

**Francis Howell School District
Curriculum Revision & Approval Sequence**

Curriculum: **Black Literature**

Content Leader: Sherry Jordan

Curriculum Revision Team: Jani Wilkens, Ashley Eiswirth, Mary Kerr-Grant, Diane Fingers, Gabby Weston

Board of Education Curriculum Information:

1. Current Reality and Research

The students in FHSD have been asking for this new Black Literature course and it was researched and developed during the 2020-21 school year. The course will be a NEW course in FHSD and will implement the Missouri Learning Standards for English Language Arts from the Missouri Department of Elementary and Secondary Education.

2. Curriculum and Assessment Development and Revision

A. Curriculum Map/Pacing Guide –4 Units Total

B. Curriculum Development Review Feedback:

Content Leader review - [April 2021]

Director of Curriculum and Assessment review – [April 2021]

Teacher/Administrator review-- [April 2021]

Curriculum Advisory Council review – [5/18/21]

Academic Strategic Planning Committee review – {May 2021}

BOE First Reading – [June, 2021]

BOE Second Reading/**Approval** – []

Summary of curriculum and revisions:

Last Curriculum Revision – [New Course]

New Course

3. Professional Development and Implementation

Professional Development Plan

Teacher training dates TBD 2021-22

Administrator training dates TBD 2021-22

Approximate Expense \$2500

4. Evaluate Resources and Materials

Text Selection (if applicable)* N/A

Approximate Expense TBD

5. Monitor Implementation

Projected Date – 2024-25 school year

6. Program Evaluation*

Projected Date – 2024--2025 school year

English Language Arts

**Black Literature
Curriculum**

**Francis Howell
School District**



LEARNING TOGETHER

Board Approved:

Course Rationale

It is critical that all students continue to build their literacy skills that are taught through their K-12 formal education and beyond. Within this course, students will be exposed to many literary works including fiction, non-fiction, poetry, and other genres of literature to acquire an appreciation of Black Literature. Students will explore the identity and intersectionality of Black Literature in a course that focuses on and celebrates the many contributions of Black authors to literature. Through the study of many literary works through a variety of methods and media, students will gain an understanding of themselves as well as an understanding of others. This course will provide students with the ability to better understand their own cultural backgrounds as well as the similarities and differences of their own culture and that of the Black identity and culture from around the world.

Course Description

This course will focus on contemporary and multi-genre literary works of Black authors and will celebrate the dignity and identity of Black voices. Students will examine Black literary tradition and explore how it shapes both the reader's understanding of their own identity as well as an understanding of others. This course will allow students choice in reading books centered on specific themes. Through the exploration of Black Literature with close readings of selected literary works, students will increase their development of literary and analytical skills while exploring the cultural identity of themselves and others. This course will include various genres of writing in response to the literary works. In addition, students will engage in research, speaking, listening and presenting in order to develop a deeper understanding of society. Throughout this course, students will grow as public speakers and presenters of information. The goal of this course is to allow students opportunities to read texts that further their understanding of their identity, as well as deepen their awareness and understanding of Black people's cultures and identities.

English Language Arts Curriculum Team

Curriculum Committee

Jani Wilkens	FRANCIS HOWELL NORTH
Diane Fingers	FRANCIS HOWELL NORTH
Mary Kerr-Grant	FRANCIS HOWELL NORTH
Gabrielle Weston	FRANCIS HOWELL NORTH
Ashley Eiswirth	FRANCIS HOWELL CENTRAL

Secondary ELA/SS/WL Content Leader
Director of Student Learning
Chief Academic Officer
Superintendent

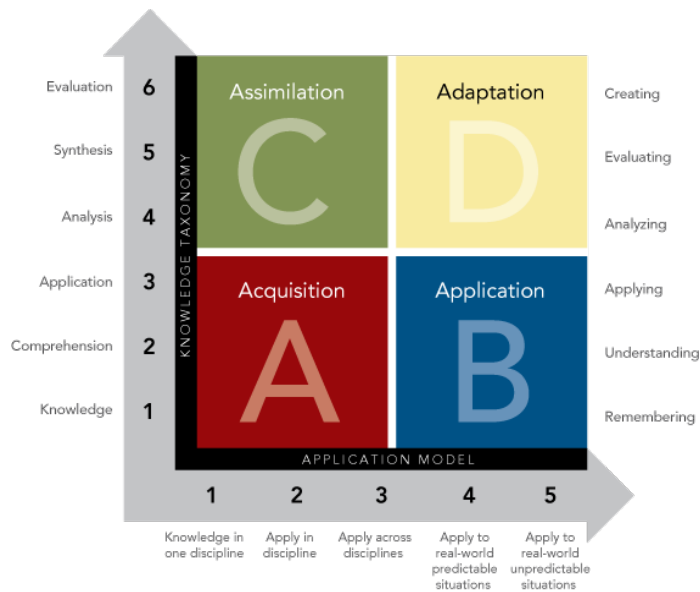
Dr. Sherry Jordan
Mr. David Brothers
Dr. Connie Buckman
Dr. Nathan Hoven

Curriculum Notes

All FHSD performance tasks and sample learning activities are aligned not only to understandings and standards, but also the [Rigor and Relevance Framework](#) and [21st Century Skills](#). Information on these two things is provided below or by clicking on the hyperlinks.

Rigor and Relevance Framework

The Rigor/Relevance Framework is a tool developed by the International Center to examine curriculum, instruction, and assessment along the two dimensions of higher standards and student achievement.



The Rigor/Relevance Framework has four quadrants.

Quadrant A represents simple recall and basic understanding of knowledge for its own sake. Examples of Quadrant A knowledge are knowing that the world is round and that Shakespeare wrote Hamlet.

Quadrant C represents more complex thinking but still knowledge for its own sake. Quadrant C embraces higher levels of knowledge, such as knowing how the U.S. political system works and analyzing the benefits and challenges of the cultural diversity of this nation versus other nations.

Quadrants B and D represent action or high degrees of application. Quadrant B would include knowing how to use math skills to make purchases and count change. The ability to access information in wide-area network systems and the ability to gather knowledge from a variety of sources to solve a complex problem in

the workplace are types of Quadrant D knowledge.

21st Century Skills

These skills have been pared down the 4Cs. The components include collaboration, and creativity. Critical something to better understand and classifying, comparing, and problem process of transferring a thought from thoughts back and includes skills such as choosing a medium (and/or technology tool), speaking, listening, reading, writing, evaluating messages. Collaboration is working together with others to achieve a common goal and includes skills such as delegating, goal setting, resolving conflicts, team building, decision-making, and managing time. Creativity is expansive, open-ended invention and discovery of possibilities and includes skills such as brainstorming, creating, designing, imagining, improvising, and problem-solving.

A	B	C	D
Students gather and store bits of knowledge and information. Students are primarily expected to remember or understand this knowledge.	Students use acquired knowledge to solve problems, design solutions, and complete work. The highest level of application is to apply knowledge to new and unpredictable situations.	Students extend and refine their acquired knowledge to be able to use that knowledge automatically and routinely to analyze and solve problems and create solutions.	Students have the competence to think in complex ways.

from 18 skills to what are now called critical thinking, communication, thinking is focused, careful analysis of includes skills such as arguing, solving. Communication is the one mind to others and receiving

Standards

Standards aligned to this course can be found:

Missouri Learning Standards for Literacy

[Missouri Learning Standards](#)

Learning for Justice Social Justice Standards:

[https://www.tolerance.org/sites/default/files/2017-06/TT Social Justice Standards 0.pdf](https://www.tolerance.org/sites/default/files/2017-06/TT_Social_Justice_Standards_0.pdf)

National Educational Technology Standards

<http://www.iste.org/STANDARDS>

Units & Standards Overview

Unit 1:	Unit 2:	Unit 3:	Unit 4:
Collaborative Discourse in the Classroom: Establishing a Learning Community	Stories as Windows and Mirrors	An Exploration of Black Identities through Literature	The Power of Black Voices
Standards Addressed:	Standards Addressed:	Standards Addressed:	Standards Addressed:

RI1A, RI1B, RI2D, SL1A , SL1B, SL1C , SL2A <u>ISTE Standards:</u> 3b, 1a, 1b <u>Social Justice</u> <u>Standards:</u> Diversity 6,8,9 Justice 11	RL1A, RI1A, RL1D, RI1D, RL2A, RI2A, RL2C, RL3B, RI3B, RL3C, RI3C, RL3D , RI3D, W2A, SL1A , SL1C <u>ISTE Standards</u> 6a, 6b, 6c, 6d <u>Social Justice</u> <u>Standards</u> Identity 1,3,5 Diversity 8 Action 16	RL3C, RI3C , RL2B, RI2B, RL2A, RL3D , W1A, W2A, SL1A , SL1C <u>ISTE Standards:</u> 6a. 6b 6c 6d 7b 7d <u>Social Justice</u> <u>Standards:</u> Identity - 1,2,3	RL2B, RI2B, RL3C, RI3C, RL3D , W1A, W2A , SL1B, SL1C , SL2A, SL1A <u>ISTE Standards:</u> 2b, 3c, 3d,4a, 4d, 5b <u>Social Justice</u> <u>Standards:</u> Identity 5 Diversity 7 Justice 12 Action 20
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Course Map

	Unit Description	Performance Event Summary	PE Standards
Unit: 1	<p>Collaborative Discourse in the Classroom: Establishing a Learning Community</p> <p>Unit One will be an introductory unit to the course. It will help students understand the importance of this class, and help establish a learning community. Students will spend time reflecting on their own culture and identity. Within this unit, all students will learn technical terms and background knowledge necessary for engaging in this class. Students will learn how to have critical conversations with one another while still honoring one another's dignity.</p> <p>2 Weeks</p>	<p>The performance task for Unit One will involve students participating in collaborative discussions in the classroom around difficult topics and will allow students to highlight all that they have learned about how to prepare, plan, engage, and reflect on these conversations with peers while honoring all students' dignities.</p> <p>Directions and Scoring Guide</p>	<p><i>RI1A</i> <i>RI2D</i> SL1A <i>SL1B</i> SL1C <i>SL2A</i> ISTE <u>Standards:</u> <i>3b, 1a, 1b</i></p>
Unit: 2	<p>Stories as Windows and Mirrors</p> <p>In this unit, students will explore the concept of Mirrors and Windows in literature (Mirror - stories in which I see myself in literature and Windows - stories in which I learn about others through literature). Students will spend time reading a core text <i>Born a Crime</i> by Trevor Noah (Memoir) along with other stories of Black teen experiences written by Black authors to help students see the</p>	<p>In Unit 2, students will be reading the core text <i>Born a Crime</i> as well as several short stories to help students build an understanding around Mirrors (texts they see themselves) and Windows (texts they see others). Students will create a project that best illustrates what they have learned about Windows and Mirrors through their study of a variety of literary works. Students will select an appropriate media to best illustrate their purpose for their audience.</p>	<p>SL1C SL1A <i>RL1A</i> <i>RL1D</i> <i>RL2C</i> RI3C</p> <p>ISTE <u>Standards</u> 6a, 6b, 6c, 6d</p>

	<p>many diverse identities of Black individuals and to help the students learn about themselves and others. Students will explore a variety of strategies to read, respond, and discuss the readings with one another in order to grow themselves as readers and writers.</p> <p>5-6 Weeks</p>	Student Directions and Scoring Guide	
Unit:3	<p>An Exploration of Black Identities through Literature</p> <p>In this unit, students will select a book of their choice from the options provided that centers on the complexity of Black Identities. Students will read and respond to their selected text and engage in collaborative discussions with peers about the exploration and understandings about Black Identities as presented within the text selections. After reading a book and several text selections around exploring Black Identities, students will create a response either for themselves or for a targeted area of their community for an intended purpose.</p> <p>4 Weeks</p>	<p>After reading, a variety of texts as well as a book that is student selected and centers on the complexity of Black Identities the students will reflect on what their learning about Black Identities through the texts explored in class.</p> <p>Students will create a personal response through a media they select for an intended audience and purpose to promote Black Identities within their communities.</p> <p>Student Directions and Scoring Guide</p>	<p><i>RL3C</i> <i>RI3C</i> <i>RL2A</i></p> <p><u>ISTE Standards:</u></p> <p>6a. 6b 6c 6d 7b 7d</p>
Unit: 4	<p>The Power of Black Voices</p> <p>In this unit, students will select and explore the power of Black Voices through the lens of multiple perspectives to create a product for a specific audience using a variety of mediums. Students will examine and track the change of a</p>	<p>In this unit, we have explored the power of Black voices through songs, speeches, poetry including spoken word poetry. These different mediums address and acknowledge the perspectives and</p>	<p><i>RL2B</i> <i>RI2B</i> <i>RL3C</i> <i>RI3C</i> <i>SL1C</i> <i>SL1A</i></p>

	<p>societal topic over a span of time which will lead to suggestions and recommendations for positive change(s) within society.</p> <p>4 Weeks</p>	<p>experiences in society through the complexity of Blackness.</p> <p>Students will select a societal topic of interest and research the topic from Black Voices and perspectives. Students will then present their findings on the societal topic from past, present, and suggestions for future ideas to address selected societal topics.</p> <p><i>Student Directions and Scoring Guide</i></p>	<p><u>ISTE Standards:</u> 2b, 3c, 3d,4a, 4d, 5b</p>
Final Exams:	<p>Link to Final Exam Blueprint: Final Exam</p>		

Unit 1: Collaborative Discourse in the Classroom: Establishing a Learning Community

Content Area: English Language Arts	Course: Black Literature	UNIT: 1 Collaborative Discourse in the Classroom: Establishing a Learning Community
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Unit Description: Unit One will be an introductory unit to the course. It will help students understand the importance of this class, and help establish a learning community. Students will spend time reflecting on their own culture and identity. Within this unit, all students will learn technical terms and background knowledge necessary for engaging in discussions in this class. Students will learn how to have collaborative conversations with one another while still honoring one another's dignity.	Unit Timeline: 2 Weeks
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DESIRED Results

Transfer Goal - *Students will be able to independently use their learning to...*

Understand the importance of the art of storytelling and to appreciate the diversity and commonality of human experiences.

Understandings – *Students will understand that... (Big Ideas)*

1. A community of trust, honesty, and safety will occur in order to engage in collaborative discourse with others.
2. It is important to honor the dignity and perspectives of others both when in agreement as well as when in disagreement.
3. Establishing common definitions for technical terms around topics discussed is important prior to engaging in collaborative conversations.
4. Exploring and acknowledging diverse perspectives and experiences honor dignity.

Essential Questions: *Students will keep considering...*

- How do I engage effectively in Collaborative Conversations with others?
- What makes us who we are?
- How do I honor the dignity of others while agreeing and disagreeing on topics of conversation?
- What technical terms will be essential for me to engage in Collaborative Conversations in this course?
- How do my background, experiences, and identity influence the way I engage in discussions with others?

Students will know	Students Will Understand	Students will be able to...	Standard
<ul style="list-style-type: none">• Draw Conclusions• Infer• Citing Textual evidence	<p>How to read and analyze a text in order to pull text evidence explicitly and through inferring based on the text to prepare for collaborative discussions around a topic.</p> <p>How to cite textual evidence appropriately.</p>	<p>Draw conclusions, infer, and analyze by citing relevant and thorough textual evidence to support analysis of what the text says explicitly as well as inferences drawn from the text.</p>	RI1A
<ul style="list-style-type: none">• Meaning of Technical terms for Critical Conversations• Content-Specific language for this course.	<p>The terminology and technical terms necessary for this course as well as for engaging in collaborative discourse.</p>	<p>Determine the meaning of words and phrases as used in the text, including figurative, connotative, and content-specific meanings using context, affixes, or reference materials.</p>	RI1B

<ul style="list-style-type: none"> Strategies to evaluate an author's argument. Author's reasoning Author's logic Author's credibility Author's evidence of credibility. 	How to analyze an author's argument for effectiveness and validity, logic, credibility and relevance.	Evaluate an author's argument and reasoning for effectiveness, validity, logic, credibility, and relevance of the evidence.	RI2D
<ul style="list-style-type: none"> Rules and Norms for engaging in collaborative discourse. Strategies for decision-making with peers. 	How to prepare, engage and reflect on collaborative discourse with peers.	Work with peers to set rules for collaborative discourse and decision-making, clear goals, deadlines, and individual roles as needed.	SL1A
<ul style="list-style-type: none"> Analyze a speaker's argument and claims. Active listening strategies Analyze a speaker's evidence for accuracy and reliability. Ask appropriate questions when in conversations with peers. Strategies and sentence starters to use in conversations with peers. 	How to analyze a speaker's argument and claims, engage in conversation around the speaker's evidence, and challenge ideas in civil and appropriate ways when necessary.	Delineate a speaker's argument and claims, evaluating the speaker's point of view, reasoning, and evidence in order to propel conversations by posing and responding to questions that relate the current discussion to broader themes or larger ideas; actively incorporate others into the discussion; and clarify, verify, or challenge ideas and conclusions.	SL1B
<ul style="list-style-type: none"> Strategies for appropriate responses to diverse perspectives when in 	How to respond to others who have differing viewpoints than themselves in respectful ways.	Respond thoughtfully to diverse perspectives including those presented in	SL1C

<p>conversation.</p> <ul style="list-style-type: none"> • Summary strategies for noting points of agreement and disagreement. • Questioning strategies to ask a speaker for more information. 	<p>How to summarize, question, and request more information from a speaker when you need clarity around their perspectives.</p>	<p>diverse media, summarize points of agreement and disagreement, resolve contradictions when possible, and determine what additional information or research is needed.</p>	
<ul style="list-style-type: none"> • Strategies for effective public speaking based on task, purpose, and audience. 	<p>How to speak audibly in a partner, group, and public speaking situations.</p> <p>How to rehearse and practice for public speaking situations to be more comfortable in the situations.</p>	<p>Speak audibly and to the point, using conventions of language as appropriate to task, purpose, and audience when presenting including appropriate volume, clear articulation, and accurate pronunciation at an understandable pace, avoiding verbal filler that might be distracting to listeners.</p>	SL2A
<ul style="list-style-type: none"> • Similarities and Differences 		<p>I interact comfortably and respectfully with all people, whether they are similar to or different from me.</p>	Diversity 6
<ul style="list-style-type: none"> • Respect • Open-minded 		<p>I respectfully express curiosity about the history and lived experiences of others and exchange ideas and beliefs in an open-minded way</p>	Diversity 8

<ul style="list-style-type: none"> • Empathy • Respect 		I relate to and build connections with other people by showing them empathy, respect, and understanding, regardless of our similarities or differences.	Diversity 9
<ul style="list-style-type: none"> • Stereotypes 		I relate to all people as individuals rather than representatives of groups and can identify stereotypes when I see or hear them.	Justice 11
		Students evaluate the accuracy, perspective, credibility, and relevance of information, media, data, or other resources.	ISTE 3.B
		Students articulate and set personal learning goals, develop strategies leveraging technology to achieve them, and reflect on the learning process itself to improve learning outcomes.	ISTE 1.A
		Students build networks and customize their learning environments in ways that support the learning process.	ISTE 1.B

Unit 1: Assessment

EVIDENCE of LEARNING

Understanding	Standards	Unit Performance Assessment:	R/R Quadrant 21 Century
1,2, 4	RI1A RI2D SL1A SL1B SL1C SL2A <u>ISTE</u> <u>Standards:</u> 3.b, 1.a, 1.b	Description of Assessment Performance Task(s): <i>How will students demonstrate their understanding through complex performance?</i> Students will utilize all that they have learned about Collaborative Discussions, Preparing for Difficult Conversations with peers, in order to reflect, research, plan and prepare, participate and reflect on a group discussion centered around a significant societal topic. Teacher will assess: <i>What criteria will be used in each assessment to evaluate attainment of the desired results?</i> <u>Directions and Scoring Guide</u>	B critical thinking collaboration communication creativity

Unit 1: Sample Activities

SAMPLE LEARNING PLAN

Pre-assessment: *What pre-assessments will you use to assess students' prior knowledge, skill levels, and potential misconceptions?*

Journal Prompt: What have your experiences been with having Collaborative Discussions with peers in other classes? What has gone well, and what has not? How did it make you feel when the conversations did not go well? What tools do you need to engage

in better conversations?

<u>Understanding</u>	<u>Standards</u>	<u>Major Learning Activities:</u>	<u>Instructional Strategy Category:</u>	<u>R/R Quadrant: 21C:</u>
1	SL1A SL1C SL2A	<p><u>Community Circle Activity: Community Circle</u></p> <ul style="list-style-type: none"> Objective: Students will know how to engage in collaborative discussions. Students will understand the importance of a safe and supportive learning community. Students will be able to engage in conversation with peers in the class. Teacher Resource Document 	<p>Cooperative Learning</p> <p>Cues, Questions, and Advance Organizers</p> <p>Similarities and Differences</p>	<p>A</p> <p>21C Collaboration Communication</p>
2,4	SL1A SL1B SL1C SL2A	<p>2. Activity: <u>What Would You Do with Elements of Dignity</u></p> <ul style="list-style-type: none"> Objective: To stimulate an understanding of dignity through activities and discussions that will promote a healthy student climate that is inclusive of all. <u>Essential Elements of Dignity</u> - Student Reflection Sheet Teacher Resource Document 	<p>Similarities and Differences</p> <p>Cooperative Learning</p>	<p>A</p> <p>Collaboration Communication</p>
1,2,3, 4	SL1B SL1C SL2A	<p>3. Activity: <u>Black Literature LARA: An Active Listening Strategy</u> <u>LARA Scenarios</u></p> <ul style="list-style-type: none"> Objective: To stimulate student growth through activities and discussions that will promote a healthy student climate that will be inclusive and supportive 	<p>Cooperative Learning</p> <p>Summarizing and Note Taking</p>	<p>B</p> <p>Collaboration Communication Critical Thinking</p>

		of all students. 1. <i>Teacher Resource Document</i>		
1,3,	SL1B SL1C SL2A RL1B	4. Comic Makeovers - Examining Race, Class, Ethnicity, and Gender in the Media <ul style="list-style-type: none"> Objective - Develop and understand the impact of stereotypes in television and print media (cartoons and comic strips). Evaluating critical messages created by mass media. 	Cooperative Learning Non-Linguistic Representation Cues, Questions, and Advance Organizers	B Creativity Communication Critical Thinking
3	RL1B RI1B	5. Engaging with technical Terms <ul style="list-style-type: none"> Objective - Students will know the technical terms that are necessary to engage in collaborative discussions and reading in this course. Students will understand how these terms are relevant and present in their world today. Students will be able to collaborate and share their understanding of these terms for shared definitions and understandings of the words. 	Cooperative Learning Cues, Questions, and Advance Organizers	B Communication Creativity

UNIT RESOURCES

Teacher Resources:

This may include:

- *Teacher Resource [Document](#) - List of Resources*
- *[Everfi Programs Diversity, Equity, and Inclusion Lessons](#) and Activities*
- *[Let's Talk](#) - Facilitator's Guide for Facilitating Conversations with Students*

Student Resources:

This may include:

- *Notebook*
- *Computer*

Unit 2: Stories as Windows and Mirrors

Content Area: English Language Arts**Course: Black Literature****UNIT: Fiction/Non-Fiction study of Black characters and the diverse life experiences among them.****Unit Description:**

Students will then explore the concept of Mirrors and Windows in literature (Mirror - stories in which I see myself in literature and Windows - stories in which I learn about others through literature).

Students will spend time reading a core text *Born a Crime* by Trevor Noah (Memoir) along with other stories of Black teen experiences written by Black authors to help students see the many diverse identities of Black individuals and to help the students learn about themselves and others. Students will explore a variety of strategies to read, respond, and discuss the readings with one another in order to grow themselves as readers and writers.

Unit Timeline:

5-6 Weeks

DESIRED Results

Transfer Goal - *Students will be able to independently use their learning to...*

Understand the importance of the art of storytelling and to appreciate the diversity and commonality of human experiences.

Understandings – *Students will understand that... (Big Ideas)*

1. Stories help us experience both mirrors (similarities) and windows (differences).
2. Authors use a variety of text structures to influence readers in different ways.
3. Lived experiences and one's environment deeply affect their identity.
4. Readers approach text and respond to text in a variety of ways for optimal comprehension.

Essential Questions: *Students will keep considering...*

- How does my identity relate to the experiences of the characters in these texts?
- Why are Black voices important?
- How has my environment shaped me?
- What strategies are best for me to utilize to obtain optimal comprehension based on my reading purpose?
- How have my own biases about Black people been challenged by the study of these diverse texts by Black authors?

Students will know	Students Will Understand	Students will be able to...	Standard
<ul style="list-style-type: none"> • Drawing Conclusions based on: <ul style="list-style-type: none"> ○ Word Choice ○ Use of Fig. Language ○ Character Actions 	How to use what the text says explicitly as well as through inferences based on textual evidence to draw conclusions based on what they are reading.	Draw conclusions, infer, and analyze by citing relevant and thorough textual evidence to support analysis of what the text says explicitly as well as inferences	RL1A, RI1A

<ul style="list-style-type: none"> ○ Plot Events ○ Setting ● Citing Textual Evidence <ul style="list-style-type: none"> ○ Explicit ○ Implicit 	<p>How to provide accurate, relevant, and cited evidence to support their conclusions based on the text(s) they are reading including fiction and informational texts.</p>	<p>drawn from the text, including where the text leaves matters uncertain.</p>	
<ul style="list-style-type: none"> ● The development of theme based on: <ul style="list-style-type: none"> ○ Character's Thoughts, actions, and feelings. ○ Conflicts presented within the various texts and how they are resolved. ○ Lessons that characters learn through the texts. ● How to compose an objective summary of a text in a concise and purposeful manner. 	<p>How multiple sources of text and media can center on similar themes.</p> <p>How to track themes with textual evidence across an entire text.</p>	<p>Using appropriate text, determine two or more themes in a text, analyze their development throughout the text, and relate the themes to human nature and the world; provide an objective and concise summary of the text</p>	<p>RL1D, RI1D</p>
<ul style="list-style-type: none"> ● Textual Structures of Fiction and Non-Fiction <ul style="list-style-type: none"> ○ Chronological 	<p>How an author makes intentional decisions about how to structure a story based on audience and</p>	<p>Evaluate how an author's choices to structure specific parts of a text contribute to a text's overall</p>	<p>RL2A, RI2A</p>

<ul style="list-style-type: none"> ○ Problem-Solution ○ Cause and Effect ○ Additional Text Structures ● How chapters contribute to the greater meaning of the whole text. ● Why authors choose to put certain episodes and chapters in purposeful places within the text. 	purpose.	meaning and its aesthetic impact.	
<ul style="list-style-type: none"> ● Word Choice - what it is and why it matters within a text to provide meaning for the readers. ● Syntax - what it is and how to use purposefully to provide meaning for the reader. ● Tone - what it is and how it to use as a writer's technique to build meaning for the reader. 	<p>How authors purposeful use words to make meaning and build emotion with the reader.</p> <p>How the tone of a text is intentional by an author to provide meaning and build emotion in the reader.</p>	Evaluate how the author's word choices and use of syntax contribute to a text's overall meaning, tone, and aesthetic impact.	RL2C
<ul style="list-style-type: none"> ● Synthesize - what it means and how to use it within multiple texts centered on the same theme. ● How to analyze themes among multiple works and build evidence that better supports a theme across texts and genres. 	How to support a theme through analyzing the evidence for the theme among multiple works.	Synthesize ideas from two or more texts about similar themes or topics to articulate the complexity of the theme.	RL3B, RI3B

<ul style="list-style-type: none"> • The importance of understanding the background of authors to understand their approach to the text. • Historical/Cultural backgrounds of authors and why it is important. 	How historical and cultural backgrounds of authors influences their approach and style of writing.	Evaluate how an author's work reflects his or her historical/cultural perspective.	RL3C, RI3C
<ul style="list-style-type: none"> • Comprehension strategies needed for optimal understanding of stories, dramas, and poems. 	How comprehension strategies are varied and important to help readers identify and approach different forms of reading for optimal understanding.	Read and comprehend literature, including stories, dramas, and poems, independently and proficiently.	RL3D. RI3D
<ul style="list-style-type: none"> • Appropriate writing structures based on Audience and Purpose. • Strategies for blending narrative, expository, and argumentative writing techniques. 	Understand how to select an appropriate writing style and structure based on the audience and purpose of writing.	Follow a writing process to produce clear and coherent writing in which the development, organization, style, and voice are appropriate to the task, purpose, and audience; self-select and blend (when appropriate) previously learned narrative, expository, and argumentative writing techniques.	W2A
<ul style="list-style-type: none"> • Strategies for engaging in civil discussions with peers. <ul style="list-style-type: none"> ○ Listen first - then respond ○ Paraphrasing others 	<p>How to work with peers to plan and navigate through a book together.</p> <p>How to plan and prepare for group discussions around text in effective</p>	Work with peers to promote civil, democratic discussions and decision-making, set clear goals and deadlines, and establish	SL1A

<ul style="list-style-type: none"> ○ Providing evidence for statements. ○ Appropriate ways to continue conversations ○ Self-monitoring and peer monitoring of body language and facial expressions. ● Strategies for setting goals and meeting deadlines for keeping up with the reading in class. ● Strategies to prepare for collegial discussions of text with peers. 	<p>ways.</p> <p>How to be an active listener and professional speaker when discussing text in groups.</p>	<p>individual roles as needed.</p>	
<ul style="list-style-type: none"> ● Diversity of Thought <ul style="list-style-type: none"> ○ We may not always agree with one another but we must value each other's perspectives. ● Synthesis of Claims and consideration of all sides of an issue before development of a claim. ● New learning and evidence around a topic can shift one's claim. 	<p>How to understand where others are coming from based on their perspectives and evidence.</p> <p>How to acknowledge and adjust connections based on new understandings.</p>	<p>Respond thoughtfully to diverse perspectives including those presented in diverse media; synthesize claims made on all sides of an issue, and, when warranted, qualify or justify their own views and understanding and make new connections in light of the evidence and reasoning presented.</p>	<p>SL1C</p>
<ul style="list-style-type: none"> ● Societal Groups 		<p>I have a positive view of myself,</p>	<p>Identity 1</p>

		including an awareness of and comfort with my membership in multiple groups in society.	
<ul style="list-style-type: none"> • Group Identities • Intersectionality 		I know that all my group identities and the intersection of those identities create unique aspects of who I am and that this is true for other people too.	Identity 3
<ul style="list-style-type: none"> • Dominant Culture 		I recognize traits of the dominant culture, my home culture and other cultures, and I am conscious of how I express my identity as I move between those spaces.	Identity 5
		I respectfully express curiosity about the history and lived experiences of others and exchange ideas and beliefs in an open-minded way.	Diversity 8
		I express empathy when people are excluded or mistreated because of their identities and concern when I personally experience bias.	Action 16

		Students choose the appropriate platforms and tools for meeting the desired objectives of their creation or communication.	ISTE 6.a
		Students create original works or responsibly repurpose or remix digital resources into new creations.	ISTE 6.b
		Students communicate complex ideas clearly and effectively by creating or using a variety of digital objects such as visualizations, models, or simulations.	ISTE6.c
		Students publish or present content that customizes the message and medium for the intended audience.	ISTE 6.d

Unit 2: Assessment

EVIDENCE of LEARNING

<u>Understanding</u>	<u>Standards</u>	<u>Unit Performance Assessment:</u>	<u>R/R Quadrant</u>
1,2,3,4	SL1C SL1A RL1A RL1D RL2C ISTE Standards 6a, 6b, 6c, 6d	<p>Description of Assessment Performance Task(s): <i>How will students demonstrate their understanding through complex performance?</i> Student Directions and Scoring Guide</p> <p>Teacher will assess: <i>What criteria will be used in each assessment to evaluate attainment of the desired results?</i> Student Directions and Scoring Guide</p> <p>Performance: Mastery: <i>Students will show that they really understand when they...</i> <i>Score a proficiency score of 2, 3, or 4 on the scoring rubric.</i></p>	C 21 Century Critical Thinking, Collaboration, Communication Creativity

Unit 2: Sample Activities

SAMPLE LEARNING PLAN

<u>Understanding</u>	<u>Standards</u>	<u>Major Learning Activities:</u>	<u>Instructional Strategy Category:</u>	<u>R/R Quadrant: 21C:</u>
1,3, 4	RL1A RI1A RL1D RI1D RL2C	<p>1. Activity: Windows and Mirrors Introduction Activity Windows and Mirrors Slides</p> <p>Objective: Students will consider the qualities that make up the unique location featured in the essay "Da Art of Storytelling' (a Prequel)," will consider how one's location can affect personal development, and will examine the ways in which seeing one's own culture reflected within art can lead to personal contentment and inspiration.</p> <p>Teacher Resource Document</p>	<p>Cooperative Learning</p> <p>Cues, Questions, and advance Organizers</p> <p>Identifying Similarities and Differences</p>	<p>B</p> <p>Creativity Collaboration Communication Critical Thinking</p>
1,3	RL1A RI1A RL2A RL3C	<p>2. Activity: Book, Head, and Heart Reflection and Group Discussion</p> <p>Objective: Students will know how to find evidence of both mirror and window experiences from Trevor Noah's "Born a Crime" story. Students will understand how experiences in books relate to their own thoughts, experiences and feelings as human beings and reflect on those processes with textual evidence.</p> <p>Teacher Resource Document</p>	<p>Setting Objectives and Providing Feedback</p> <p>Cues, Questions, and Advance Organizers</p> <p>Summarizing and Note-Taking</p>	<p>B</p> <p>Collaboration Critical Thinking</p>
1,3, 4	RL3C	<p>3. Activity: The Importance of a Name</p>	Cooperative	B

	SL1C W2A	Objective: Students will know the importance of a name for each human being. Students will understand the meaning of one of their names and share their stories around their names if students choose to share. Students will be able to tell the meaning, origin and story about at least one of their names. The sharing of stories will help students better understand their identities.	Learning Identifying Similarities and Differences	Collaboration Communication
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UNIT RESOURCES

Teacher Resources:

This may include:

- *Teacher Resource [Document](#) - List of Resources*
- *Black Enough - Short Story Anthology*
- *The Pulitzer Center - Possible Resources and Author Meetings*

Student Resources:

This may include:

- *Notebook*
- *Computer*
- *Born a Crime - by Trevor Noah*

Unit 3: An Exploration of Black Identities

Content Area: English Language Arts	Course: Black Literature	UNIT: 3 An Exploration of Black Identities
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Unit Description: In this unit, students will select a book of their choice from the options provided that centers on the theme of Black Identities. Students will read and respond to their selected text and engage in collaborative discussions with peers about the exploration and understandings about Black Identities as they are presented within the text selections. After reading a book and several text selections around exploring Black Identities, students will create a response either for themselves or for a targeted area of their community for an intended purpose.	Unit Timeline: 4 Weeks
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DESIRED Results
<u>Transfer Goal</u> - <i>Students will be able to independently use their learning to...</i> Understand the importance of the art of storytelling and to appreciate the diversity and commonality of human experiences.

Understandings – *Students will understand that... (Big Ideas)*

1. Black Identity is multifaceted and complex.
2. Authors structure text in intentional ways to best impact the reader.
3. Black authors write in very distinct styles and with intentional word choice to influence the reader.

Essential Questions: *Students will keep considering...*

- What are Black Identities and how are they complex?
- What textual structures do authors use and how does structure affect the text?
- What characteristics define Black authors' writing styles?

Students will know	Students Will Understand	Students will be able to...	Standard
<ul style="list-style-type: none">• Similarities and differences among texts based on their Black cultural contacts.	How different authors intentionally develop Black characters with similarities and differences among texts.	Analyze how multiple texts reflect historical and/or cultural contexts.	RL3C RI3C
<ul style="list-style-type: none">• The Point of View the text is in.• The impact that setting, characters, and plot have on the point of view.• Analyze how rhetoric is used in a text and among texts with the same theme	<p>How to analyze different texts for point of view and how characters, setting, and plot affect point of view.</p> <p>How an author uses rhetoric for intentional purposes and to advance the point of view.</p>	Analyze how point of view is present through the characters, setting, and plot.	RL2B RI2B
<ul style="list-style-type: none">• Textual structures• Impacts that text structure has on the overall meaning of the text.	<p>How authors intentionally structure their texts for specific purposes.</p> <p>How each section of a text</p>	Evaluate how an author's choices to structure specific parts of a text	RL2A

<ul style="list-style-type: none"> How each section of a text is intentional as a writer for a specific purpose. 	contributes to the overall meaning of the text.	contribute to a text's overall meaning and its aesthetic impact.	
<ul style="list-style-type: none"> Comprehension strategies needed for optimal understanding of stories, dramas, and poems. 	How comprehension strategies are varied and important to help readers identify and approach different forms of reading for optimal understanding.	Read and comprehend literature, including stories, dramas, and poems, independently and proficiently.	RL3D. RI3D
<ul style="list-style-type: none"> Credible sources Print and Digital Sources 	How to explore a societal topic from the historical and present day from a variety of perspectives and multiple lenses.	Conduct research to explore a societal topic from multiple perspectives and through many different mediums to gain an understanding of the topic.	W1A - Conduct research to answer a question, or solve a problem; narrow or broaden the inquiry when appropriate; gather multiple relevant credible sources, print and digital; integrate information using a standard citation system.
<ul style="list-style-type: none"> Rules and Norms for engaging in Collaborative Discourse. Strategies for decision making with peers. 	How to prepare, engage and reflect on collaborative discourse with peers.	Work with peers to set rules for collaborative discourse and decision-making, clear goals, deadlines, and individual roles as needed.	SL1A
<ul style="list-style-type: none"> Diversity of Thought Synthesis of Claims and 	How to understand where others are coming from based on their	Respond thoughtfully to diverse	SL1C

<p>consideration of all sides of an issue before development of a claim.</p> <ul style="list-style-type: none"> • New learning and evidence around a topic can shift one's claim. 	<p>perspectives and evidence.</p> <p>How to acknowledge and adjust connections based on new understandings.</p>	<p>perspectives including those presented in diverse media; synthesize claims made on all sides of an issue, and, when warranted, qualify or justify their own views and understanding and make new connections in light of the evidence and reasoning presented.</p>	
<ul style="list-style-type: none"> • Appropriate writing structures based on Audience and Purpose. • Strategies for blending narrative, expository, and argumentative writing techniques. 	<p>Understand how to select an appropriate writing style and structure based on the audience and purpose of writing.</p>	<p>Follow a writing process to produce clear and coherent writing in which the development, organization, style, and voice are appropriate to the task, purpose, and audience; self-select and blend (when appropriate) previously learned narrative, expository, and argumentative writing techniques.</p>	W2A
		<p>I have a positive view of myself, including an awareness of and comfort with my membership in multiple groups in society</p>	Identity 1
		<p>I know my family history and cultural background and can describe how my own identity is</p>	Identity 2

		informed and shaped by my membership in multiple identity groups	
		I know that all my group identities and the intersection of those identities create unique aspects of who I am and that this is true for other people too.	Identity 3
		Students choose the appropriate platforms and tools for meeting the desired objectives of their creation or communication.	ISTE 6.a
		Students create original works or responsibly repurpose or remix digital resources into new creations.	ISTE 6.b
		Students communicate complex ideas clearly and effectively by creating or using a variety of digital objects such as visualizations, models, or simulations.	ISTE6.c

		Students publish or present content that customizes the message and medium for the intended audience.	ISTE 6.d
		Students use collaborative technologies to work with others, including peers, experts or community members, to examine issues and problems from multiple viewpoints.	ISTE 7.b
		Students explore local and global issues and use collaborative technologies to work with others to investigate solutions.	ISTE 7.d

Unit 3: Assessment

EVIDENCE of LEARNING

<u>Understanding</u>	<u>Standards</u>	<u>Unit Performance Assessment:</u>	<u>R/R Quadrant</u> <u>21 Century</u>
1,2,3	RL3C RI3C RL2A	Description of Assessment Performance Task(s): <i>How will students demonstrate their understanding through complex performance?</i> Students will reflect and respond to their understandings of Black Identities by constructing a response for an intended audience and purpose.	C 4C-

	RI/3C ISTE Standard S: 6a. 6b 6c 6d 7b 7d	Student Directions and Scoring Guide Teacher will assess: <i>What criteria will be used in each assessment to evaluate attainment of the desired results?</i> Student Directions and Scoring Guide Performance: Mastery: <i>Students will show that they really understand when they...</i> Score a 3 or 4 on the Scoring Guide	critical thinking collaboration communication creativity
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Unit 3: Sample Activities

SAMPLE LEARNING PLAN

<u>Understanding</u>	<u>Standards</u>	<u>Major Learning Activities:</u>	<u>Instructional Strategy Category:</u>	<u>R/R Quadrant: 21C:</u>
2,3, 4	RL3C RL2B	1. Activity: Poster Project with Choice Novel <ul style="list-style-type: none"> Objective: Students will know the importance of a novel's appeal and interest of the audience to read it and illustrate the importance of the book. Students will understand how to create an appealing and high-interest visual image poster that promotes their novel to display in the school's library. Students will be able to utilize Canva to create a visual poster promoting their choice novel with others in their school. Teacher Resource Document 	Cooperative Learning Nonlinguistic Representation Cues, Questions, and Advance Organizers	B Communication Collaboration Creativity Critical Thinking

2,3	W1A W2A RL2A	<p>2. Activity: Writer's Craft: Text Structure Exploration</p> <ul style="list-style-type: none"> Objective: Students will know the importance of text structure in impacting the reader in very intentional ways. Students will understand how to identify, analyze, and discuss text structure and the impact that it has on the reader's experience and comprehension of the text. Students will be able to identify, analyze, and discuss the author's structure of their choice novels and discuss with others how the different books are organized and structured intentionally for the reader's impact. 	<p>Setting Objectives and Providing Feedback</p> <p>Cooperative Learning</p> <p>Summarizing and Note-Taking</p> <p>Identifying Similarities and Differences</p>	<p>C</p> <p>Collaboration</p> <p>Critical Thinking</p> <p>Communication</p>
1,2,3,4	W2A RL2A RL3D	<p>3. Activity: Identity and Intersectionality Reference Journal</p> <ul style="list-style-type: none"> Objective: Students will know how to identify ways that the author illustrates Black Identities in the Choice Novel book they have been reading. Students will understand how books help us understand our own identity as well as the identities of others and why both experiences are important in our reading lives. Students will be able to consider Black Identities and Intersectionality as presented in their choice novel books and make connections with their own identities as well as enhancing their understanding of the identities of others. 	<p>Identifying Similarities and Differences</p> <p>Summarizing and Note-Taking</p> <p>Cooperative Learning</p>	<p>C</p> <p>Collaboration</p> <p>Critical Thinking</p> <p>Communication</p> <p>Creativity</p>
1,2,3	RI3C W2A RL3D	<p>4. Activity: Black Identity Poetry</p> <ul style="list-style-type: none"> Objective: Students will know how poetry helps us 	<p>Setting Objectives and providing</p>	<p>C</p> <p>Critical Thinking</p>

		understand our own identity as well as the identities of others. Students will understand how poets compose poetry to explore and illustrate identity. Students will be able to compose their own poetry and create mimic poems from other poems to help them explore their own identities.	feedback. Summarizing and Note-Taking	Creativity Communication
1,2,3	SL1A SL1C W2A RI3C	<p>5. Activity: A Harlem Renaissance Perspective: Connecting Art, Music, Dance, and Poetry</p> <ul style="list-style-type: none"> Objective: Students will know about the Harlem Renaissance, and understand the historical context of the Harlem Renaissance and the impact it had on Black people in the United States. 	Nonlinguistic Representation Cooperative Learning	C Creativity Communication

UNIT RESOURCES

Teacher Resources:

This may include:

- Teacher Resource [Document](#) - List of Resources
- *Black Enough Short Story Anthology*
- *The Fire This Time - Anthology*

Student Resources:

This may include:

- Notebook
- Computer

Book Club Options:

- *Slay*
- *Clap When You Land*
- *The Vanishing Half*

- *Ordinary Hazards*
- *Heavy*
- *Between the World and Me*
- *The Yellow House*
- *This Side of Home*

Unit 4: The Power of Black Voices

Content Area: English Language Arts	Course: Black Literature	UNIT: 4:The Power of Black Voices
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Unit Description: In this unit, students will select and explore the power of Black Voices through the lens of multiple perspectives to create a product for a specific audience using a variety of mediums. Students will examine and track the change of a societal topic over a span of time that will lead to suggestions and recommendations for positive change(s) within society.	Unit Timeline: 4 Weeks
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DESIRED Results

Transfer Goal - *Students will be able to independently use their learning to...*

Understand the importance of the art of storytelling and to appreciate the diversity and commonality of human experiences.

Understandings – *Students will understand that... (Big Ideas)*

1. The power of using voice, in a variety of ways, to create positive change.
2. The ebbs and flow of societal issues influence a variety of factors.
3. Perspectives and experiences are shared through different avenues.
4. Reflection on the past is necessary to create change for future generations.

Essential Questions: *Students will keep considering...*

- How and why does change occur?
- Why is it important to reflect on where we have been and where we are going?
- How have Black Voices affected change in different avenues of society?
- Why is it important to acknowledge diverse perspectives within the Black Community?

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Students will know	Students Will Understand	Students will be able to...	Standard
<ul style="list-style-type: none"> Point of View Rhetoric 	How to analyze different black voices and perspectives for the various points of view.	<p>Analyze how point of view is apparent through the characters, setting, and plot.</p> <p>Analyze how an author uses rhetoric to advance point of view or purpose</p> <ul style="list-style-type: none"> Listen to various Black voices through poems, lyrics, TED talks, etc. and analyze for point of view. Analyze point of view and perspective in various mediums. 	RL2B, RI2B
<ul style="list-style-type: none"> Societal Topics Black Culture 	How different societal topics are analyzed through Black voices, and historical lenses to better understand Black culture.	<p>Analyze how multiple texts reflect historical and/or cultural contexts.</p> <p>Analyze how multiple texts reflect the historical and/or cultural contexts.</p> <p>Analyze the power of Black voices in helping them understand Black culture through a historical lens.</p> <p>Analyze how a societal theme reflects Black historical and cultural contexts through powerful Black voices.</p>	RL3C RI3C-

	How to read and listen to different mediums (Poetry, Songs, etc.) to gain a better understanding of Black Culture.	Read and comprehend literature, including stories, dramas, and poems, independently and proficiently.	RL3D
<ul style="list-style-type: none"> • Credible sources • Print and Digital Sources 	How to explore a societal topic from the historical and present day from a variety of perspectives and multiple lenses.	Conduct research to explore a societal topic from multiple perspectives and through many different mediums to gain an understanding of the topic.	W1A
<ul style="list-style-type: none"> • Appropriate writing structures based on Audience and Purpose. • Strategies for blending narrative, expository, and argumentative writing techniques. 	Understand how to select an appropriate writing style and structure based on the audience and purpose of writing.	Follow a writing process to produce clear and coherent writing in which the development, organization, style, and voice are appropriate to the task, purpose, and audience; self-select and blend (when appropriate) previously learned narrative, expository, and argumentative writing techniques.	W2A
<ul style="list-style-type: none"> • Rules and Norms for engaging in Critical Conversations. • Strategies for decision making with peers. 	How to prepare, engage and reflect on collegial discussions with peers.	Work with peers to set rules for collegial discussions and decision-making, clear goals, deadlines, and individual roles as needed.	SL1A
<ul style="list-style-type: none"> • Claim • Point of View • Reasoning • Evidence 	How writers and speakers are intentional in their word choice to provide impact to their audience and to justify their claims.	Delineate a speaker's argument and claims, evaluating the speaker's point of view, reasoning, and evidence in order to propel	SL1B

<ul style="list-style-type: none"> • Draw Conclusions 		<p>conversations by posing and responding to questions that relate the current discussion to broader themes or larger ideas; actively incorporate others into the discussion; and clarify, verify, or challenge ideas and conclusions.</p> <ul style="list-style-type: none"> • Analyze a speaker's words for evidence and validity of their claim. • Analyze the speaker's point of view and perspective on their topic and the power and impact of their words on the audience. • Discuss with peers the speaker's claim and evidence as well as the impact on the audience including the student. 	
<ul style="list-style-type: none"> • <i>Diverse Perspectives</i> • <i>Summarizing</i> • <i>Evidence</i> • <i>Contradiction</i> 	<p>The importance of diverse perspectives and honoring them. How to summarize a speaker's points of view and their claim.</p> <p>How to analyze for points of agreement and disagreement with a speaker's words.</p>	<p>Respond thoughtfully to diverse perspectives including those presented in diverse media, summarize points of agreement and disagreement, resolve contradictions when possible, and determine what additional information or research is needed.</p> <p>Respond to the voices that they hear and the words that they read by various authors from</p>	<p>SL1C.</p>

		different perspectives.	
<ul style="list-style-type: none"> • <i>Public Speaking Techniques</i> • <i>Audience</i> • <i>Purpose</i> 	How to prepare, plan, and deliver an appropriate message to an intended audience for a specific purpose.	<p>Speak audibly and to the point, using conventions of language as appropriate to task, purpose, and audience when presenting including appropriate volume, clear articulation, and accurate pronunciation at an understandable pace, avoiding verbal filler that might be distracting to listeners.</p> <ul style="list-style-type: none"> • To utilize public speaking techniques to convey a message that is appropriate to a targeted audience and for a specific purpose. 	SL2A
		I recognize traits of the dominant culture, my home culture, and other cultures, and I am conscious of how I express my identity as I move between those spaces.	Identity 5
		I have the language and knowledge to accurately and respectfully describe how people are both similar and different from each other and others in their identity groups.	Diversity 7
		I can recognize, describe and distinguish unfairness and injustice	Justice 12

		at different levels of society.	
		I will join with diverse people to plan and carry out collective action against exclusion, prejudice, and discrimination.	Action 20
		Students engage in positive, safe, legal, and ethical behavior when using technology, including social interactions online or when using networked devices.	ISTE 2.b
		Students curate information from digital resources using a variety of tools and methods to create collections of artifacts that demonstrate meaningful connections or conclusions.	ISTE 3.c
		Students build knowledge by actively exploring real-world issues and problems, developing ideas and theories and pursuing answers and solutions.	ISTE 3.d
		Students know and use a deliberate process for generating ideas, testing theories, creating innovative artifacts, or solving authentic problems.	ISTE 4.a
		Students exhibit a tolerance for ambiguity, perseverance, and the capacity to work with open-ended	ISTE 4.d

		problems.	
		Students collect data, or identify relevant data sets, use digital tools to analyze them, and represent data in various ways to facilitate problem solving and decision-making.	ISTE 5.b

Unit 4: Assessment

EVIDENCE of LEARNING

<u>Understanding</u>	<u>Standards</u>	<u>Unit Performance Assessment:</u> Description of Assessment Performance Task(s): <i>How will students demonstrate their understanding through complex performance?</i>	<u>R/R Quadrant</u>
1,2,3,4	RL2B, RI2B, RL3C, RI3C, RL3D, W1A, W2A, SL1B, SL1C, SL2A, SL1A <u>ISTE Standards:</u> 2b, 3c, 3d,4a, 4d, 5b	<p>In this unit, we have explored the power of Black voices through songs, speeches, poetry including spoken word poetry. These different mediums address and acknowledge the perspectives and experiences in society through the complexity of Blackness.</p> <p><u>Directions:</u> Your task is to select a societal topic of interest and explore its development through time. You will explore the topic from past, present and hope/suggestions for change for the future. You will showcase your findings through a self-selected medium</p> <p>Teacher will assess: <i>What criteria will be used in each assessment to evaluate attainment of the desired results?</i></p> <p>Student Directions and Scoring Guide The Power of Black Voices Student Response Form</p>	<u>21 Century</u> C/D 4C- Critical Thinking Collaboration Communication Creativity

		Examples of Responses with different Mediums Performance: Mastery: <i>Students will show that they really understand when they...</i> Student Directions and Scoring Guide	
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Unit 4: Sample Activities

SAMPLE LEARNING PLAN

<u>Understanding</u>	<u>Standards</u>	<u>Major Learning Activities:</u>	<u>Instructional Strategy Category:</u>	<u>R/R Quadrant: 21C:</u>
1,3	SL1B RL2B RI2B RL3D	1. Activity: The <ul style="list-style-type: none"> Objective: Students will know how to incorporate podcast episodes into their research and exploration of societal topics through Black experiences. Students will understand how to listen to commentary and podcasts to explore point of view and perspectives of others around the power of voice. Students will be able to listen to an episode of a podcast and analyze the episode's content. Teacher Resource Document	Nonlinguistic Representation Summarizing and Notetaking Generating and Testing Hypotheses	B Communication, Critical Thinking,
1,2,3,4	SL1B RI2B RL1A RL3D	2. Activity: TED Talks and Response practice Practice Student Samples to use with Students	Summarizing and Note-taking Cues,	B Communication Critical Thinking

		<p>Directions: Use the links below or find a Ted Talk by a Black speaker. Record your responses to each Ted Talk in this organizer.</p> <ul style="list-style-type: none"> Objective: Students will know that TED talks from Black speakers help illustrate and demonstrate Black Perspectives centered on societal issues. Students will understand the power of Black Voices through watching and listening to TED talks. Students will be able to use TED talks as an area to explore for their independent projects. 	<p>Questions, and Advance Organizers</p> <p>Nonlinguistic Representation</p>	
1,2	RL3C RL3D W2A	<p>3. Writing in Free Verse in the Voice of a Black Musician or Artist</p> <ul style="list-style-type: none"> Objective: Expressing the impact of specific experiences on a musician/artist's life and write descriptive notes about experiences from the musicians/artist's viewpoint. (Artists to consider - Tupac, Jason Reynolds, Nic Stone, Nikki Giovanni) Using descriptive words and phrases students must write in first person from the musician/artists perspective. 	<p>Summarizing and Notetaking</p> <p>Cues, Questions, and Advance Organizers.</p>	<p>B</p> <p>Critical Thinking Creativity Communication</p>
1,2	RL2B RI2B RL3C SL1B RL3D	<p>4. Songs of our Lives: Using Lyrics to Write Stories</p> <ul style="list-style-type: none"> Objective: Research songs and lyrics to help explain/tell a story about one's own life. Analyze and reflect on messages presented in songs; express one's own views about social issues addressed in the song. Sounds of Change 	<p>Summarizing and Notetaking</p> <p>Cues, Questions, and Advance Organizers.</p>	<p>B</p> <p>Critical Thinking Creativity Communication</p>

UNIT RESOURCES

Teacher Resources:

This may include:

- Teacher Resource [Document](#) - List of Resources
- [Everfi Programs Diversity, Equity, and Inclusion Lessons](#) and Activities

Student Resources:

This may include:

- Notebook
- Computer