story shared (themes)

Identify and evaluate the elements of narrative storytelling (including character development, conflict, exposition, resolution, etc.)

- Readers use the work they have done with characters to bring that to real people in the text. We notice details the author includes about a person and put those details together to have a theory about them.
- Readers consider what dialogue reveals about a person
- Readers consider how a story (book/chapter) is introduced and analyze the effects of this structural choice

<ul style="list-style-type: none"> ○ Affect the reader (create interest, sympathy), set out a problem, establish a character, setting, or POV • Readers linger at the end of a story (book/chapter) to consider what has been resolved and what has not been resolved <p>Analyze how narrative and nonfiction elements work together for a broader purpose</p> <ul style="list-style-type: none"> • Readers examine how facts and stories are paired and consider the author’s purpose in this pairing • Readers critique and understand the impact of using a particular story structure ○ Why does the author intentionally sequence these stories this way? ○ How does it influence our emotional reactions to the text? • Readers bring their knowledge of rhetorical analysis (prior unit) to text to help identify author’s purpose <p>Compose an original narrative nonfiction piece by interviewing and telling the story of a person in their life</p> <ul style="list-style-type: none"> • Students craft interview questions and interview a person of their choice about specific experiences in their life • Students use the transcript of their interview to narrow the focus and purpose of their narrative nonfiction and outline the structure, paying particular attention to the purpose for those structural decisions • Students research background information as needed to make effective decisions to convey the story • Students study additional mentor texts to note and emulate elements of effective biographic narrative writing • Students use images to enhance their writing • Students share their final product (e.g. via Google sites, class blog, or physical exhibition) 	
<i>Teacher Resources</i>	<i>Teacher Note</i>
<p><i>Just Mercy</i> by Bryan Stevenson <i>Just Mercy</i> film</p> <p>New Yorker biographical essays (mentor texts) Humans of New York (mentor texts)</p>	<p><i>Just Mercy</i> to be used as full class text</p> <p>Portions of the film adaptation to be used to supplement and/or replace parts of the text</p>

	<p>The activities list above consists of unit goals and potential corresponding teaching points, which may vary based on the needs of students. For example, not all teaching points need be used with all students, all years.</p>
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and Gifted & Talented Students**

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- 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