

Unit Title	Unhomed: How Issues of Place Displaces African Americans (Padlet)
Unit Length	Four weeks (20 lessons)
Grade Level(s)/Subject(s)	ELA/ 9th
Unit Overview	<p>Students will analyze the enduring legacy of American slavery, and gain insight into structural racism, by examining the impact of place on race, and vice versa. Topics students explore will include housing policies, housing access and affordability, environmental racism and climate concerns. Students will analyze selected articles from the Pulitzer Center, along with at least one additional research article, to research and present a project that explores at least one of the following questions:</p> <ul style="list-style-type: none"> ● <i>Option 1:</i> How does race impact one’s physical environment in America and how can we combat inequities based on race at the local level? ● <i>Option 2:</i> How does race impact how and where one exists in America and how can we combat this issue at the local level? <p>Scope and Sequence:</p> <ul style="list-style-type: none"> ● Background of issue and research question ● Close read (main idea, connections) articles from Pulitzer Center ● Conduct research, close read of research articles ● Write essay on their selected research topic ● Develop news report or Tic Tok on their selected research topic <p>To prepare for their final projects, students will also review strategies for selecting a research topic, planning and organizing research on a selected topic, developing strong topic sentences, and organizing key details and themes to share research.</p>
Objectives & Outcomes	<p>Students will be able to (SWBAT)...</p> <ul style="list-style-type: none"> ● Understand redlining, gentrification, environmental racism, inaccessibility of housing and other geography-related challenges experienced by Black Americans ● Conduct sustained research in order to answer a research question ● Integrate relevant information from multiple authoritative digital sources into an essay ● Create a faux social media post based on research

<p>Standards</p>	<p>9th-10th Grade English Language Arts Georgia Standards of Excellence (ELA GSE) - READING LITERARY (RL) READING INFORMATIONAL (RI)</p> <p>ELAGSE9-10RI1: CITE strong and thorough textual evidence to support analysis of what the text says explicitly as well as inferences drawn from the text.</p> <p>ELAGSE9-10RI2: DETERMINE a central idea of a text and ANALYZE its development over the course of the text including how it emerges and is shaped and refined by specific details; PROVIDE an objective summary of the text.</p> <p>ELAGSE9-10W7: CONDUCT short as well as more sustained research projects to ANSWER a question (included a self-generated question).</p> <p>ELAGSE9-10W8: Gather relevant information from multiple authoritative print and digital sources, using advanced searches effectively; assess the usefulness of each source in answering the research question; integrate information into the text selectively to maintain the flow of ideas, avoiding plagiarism and following a standard format for citation.</p>
<p>Unit Resources</p>	<p>Building Background</p> <ul style="list-style-type: none"> ● Racial Equity Tools Glossary ● The Definition of Systemic Racism ● Environmental racism (Cop City) ● Redlining: Still a Thing ● Project: Waste in Georgia Pulitzer Center ● “Georgia Renters Enjoy Few Protections as Landlords Seek To Evict” by Julia Lerner and Arya Hodjat for <i>University of Maryland's Howard Center for Investigative Journalism, Big Local News at Stanford University, the University of Arkansas and Boston University</i> <p>Text Resources</p> <ul style="list-style-type: none"> ● The Double-edged Sword of Gentrification in Atlanta ● “In a Small Eastern Shore Community Descended From Slavery, a Grassroots Affordable Housing Model Expands” by Katherine Hafner for <i>WHRO Public Media</i> ● “Disaster Capitalism’: The Effects of Water Privatization on Majority-Black Communities” by Catharine Smith for <i>Marketplace</i> ● “Amid Water Crisis, Majority-Black Town Faces Higher Utility Bills” by Catharine Smith for <i>Marketplace</i> ● “Up in the Air: Climate Change Puts the Most Vulnerable People at Risk” by Aaliyah Bowden for <i>The Charlotte Post</i>

- [“Place Matters:’ J.C. Smith University Makes Sustainability Part of Activism”](#) by Herbert L. White for *The Charlotte Post*
- [“In Charlotte and Across the South, Climate Risk Tied to History of Racism”](#) by Herbert L. White for *The Charlotte Post*
- [“Evanston’s Lead Pipes called an Environmental Justice Concern”](#) by Adina Keeling for *Evanston Roundtable*
- [“After 10 Years, This St. Louis Woman Finally Lands an Affordable, Safe Place To Call Home”](#) by Richard Weiss for *St. Louis Public Radio*
- [“Where They Stood: A Photojournalist Documents the Nation's Fallen Confederate Monuments”](#) by Melissa Lyttle for *IndyWeek*
- [“It Was Once a KKK Stronghold. Last Year BLM Came to Town”](#) by Nadja Drost and Peter van Agtmael for *The Economist*

Teaching Materials

- [The Definition of Systemic Racism](#)
- [Video: “Systemic Racism”](#) from act.tv
- [Environmental racism \(Cop City\)](#)
- [“Redlining: Still a Thing”](#) by Emily Badge for *The Washington Post* (NewsELA version)
- [Video: “Systemic Racism”](#) from act.tv
- [How to find and analyze underreported stories: Critical thinking, text analysis and writing](#) lesson plan

Conducting Research

- Virtual Journalist Visit resources
- Ed Puzzle resources (if available in your school district)
- [BrainPop: Research](#)
- Brainpop quiz questions [.pdf]
- Exploring a Topic tool [.pdf][.pptx]
- [Developing a Research Question](#) from Steely Library NKU on YouTube
- Presentation: [Writing a Good Research Question](#) [.pdf][.pptx]
- [Padlet with worksheets: Developing a Research question](#)
- [Select Keywords - Keyword Searching: Finding Articles on Your Topic - Academic Guides at Walden University](#)
- [Identify Keywords - Research Process :: Step by Step - Subject and Course Guides at University of Texas at Arlington](#)

	<ul style="list-style-type: none"> ● 1.2 Searching with Keywords - Research Skills Tutorial - LibGuides at Columbia College (BC) ● Finding Articles in GALILEO (Youtube) ● Padlet: Evaluating Internet Sources [.pdf] <p>Writing the Research Essay</p> <ul style="list-style-type: none"> ● Thesis Statement NearPod ● Worksheet: Developing a thesis statement and essay outline [.pdf] ● NearPod-Introductory paragraphs ● Model essay [.pdf] ● GMAS Research Writing Rubric (modified from the Georgia Milestones Assessment System rubric) [.pdf][.docx] ● Padlet Page: Writing a strong hook [.pdf] ● Nearpod: Topic Sentences & Body Paragraphs ● Final Research Essay Description and planning document. [.pdf] [.docx] ● GMAS Writer’s Checklist ● ARMS/CUPS Handout [.pdf] for revision and editing ● Research Writing Rubric (modified from the Georgia Milestones Assessment System rubric) [.pdf][.docx] <p>Delivering the News Report or TikTok</p> <ul style="list-style-type: none"> ● Virtual Journalist Visit resources ● Graphic organizers for TikToks
<p>Performance Task(s)</p>	<ol style="list-style-type: none"> 1. Research essay that responds to one of the following questions. See Final Research Essay Description. [.pdf] [.docx] 2. TikTok-style video: Students create a TikTok-style video to describe their research on an underreported issue to their communities. <ol style="list-style-type: none"> a. Graphic organizers for TikToks
<p>Assessment/Evaluation</p>	<p>Formative See “I will know I have it when...” objectives in each lesson</p>

	<p>Summative: Students will write an essay and create an original news report (or TikTok) that reflects their research on an issue they have selected. The topic should reflect unit themes and the final project should include analyses of at least one Pulitzer Center-supported story and one outside source.</p> <ul style="list-style-type: none">• Research Writing Rubric (modified from the Georgia Milestones Assessment System rubric) [.pdf][.docx]
--	--

UNIT PACING / DAILY LESSONS AND RESOURCES

Pacing	Focus text(s) / resource(s) for today's lesson	Lesson Objective(s) or Essential Question(s)	Lesson / Activities	Lesson Materials
<i>Week 1</i>				
Day 1	<ul style="list-style-type: none"> • Racial Equity Tools Glossary • Unit 2 Vocabulary Terms 	<p>Today I am learning academic and background vocabulary for Unit 2</p> <p>So that I can understand how to implement my summative projects</p> <p>I will know I have it when I can create a Kahoot for the vocabulary terms.</p>	<ul style="list-style-type: none"> • <i>Optional:</i> Students will (SW) Complete pre-test • Teacher will (TW) introduce vocabulary, assign sociological terms to students to review. <ul style="list-style-type: none"> ○ Note to teachers: See the racial equity tools glossary for terms that could be useful to review with students. • SW create Kahoot using the following unit vocabulary terms and select terms from the Racial Equity Tools Glossary : <ul style="list-style-type: none"> ○ Objective ○ Plagiarism ○ Claim ○ Inference ○ Fact ○ Bias ○ expository writing ○ Paraphrase 	Unit 2 Vocabulary Terms Kahoot

			<ul style="list-style-type: none"> ○ Synthesize ○ Integrate ● SW participate in student-created Kahoot quizzes 	
Day 2	<ul style="list-style-type: none"> ● The Definition of Systemic Racism ● Video: "Systemic Racism" from act.tv ● Environmental racism (Cop City) ● "Redlining: Still a Thing" by Emily Badge for <i>The Washington Post</i> (NewsELA version) ● "Georgia Renters Enjoy Few Protections as Landlords Seek To Evict" by Julia Lerner and Arya Hodjat for <i>University of Maryland's Howard Center for Investigative Journalism</i> ● "Place Matters: J.C. Smith University Makes Sustainability Part of Activism" by Herbert L. White for <i>The Charlotte Post</i> ● "In Charlotte and 	<p>Today I am learning about systemic racism and unit tasks</p> <p>So that I have background knowledge for my research</p> <p>I will know I have it when I can enter information in the KWL chart</p>	<ul style="list-style-type: none"> ● SW play Kahoot ● SW complete "K" and "W" from the KWL Padlet to explore what they already know, and what they hope to learn, about "systemic racism." ● SW view Video (systemic racism) ● TW explain unit goals and objectives (meaning of the term. "unhomed") <p>Note for teachers: The term "unhomed" in this unit refers to the enduring legacy of American slavery and structural racism through the lens of the impact of place on race, and vice versa. These impacts may include housing policies, housing access and affordability, environmental racism and climate concerns. Teachers can begin with the related term, "unhoused." They can then engage students in a discussion about how African-American's are not unhoused, sociologically, as there are policies and rhetoric that should provide basic protection and shelter in the United States. However, African Americans have never been truly welcome and afforded citizenship on the level of their white counterparts; there is a house, but no home. Teachers can point out the irony that slaves built the very house they are</p>	<ul style="list-style-type: none"> ● Video: "Systemic Racism" from act.tv ● The Double-edged Sword of Gentrification in Atlanta ● Gentrification in Fellowship EQs 1, 3 & 4

	<p>Across the South, Climate Risk Tied to History of Racism” by Herbert L. White for <i>The Charlotte Post</i></p> <ul style="list-style-type: none"> • “Amid Water Crisis, Majority-Black Town Faces Higher Utility Bills” by Catharine Smith for <i>Pulitzer Center</i> • “Racist housing policies have created some oppressively hot neighborhoods” By Alejandra Borunda for <i>National Geographic</i>, adapted by Newsela staff • “Why the coronavirus looks different to Black America” By Harry Bruinius and Patrik Jonsson for <i>Christian Science Monitor</i>, adapted by Newsela staff 		<p>denied access to. This is also an opportunity to discuss connotations related to the term, “unhoused.”.</p> <ul style="list-style-type: none"> • SW participate in a NearPod article analysis to learn about examples of systemic racism related to the impact of race on place in Atlanta. <i>For educators who do not have access to nearpod, SW select one article from the list in this lesson. SW then connect in small groups with students who explored different articles to summarize what they read and analyze connections between the stories.</i> • TW connect learning to EQs 1, 3 & 4 <ul style="list-style-type: none"> ○ 1. How might underreported news stories like these differ from what students are used to seeing in the news? ○ 3. How can underreported stories inspire students to reflect on their own lives and histories, cultivate curiosity, and ultimately evaluate how their lives connect to the lives of others? ○ 4. How can students use the skills of a journalist, including curiosity and critical thinking, 	
--	--	--	--	--

			<p>to take informed action on important issues?</p> <ul style="list-style-type: none"> SW Update Padlet with what they learned about the term systemic racism through the analysis in today’s class. 	
Day 3	<p>Virtual Journalist Visit (Click here to schedule a free journalist visit to your class)</p> <p>OR</p> <p>How to find and analyze underreported stories: Critical thinking, text analysis and writing lesson plan</p>	<p>Today I am learning about under reported stories and maintaining humanity when reporting</p> <p>So that I can</p> <p>I will know I have it when I can find and analyze an under reported story</p>	<ul style="list-style-type: none"> SW complete the Warm Up activity from the lesson, How to find and analyze underreported stories: Critical thinking, text analysis and writing, which engages students in a discussion about their news habits and introduces the term, “underreported story.” SW participate in a virtual journalist visit <p>OR</p> <ul style="list-style-type: none"> SW complete the Introducing the Skill: Finding and Evaluating Under-reported Stories from the lesson from the lesson, How to find and analyze underreported stories: Critical thinking, text analysis and writing to analyze underreported news stories and identify how they reflect global connections to issues they see in their own communities. SW complete Practice: Find under-reported stories from where you are right now! from the lesson, How to find and analyze 	

			<p>underreported stories: Critical thinking, text analysis and writing to explore questions they can use to identify underreported stories in their communities</p>	
Day 4	<p>BrainPop : Research</p> <ul style="list-style-type: none"> This resource requires a subscription. If your school or district does not have a subscription, this lesson can be used to introduce students to another resource outlining steps for identifying research topics and potential sources for research. 	<p>Today I am learning about the research process</p> <p>So that I can properly conduct research that answers my research question</p> <p>I will know I have it when I can earn a 70% on an assessment on the research process.</p>	<ul style="list-style-type: none"> SW view BrainPop : Research <ul style="list-style-type: none"> This resource outlines steps that students can take to identify a research topic, define a research question, create sub questions based on a research question, and then identify and explore sources to find answers to the questions identified in the research planning. SW complete differentiated activities from Brainpop to practice the skills outlined in the video. (Challenge, Worksheet, Graphic Organizers) SW complete quiz from Brainpop on the research process. 	<p><i>Note: If your school does not have access to brainpop, this lesson can instead be used to engage students in another resource that introduces strategies for identifying a research topic, collecting resources for a research project, and creating a plan to conduct research.</i></p> <p>Brainpop quiz questions [.pdf]</p>

<p>Day 5</p>	<p>Video: How to Develop a Research Question (EdPuzzle Video or another video of the teacher’s choosing)</p> <p>Developing a Research Question from Steely Library NKU on YouTube</p> <p>Presentation: Writing a Good Research Question [.pdf][.pptx]</p> <p>Padlet with worksheets: Developing a Research question</p>	<p>Today I am learning how to develop research questions</p> <p>So that I can answer a self-generated or pre selected question</p> <p>I will know I’m successful when I can complete the exploring a topic tool and write a reflection for Philosophical Chairs</p>	<ul style="list-style-type: none"> ● SW view video on how to develop a research question & respond to embedded questions in EdPuzzle. ● SW review additional resources on methods for developing a research question. ● SW complete the Exploring a Topic tool and determine an area of exploration for their own research. ● TW introduce pre selected research questions. Students may develop their own related questions after beginning research. Here are the pre-selected questions: <ul style="list-style-type: none"> ○ <i>Option 1:</i> How does race impact one’s physical environment in America and how can we combat inequities based on race at the local level? ○ <i>Option 2:</i> How does race impact how and where one exists in America and how can we combat this issue at the local level? ● Class will (CW) participate in Philosophical Chairs to discuss the following statement: <i>It is more harmful than helpful to discuss racial discrimination.</i> 	<ul style="list-style-type: none"> ● Exploring a Topic tool [.pdf][.pptx]
--------------	---	---	---	--

Pacing	Focus text(s) / resource(s) for today's lesson	Lesson Objective(s) or Essential Question(s)	Lesson / Activities Please include the following specific instructions for this lesson:	Lesson Materials
Week 2				
Day 1	<p>Conducting Research workshop (delivered by the Media Specialist)</p> <p>OR</p> <p>Complete self-paced lesson on identifying sources for research.</p> <p>"Georgia Renters Enjoy Few Protections as Landlords Seek To Evict" by Julia Lerner and Arya Hodjat for University of Maryland's Howard Center for Investigative Journalism</p> <p>"Place Matters:' J.C. Smith University Makes Sustainability Part of Activism" by Herbert L. White for The Charlotte Post</p> <p>"In Charlotte and Across the South, Climate Risk Tied to</p>	<p>Today I am learning how to conduct research</p> <p>So that I can answer a self-generated or pre selected question</p> <p>I will know I'm successful when I can complete the Annotated Bibliography Worksheet for article from the text set</p>	<ul style="list-style-type: none"> Teacher will model using the annotated bibliography worksheet to document research sources and information. (Low, High) SW Read at least one article from the Pulitzer Center text set in the lesson resources section. SW complete the Annotated Bibliography Worksheet for the article (s) they explore. SW participate in individual conferences to discuss their proposed research projects. 	<p>Annotated Bibliography Worksheet [.pdf][.docx]</p> <p>SMHS GALILEO Handout.pdf</p> <p>Select Keywords - Keyword Searching: Finding Articles on Your Topic - Academic Guides at Walden University</p> <p>Identify Keywords - Research Process :: Step by Step - Subject and Course Guides at University of Texas at Arlington</p> <p>1.2 Searching with</p>

	<p>History of Racism” by Herbert L. White for <i>The Charlotte Post</i> “Amid Water Crisis, Majority-Black Town Faces Higher Utility Bills” by Catharine Smith for <i>Pulitzer Center</i></p>			<p>Keywords - Research Skills Tutorial - LibGuides at Columbia College (BC)</p> <p>Finding Articles in GALILEO (Youtube)</p> <p>Padlet: Evaluating Internet Sources [.pdf]</p>
Day 2	<p>GALILEO Search research tool from the University of Georgia</p>	<p>Today I am learning how to conduct research</p> <p>So that I can answer a self-generated or pre selected question</p> <p>I will know I’m successful when I can complete a Annotated Bibliography Worksheet for an article from my research</p>	<ul style="list-style-type: none"> ● SW conduct research using print and digital sources. ● SW complete the annotated bibliography worksheet for additional article (s) they review in their research. ● TW have individual conferences with students to discuss their research projects 	<p>Annotated Bibliography Worksheet [.pdf][.docx]</p>
Day 3	<p>Thesis Statement lesson from NearPod (or another resource that introduces students to techniques for writing strong thesis statements for an essay)</p>	<p>Today I am learning about thesis statements</p> <p>So that I can write a research essay</p>	<ul style="list-style-type: none"> ● SW participate in the Thesis Statement NearPod lesson. ● SW complete “Strong Thesis Statements” as a class. ● SW submit thesis statements and essay outline. 	<p>Thesis Statement NearPod</p> <p>Worksheet: Developing a thesis statement and essay outline [.pdf]</p>

		I will know I'm successful when I can develop a strong and thorough thesis statements	<ul style="list-style-type: none"> SW participate in individual conferences with the teacher to review their thesis statements. 	
Day 4	NearPod-Introductory Paragraphs (or another resource that introduces students to techniques for writing strong introductory paragraphs for an essay)	Today I am learning about introductory paragraphs So that I can write a research essay I will know I'm successful when I can write the introductory paragraph to my research essay	<ul style="list-style-type: none"> SW refine thesis statements based on teacher feedback. TW introduce GMAS rubric. SW participate in NearPod lesson-Introductory paragraphs. TW provide students with a model paragraph. SW write the introductory paragraph to their research essay. 	<ul style="list-style-type: none"> NearPod-Introductory paragraphs Model essay [.pdf] GMAS Research Writing Rubric (modified from the Georgia Milestones Assessment System rubric) [.pdf][.docx] Padlet Page: Writing a strong hook [.pdf]
Day 5	Nearpod: Topic Sentences & Body Paragraphs	Today I am learning about body paragraphs So that I can write a research essay I will know I'm successful when I can write the body paragraphs of my research essay	<ul style="list-style-type: none"> SW participate in Nearpod: Topic Sentences & Body Paragraphs SW will complete IXL Practice: W2 if they have access through their school. 	Nearpod: Topic Sentences & Body Paragraphs

Pacing	Focus text(s) / resource(s) for today's lesson	Lesson Objective(s) or Essential Question(s)	Lesson / Activities Please include the following specific instructions for this lesson:	Lesson Materials
<i>Week 3</i>				
Day 1	EdPuzzle: Using Transitions (or another resource that introduces students to techniques for writing strong transitions for an essay)	<p>Today I am learning about transition words and grammar</p> <p>So that I can write a research essay</p> <p>I will know I'm successful when I can apply my learning to the first draft of my essay</p>	<ul style="list-style-type: none"> ● SW receive direct instruction on the use of transition words via EdPuzzle, or another source provided by the teacher. ● Students will receive individualized grammar instruction based on MAP data via IXL <ul style="list-style-type: none"> ○ Note: NWEA MAP Growth is a nationally normed, standardized achievement test which measures what students know and informs what they're ready to learn next by using a computer adaptive test that adjusts to the ability and knowledge of the student. IXL has a feature that assigns practice based on MAP data. This wouldn't be available for teachers whose districts don't use MAP and/or IXL, but educators can click the links above to learn more about these resources. 	

			<ul style="list-style-type: none"> • SW review/receive individual feedback on their research essay outlines (alignment to thesis statement, appropriate topic sentences, relevant details). • SW begin writing their essays. 	
Day 2	Student drafts of their essays	<p>Today I am learning about writing informative texts</p> <p>So that I can examine and convey complex ideas, concepts, and information clearly and accurately</p> <p>I will know I'm successful when I can submit the draft draft of my research essay</p>	<ul style="list-style-type: none"> • SW continue to write and submit first drafts 	
Day 3	<ul style="list-style-type: none"> • Student drafts • GMAS Writer's Checklist 	<p>Today I am learning about peer review</p> <p>So that I can develop and strengthen writing as needed</p> <p>I will know I'm successful when I can review my partner's essay</p>	<ul style="list-style-type: none"> • SW review a classmate's first draft using GMAS Writer's Checklist 	<ul style="list-style-type: none"> • GMAS Writer's Checklist • Peer Review form

<p>Day 4</p>	<p>Student drafts</p>	<p>Today I am learning about editing and revising</p> <p>So that I can develop and strengthen my writing</p> <p>I will know I'm successful when I can revise and edit my essay</p>	<ul style="list-style-type: none"> • TW introduce students to the ARMS & CUPS strategies of revision and editing • SW edit & revise drafts based on peer feedback and ARMS/CUPS strategy 	<p>ARMS/CUPS Handout [.pdf]</p>
<p>Day 5</p>	<p>N/A</p>	<p>Today I am learning about Unit 2 standards and concepts</p> <p>So that I can assess my learning</p> <p>I will know I'm successful when I can earn participate in review games</p>	<ul style="list-style-type: none"> • SW participate in Quizzes and Kahoots covering main idea, research process, writing and vocabulary • TW clarify misconception 	<p>Learning games to review students' knowledge of research and essay writing.</p>

Week 4				
Day 1	Unit 2 Post Test	<p>Today I am learning about Unit 2 standards and concepts</p> <p>So that I can demonstrate my learning</p> <p>I will know I'm successful when I can earn passing score on Unit 2 Post Test</p>	<ul style="list-style-type: none"> SW Update KWL Padlet. <i>Option:</i> SW complete Unit 2 post test from the school district if in Dekalb County Schools, or if this fits with the school's testing schedule. 	<ul style="list-style-type: none"> Unit 2 post test KWL Padlet
Day 2	Student essays	<p>Today I am learning about using technology to share ideas reflected in my writing</p> <p>So that I can produce and publish a writing product</p> <p>I will know I'm successful when I can create a news report or TikTok based on my research findings</p>	<ul style="list-style-type: none"> SW analyze models of informational and entertaining TikToks. SW work on creating a Tic Tok video that captures the research and conclusions from their essays. 	<ul style="list-style-type: none"> Graphic organizers for TikToks
Day 3	Student essays	<p>Today I am learning about using technology with my writing</p> <p>So that I can produce and publish a writing product</p>	SW finalize TikToks.	

		I will know I'm successful when I can create a news report or TikTok based on my research findings		
Day 4	Student Products	<p>Today I am learning about using technology with my writing</p> <p>So that I can produce and publish a writing product</p> <p>I will know I'm successful when I can present a news report or TikTok based on my research findings</p>	<ul style="list-style-type: none"> • SW present their TikTok videos. • SW complete feedback forms to provide feedback on the TikTok videos created by their peers. 	feedback forms
Day 5	Student Products	<p>Today I am learning about using technology with my writing</p> <p>So that I can produce and publish a writing product</p> <p>I will know I'm successful when I can present a news report or TikTok based on my research findings</p>	<ul style="list-style-type: none"> • SW present news report or TikTok. • SW complete feedback forms. 	feedback forms