

Grade 11 Overview

Unit 2: Dream: Rags to Riches

PBA Replacement:

Students will compose an Op-Ed (letter to the editor of their local paper) that will address areas of need within their local community based on research and propose a solution.

Essential Questions Covered:

How do authors develop multiple themes in a work?
How do [these texts] convey the idea of the American Dream?

Standards:

CCSS.ELA-LITERACY.WHST.11-12.1.A

Introduce precise, knowledgeable claim(s), establish the significance of the claim(s), distinguish the claim(s) from alternate or opposing claims, and create an organization that logically sequences the claim(s), counterclaims, reasons, and evidence.

CCSS.ELA-LITERACY.WHST.11-12.1.B

Develop claim(s) and counterclaims fairly and thoroughly, supplying the most relevant data and evidence for each while pointing out the strengths and limitations of both claim(s) and counterclaims in a discipline-appropriate form that anticipates the audience's knowledge level, concerns, values, and possible biases.

CCSS.ELA-LITERACY.WHST.11-12.1.C

Use words, phrases, and clauses as well as varied syntax to link the major sections of the text, create cohesion, and clarify the relationships between claim(s) and reasons, between reasons and evidence, and between claim(s) and counterclaims.

CCSS.ELA-LITERACY.WHST.11-12.2.A

Introduce a topic and organize complex ideas, concepts, and information so that each new element builds on that which precedes it to create a unified whole; include formatting (e.g., headings), graphics (e.g., figures, tables), and multimedia when useful to aiding comprehension.

CCSS.ELA-LITERACY.WHST.11-12.2.B

Develop the topic thoroughly by selecting the most significant and relevant facts, extended definitions, concrete details, quotations, or other information and examples appropriate to the audience's knowledge of the topic.

CCSS.ELA-LITERACY.WHST.11-12.8

Gather relevant information from multiple authoritative print and digital sources, using advanced searches effectively; assess the strengths and limitations of each

source in terms of the specific task, purpose, and audience; integrate information into the text selectively to maintain the flow of ideas, avoiding plagiarism and overreliance on any one source and following a standard format for citation.

CCSS.ELA-LITERACY.WHST.11-12.9

Draw evidence from informational texts to support analysis, reflection, and research.

CCSS.ELA-LITERACY.WHST.11-12.10

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

CCSS.ELA-LITERACY.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.

CCSS.ELA-LITERACY.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.

Mini-Unit/Focus Argument Skill:

Making the Case in an Op-Ed

Content Topic:

School to Prison Pipeline

Possible Search Terms:

- School to Prison Pipeline
- Zero tolerance policy [in schools]
- Expulsion rates
- Suspension rates
- Youth incarceration rates
- Minority youth expulsion/suspension/incarceration rates
- SRO's [pros/cons]
- Restorative justice [in schools]
- Juvenile detention

Number of Texts Needed:

8-15

| Text | Link | Genre/Type | Text Details/Notes (Perspective, Information, Position, Angle, Audience) | Text Complexity |
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| Introductory/Bell Ringer Lesson | | | | |
| Text 1: "American Kids & The School-To-Prison Pipeline." AJ+. 18 May 2015. Web. | https://www.youtube.com/watch?v=04pcSyzw0Tg | Video; 1 minute, 29 seconds. | Back in the day, when you got in trouble at school, it usually meant you were heading off to the principal's office or to detention. These days? Getting in trouble at school can mean ending up in the juvenile justice system. But how does that happen and who does it affect? | Suitable for Standard and Honors classes |
| Text 2: "School to Prison Pipeline." Advancement Project. Web. "Are Children Being Pushed into Prison?" Community Coalition. Web. Killinger, Jason. "Schoolhouse Vs. Jailhouse." QED Foundation. Web. | http://b.3cdn.net/advancement/ac7810732c9b343f69_zim6y7hqi.jpg http://www.suspensionstories.com/wp-content/uploads/2012/06/STPPgraphic.jpg http://qedfoundation.org/schoolhouse-vs-jailhouse-infographic/ | Infographics | Choice to use one infographic, use them all, or have different groups look at different graphics. Each of these infographics provide data that may show a correlation between punishment in school and incarceration post-school, especially in the cases of minority students. | Suitable for Standard and Honors classes. Some discussion may be needed to unpack statistics and discuss what they could possibly mean in terms of the school-to-prison pipeline. |

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| Text 3: "The school-to-prison pipeline, explained." Vox. 11 January 2016. Web. | https://www.youtube.com/watch?v=HoKkasEyDOI | Video; 3 minutes, 15 seconds. | This video helps students realize some of the historical context and important terms used in the school-to-prison pipeline discussion. | Suitable for Standard and Honors classes |

Lesson 1: Jigsaw

The texts to be implemented in this jigsaw are intended to provide each group of students with a different aspect or viewpoint of the school-to-prison pipeline.

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| Text 1: Knefel, Molly. "The School-to-Prison Pipeline: A Nationwide Problem for Equal Rights." <i>Rolling Stone</i> . 7 November 2013. Web. | http://www.rollingstone.com/music/news/the-school-to-prison-pipeline-a-nationwide-problem-for-equal-rights-20131107 | Article | This text serves to show how the use of excessive disciplinary policies disproportionately targets students of color and students from low socioeconomic backgrounds. | Suitable for Standard and Honors classes |
| Text 2: Mediratta, Kavitha. "Schools Must Abandon Zero-Tolerance Discipline." | http://www.edweek.org/ew/articles/2014/07/24/37mediratta.html?cmp=ENL-EU-NEWS2 | Articles | These texts explore the benefits of abandoning zero-tolerance policies in favor of restorative justice methods. | First article option is for a standard level; the second option is for an Honors or higher level learner. |

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| <p>Education Week. 24 July 2014. Web.</p> <p>OR</p> <p>Deeney, Jeff. "How to Discipline Students Without Turning School Into a Prison." <i>The Atlantic</i>. 9 January 2024. Web.</p> | <p>https://www.theatlantic.com/education/archives/2014/01/how-to-discipline-students-without-turning-school-into-a-prison/282944/</p> | | | |
| <p>Text 3:</p> <p>Klein, Rebecca. "Protecting or Policing?" <i>The Huffington Post</i>. 13 December 2016. Web.</p> | <p>http://data.huffingtonpost.com/2016/school-police/nasro</p> | <p>Article</p> | <p>This text discusses both sides to having SRO's in school.</p> | <p>Suitable for Standard and Honors classes</p> |
| <p>Text 4:</p> <p>"Why Some Schools Want To Expel Suspensions." NPR. 2 June 2013. Web.</p> | <p>http://www.npr.org/2013/06/02/188125079/why-some-schools-want-to-expel-suspensions</p> | <p>Article</p> | <p>This text highlights the connection between suspension rates and dropout rates, and tries to explain why and how schools should be looking to other means of discipline.</p> | <p>Suitable for Standard and Honors classes</p> |
| <p>Extension text (whole class):</p> <p>Haberman, Clyde. "The Unexpected Consequences of Taking a Hard Line</p> | <p>https://www.nytimes.com/2016/10/03/us/the-unintended-consequences-of-taking-a-hard-line-on-</p> | <p>Video/Article</p> | <p>Video and accompanying article exploring the history of the "Zero Tolerance" policy.</p> | <p>Honors or higher level learners should be pushed to draw connections made between ZTP and the school-to-prison pipeline independently; standard or lower level learners may require more guidance.</p> |

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| on School Discipline." <i>The New York Times</i> . 2 October 2016. Web. | school-discipline.html | | | |
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Lesson 2: OpEd Immersion

This lesson allows students to explore the New York Times "Room for Debate" column and focuses on two anchor texts delved from this source.

Note: The school to prison pipeline issue is not explored by "Room for Debate," however, there are many OpEd pieces written on the subject, as I have detailed below.

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| Text 1: Herbert, Bob. "School to Prison Pipeline." <i>The New York Times</i> . 9 June 2007. Web. | http://www.nytimes.com/2007/06/09/opinion/09herbert.html | Article | This author's opinion is that disciplinary actions against minors has gotten "out of hand" and may cause children to fall into a cycle of criminal behavior, rather than prevent them from doing so. | Suitable for Standard and Honors classes |
| Text 2: Tuttle, Ian. "A School to Prison Pipeline?" <i>National Review</i> . 21 August 2014. | http://www.nationalreview.com/article/385913/school-prison-pipeline-ian-tuttle | Article | This author takes on a more conservative stance, stating that little causal evidence supports the notion of a school-to-prison pipeline. | Higher level vocabulary. Standard level students may need to be guided through the progression of the author's ideas. |
| Direct Comparison for lower level students: McCollum, Sean. "Zero Tolerance: Safer Schools or Unfair Rules?" <i>Literary Calvacade</i> . | http://teacher.scholastic.com/writeit/cavalcade/pdf/sept2004/debate_zero_tolerance_p20_21.pdf | Article | Different pools of thought about the zero tolerance policy are compared directly. | Short; clear cut ideas for a lower level reader. |

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| September 2004. Web. | | | | |
| <p>Extension for higher level students:</p> <p>McFarquhar, Larissa. "Building a Prison to School Pipeline." The New Yorker. 12 December 2016. Web.</p> | <p>http://www.nyorker.com/magazine/2016/12/12/the-ex-con-scholars-of-berkeley</p> | <p>Article</p> | <p>This article is purely extension. It explores a different, yet closely related topic of the development of education within prison and how this method of incarceration enables many young adults to avoid recidivism, which, arguably, is a cycle that may have begun as children being punished in their school. This article details the lives of several young men who were thrust into the prison system at a young age and how through education, they turned their lives around and now aim to do so for those currently incarcerated.</p> <p>Note: mature content</p> | <p>Advanced reading level.</p> <p>Lengthy article.</p> <p>Mature content.</p> <p>May be difficult for lower level students to draw connections between the content of this text and the content of the text set.</p> <p>Discussion should be encouraged in order for students to draw connections between the content of this reading and the original ideas presented by the text set.</p> |