

ENGLISH IV: GRADE 12

EWING PUBLIC SCHOOLS
2099 Pennington Road
Ewing, NJ 08618

Board Approval Date: September 19, 2022
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In accordance with The Ewing Public Schools' Policy 2230, Course Guides, this curriculum has been reviewed and found to be in compliance with all policies and all affirmative action criteria.

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Course Instructional Time: 87 minutes 5 days per week for one semester

Course Overview:

This course is designed to introduce students to social justice issues and assist them in discovering their ability to create positive change in their own world. Students will critically analyze various social movements related to race, ethnicity, gender, sexual orientation, and class. Students will also explore and discuss how these concepts influence human understanding, relationships, and behavior for centuries. Students will understand how individuals operate within community contexts created through interactions and relationships structured by sociability, belonging, and responsibility. This course will encourage students to think critically and expansively about the social world and the conditions of humanity. Social justice will provide a foundation for students to explore social justice concepts, issues, and remedies, thereby developing the necessary analytical tools and information to see inequality and injustice and address historical and contemporary issues relevant to students' present day lives.

Unit 1: Social Justice and Injustice (Pacing - 4 weeks)

Why Is This Unit Important?

In this unit, students are introduced to the concepts of justice and injustice and how these apply in the local and global spectrum. This unit focuses on the foundations of social justice history and historical figures who embody different components of social justice. It is in this unit it is essential that both the speaking and listening components are practiced as it will be critical for discussions on serious topics. In addition, students will also be introduced to different historical and current social justice leaders, understanding that they too can be social change leaders (a cornerstone of the final project for this class). Having this introductory unit is crucial to creating the basis and starting point of their research, ideas, and connections; they will need to be able to define and understand the themes before they can fully research them

Enduring Understandings:

- Students will develop positive social identities based on their membership in multiple groups in society.
- Students will develop language and historical and cultural knowledge that affirm and accurately describe their membership in multiple identity groups.
- Students will recognize that people's multiple identities interact and create unique and complex individuals.
- Students will express pride, confidence and healthy self-esteem without denying the value and dignity of other people.
- Students will recognize traits of the dominant culture, their home culture and other cultures and understand how they negotiate their own identity in multiple spaces.

Essential Questions:

- What is social justice?
- To what extent does power or the lack of power affect individuals?
- What is oppression and what are the root causes?
- How are prejudice and bias created? How do we overcome them?
- What are the responsibilities of the individual in regard to issues of social justice?
- When should an individual take a stand against what he/she believes to be an injustice? What are the most effective ways to do this?
- What are the factors that create an imbalance of power within a culture?
- What does power have to do with fairness and justice?
- When is it necessary to question the status quo? Who decides?

- What are the benefits and consequences of questioning / challenging social order?
- How do stereotypes influence how we look at and understand the world?
- What does it mean to be invisible?
- What creates prejudice, and what can an individual overcome it?
- What are the causes and consequences of prejudice and injustice, and how does an individual's response to them reveal his/her true character?
- What allows some individuals to take a stand against prejudice/oppression while others choose to participate in it?
- What are the causes and consequences of prejudice and how does an individual's response to it reveal his/her morals, ethics, and values?

Acquired Knowledge:

Students will be able to:

- Identify what is social justice and injustice
- Identify what is oppression and privilege
- Understand how privilege and person are interconnected
- Become more aware of how social identities impact the lives of others and see how they possibly impact their own lives.
- Be aware of what are possible unseen social identifies within themselves and their peers

Acquired Skills:

- Independent research skills including evaluating quality resources, both online and in person, text and internet, etc relative to the student directed issues raised in class.
- students will present current event issues to the class.
- Collaborative work with peers to create/present findings.
- Evaluation, comparison, contrast of how those of different cultural backgrounds experience social justice/injustice including identification of the roots, causes, functions, effect of said justice and injustice throughout the world and in students' own, specific environment.

Assessments:

Formative (Learning):

Students will discuss current issues they are aware of or have questions on in order to become aware of their surroundings and knowledgeable about issues within society [presentation of current events related to a culture other than that for which they identify (New York Times Learning Network)]. They will be expected to analyze, research, and make connections to the event, as opposed to simply reading a newspaper article. This will reinforce their speaking, listening, research analysis, and proper use of evidence skills weekly.

Summative (Practice):

Students will work collaboratively to identify a microaggression (related to social justice/injustice) that is relatable to them and affects them personally in some way. Students will make a video/formal presentation of this microaggression (using resources including but not limited to New York Times Learning Network, contemporary, reputable news outlets, etc) being displayed from a variety of angles. These angles can include individuals who choose to be a bystander or individuals who choose to be action makers and stand up against this micro aggression. At the end of this video they will compare and contrast the effects of the different angles filmed from the microaggression and analyze the effects and harm these can cause.

Benchmark (Formal):

CONNECTING TO INDIVIDUAL NOVEL CHOICE TO BOTH THE FORMATIVE AND SUMMATIVE EVALUATIONS: Identify three microaggressions communicated in the core novel they read. Detail what the cause/function/effect of each microaggression was in the novel. Research and evaluate how said microaggression can be applied, directly or indirectly, to what said racial/religious/indigenous group experiences in contemporary society.

Alternate:

Students will analyze current events and present their analysis to the class. Students will write an essay on social justice and injustice

Instructional Materials:

Core: choice from ONE of the following 3 (students select one from a culture/identity they do NOT identify with): *Night* (Jewish), *American Born Chinese* (Asian), *12 Angry Men* (Black American).

Supplemental:

- *12 Angry Men:*
 - *To Kill a Mockingbird*,
 - "When They See Us"
 - https://www.ted.com/talks/bryan_stevenson_we_need_to_talk_about_a_n_injustice <https://www.npr.org/transcripts/129827444> (Interview with Isabel Wilkerson)
 - New York Times Learning Network
- *American Born Chinese:*
 - "My Banana Story"
<https://www.usatoday.com/story/college/2015/02/27/asian-american-students-share-their-struggles-in-mybananastory/37400993/>
 - "Asian-American Discrimination" Essay by John Cho (LA Times)
<https://www.latimes.com/opinion/story/2020-04-22/asian-american-discrimination-john-cho-coronavirus>
 - The Anti-Asian Hate Bill
<https://www.npr.org/2021/05/20/998599775/biden-to-sign-the-covid-19-hate-crimes-bill-as-anti-asian-american-attacks-rise>
 - Spoken word by Kelly Tsai
https://www.youtube.com/watch?v=uNU_Abkqryc
 - <https://www.learningforjustice.org/magazine/responding-to-antiasian-violence-and-georgia-shootings>
- *Night:*
 - <https://youtu.be/keLT6bp7wok> (Elie Wiesel)
 - Elie Wiesel "The Power of Indifference" -<https://youtu.be/JpXmRiGst4k>
- "Self-care Can Be Social Justice"
 - <https://www.learningforjustice.org/magazine/selfcare-can-be-social-justice>
- "Gender Separate Dialogue Groups"
 - <https://www.learningforjustice.org/classroom-resources/lessons/gender-separate-dialogue-groups>
- "Editorial Cartoons: Gender Discrimination"
 - <https://www.learningforjustice.org/classroom-resources/lessons/editorial-cartoons-gender-discrimination>
- *Collections* - Unit 3 - Voices of Protest
 - *Speech on the Vietnam War* (Close Reading) by Martin Luther King, Jr.
 - *People and Peace, Not Profits and War* (Close Reading) by Shirley Chisholm
 - *Third World America* - Media Analysis (Photographs) by Alison Wright
- *Collections* - Unit 4 - Seeking Justice, Seeking Peace
 - Nobel Prize Acceptance Speech (Close Reading) by Wangari Maathai

Interdisciplinary Connections:

- US History 1 and 2
- Sociology
- Psychology
- Theology
- Law

Technology Integration:

- New York Times Learning Network
- Learning for Justice.org
- Youtube
- TED Talks
- Canvas Discussions
- Google Classroom Suite of Apps
- Interactive Learning Platforms (Flocabulary, Nearpod, CommonLit)

List of Applicable NJSL Standards (see pages 23-26 for detailed list):

- RL.11-12.1, 3-5, 9-10
- RI.11-12.1, 3-7, 9-10
- NJSLA.W1-9
- NJSLA.SL1-6
- NJSLA.L1-6

Instructional Activities/Suggested Learning Experiences:

- Invite students who lead the BLM peaceful protests during the summer of 2020 to discuss their experiences.
- Virtual Tour of museums/memorial sites

Unit 2: Race and Ethnicity (Pacing - 4 weeks)

Why Is This Unit Important?

Within this unit students will learn about various components in relation to race, ethnicity, and biases that can occur. The concept of discrimination and the affects it has on both children and adults are studied and discussed. Paying close attention to people their age or in their community will be very essential unmaking this unit relatable and impactful as well. Throughout this unit students are exposed to differing races, cultures, and ethnicity. Students will hopefully have the ability to listen in on guest lectures from professionals within our own community, this will give students an opportunity to ask questions and get direct and specific answers to all their questions first hand. These individuals are professionals in their field and having seen and been involved in these activities first hand they are a prime candidate to assist students in their research and questions. The unit both looks at historical and modern issues of inequalities. Some discussions that come up are: how groups of authority and power treat different racial groups, and what the long term impact of this is.

Enduring Understandings:

- The effect discrimination and the lack of racial understanding and equities affect individuals and communities.
- How one learns to quantify their own racial identity and how doing so affects their world view.
- What individuals can do to affect social change relevant to their own personal experiences.

Essential Questions:

- How do you identify?
- Does country of origin play into the way you see yourself? Why/why not? How?
- When encountering new/different groups/cultures, what value do you tend to place on them? What are the criteria you use to judge them (outward signs of wealth (or lack thereof), language/accent, mannerisms, religion, etc.)?
- Are different cultures able to coexist peacefully under a colonial model? How?
- How did colonization shape indigenous views of self?

Acquired Knowledge:

- Identification of fundamental causes of racism and prejudice and the effects such injustice(s) had on individuals.
- Application of informational texts including interviews with contemporary individuals relating their experiences regarding negative effects of racism, colonialism, etc to contemporary issues.

Acquired Skills:

- Comprehension of native cultures, language and traditions and apply those to students' personal experiences.
- Compose relevant interview questions and communicate how those responses parallel or contradict viewpoint students currently hold.

Assessments:**Formative (Learning):**

Using a list of African proverbs, students will create projects that depict their understanding of the text linked with the message of the proverb.

<https://docs.google.com/document/d/1hgTjTKuTBj1JsaNVZjd0HGXa9RCuobn3OzTrblb6eAU/edit?usp=sharing>

Summative (Practice):

There is a comprehensive test on the core novel.

Benchmark (Formal):

Documentary: For this project students will have now researched many components of social injustice issues in terms of race and ethnicity. They will now be able to see first hand how this has affected someone in their community. They can interview a family member, someone in the community, or a friend; while asking them a range of questions that are prepared beforehand. They will present their documentary with the class and answer any questions they may have on their interview. This interview is meant to get a first hand look at social injustice issues in regards

to race and ethnicity from someone who has been affected by this in any way.

Alternate:

Students will write an essay instead of taking the comprehensive test. Students can invite a person from the community to speak with the class regarding the injustices they have faced. Students will prepare interview questions

Instructional Materials:

Core: *Things Fall Apart* by Chinua Achebe

Supplemental:

- Chimimanda Adichie's TED Talk "The Danger of a Single Story"
 - <https://www.youtube.com/watch?v=D9Ihs241zeg> as an introductory piece to *Things Fall Apart*.
- Use an excerpt from *Heart of Darkness* to introduce whitewashing of colonialist ideology.
- Kassiva Mutua's TED Talk on drumming as a woman
 - <https://www.youtube.com/watch?v=V84b-WIINA0>
- PBS article and video about "The Berlin Conference"
 - <https://why.pbslearningmedia.org/resource/6031c3a2-ada9-42b4-8045-52006e2a2b07/the-berlin-conference-of-1884-1885/>
- PBS videos about the pre-colonial civilizations of Africa
 - <https://why.pbslearningmedia.org/collection/africas-great-civilizations/>
- Excerpts from Netflix documentary "High on the Hog" (episode 1), which centers on African foodways (including the much-proclaimed yam) and how they shaped international cuisine
 - <https://www.netflix.com/title/81034518>
- Tulsa Race Riots interactive highlighting the destruction of a culture by outside forces:
 - <https://www.nytimes.com/interactive/2021/05/24/us/tulsa-race-massacre.html>
- The 1619 Project
 - <https://www.nytimes.com/interactive/2019/12/20/magazine/1619-intro.html>

Interdisciplinary Connections:

- US History 1 and 2
- Sociology
- Psychology
- Theology
- Law

Technology Integration:

- New York Times Learning Network
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- NJSLA.SL1-6
- NJSLA.L1-6

Instructional Activities/Suggested Learning Experiences:

Invite former students who have taken leadership roles in arousing racial justice and equality to speak to students and answer their questions.

Unit 3: Gender Identities (Pacing - 4 weeks)

Why Is This Unit Important?

Issues of inequality under the realm of gender and sexuality are covered in this unit. Students discuss the social dynamics of how children are raised; additionally, students analyze how gender plays a role in identity as well. Students will analyze how gender and sexual identity is seen and depicted within advertisements, music, social media, employment, wage inequality, and domestic violence. Students reflect on their own childhood and how they have viewed themselves through the lenses of gender. Many times students have not given much thought to all various components that can be addressed in relation to gender or sexual identity.

Enduring Understandings:

- Students will demonstrate understanding of how the definition of gender/sexual identity is affected by environmental, economic, social, cultural, and civic concerns.
- Students will review and research global societies that are diverse, accepting varied perspectives, contributions, and challenges.
- Students will develop a deeper understanding of what civil rights protect individuals from discriminatory treatment.
- Students will explore and discover means of protecting and strengthening the civil rights of LGBTQ+ people engaged with the criminal legal system and law enforcement.
- Students will foster inclusive, safe, welcoming, and affirming discussions and educational environments for all students (building awareness of LGBTQ+).
- Students will build understanding for fair and humane treatment of LGBTQ+ immigrants and the rights of LGBTQ+ people abroad.

Essential Questions:

- What is feminism?
- How are gender roles constructed from personal to global levels?
- In what ways are gender roles used in society and what are their purposes?
- To what extent do gender roles inhibit and/or liberate individuals?
- How have gender roles, women's roles, roles of those with LGBTQ+ sexual identities changed over time and in relation to political and social events?
- What strategies have women/LGBTQ+ used in their struggle to achieve social change?
- How have women/LGBTQ+ balanced the need to conform to cultural expectations with the desire to assert their individuality and equality?
- What roles do the media play in gender stereotypes and bias?

- What obstacles do women/LGBTQ+ encounter when they get married?
- What kinds of discrimination do women face? Is it different for those who are LGBTQ+?
- How has changing educational opportunities affected women's/LGBTQ+ roles in the workforce?

Acquired Knowledge:

- Identify what is gender and how this is related to sexism/stereotypes
- Identify what is homophobia and heterosexism
- Explain how are gender role messages are communicated and reinforced
- Identify which social movements address injustices and are caused because of gender/gender identity differences
- Identify and evaluate social movements/organizations which address injustices/inequities for members of the LGBTQ+ community

Acquired Skills:

- Identify and explain a social inequity regarding gender roles/sexual identification.
- Create informational texts enabling individuals experiencing such inequities to locate assistance to overcome such issues.

Assessments:

Formative (Learning):

To begin the unit, students will conduct research on how varied groups are identified in popular media including: youtube, videos, advertisements, popular culture, television, movies, etc and evaluate the negative stereotypes resulting from such media.

From the core novel and selected supplemental texts, identify the obstacles individuals from particular gender groups are faced with and forced to deal with on a regular basis. Evaluate the manner in which those individuals either succumb to or work to overcome said obstacles.

Summative (Practice): Select a group of such individuals in the local community who encounter similar obstacles to those read about in the core and supplemental texts; identify resources/social support networks available to said individuals in the local and/or regional community.

Benchmark (Formal): Create a brochure to provide background information for an organization identified in the summative assessment. Said brochure will additionally detail what that support network provides, prices, contact information. Additionally students will contact individuals at said organization and include direct quotes from that individual promoting the services provided by that organization. Said brochure will then be made available online via the Ewing Public Schools website and organizations within Ewing Public Schools who serve those communities.

Alternate:

Create a presentation to be shared with the community regarding some of the gender issues they have read about

Instructional Materials:

Core: *Their Eyes Were Watching God*, Zora Neale Hurston

Supplemental:

- “Women’s History Essential Question: How Do Gender Roles Define People?”
 - <https://teachdifferent.com/2019/11/use-this-big-question-to-begin-a-unit-on-the-womens-movement/>
- “School Is a Place to Ask Questions” is a segment from I Learn America, a documentary film by Jean-Michel Dissard & Gitte Peng.
 - <https://www.learningforjustice.org/classroom-resources/texts/school-is-a-place-to-ask-questions>
- “In Search of Our Mother’s Garden” essay by Alice Walker
 - https://drive.google.com/file/d/1JM9fO1Z6rCIZgdlQktsyoRG4D_24nwNj/view?usp=sharing
- *In Our Mothers’ Garden* documentary (May 2021)
 - <https://www.netflix.com/title/81354661>
- Chimimanda Adichie’s TED Talk “We Should All Be Feminists”
 - https://www.youtube.com/watch?v=hg3umXU_qWc and for discussing women’s roles within the text,
- *Feminism*
 - <https://drive.google.com/file/d/1P00MEIvQU8AgfWsOZDZnRVULZXaUIh1D/view?usp=sharing>
- “Queer People Have Always Existed—Teach Like It”
 - <https://www.learningforjustice.org/magazine/queer-people-have-always-existed-teach-like-it>
- Gender and Jobs—Women in the Workforce
 - <https://www.learningforjustice.org/classroom-resources/lessons/gender-and-jobswomen-in-the-workforce>

- "The Water That Falls on You from Nowhere" by John Chu
 - <https://www.tor.com/2013/02/20/the-water-that-falls-on-you-from-nowhere/>
 - https://drive.google.com/file/d/1KIG7Lc6gPe6GPQjNKxWOkjA_eygb7WXZ/view?usp=sharing
- Stonewall Uprising - Documentary - PBS
 - <https://www.pbs.org/wgbh/americanexperience/films/stonewall/#part01>
- *Juliet Takes a Breath* by Gabby Rivera
- https://www.goodreads.com/book/show/28648863-juliet-takes-a-breath?from_search=true&search_version=service *We Are Totally Normal* by Naomi Kanakia
 - https://www.amazon.com/Are-Totally-Normal-Rahul-Kanakia/dp/006286582X/ref=pd_sbs_9/137-9260240-5349202?pd_rd_w=tVPsd&pf_rd_p=f8e24c42-8be0-4374-84aa-bb08fd897453&pf_rd_r=Y1KGRASDTSMMT9NFM6ZZ&pd_rd_r=ba7b1762-b9ee-450f-b9f7-b3d7498fb878&pd_rd_wg=kqiQf&pd_rd_i=006286582X&psc=1
- *Collections* - Unit 2 - *Gender Roles*
 - *My Father's Sadness* - (Poem) by Lim
 - *Vindication of the Rights of Woman* (Excerpt) by Wollstonecraft
 - *Pink Think* (Excerpt) by Lynn Peril
 - In A Scattered Protest, Saudi Women Take the Wheel - New York Times
 - Saudi Women Defy Driving Ban (Video)
- CommonLit
 - *Presidential Announcement Speech* - Shirley Chisholm
 - *Testimony Before the Senate Hearings on Equal Rights Amendment* - Gloria Steinem

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- NJSLA.L1-6

Instructional Activities/Suggested Learning Experiences:

- Speaker from WomanSpace
- Possibly ask former students to speak about their journey to self-actualization
- Students will hopefully have the ability to listen in on multiple guest lectures from professionals in this field from the local university in our area and Doctors who are professionals in the field of domestic violence, support groups, LGBTQ community, therapy, family support, and victims of domestic violence or gender biases.

Unit 4: Social Action (Pacing - 4 weeks)

Why Is This Unit Important?

This unit will require a high level of organization and planning while using material from the entire course. It will be a product of each student's own creative thought and expresses their desire to make social change. It provides students with an opportunity to take on a leadership role and to demonstrate a wide variety of conceptualization, organization, implementation, and presentation skills. Within this plan, students will incorporate the concepts learned in class and apply them to a real-life social justice issue. They will also demonstrate an understanding of the personal and organizational skills required to effect real change in society to raise others self-awareness.

Enduring Understandings:

- Individuals can make a substantive contribution to improving social conditions in their immediate community.
- An individual's voice can be empowered to enact societal changes on a local level with ripple effects shaping the larger landscape.

Essential Questions:

- What is my mission?
- Do I feel empowered to make changes in the environment around me? If not, how can I gain that sense of empowerment? If so, who around me can I assist to feel so empowered?
- What social/emotional issues are present in my environment, and what do I want to do/can I do to make a difference?

Acquired Knowledge:

- Identify who is a change agent
- Understand why it is important that citizens actively engage others in local, national, and global levels to fight systems of injustices.
- Identify what is an action plan
- Identify what societal injustice currently faces citizens that they would like to address

Acquired Skills:

- Create and work to implement an action plan addressing and working to overcome a student's identified social need in their environment

Assessments:

Formative (Learning):

Monuments/Building Names (many articles regarding this topic)

- Ex. "My Body Is A Civil War Monument" (*New York Time* Op Ed piece by Caroline Randall Williams)
- <https://www.nytimes.com/2020/06/26/opinion/confederate-monuments-racism.html>

Conduct research, investigate, and identify an injustice related to social status/race/ethnicity/religion/gender identity in their community.

Summative (Practice): Create a draft including a communication of the issue at large, the negative consequences related to that issue, and a plan of action to address said issue.

Benchmark (Formal): Compose a final draft and formal presentation including visuals, interviews, etc detailing the issue at large, the negative consequences related to that issue, and plan of action to address said issue.

Alternate:

Take a comprehensive assessment on social action

Students will write an essay on how they can take action on a particular issue

Instructional Materials:

Core: employ work from previous units to gauge a starting point for the local/personal issue they wish to investigate and compose real world solutions for.

Supplemental:

- In addition to the myriad supplemental materials employed throughout the course, students will conduct independent research using reputable sources (as introduced and reinforced throughout the course), will conduct interviews as needed/required, will explore and employ their own personal experiences and those of friends, family members, etc as they work to develop a plan of action.

Interdisciplinary Connections:

- US History 1 and 2
- Sociology
- Psychology
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Technology Integration:

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- NJSLA.L1-6

Instructional Activities/Suggested Learning Experiences:

JA - speak about Richmond building/statues (see Formative)

Grading Criteria

1. ENGLISH STUDENT EVALUATION AND ASSESSMENT:

- a. The grading system for the English department at Ewing High School is as follows:**
 - i. Learning Activities: 30%
 - ii. Practice Activities: 30%
 - iii. Formal Assessments: 40%
- b. Description of assignments in each category:**
 - i. **Learning Activities:** Learning activities are ones where a student is learning the concepts and skills as they do the activity. Examples of such activities could be collaborative problems on new skills and concepts or an investigation into new or extended learning.
 - ii. **Practice Activities:** Practice activities are ones where the student is reviewing or practicing the concepts and skills they have previously learned. Examples of such activities could be review questions and problems used for fluency with skills.
 - iii. **Formal Assessments:** Formal assessments are used to determine how well a student understands the concepts and skills, so that both the student and teacher can then adjust the instruction and learning to better understand the concept and skills. Examples of such could be test, quiz, or project.

List of Applicable NJSL Standards:

Reading (Standards) Literature

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.11-12.4. 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.11-12.9. Demonstrate knowledge of and reflect on (e.g. practical knowledge, historical/cultural context, and background knowledge) eighteenth-, nineteenth- and early twentieth-century foundational works of literature, including how two or more texts from the same period treat similar themes or topics.

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

Reading (Standards) Informational

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.11-12.3. 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.

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.

RI.11-12.10. By the end of grade 12, read and comprehend literary nonfiction at grade level text-complexity or above.

Writing Standards

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.W3. Write narratives to develop real or imagined experiences or events using effective technique, well-chosen details, and well-structured event sequences.

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.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.

Speaking & Listening Standards

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.

Language Standards

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

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.

SOURCES EMPLOYED FOR CURRICULUM DEVELOPMENT:

<https://www.learningforjustice.org/frameworks/social-justice-standards>

http://bayfrontcharter.com/uploads/3/3/8/6/3386918/social_justice_syllabus.pdf

Sample Standards Integration

Grade 12

Career Readiness, Life Literacies, and Key Skills

Career Education

9.2.12.CAP.5 Assess and modify a personal plan to support current interests and post-secondary plans

During English 4, students complete a variety of personality tests that suggest career matches. Students select 3 of the careers they are matched with, based on their current interests and plans for the future. They research these 3 careers to learn more about the qualifications, responsibilities, salaries, advancement in the field, among other things.

Through this experience, students can explore their work-related strengths including people skills and natural leadership ability.

Career Readiness, Life Literacies, and Key Skills

Global and Cultural Awareness

9.4.12.GCA.1 Solutions to the problems faced by a global society require the contribution of individuals with different points of view and experiences

In twelfth grade English, students learn about social justice issues and discover their ability to create a positive change in the world. Students explore and discuss how these concepts influence human understanding, relationships, and behavior for centuries. Students will understand how individuals operate within community contexts created through interactions and relationships structured by sociability, belonging, and responsibility. This course will encourage students to think critically and expansively about the social world and the conditions of humanity.

Students will understand that all of these varying points of views and experience shape who we are and how we interact with one another and the world around us.

Computer Science and Design Thinking

Interaction of Technology and Humans

8.2.12.ITH.3 Analyze the impact that globalization, social media, and access to open source technologies has had on innovation and on an economy's politics, and culture

Within units 1 and 4 students learn about social justice, injustice, and social action. Through their research, students can research the impact that globalization, social media, and access to open source technologies has had on innovation and especially culture. Students are examining how the world is

impacted by our actions and inaction. This can include the impact of technology and innovation on our lives.

Interdisciplinary Connection: Social Studies

6.2 World History/Global Studies: All students will acquire the knowledge and skills to think analytically and systematically about how past interactions of people, cultures, and the environment affect issues across time and cultures. Such knowledge and skills enable students to make informed decisions as socially and ethically responsible world citizens in the 21st century.

6.2.12.UP.1 History, Culture, and Perspectives

In grade twelve, students spend much of the course learning about and researching social justice issues. It is important for them to examine the history of the people, and the culture of our society. Through research, students can learn from others perspectives and use the knowledge that they have gained to shape their own perspectives.

Additionally, students read a variety of informational texts, primary, and secondary sources. Through reading, discussions, Socratic seminars, students will think analytically about past and present interactions of people, cultures, and the environment. As a result, students can act as globally responsible citizens in this ever-changing and interconnected world. Through literature and informational texts, students will learn about our American heritage, and the events that shape our values and traditions as Americans.

History, Social Studies, Science and Technical Subjects Grades 6-8

History Companion Standards:

RH.6-8.1. Cite specific textual evidence to support analysis of primary and secondary sources.

RH.6-8.2. Determine the central ideas or information of a primary or secondary source; provide an accurate summary of the source distinct from prior knowledge or opinions.

A key aspect of the twelfth grade English curriculum connects students to texts that expose them to the world. Primary and secondary sources (through the Library of Congress) are used to help students learn about history and current events from different cultures and societies. The ability to bridge their own experiences to those around the world builds empathy. Through the analysis of primary and secondary sources, students can look beyond the text to learn about the world around them.

Diversity, Equity, and Inclusion
History of Disabilities and LGBTQ Persons

Please see the resources on the following pages. The resources highlight how these statutes are embedded in the twelfth grade English curriculum.

Explanation: The appendix breaks down each of the thematic units to include activities and resources that support the Diversity, Equity and Inclusion statutes, as well as the history of disabled and LGBTQ persons. This twelfth grade course was updated to help prepare students as they graduate and become productive citizens.

Example:

Unit 3- the focus on the unit is gender identity. In addition to the core and supplemental materials, the suggested resources include more information on identity and gender.

Appendix: Teacher Resources

UNIT 1: Social Justice and Injustice

Microaggression:

https://libraryguides.saic.edu/learn_unlearn/culturalcompetence4

<https://www.onoursleeves.org/mental-health-resources/minority-mental-health/how-to-teach-kids-about-microaggressions>

https://escholarship.org/content/qt0xw340sb/qt0xw340sb_noSplash_7421e2ba26f0abab17ef357918685d45.pdf

[What is the definition of microaggression?](#)

[What Are Micro-Aggressions?](#)

[LISTEN: How Do You Respond to Microaggressions?](#)

Social Justice/Injustice: AMISTAD

<https://www.learningforjustice.org/classroom-resources/lessons/using-photographs-to-teach-social-justice>

Racial Disparity in the Criminal Justice System: AMISTAD

<https://www.learningforjustice.org/classroom-resources/lessons/racial-disparity-in-the-criminal-justice-system>

Links for articles and speeches related to social and economic justice:

<https://voicesofdemocracy.umd.edu/category/topics/social-economic-justice/>

Great resource for a variety of lesson plans, resources, multimedia

NOTE: this resource is also included on the English III curriculum addendum; this has resources which could fit within a variety of units.

<https://www.learningforjustice.org/classroom-resources?keys&type=All&topic=161&grade=All&domain=All&subject=All>

UNIT 2: Race and Ethnicity

Understanding the varied aspects of identity:

[QM LP PrideandProtest 2018.pdf](#)

Latinx Civil Rights: <https://www.learningforjustice.org/classroom-resources/lessons/latino-civil-rights-timeline-1903-to-2006>

Contemporary Social Movements:

<https://www.learningforjustice.org/classroom-resources/lessons/contemporary-movements>

Examining Identity and Assimilation: LGBTQIA

<https://www.learningforjustice.org/classroom-resources/lessons/examining-identity-and-assimilation>

Culture and Gender-Identity: [Culture and Gender.pdf](#)

Danger of a Single Story: PDF and youtube links - AMISTAD [Danger of a Single Story - full text.pdf](#)

[Chimamanda Ngozi Adichie: The danger of a single story | TED](#)

Race and Ethnicity Lesson Plan:AMISTAD https://criticalmediaproject.org/wp-content/uploads/2019/07/Race-and-Ethnicity_LessonPlan.pdf

UNIT 3: Gender Identity

Introduction to Labels/LGBTQ+ LGBTQIA

<https://www.glsen.org/activity/learning-empowerment-and-self-identification>

Pronoun Symphony: LGBTQIA

<https://www.bctf.ca/classroom-resources/details/rodney-sharman's-the-pronoun-symphony>

Body Image:

<https://www.learningforjustice.org/classroom-resources/lessons/i-see-you-you-see-me-body-image-and-social-justice>

Bias Based on Appearance: <https://www.learningforjustice.org/classroom-resources/lessons/beauty-is-skin-deep>

The Role of LGBTQ+ in Civil Rights: LGBTQIA

<https://www.learningforjustice.org/classroom-resources/lessons/the-role-of-gay-men-and-lesbians-in-the-civil-rights-movement>

Challenging Gender Stereotyping and Homophobia in Sports:

<https://www.learningforjustice.org/classroom-resources/lessons/challenging-gender-stereotyping-and-homophobia-in-sports>

Gender Spectrum: <https://www.learningforjustice.org/classroom-resources/texts/gender-spectrum>

Female Identity and Gender Expectations:

<https://www.learningforjustice.org/classroom-resources/lessons/female-identity-and-gender-expectations>

What is Toxic Masculinity: [07 - What is Toxic Masculinity](#) [Media Analysis and Gender Studies for High School.pdf](#)

Gender Identity and Roles: [Gender Identity & Roles](#) [Feminine Traits & Stereotypes](#)

LGBTQ+ and Media:LGBTQIA https://criticalmediaproject.org/wp-content/uploads/2018/03/LGBTQ_LessonPlan.pdf

Gender Lesson Plan: https://criticalmediaproject.org/wp-content/uploads/2018/03/Gender_LessonPlan2.pdf

UNIT 4: Social Action

<https://www.nytimes.com/2017/05/18/learning/lesson-plans/guest-post-ideas-for-student-civic-action-in-a-time-of-social-uncertainty.html?searchResultPosition=6>

Lesser Known Social Activists: AMISTAD

<https://www.learningforjustice.org/classroom-resources/lessons/beyond-rosa-parks-powerful-voices-for-civil-rights-and-social-justice>

Using the Internet for Social Action:

<https://www.learningforjustice.org/classroom-resources/lessons/activism-online>

Mary McLeod Bethune:AMISTAD

<https://www.learningforjustice.org/classroom-resources/lessons/mary-mcleod-bethune>

Food Deserts: <https://www.learningforjustice.org/classroom-resources/lessons/food-deserts-causes-consequences-and-solutions>

NOVEL RESOURCES:

Things Fall Apart-NOTE: Core Text

"Marriage is a Private Affair" - this can be used as a lead in to the novel if you so choose

[Marriage is a Private Affair.pdf](#)

[Marriage is a Private Affair](#)

Focus Questions:

[Things Fall Apart Focus Questions](#)

[Reflection on the Focus Questions](#)

Proverbs:

[Proverbs – Tim's Free English Lesson Plans.pdf](#)

[proverb definition.pdf](#)

[Proverbs and Folktales](#)

This is a generic introduction to the author, country, and novel:

[Introduction to Things Fall Apart](#)

Teaching Guides:

[Things Fall Apart Unit Overall Guide.pdf](#)

[Things Fall Apart Unit Teacher Copy.pdf](#)

WebQuest:

[Things Fall Apart WebQuest](#)

Tracing Ibo Culture and Traditions throughout the novel:

[Things Fall Apart: Culture, Traditions, and Characters](#)

Following are a variety of YouTube videos regarding Ibo culture, traditions, history, etc (as well as some modern iterations of the same):

[Legends of the Lost Tribes Chapter 03 - Ibo Tribe of Nigeria](#)

[Igbo Traditional Wrestling](#)

[Babatunde African Drum Performance.](#)

[Drumline Battle | Howard vs Hampton 2019 | Battle of the HUs](#)

[Hampton U Alphas Fall 2013 Probate Show - Zoom, Zoom, Zoom](#)

[The new Yam festival \(Igbo\)](#)

[Funeral Rites Of An Igbo Monarch](#)

[A TYPICAL NIGERIAN VILLAGE COMPOUND| ORSU, IMO STATE](#)

[Oka Okoro-Grits and Galantry](#)

Night-Used in lit circles. Below are resources lit circle groups may use for introductory purposes: HOLOCAUST/GENOCIDE EDUCATION

[Projections of Life: Jewish Life before World War II](#)

[Watch Elie Wiesel's Remarks at Holocaust Museum Anniversary Tribute](#)

[The Holocaust - A Child's Experience and its Relevance Today | Steven Frank | TEDxFrensham](#)

House on Mango Street-used in lit circles. Below are resources lit circle groups may use for introductory purposes:

[Introduction to the House on Mango Street](#)

[The House On Mango Street Introduction](#)

[What Being Hispanic and Latinx Means in the United States | Fernanda Ponce | TEDxDeerfield](#)

Little Man, Little Man AMISTAD

[Civil Rights | James Baldwin Interview | Mavis on Four](#)

[Trailer for James Baldwin's Little Man, Little Man](#)

[Little Man, Little Man: a Story of Childhood & the Legacy of James Baldwin](#)