English Language Arts

Curriculum Guide

MHS English Patterns Grades 11&12: African American Literature II

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Montclair Public Schools

Course Title: ___African American Literature II___ (Semester 2 only)_____

Curriculum Area: ___ELA_____ **Credits**: __2.5_____

Course Prerequisites: _____English Grade 10 and African American Literature I_____

2018 Curriculum Writers
- Jeffrey Freeman
- Laura Cella
- Annette Kuehn
- Gregory Woodruff
- Sally Howell-Rembert
- Helen Kuryllo
- Anne Baney
- Beryl J. Steinbach
- Jessica Buel
- Michele Leibowitz
- Danielle McGugins-Bennet
- Laura Heyman
- Andrea Mc Laughlin
- Tara Crisafulli

Introduction

The Montclair Public Schools believes in celebrating the rich history of our magnet school system while ensuring consistent, high quality instruction for all learners. The English Language Arts curriculum is built upon this belief immersing students in the process of reading, writing, speaking and listening, and language to create a vital community of learners. When students engage with and respond to a variety of literature, they develop an awareness of the human condition, gain empathy, and discover a sense of personal empowerment that allows them to become active participants in society. This approach provides all students with equitable access to the same learning goals while allowing teachers the flexibility to adapt to the needs of their learners.

New Jersey Student Learning Standards for English Language Arts

The standards define general, cross-disciplinary literacy expectations that must be met for students to be prepared to enter college and workforce-training programs ready to succeed. The K–12 grade-specific standards define end-of-year expectations and a cumulative progression designed to enable students to meet college and career readiness expectations no later than the end of high school.

Students advancing through the grades are expected to meet each year's grade-specific standards, retain or further develop skills and understandings mastered in preceding grades, and work steadily toward meeting the more general expectations described by the standards.

Anchor Standards for Reading

Key Ideas and Details

NJSLSA.R1. Read closely to determine what the text says explicitly and to make logical inferences and relevant connections from it; cite specific textual evidence when writing or speaking to support conclusions drawn from the text.

NJSLSA.R2. Determine central ideas or themes of a text and analyze their development; summarize the key supporting details and ideas.

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

Craft and Structure

NJSLSA.R4. Interpret words and phrases as they are used in a text, including determining technical, connotative, and figurative meanings, and analyze how specific word choices shape meaning or tone.

NJSLSA.R5. Analyze the structure of texts, including how specific sentences, paragraphs, and larger portions of the text (e.g., a section, chapter, scene, or stanza) relate to each other and the whole.

NJSLSA.R6. Assess how point of view or purpose shapes the content and style of a text.

Integration of Knowledge and Ideas

NJSLSA.R7. Integrate and evaluate content presented in diverse media and formats, including visually and quantitatively, as well as in words.

NJSLSA.R8. Delineate and evaluate the argument and specific claims in a text, including the validity of the reasoning as well as the relevance and sufficiency of the evidence.

NJSLSA.R9. Analyze and reflect on how two or more texts address similar themes or topics in order to build knowledge or to compare the approaches the authors take.

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

Note on range and content of student reading

To become college and career ready, students must grapple with works of exceptional craft and thought whose range extends across genres, cultures, and centuries. Such works offer profound insights into the human condition and serve as models for students' own thinking and writing. Along with high-quality contemporary works, these texts should be chosen from among seminal U.S. documents, the classics of American literature, and the timeless dramas of Shakespeare. Through wide and deep reading of literature and literary nonfiction of steadily increasing sophistication, students gain a reservoir of literary and cultural knowledge, references, and images; the ability to evaluate intricate arguments; and the capacity to surmount the challenges posed by complex texts.

Anchor Standards for Writing

Text Types and Purposes

NJSLSA.W1. Write arguments to support claims in an analysis of substantive topics or texts, using valid reasoning and relevant and sufficient evidence.

NJSLSA.W2. Write informative/explanatory texts to examine and convey complex ideas and information clearly and accurately through the effective selection, organization, and analysis of content.

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

Production and Distribution of Writing

NJSLSA.W4. Produce clear and coherent writing in which the development, organization, and style are appropriate to task, purpose, and audience.

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

NJSLSA.W6. Use technology, including the Internet, to produce and publish writing and to interact and collaborate with others.

Research to Build and Present Knowledge

NJSLSA.W7. Conduct short as well as more sustained research projects, utilizing an inquiry-based research process, based on focused questions, demonstrating understanding of the subject under investigation.

NJSLSA.W8. Gather relevant information from multiple print and digital sources, assess the credibility and accuracy of each source, and integrate the information while avoiding plagiarism.

NJSLSA.W9. Draw evidence from literary or informational texts to support analysis, reflection, and research.

Range of Writing

NJSLSA.W10. Write routinely over extended time frames (time for research, reflection, and revision) and shorter time frames (a single sitting or a day or two) for a range of tasks, purposes, and audiences.

Note on range and content in student writing

To build a foundation for college and career readiness, students need to learn to use writing as a way of offering and supporting opinions, demonstrating understanding of the subjects they are studying, and conveying real and imagined experiences and events. They learn to appreciate that a key purpose of writing is to communicate clearly to an external, sometimes unfamiliar audience, and they begin to adapt the form and content of their writing to accomplish a particular task and purpose. They develop the capacity to build knowledge on a subject through research projects and to respond analytically to literary and informational sources. To meet these goals, students must devote significant time and effort to writing, producing numerous pieces over short and extended time frames throughout the year.

Anchor Standards for Speaking and Listening

Comprehension and Collaboration

NJSLSA.SL1. Prepare for and participate effectively in a range of conversations and collaborations with diverse partners, building on others' ideas and expressing their own clearly and persuasively.

NJSLSA.SL2. Integrate and evaluate information presented in diverse media and formats, including visually, quantitatively, and orally.

NJSLSA.SL3. Evaluate a speaker's point of view, reasoning, and use of evidence and rhetoric.

Presentation of Knowledge and Ideas

NJSLSA.SL4. Present information, findings, and supporting evidence such that listeners can follow the line of reasoning and the organization, development, and style are appropriate to task, purpose, and audience.

NJSLSA.SL5. Make strategic use of digital media and visual displays of data to express information and enhance understanding of presentations.

NJSLSA.SL6. Adapt speech to a variety of contexts and communicative tasks, demonstrating command of formal English when indicated or appropriate.

Note on range and content of student speaking and listening

To build a foundation for college and career readiness, students must have ample opportunities to take part in a variety of rich, structured conversations—as part of a whole class, in small groups, and with a partner. Being productive members of these conversations requires that students contribute accurate, relevant information; respond to and develop what others have said; make comparisons and contrasts; and analyze and synthesize a multitude of ideas in various domains.

New technologies have broadened and expanded the role that speaking and listening play in acquiring and sharing knowledge and have tightened their link to other forms of communication. Digital texts confront students with the potential for continually updated content and dynamically changing combinations of words, graphics, images, hyperlinks, and embedded video and audio.

Anchor Standards for Language

Conventions of Standard English

NJSLSA.L1. Demonstrate command of the conventions of standard English grammar and usage when writing or speaking.

NJSLSA.L2. Demonstrate command of the conventions of standard English capitalization, punctuation, and spelling when writing.

Knowledge of Language

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

Vocabulary Acquisition and Use

NJSLSA.L4. Determine or clarify the meaning of unknown and multiple-meaning words and phrases by using context clues, analyzing meaningful word parts, and consulting general and specialized reference materials, as appropriate.

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

NJSLSA.L6. Acquire and use accurately a range of general academic and domain-specific words and phrases sufficient for reading, writing, speaking, and listening at the college and career readiness level; demonstrate independence in gathering vocabulary knowledge when encountering an unknown term important to comprehension or expression.

Note on range and content of student language use

To build a foundation for college and career readiness in language, students must gain control over many conventions of standard English grammar, usage, and mechanics as well as learn other ways to use language to convey meaning effectively. They must also be able to determine or clarify the meaning of grade-appropriate words encountered through listening, reading, and media use; come to appreciate that words have nonliteral meanings, shades of meaning, and relationships to other words; and expand their vocabulary in the course of studying content. The inclusion of Language standards in their own strand should not be taken as an indication that skills related to conventions, effective language use, and vocabulary are unimportant to reading, writing, speaking, and listening; indeed, they are inseparable from such contexts.

Overview	Reading	Writing	Speaking and Listening	Language

Unit 3	Primary Focus Standards:
	
	RL.11-12.1 RI.11-12.1
	
	RL.11-12.2 RI.11-12.2
	
	RL.11-12.3 RI.11-12.3
	
	RL.11-12.4 RI.11-12.4
	
	RL.11-12.5 RI.11-12.5
	
	RL.11-12.6 RI.11-12.6
	
	RL.11-12.7
	
	RL.11-12.9
		Primary Focus Standards:
		  W.11-12.3.A,B,C,D,E
		
		  W.11-12.4
		
		  W.11-12.5
		
		  W.11-12.6
		
		  W.11-12.10
		
		Select at least one from W.11-12.7, W.11-12.8, W.11-12.9
			Primary Focus Standards:
			  SL.11-12.1.A,B,C,D
			
			  SL.11-12.2
			
			  SL.11-12.3
			
			  SL.11-12.4
			
			  SL.11-12.5
			
			  SL.11-12.6
				Primary Focus Standards:
				  L. 11-12.1.A
				
				  L.11-12.2.A,B
				
				  L.11-12.3.A
				
				  L.11-12.4.A,B,C,D
				
				  L.11-12.5.A,B
				
				  L.11-12.6

	Text Type: ● At least one extended text ● 3-5 short texts	Writing Focus: ● Narrative writing ● Research writing (Choose at least one as a focus standard) ● Routine Writing	Task type: ● Conduct discussions ● Report finding	Skill focus: ● Study and apply grammar ● Study and apply vocabulary

Unit 4	Primary Focus Standards: RL.11-12.1 RI.11-12.1 RL.11-12.2 RI.11-12.3 RL.11-12.3 RI.11-12.10 RL.11-12.4 RL.11-12.5 RL.11-12.6 RL.11-12.9 RL.11-12.10	Primary Focus Standards: W.11-12.2.A,B,C,D,E,F W.11-12.4 W.11-12.5 W.11-12.6 W.11-12.10 Select at least one from W.11-12.7, W.11-12.8, W.11-12.9	Primary Focus Standards: SL.11-12.1.A,B,C,D SL.11-12.2 SL.11-12.3 SL.11-12.4 SL.11-12.5 SL.11-12.6	Primary Focus Standards: L. 11-12.1.A L.11-12.2.A,B L.11-12.3.A L.11-12.4.A,B,C,D L.11-12.5.A,B L.11-12.6
	Text Type: ● At least one extended text ● 3-5 short texts	Writing Focus: ● Informative writing ● Explanatory writing ● Research writing ● Routine Writing (Choose at least one as a focus standard)	Task type: ● Conduct discussions ● Report finding	Skill focus: ● Study and apply grammar ● Study and apply vocabulary
Suggested Open Educational Resources	Reading ● Mining Literature for Deeper Meaning ● Close Reading: "A Reason to Read" ● Multiple Perspectives on Theme ● Rhetorical Devices ● DIDLS guide for rhetorical analysis ● Comparing multiple interpretations of a text ● Analyzing speeches as arguments	Writing/Language ● Improving Student Writing Through Critical Thinking ● Evaluating a source: survey ● Analyzing style: formal and informal language ● The Passion of Punctuation ● Developing Core Proficiencies from Engage New York	Speaking & Listening ● Taking Lecture and Class Notes ● Conver-Stations: A Discussion Strategy ● Using Debate to Develop Thinking and Speaking ● Developing Core Proficiencies from Engage New York	Critical Thinking ● College Board: SAT Critical Thinking ● Critical Thinking: A Path to College and Career ● Critical thinking through whole class dialogue

	• *Sample Close Reading: from Walden* • Reading a Supreme Court Case • Analyzing purpose and meaning in political cartoons	• Writing an Argumentative Essay About the First Chapter of "Up From Slavery" • Developing Persuasive Arguments Through Ethical Inquiry: Two Pre-Writing Strategies • Spend a Day in My Shoes: Exploring the Role of Perspective in Narrative • PARCC Scoring Rubric for Prose Constructed Response Items • Purdue Online Writing Lab	• Lessons to Use with Popular Stories • Lessons to Use with Anthologies • English Language Arts Methods: Grades 9-12 Model Lessons • For Arguments Sake: Playing "Devil's Advocate" with Non Fiction Texts • The Pros and Cons of Discussion • PVLEGS: A Public Speaking Acronym that Transforms Students	• Developing Critical and Analytical Thinking about Literary Characters • Teaching Channel Presents: Inquiry-Based Teaching • Inquiry Graphic Organizer • Assessing Cultural Relevance: Exploring Personal Connections to a Text • How to Encourage Higher Order Thinking • Handbook of Critical Thinking Resources • How to Mark a Book

Montclair Public Schools Instructional Unit					
Content:		African-American Literature II		**Grade:**	11/12
Marking Period	3	**Unit Title:**	Postmodernism and the Civil Rights Movement	**Pacing:**	10 Weeks
Framing the Learning					

Big Ideas:

Through reading, analysis, discussion, and writing, students will explore:
- the expression of the African-American experience in prose, verse, and rhetoric.
- the social, political, and historical underpinnings that inspire the African-American voice.
- the continuum of themes, tropes, motifs, and dialects which lend to the distinctive style and language of African-American literature.

Essential Questions:
- What are the archetypes used in literature, film, and popular culture to characterize the African American experience?
- How have African American, postmodern writers and speakers created narratives to combat cultural and literary stereotypes?
- How have racism, prejudice, and oppression affected the artistic voice of the African-American author?
- How have black authors used plot, structure, and language to comment on society?
- What are the unique characteristics of postmodernist literature written by African Americans?

Enduring Understandings:
- Literature both imitates and influences the African-American experience.
- Writers utilize a variety of rhetorical and literary devices to encourage and promote thought and discussion.
- Artistic expression and history are symbiotic forces.
- There is universality of the human experience in the African American literature from which everyone can learn.

NJSLS

Unit 3 Grade 11/12

Unit 3 Reading Standards		Unit 3 Reading Critical Knowledge and Skills	Depth of Knowledge
RL.11.12.1. Cite strong and thorough textual evidence and make relevant connections to support analysis of what the text says explicitly as well as	RI.11-12.1. Accurately cite strong and thorough textual evidence, (e.g., via discussion, written response, etc.), to support analysis	- Make personal connections, connections to other texts, and/or global/historical connections when relevant - Analyze the text and identify explicit and implicit textual evidence	1, 2, 3

inferences drawn from the text, including determining where the text leaves matters uncertain.	of what the text says explicitly as well as inferences drawn from the text, including determining where the text leaves matters uncertain.	● Determine the difference between strong and insufficient (unreliable) details ● Cite evidence and use direct quotes, paraphrase, objectively summarize (free of personal bias) ● Draw inferences using implicit and explicit text evidence ● Draw conclusions/make logical judgments about the information within the text on the basis of evidence and prior conclusions/prior experience ● Support inference using several examples from the text ● Evaluate the relationship between explicit and implicit details and how they contribute to the meaning of the text ● Identify the moments where the author is inconclusive or uncertain and allows the reader to draw conclusions based on textual evidence	
RL.11-12.2. Determine two or more themes or central ideas of a text and analyze their development over the course of the text, including how they interact and build on one another to produce a complex account, and provide an objective summary of the text.	RI.11-12.2. Determine two or more central ideas of a text and analyze their development and how they interact to provide a complex analysis; provide an objective summary of the text.	● Determine two or more themes or central ideas in a text ● Recognize supporting details for themes/central ideas ● Analyze themes/central ideas as it develops over the course of the text ● Make inferences through the use of details, word choice, and literary elements regarding the thematic development ● Use the text to draw conclusions ● Examine how the interaction of themes/central ideas create the overall meaning of the text (and provides depth and dimension) ● Construct an objective summary of the text	2, 3

RL.11-12.3. Analyze the impact of the author's choices regarding how to develop and relate elements of a story or drama (e.g., where a story is set, how the action is ordered, how the characters are introduced and developed).	RI.11-12.3. Analyze a complex set of ideas or sequence of events and explain how specific individuals, ideas, or events interact and develop over the course of the text.	RL.11-12.3: ● Identify and analyze the choices made by the author including the choice of setting, plot organization and development, characterization and character interaction ● Explain how the order in which each is presented in the text impacts the overall text ● Analyze those choices as they pertain to the overall story	3, 4
		RI.11-12.3: ● Identify and analyze the choices made by the author including the choice of setting, plot organization and development, characterization and character interaction ● Explain how order in which each is presented in the text impact the overall text ● Analyze those choices as they pertain to the overall story	3, 4
RL.11-12.4. Determine the meaning of words and phrases as they are used in the text, including figurative and connotative meanings; analyze the impact of specific word choices on meaning and tone, including words with multiple meanings or language that is particularly fresh, engaging, or beautiful. (e.g., Shakespeare as well as other authors.)	RI.11-12.4. Determine the meaning of words and phrases as they are used in a text, including figurative, connotative, and technical meanings; analyze how an author uses and refines the meaning of a key term or terms over the course of a text (e.g., how Madison defines faction in Federalist No. 10).	● Assess figurative meaning ● Assess connotative meaning ● Determine and evaluate technical meaning (jargon) ● Identify tone of text ● Explain how word choice creates tone ● Explain how the tone supports the overall meaning of the text	2, 3, 4
RL.11-12.5. Analyze how an author's choices concerning how to structure specific parts of a text (e.g., the choice of where to begin or end a story, the choice to provide a comedic or tragic	RI.11-12.5. Analyze and evaluate the effectiveness of structure an author uses in his or her exposition or argument, including whether the	RL.11-12.5: ● Identify the structure of the text (ex. en media res, flashbacks, tragic elements) ● Describe how an author has chosen to structure a text and order events within it	2, 4

resolution) contribute to its overall structure and meaning as well as its aesthetic impact.	structure makes points clear, convincing and engaging.	● Explain why the author chose that structure and how it enhances the work as a whole ● Analyze how sequence contributes to the meaning and aesthetic impact	
		RI.11-12.5: ● Investigate how an author structures the text and develops ideas ● Critically examine how the structure of a text and order of ideas or claims within it affect the overall purpose of the text and how they are developed and shaped by the larger text ● Evaluate how the form effectively follows the function of the text	2,4
RL.11-12.6. Analyze a case in which grasping point of view requires distinguishing what is directly stated in a text from what is really meant (e.g., satire, sarcasm, irony, or understatement).	RI.11-12.6. Determine an author's point of view or purpose in a text in which the rhetoric is particularly effective, analyzing how style and content contribute to the power, persuasiveness, or beauty of the text.	RL.11-12.6: ● Identify the point of view ● Determine what the text literally states ● Determine what the text actually means, considering satire, sarcasm, irony, and understatement ● Explain the difference between the literal and the actual meaning as it pertains to the author's purpose	2,4
		RI.11-12.6: ● Determine the author's overall purpose ● Analyze how an author uses various rhetorical strategies to advance that purpose. ● Focus on both how the text is written and what the text is about ● Explain how and why the author has made those rhetorical decisions and how and why that contributes to the overall effectiveness of the text	2, 3

Unit 3 Reading Standards		Unit 3 Reading Critical Knowledge and Skills	Depth of Knowledge
RL.11-12.7. Analyze multiple interpretations of a story, drama, or poem (e.g., recorded or live production of a play or recorded novel or poetry), evaluating how each version interprets the source text. (Include at least one play by Shakespeare and one play by an American dramatist.)		• Read and/or view different versions of the same text, recordings, film, and/or live performances • Compare and contrast the multiple versions • Explain the differences between the multiple versions • Focus on significant changes to structure, order, plot, and/or character • Analyze how changes to structure, order, plot or character impact meaning of different versions of same text	1, 2, 3, 4
RL.11-12.9. Demonstrate knowledge of eighteenth-, nineteenth- and early-twentieth-century foundational works of American literature, including how two or more texts from the same period treat similar themes or topics.		• Recognize when an author draws on and then transforms source material (such as a theme or topic) from another text • Recognize foundational and canonical American texts • Identify and explain how different texts from the same era/genre approach the same theme/topics	3
Unit 3 Writing Standards		**Unit 3 Writing Critical Knowledge and Skills**	**Depth of Knowledge**

W.11-12.3. Write narratives to develop real or imagined experiences or events using effective technique, well-chosen details, and well-structured event sequences.
    W.11-12.3.A. Engage and orient the reader by setting out a problem, situation, or observation and its significance, establishing one or multiple point(s) of view, and introducing a narrator and/or characters; create a smooth progression of experiences or events.
    W.11-12.3.B. Use narrative techniques, such as dialogue, pacing, description, reflection, and multiple plot lines, to develop experiences, events, and/or characters.
    W.11-12.3.C. Use a variety of techniques to sequence events so that they build on one another to create a coherent whole and
		• Convey experiences, real or imagined
		• Use time as the deep structure of the narrative
		• Form or structure based on a progression of events that build upon each other
		• Use effective details using precise language
		• Create clear point(s) of view established through a narrator, provide characters, and present a situation
		• Apply narrative techniques including dialogue, description, and plot in order to develop experiences, events, and/or characters choosing words that create vivid pictures
		• Provide a conclusion to the events they set out at the beginning of their narrative
			3, 4

build toward a particular tone and outcome (e.g., a sense of mystery, suspense, growth, or resolution). W.11-12.3.D. Use precise words and phrases, telling details, and sensory language to convey a vivid picture of the experiences, events, setting, and/or characters. W.11-12.3.E. Provide a conclusion that follows from and reflects on what is experienced, observed, or resolved over the course of the narrative.	● Include techniques for rhetorical effectiveness like the creation of tone, the plot of the narrative, and the overall coherence of the text	
W.11-12.4. Produce clear and coherent writing in which the development, organization, and style are appropriate to task, purpose, and audience.	● Determine writing task type and its appropriate organizational structure ● Identify and understand the writing purpose ● Determine and address the audience (intended reader) appropriately ● Understand and utilize appropriate style ● Understand how structure, style and rhetorical devices convey the purpose of writing	2, 3
W.11-12.5. Develop and strengthen writing as needed by planning, revising, editing, rewriting, or trying a new approach, focusing on addressing what is most significant for a specific purpose and audience.	● Create and use appropriate planning templates ● Understand and utilize revision techniques ● Understand writing as a process ● Plan, revise, edit, rewrite, or try a new approach, focusing on addressing what is most significant for a specific purpose or audience ● Determine what details and/or information is most appropriate for a specific purpose	4
W.11-12.6. Use technology, including the Internet, to produce, publish, and update individual or shared writing products in response to ongoing feedback, including new arguments or information.	● Use technology proficiently for production, publication, and collaboration ● Link and cite sources ● Create shared writing products ● Adapt writing according to feedback	3

	● Respond to ongoing feedback utilizing digital software ● Assess feedback from peers	
W.11-12.7. (Choice) Conduct short as well as more sustained research projects to answer a question (including a self-generated question) or solve a problem; narrow or broaden the inquiry when appropriate; synthesize multiple sources on the subject, demonstrating understanding of the subject under investigation.	● Conduct short and more sustained research projects ● Conduct research drawing on multiple sources ● Understand steps of an investigation ● Develop an inquiry question ● Refocus inquiry/generate additional questions when appropriate ● Know how to broaden or narrow an inquiry ● Synthesize and summarize information from a variety of sources achieving new insights ● Evaluate multiple sources and understand their content	3,4
W.11-12.8. (Choice) 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 over reliance on any one source and following a standard format for citation.	● Gather print and digital information ● Consider the sources in terms of task, audience, and purpose ● Assess the validity of each source as it pertains to the specific task, purpose and audience ● Assess whether information from reliable and authoritative sources is relevant ● Utilize a variety of sources, not depending on one specific source ● Paraphrase correctly ● Follow a standard format for citation (MLA, APA, etc.)	1, 2, 3, 4
W.11-12.9. (Choice) Draw evidence from literary or informational texts to support analysis, reflection, and research. W.11-12.9.A. Apply grades 11-12 Reading standards to literature (e.g., "Demonstrate knowledge of eighteenth-, nineteenth- and early-twentieth-century foundational works of literature, including how two or more texts from the same period treat similar themes or topics"). W.11-12.9.B. Apply grades 11-12 Reading standards to	● Assess soundness of reasoning and relevance of textual evidence to support analysis, reflection, and research. ● Analyze in writing how multiple texts examine similar themes or how multiple themes in one text contribute to a larger theme ● Utilize evidence to support analysis, reflection, and research	3

literary nonfiction (e.g., "Delineate and evaluate the reasoning in seminal texts, including the application of constitutional principles and use of legal reasoning [e.g., in U.S. Supreme Court Case majority opinions and dissents] and the premises, purposes, and arguments in works of public advocacy [e.g., The Federalist, presidential addresses]").		
W.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.	- Design a plan to appropriately match the task, purpose, and audience that incorporates research, reflection, and revision - Write routinely over shorter and extended time frames for a range of tasks, purposes, and audiences - Synthesize research gathered over shorter time frames into a long-term research project - Manage a long-term research project that incorporates research, reflection, and revision	3
Unit 3 Speaking and Listening Standards	**Unit 3 Speaking and Listening Critical Knowledge and Skills**	**Depth of Knowledge**

SL.11-12.1. Initiate and participate effectively in a range of collaborative discussions (one on-one, in groups, and teacher-led) with peers on **grade 11 topics, texts, and issues,** building on others' ideas and expressing their own clearly and persuasively.
 	
    SL11-12.1.A. Come to discussions prepared, having read and researched material under study; explicitly draw on that preparation by referring to evidence from texts and other research on the topic or issue to stimulate a thoughtful, well reasoned exchange of ideas.
    SL.11-12.1.B. Collaborate with peers to promote civil, democratic discussions and decision making, set clear goals and assessments
	- Effectively participate in one-on-one, group, and teacher-led discussions - Prepare for discussions - Read and research materials beforehand - Articulate ideas clearly and persuasively in a discussion - Refer to evidence from texts and other research - Draw from and build on the ideas of others in a discussion - Clarify, verify, or challenge ideas and conclusions in a discussion or collaborative activity - Set guidelines for class discussions	4
		
		A-2
		
		B-2

(e.g., student-developed rubrics), and establish individual roles as needed. SL.11-12.1.C. Propel conversations by posing and responding to questions that probe reasoning and evidence; ensure a hearing for a full range of positions on a topic or issue; clarify, verify, or challenge ideas and conclusions; and promote divergent and creative perspectives. SL.11.12.1.D. Respond thoughtfully to diverse perspectives; synthesize comments, claims, and evidence made on all sides of an issue; resolve contradictions when possible; and determine what additional information or research is required to deepen the investigation or complete the task.	● Establish goals and roles for group members and adhere to assigned roles ● Participate in polite and democratic discussions and decision-making activities. ● Self monitor the work and assign specific tasks as needed ● Respect and promote diverse perspectives in a discussion or collaborative activity ● Encourage others to participate in a discussion or collaborative activity ● discuss and question the argument and evidence ● Make certain that a variety of possible arguments have been heard ● Respond thoughtfully ● Summarize where others agree and disagree with ideas and perspectives ● Continue to propel conversations by posing and responding to questions that connect to broader ideas as well as through reflection and evaluation of others' comments	C-1 D-1
SL.11-12.2. Integrate multiple sources of information presented in diverse formats and media (e.g., visually, quantitatively, qualitatively, orally) in order to make informed decisions and solve problems, evaluating the credibility and accuracy of each source and noting any discrepancies among the data.	● Listen to and evaluate multiple sources of information in diverse formats and media ● Utilize multiple sources of information in order to make decisions ● Evaluate the credibility and accuracy of each source	2,3
SL.11-12.3. Evaluate a speaker's point of view, reasoning, and use of evidence and rhetoric, assessing the stance, premises, links among ideas, word choice, points of emphasis, and tone used.	● Evaluate whether the reasoning a speaker uses is logical/legitimate and if the evidence is relevant ● Identify false statements or evidence, judging if any of the speaker's reasoning is misleading ● Use evidence from sources/text to prove fallibility in speaker's reasoning ● Engage as an active listener and participant	1, 2

	● Consider and assess the speaker, argument, organization, diction, and tone	
SL.11-12.4. Present information, findings, and supporting evidence clearly, concisely, and logically. The content, organization, development, and style are appropriate to the task, purpose, and audience.	● Formulate a clear and distinct perspective on a topic or issue and amass evidence to support that perspective ● Draw information from primary and secondary sources, and provide a conclusion ● Consider and address opposing viewpoints ● Organize, develop, and produce a presentation in a style appropriate to my purpose and audience ● Present information clearly, concisely, and logically ● Use correct eye contact ● Adapt volume and tone to audience and purpose ● Speak with clear pronunciation	1 A-1 B-1
SL.11-12.5. Make strategic use of digital media (e.g., textual, graphical, audio, visual, and interactive elements) in presentations to enhance understanding of findings, reasoning, and evidence and to add interest.	● Engage audience and enhance their understanding of findings, reasoning, and evidence by incorporating digital media such as textual, graphical, audio, visual, or interactive elements	4 A-4
SL.11-12.6. Adapt speech to a variety of contexts and tasks, demonstrating a command of formal English when indicated or appropriate.	● Adapt speech delivery to audience and purpose ● Understand the difference between formal and informal presentations and demonstrate a command of formal English as necessary	4
Unit 3 Language Standards	**Unit 3 Language Critical Knowledge and Skills**	**Depth of Knowledge**

L.11-12.1. Demonstrate command of the conventions of standard English grammar and usage when writing or speaking. L.11-12.1. A. Apply the understanding that usage is a matter of convention, can change over time, and is sometimes contested.	● Recognize and use appropriate grammar and usage in writing and speaking ● Understand that language and appropriate usage changes ● Utilize reference materials to help maintain appropriate grammar and usage dependent on the audience and situation	1, 2

L.11-12.2. Demonstrate command of the conventions of standard English capitalization, punctuation, and spelling when writing.
    L.11-12.2.A. Observe hyphenation conventions.
    L.11-12.2.B. Spell correctly.
	● Adhere to appropriate writing conventions including capitalization, punctuation including hyphens, and spelling	1
		
		A-1
		B-1

L.11-12.3. Apply knowledge of language to understand how language functions in different contexts, to make effective choices for meaning or style, and to comprehend more fully when reading or listening. L.11-12.3.A. Vary syntax for effect; apply an understanding of syntax to the study of complex texts.	● Apply knowledge of language to understand how language functions in different situations ● Apply knowledge of language to make effective choices to shape the meaning and style ● Apply knowledge of language to comprehend more fully when reading, listening, or speaking ● Consult a style manual, which conforms to discipline-specific guidelines, while writing and editing a work ● Write using a variety of different syntaxes	4 A-4

L.11-12.4. Determine or clarify the meaning of unknown and multiple-meaning words and phrases based on grades 11–12 reading and content, choosing flexibly from a range of strategies.
    L.11-12.4.A. Use context (e.g., the overall meaning of a sentence, paragraph, or text; a word's position or function in a sentence) as a clue to the meaning of a word or phrase.
    L.11-12.4.B. Identify and correctly use patterns of word changes that indicate different meanings or parts of speech (e.g., conceive, conception, conceivable).
	● Use context clues to derive word meaning
	● Use knowledge of Greek and Latin affixes and roots to understand variations of word forms and patterns
	● Consult reference materials to derive word meanings and correct pronunciation of words
	● Trace the etymology of words
		4
		
		A-2
		
		B-2

L.11-12.4.C. Consult general and specialized reference materials (e.g., dictionaries, glossaries, thesauruses), both print and digital, to find the pronunciation of a word or determine or clarify its precise meaning, its part of speech, its etymology, or its standard usage.		C-1
L.11-12.4.D. Verify the preliminary determination of the meaning of a word or phrase (e.g., by checking the inferred meaning in context or in a dictionary).		D-1
L.11-12.5. Demonstrate understanding of figurative language, word relationships, and nuances in word meanings. L.11-12.5.A. Interpret figures of speech (e.g., hyperbole, paradox) in context and analyze their role in the text. L.11-12.5.B. Analyze nuances in the meaning of words with similar denotations.	• Interpret and analyze the use of figurative language within a text, particularly hyperbole and paradox • Analyze slight differences in the meanings of words with similar definitions (ex: saunter and walk)	3 A-3 B-3
L.11-12.6: Acquire and use accurately grade-appropriate general academic and domain-specific words and phrases; gather vocabulary knowledge when considering a word or phrase important to comprehension or expression.	• Acquire general academic words from content-specific written texts • Independently integrate general academic words and domain-specific words into reading, writing, speaking, and listening at the college and career readiness level	2

Instructional Plan	
Formative Assessment Plan	**Summative Assessment Plan**
Formative assessment informs instruction and is ongoing throughout a unit to determine how students are progressing against the standards. • Reading checks • Vocabulary assessments	*Summative assessment is an opportunity for students to demonstrate mastery of the skills taught during a particular unit.* • Narrative essays and open-ended responses - Compare and contrast, connections between texts, etc. -Rubric

- Short-answer assessments - Do Now and Exit Tickets - Guiding Questions - Socratic Seminar and Fishbowl discussion - Whole-group discussion and annotation - Small-group, student-led activities - Reader response entries	- Research paper abstract, notecards, argumentative/research essay - Rubric - Short-answer assessment - Multimedia projects - Rubric - Understanding, analytical, self-expressive, and interpersonal projects - Rubric - Reader response compositions
Texts	**Supplementary Resources**
"I Am From" Poems - Book 1 (part 1) *Native Son* by Richard Wright - Book 3 (part 1) *Native Son* by Richard Wright - Book 3 (part 3) *Native Son* by Richard Wright "An Introduction to Ralph Ellison" *PBS* - Prologue Invisible Man by Ralph Ellison - Ch. 1 *Invisible Man* by Ralph Ellison - Ch. 2 *Invisible Man* by Ralph Ellison "Ralph Ellison's Invisible Man as a Parable for Our Time" The New Yorker - Booker T. Washington" History.com - nhttps://www.history.com/topics/black-history/booker-t-washington/videos/booker-t-washington "Dreams from My Father" excerpt read by Barack Obama - https://www.youtube.com/watch?v=F5k60W6pwv8 - Blackish – "White Guilt" "White Man's Guilt" by James Baldwin "The Fire Next Time" James Baldwin (excerpt Ch. 1) - http://polyaplang.wikispaces.com/file/view/The+Fire+Next+Time+excerpt.pdf	- Archetype and Stereotype - Critical Race Theory - Post-Colonial Criticism - Close Reading and Annotation - Tone and Mood - DIDLS (Diction, Imagery, Details, Language, Syntax) - Social commentary - Bildungsroman literature *The Norton Anthology of African American Literature, Vol. II*, 3rd ed., eds. Henry Louis Gates and Valerie Smith - Theme - readwritethink.org http://www.readwritethink.org/files/resources/lesson_images/lesson800/theme.pdf - Metaphor – "Ideasthesia: How do ideas feel?" by Danko Nikolić – *TED Ed* https://www.youtube.com/watch?v=GIF2tssedLI - Metaphor – "The Art of Metaphor" by Jane Hirshfield – *TED Ed* https://www.youtube.com/watch?v=A0edKgL9EgM - Ethos, Logos, Pathos - Student-led Current Events "Take this Hammer" *PBS* - https://www.pbs.org/video/thirteen-specials-take-hammer/

- Who Is the Nigger? James Baldwin from excerpt from "Take this Hammer" https://www.youtube.com/watch?v=L0L5fciA6AU
- "Sonny's Blues" by James Baldwin
- James Baldwin on Dick Cavett - https://www.youtube.com/watch?v=a6WlM1dca18
- How to Select a Research Paper - https://www.umflint.edu/library/how-select-research-topic
- *The Autobiography of Malcolm X* by Alex Haley and Malcolm X, excerpts (Chapters 1,2,6,7,10,17,19)
- "The Ballot or the Bullet" by Malcolm X (1964) - http://www.edchange.org/multicultural/speeches/malcolm_x_ballot.html
- "I've Been to the Mountaintop" by Dr. Martin Luther King Jr. (1968) – https://www.americanrhetoric.com/speeches/mlkivebeentothemountaintop.htm

- Socratic Seminar Tips - https://www.facinghistory.org/resource-library/teaching-strategies/socratic-seminar
- Conducting primary source research - What is Primary Research and How do I Get Started? https://owl.english.purdue.edu/owl/resource/559/01/
- Guidelines for Conducting Interviews – National History Day (nhd.org) https://www.nhd.org/guidelines-conducting-interviews
- Guidelines for Creating Bibliography and Research Notecards- https://www.iss.k12.nc.us/cms/lib/NC01000579/Centricity/Domain/5794/PPT Note Cards and Bib Cards.pdf
- Basic MLA Research Paper - https://www.youtube.com/watch?v=nnfl5itNJ3Y
- Thesis Statements - UNC Writing Center - https://writingcenter.unc.edu/tips-and-tools/thesis-statements/
- Malcolm X and Martin Luther King Jr.: Face to Face in Unity! – *Aljazeera https://www.youtube.com/watch?v=3ZrcTENIxo4*

Writing Tasks

Primary Focus	Secondary Focus	Routine Writing
This is connected to the types of writing as indicated in the standards: Informational or Literary.	*This may be to develop a skill or connect to writing from resources or research writing.*	*This is daily writing or writing that is done several times over a week.*
• Identity Interviews – Students choose individuals to interview or work collectively to conduct a panel discussion and Q & A session	• Student-crafted "I Am From" Poems • Open-ended "The Battle Royal" (Narrative/Analytical) Subjugation and Racism Open-ended Response	• Do Now and Exit Questions • Guiding Questions • Short-Answer Responses • Open-Ended Questions • Reader Response Entries

● Narrative Essay on identity and race - Students will use primary source interviews and texts to draw connections, analyze, and speak on the issues of race and identity from a subjective point of view.	● Essay (five-paragraph - (Narrative/Argumentative) Malcolm X or MLK: Which rhetoric and ideology was most influential on the future of civil rights?	

Instructional Best Practices and Exemplars

- Weekly, student-led current event presentations and discussion
- Guest speakers and panel interviews
- Task Rotation: Differentiating Questions, Activities, and Assessments by Learning Style - https://www.thoughtfulclassroom.com/PDFs/port-TaskRotation-WB.pdf
- The Schomburg Center for Research in Black Culture - https://www.nypl.org/locations/schomburg

CROSS CURRICULAR RESOURCES

The NJ Amistad Commission's NJSLS literacy resources: http://njamistadcurriculum.net/commoncore/

The NJ Commission of Holocaust Education's Curriculum Guides/Materials: https://www.nj.gov/education/holocaust/curriculum/Universal9-12.pdf

ALIGNMENT TO 21st CENTURY SKILLS AND TECHNOLOGY

21st Century/ Interdisciplinary Themes: Bold all that apply	21st Century Skills: Bold all that apply
Global Awareness Financial, Economic, Business and Entrepreneurial Literacy Civic Literacy Health Literacy Environmental Literacy	Creativity & Innovation Critical Thinking & Problem Solving Communication & Collaboration Media Literacy Information Literacy Information, Communication & Technology Life & Career Skills

Technology Infusion

select from the list above/copy and paste
Smart Board Applications
enVision applications

Evidence of Student Learning

- Common benchmark
- DRA continuum
- Guided reading observational records
- Evaluation rubrics
- Self-reflections
- Teacher-student conferences
- Running records
- Students' published pieces
- Unit tests
- Quizzes

Montclair Public Schools Instructional Unit					
Content:		African-American Literature II		**Grade:**	11/12
Marking Period	4	**Unit Title:**	The Black Power Movement, The Rise of Hip Hop Culture, and Contemporary Issues Surrounding Race and Ethnicity	**Pacing:**	10 Weeks
Framing the Learning					

Big Ideas:
  Through reading, analysis, discussion, and writing, students will explore:
- the expression of the African-American experience in prose, verse, and rhetoric.

- the social, political, and historical underpinnings that inspire the African-American voice.
- the continuum of themes, tropes, motifs, and dialects which lend to the distinctive style and language of African-American literature.

Essential Questions:
- How has African-American literature evolved since the passage of the Civil Rights Movement and desegregation?
- Which contemporary topics are best addressed through the voice of the black author?
- How have African-American prose and verse influenced popular culture?
- How have film and documentaries continued the exploration of literary themes and concepts rooted in the African-American experience?

Enduring Understandings:
- The study of African-American literature is integral to the understanding of American art and culture.
- Black authors must be recognized for their enduring influence and unique contributions to the ethos of American literature.
- African-American literary contributions are at the forefront of contemporary social commentary.

NJSLS			
Unit 4 Grade 11/12			
Unit 4 Reading Standards		**Unit 4 Reading Critical Knowledge and Skills**	**Depth of Knowledge**
RL.11.12.1. Cite strong and thorough textual evidence and make relevant connections to support analysis of what the text says explicitly as well as inferences drawn from the text, including determining where the text leaves matters uncertain.	RI.11-12.1. Accurately cite strong and thorough textual evidence, (e.g., via discussion, written response, etc.), to support analysis of what the text says explicitly as well as inferences drawn from the text, including determining where the text leaves matters uncertain.	- Make personal connections, connections to other texts, and/or global/historical connections when relevant - Analyze the text and identify explicit and implicit textual evidence - Determine the difference between strong and insufficient (unreliable) details - Cite evidence and use direct quotes, paraphrase, objectively summarize (free of personal bias) - Draw inferences using implicit and explicit text evidence	1, 2, 3

		- Draw conclusions/make logical judgments about the information within the text on the basis of evidence and prior conclusions/prior experience - Support inference using several examples from the text - Evaluate the relationship between explicit and implicit details and how they contribute to the meaning of the text - Identify the moments where the author is inconclusive or uncertain and allows the reader to draw conclusions based on textual evidence	
RL.11-12.2. Determine two or more themes or central ideas of a text and analyze their development over the course of the text, including how they interact and build on one another to produce a complex account, and provide an objective summary of the text.		- Determine two or more themes or central ideas in a text - Recognize supporting details for themes/central ideas - Analyze themes/central ideas as it develops over the course of the text - Make inferences through the use of details, word choice, and literary elements regarding the thematic development - Use the text to draw conclusions - Examine how the interaction of themes/central ideas create the overall meaning of the text (and provides depth and dimension) - Construct an objective summary of the text	2, 3, 4

RL.11-12.3. Analyze the impact of the author's choices regarding how to develop and relate elements of a story or drama (e.g., where a story is set, how the action is ordered, how the characters are introduced and developed).	RI.11-12.3. Analyze a complex set of ideas or sequence of events and explain how specific individuals, ideas, or events interact and develop over the course of the text.	RL.11-12.3: ● Identify and analyze the choices made by the author including the choice of setting, plot organization and development, characterization and character interaction ● Explain how the order in which each is presented in the text impacts the overall text ● Analyze those choices as they pertain to the overall story	2, 3, 4
		RI.11-12.3: ● Identify and evaluate the structure and sequence (chronological, spatial, compare/contrast, etc) of the text ● Explain why the structure of the text is ordered as it is ● Explain how the choices of text structure impact the meaning of the text	2, 3, 4
RL.11-12.4. Determine the meaning of words and phrases as they are used in the text, including figurative and connotative meanings; analyze the impact of specific word choices on meaning and tone, including words with multiple meanings or language that is particularly fresh, engaging, or beautiful. (e.g., Shakespeare as well as other authors.)		● Assess figurative meaning ● Assess connotative meaning ● Determine and evaluate technical meaning (jargon) ● Identify tone of text ● Explain how word choice creates tone ● Explain how the tone supports the overall meaning of the text	3, 4

RL.11-12.5. Analyze how an author's choices concerning how to structure specific parts of a text (e.g., the choice of where to begin or end a story, the choice to provide a comedic or tragic resolution) contribute to its overall structure and meaning as well as its aesthetic impact.		- Identify the structure of the text (ex. en media res, flashbacks, tragic elements) - Describe how an author has chosen to structure a text and order events within it - Explain why the author chose that structure and how it enhances the work as a whole - Analyze how sequence contributes to the meaning and aesthetic impact	3, 4
RL.11-12.6. Analyze a case in which grasping point of view requires distinguishing what is directly stated in a text from what is really meant (e.g., satire, sarcasm, irony, or understatement).		- Identify and evaluate the point of view - Determine what the text literally and figuratively states - Determine what the text actually means, considering satire, sarcasm, irony, and understatement - Explain the difference between the literal and the actual meaning as it pertains to the author's purpose	2, 3
RL.11-12.9. Demonstrate knowledge of eighteenth-, nineteenth- and early-twentieth-century foundational works of American literature, including how two or more texts from the same period treat similar themes or topics.		RL.11-12.9: - Recognize when an author draws on and then transforms source material (such as a theme or topic) from another text - Recognize foundational and canonical American texts - Identify and explain how different texts from the same era/genre approach the same theme/topics	3, 4
RL.11-12.10. By the end of grade 11, read and comprehend literature, including stories, dramas, and poems, in the grades 11–CCR text complexity band proficiently, with	RI.11-12.10. By the end of grade 11, read and comprehend literary nonfiction in the grades 11–CCR text complexity band proficiently, with	- Closely read various forms of literature independently and literary nonfiction and fluently - Demonstrate comprehension of various forms of literary text by showing a steadily growing ability to discern more and make fuller use of text	2, 3, 4

scaffolding as needed at the high end of the range.	scaffolding as needed at the high end of the range.	- Make connections among ideas and between texts - Consider a wider range of textual evidence - Become more sensitive to inconsistencies, ambiguities, and poor reasoning in texts - Determine when comprehension is not occurring, and subsequently employ appropriate reading and note-taking strategies and/or ask for help in order to understand portions of a difficult text	
Unit 4 Writing Standards		**Unit 4 Writing Critical Knowledge and Skills**	**Depth of Knowledge**

W.11-12.2. Write informative/explanatory texts to examine and convey complex ideas, concepts, and information clearly and accurately through the effective selection, organization, and analysis of content.
    W.11-12.1.A. Introduce a topic; 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.
    W.11-12.1.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.
    W.11-12.1.C. Use appropriate and varied transitions and syntax to link the major sections of the text, create cohesion, and clarify the relationships among complex ideas and concepts.
    W.11-12.1.D. Use precise language, domain-specific vocabulary, and techniques such as metaphor, simile, and analogy to manage the complexity of the topic.
		- Effectively select, organize, and analyze content - Determine how many facts, definitions, details, quotations and other information are needed - Use sources that are appropriate to task, audience, and purpose Supply evidence in order to inform the audience - Use relevant and sufficient facts, definitions, details, and quotes - Examine and communicate complex ideas, concepts, or information clearly and accurately - Develop a topic - Introduce a topic by arranging ideas, concepts, and information to show interrelationships - Decide what organization is most effective for purpose, audience, and task Focus on syntax as it creates effective writing - Choose a formal style and objective tone - Choose precise words, domain-specific vocabulary, and figurative language, such as similes, metaphors, and analogies - Incorporate analysis of textual evidence to further content	1, 2, 3

W.11-12.1.E. Establish and maintain a style and tone appropriate to the audience and purpose (e.g. formal and objective for academic writing) while attending to the norms and conventions of the discipline in which they are writing. W.11-12.1.F. Provide a concluding paragraph or section that follows from and supports the information or explanation presented (e.g., articulating implications or the significance of the topic).	● Format effectively ● Organize graphics ● Provide multimedia when useful ● Use transitions and syntax to link together the major sections of the text ● Write a concluding paragraph or section that supports the information presented	
W.11-12.4. Produce clear and coherent writing in which the development, organization, and style are appropriate to task, purpose, and audience.	● Determine writing task type and its appropriate organizational structure ● Identify and understand the writing purpose ● Determine and address the audience (intended reader) appropriately ● Understand and utilize appropriate style	2,3
W.11-12.5. Develop and strengthen writing as needed by planning, revising, editing, rewriting, or trying a new approach, or consulting a style manual (such as MLA or APA Style),focusing on addressing what is most significant for a specific purpose and audience.	● Create and use appropriate planning templates ● Understand and utilize revision techniques ● Understand writing as a process ● Plan, revise, edit, rewrite, or try a new approach, focusing on addressing what is most significant for a specific purpose or audience ● Determine what details and/or information is most appropriate for a specific purpose	2, 3, 4
W.11-12.6. Use technology, including the Internet, to produce, share, and update individual or shared writing products in response to ongoing feedback, including new arguments or information.	● Use technology proficiently for production, publication, and collaboration ● Link and cite sources ● Create shared writing products ● Adapt writing according to feedback ● Respond to ongoing feedback utilizing digital software ● Assess and evaluate feedback from peers	3

W.11-12.7. (Choice) Conduct short as well as more sustained research projects to answer a question (including a self-generated question) or solve a problem; narrow or broaden the inquiry when appropriate; synthesize multiple sources on the subject, demonstrating understanding of the subject under investigation.	• Conduct short and more sustained research projects • Conduct research drawing on multiple sources • Understand steps of an investigation • Develop an inquiry question • Refocus inquiry/generate additional questions when appropriate • Know how to broaden or narrow an inquiry • Synthesize and summarize information from a variety of sources achieving new insights • Evaluate multiple sources and understand their content	1, 2, 3
W.11-12.8. (Choice) 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 task, purpose, and audience; integrate information into the text selectively to maintain the flow of ideas, avoiding plagiarism and over reliance on any one source and following a standard format for citation (MLA or APA Style Manuals).	• Gather print and digital information • Consider the sources in terms of task, audience, and purpose • Assess the validity of each source as it pertains to the specific task, purpose and audience • Assess whether information from reliable and authoritative sources is relevant • Utilize a variety of sources, not depending on one specific source • Paraphrase correctly • Follow a standard format for citation (MLA, APA, etc.)	2, 3

W.11-12.9. (Choice) Draw evidence from literary or informational texts to support analysis, reflection, and research.
    W.11-12.9.A. Apply grades 11-12 Reading standards to literature (e.g., "Demonstrate knowledge of eighteenth-, nineteenth- and early-twentieth-century foundational works of literature, including how two or more texts from the same period treat similar themes or topics").
    W.11-12.9.B. Apply grades 11-12 Reading standards to literary nonfiction (e.g., "Delineate and evaluate the reasoning in seminal texts, including the application of constitutional principles and
	• Assess soundness of reasoning and relevance of textual evidence to support analysis, reflection, and research.
	• Analyze in writing how multiple texts examine similar themes or how multiple themes in one text contribute to a larger theme
	• Utilize evidence to support analysis, reflection, and research
		3, 4

use of legal reasoning [e.g., in U.S. Supreme Court Case majority opinions and dissents] and the premises, purposes, and arguments in works of public advocacy [e.g., The Federalist, presidential addresses]").		
W.11-12.10. Write routinely over extended time frames (time for research, reflection, and revision) and shorter time frames (a single sitting or a day or two) for a range of tasks, purposes, and audiences.	● Design a plan to appropriately match the task, purpose, and audience that incorporates research, reflection, and revision ● Write routinely over shorter and extended time frames for a range of tasks, purposes, and audiences ● Synthesize research gathered over shorter time frames into a long-term research project ● Manage a long-term research project that incorporates research, reflection, and revision	1, 2, 3
Unit 4 Speaking and Listening Standards	**Unit 4 Speaking and Listening Critical Knowledge and Skills**	**Depth of Knowledge**

SL.11-12.1. Initiate and participate effectively in a range of collaborative discussions (one on-one, in groups, and teacher-led) with peers on **grade 11 topics, texts, and issues,** building on others' ideas and expressing their own clearly and persuasively.
    SL11-12.1.A. Come to discussions prepared, having read and researched material under study; explicitly draw on that preparation by referring to evidence from texts and other research on the topic or issue to stimulate a thoughtful, well reasoned exchange of ideas.
    SL.11-12.1.B. Collaborate with peers to promote civil, democratic discussions and decision making, set clear goals and assessments (e.g., student-developed rubrics), and establish individual roles as needed.
    SL.11-12.1.C. Propel conversations by posing and responding to questions that probe reasoning and evidence; ensure a hearing
	● Effectively participate in one-on-one, group, and teacher-led discussions
	● Prepare for discussions
	● Read and research materials beforehand
	● Articulate ideas clearly and persuasively in a discussion
	● Refer to evidence from texts and other research
	● Draw from and build on the ideas of others in a discussion
	● Clarify, verify, or challenge ideas and conclusions in a discussion or collaborative activity
	● Set guidelines for class discussions
	● Establish goals and roles for group members and adhere to assigned roles
	● Participate in polite and democratic discussions and decision-making activities.
	● Self monitor the work and assign specific tasks as needed
		2, 3, 4
		
		A - 1, 2, 3
		
		B - 1, 2, 3

for a full range of positions on a topic or issue; clarify, verify, or challenge ideas and conclusions; and promote divergent and creative perspectives. SL.11.12.1.D. Respond thoughtfully to diverse perspectives; synthesize comments, claims, and evidence made on all sides of an issue; resolve contradictions when possible; and determine what additional information or research is required to deepen the investigation or complete the task.	● Respect and promote diverse perspectives in a discussion or collaborative activity ● Encourage others to participate in a discussion or collaborative activity ● discuss and question the argument and evidence ● Make certain that a variety of possible arguments have been heard ● Respond thoughtfully ● Summarize where others agree and disagree with ideas and perspectives ● Continue to propel conversations by posing and responding to questions that connect to broader ideas as well as through reflection and evaluation of others' comments	
SL.11-12.2. Integrate multiple sources of information presented in diverse formats and media (e.g., visually, quantitatively, qualitatively, orally) in order to make informed decisions and solve problems, evaluating the credibility and accuracy of each source and noting any discrepancies among the data.	● Listen to and evaluate multiple sources of information in diverse formats and media ● Utilize multiple sources of information in order to make decisions ● Evaluate the credibility and accuracy of each source	1,2
SL.11-12.3. Evaluate a speaker's point of view, reasoning, and use of evidence and rhetoric, assessing the stance, premises, links among ideas, word choice, points of emphasis, and tone used.	● Evaluate whether the reasoning a speaker uses is logical/legitimate and if the evidence is relevant ● Identify false statements or evidence, judging if any of the speaker's reasoning is misleading ● Move from passive listener to active participant ● Consider and assess the speaker, argument, organization, diction, and tone ● Use evidence from sources/text to prove fallibility in speaker's reasoning	2,3

SL.11-12.4. Present information, findings, and supporting evidence clearly, concisely, and logically. The content, organization, development, and style are appropriate to the task, purpose, and audience.	● Evaluate whether the reasoning a speaker uses is logical/legitimate and if the evidence is relevant ● Identify false statements or evidence, judging if any of the speaker's reasoning is misleading ● Use evidence from sources/text to prove fallibility in speaker's reasoning ● Engage as an active listener and participant ● Consider and assess the speaker, argument, organization, diction, and tone	1, 2, 3, 4
SL.11-12.5. Make strategic use of digital media (e.g., textual, graphical, audio, visual, and interactive elements) in presentations to enhance understanding of findings, reasoning, and evidence and to add interest.	● Engage audience and enhance their understanding of findings, reasoning, and evidence by incorporating digital media such as textual, graphical, audio, visual, or interactive elements	3, 4
SL.11-12.6. Adapt speech to a variety of contexts and tasks, demonstrating a command of formal English when indicated or appropriate.	● Adapt speech delivery to audience and purpose ● Understand the difference between formal and informal presentations and demonstrate a command of formal English as necessary	2, 3, 4
Unit 4 Language Standards	**Unit 4 Language Critical Knowledge and Skills**	**Depth of Knowledge**
L.11-12.1. Demonstrate command of the conventions of standard English grammar and usage when writing or speaking.	● Recognize and use appropriate grammar and usage in writing and speaking	1, 2, 3

L.11-12.1. A. Apply the understanding that usage is a matter of convention, can change over time, and is sometimes contested.	● Understand that language and appropriate usage changes ● Utilize reference materials to help maintain appropriate grammar and usage dependent on the audience and situation	
L.11-12.2. Demonstrate command of the conventions of standard English capitalization, punctuation, and spelling when writing. 　　L.11-12.2.A. Observe hyphenation conventions. 　　L.11-12.2.B. Spell correctly.	● Adhere to appropriate writing conventions including capitalization, punctuation including hyphens, and spelling	1,2
L.11-12.3. Apply knowledge of language to understand how language functions in different contexts, to make effective choices for meaning or style, and to comprehend more fully when reading or listening. 　　L.11-12.3.A. Vary syntax for effect; apply an understanding of syntax to the study of complex texts.	● Apply knowledge of language to understand how language functions in different situations ● Apply knowledge of language to make effective choices to shape the meaning and style ● Apply knowledge of language to comprehend more fully when reading, listening, or speaking ● Consult a style manual, which conforms to discipline-specific guidelines, while writing and editing a work ● Write using a variety of different syntaxes	1, 2 A - 2, 3
L.11-12.4. Determine or clarify the meaning of unknown and multiple-meaning words and phrases based on grades 11–12 reading and content, choosing flexibly from a range of strategies. 　　L.11-12.4.A. Use context (e.g., the overall meaning of a sentence, paragraph, or text; a word's position or function in a sentence) as a clue to the meaning of a word or phrase. 　　L.11-12.4.B. Identify and correctly use patterns of word changes that indicate different meanings or parts of speech (e.g., conceive, conception, conceivable). 　　L.11-12.4.C. Consult general and specialized reference materials (e.g., dictionaries, glossaries, thesauruses), both print and digital, to find the pronunciation of a word or determine or clarify its	● Use context clues to derive word meaning ● Use knowledge of Greek and Latin affixes and roots to understand variations of word forms and patterns ● Consult reference materials to derive word meanings and correct pronunciation of words ● Trace the etymology of words	1,2,3,4, A - 1 B - 2 C - 4 D - 3

precise meaning, its part of speech, its etymology, or its standard usage. L.11-12.4.D. Verify the preliminary determination of the meaning of a word or phrase (e.g., by checking the inferred meaning in context or in a dictionary).		
L.11-12.5. Demonstrate understanding of figurative language, word relationships, and nuances in word meanings. L.11-12.5.A. Interpret figures of speech (e.g., hyperbole, paradox) in context and analyze their role in the text. L.11-12.5.B. Analyze nuances in the meaning of words with similar denotations.	• Interpret and analyze the use of figurative language within a text, particularly hyperbole and paradox • Analyze slight differences in the meanings of words with similar definitions (ex: saunter and walk)	1, 2 A - 2, 3 B - 1, 2
L.11-12.6: Acquire and use accurately grade-appropriate general academic and domain-specific words and phrases; gather vocabulary knowledge when considering a word or phrase important to comprehension or expression.	• Acquire general academic words from content-specific written texts • Independently integrate general academic words and domain-specific words into reading, writing, speaking, and listening at the college and career readiness level	1, 2

Instructional Plan	
Formative Assessment Plan	**Summative Assessment Plan**
Formative assessment informs instruction and is ongoing throughout a unit to determine how students are progressing against the standards. • Reading checks • Vocabulary assessments • Short-answer assessments • Do Now and Exit Tickets	*Summative assessment is an opportunity for students to demonstrate mastery of the skills taught during a particular unit.* • Research-based essays and open-ended responses - Compare and contrast, connections between texts, etc. -Rubric • Research paper abstract, notecards, argumentative/research essay - Rubric • Short-answer assessment

- Guiding Questions - Socratic Seminar and Fishbowl discussion - Whole-group discussion and annotation - Small-group, student-led activities - Reader response entries	- Multimedia projects - Rubric - Understanding, analytical, self-expressive, and interpersonal projects - Rubric - Reader response compositions
Texts	**Supplementary Resources**
"The Black Arts Movement" by Larry Neal - http://nationalhumanitiescenter.org/pds/maai3/community/text8/blackartsmovement.pdf "Ego Tripping" by Nikki Giovanni - https://genius.com/Nikki-giovanni-ego-tripping-there-may-be-a-reason-annotated "Caged Bird" by Maya Angelou - https://www.youtube.com/watch?v=rZzOxWAxde0 "Dope" by Amiri Baraka - https://www.poetryfoundation.org/play/769 "Middle Passage" by Robert Hayden - https://www.youtube.com/watch?v=z3Z4FEj7LJo "In the Kitchen" by Henry Louis Gates Jr. - http://englishwr.fsu.acsitefactory.com/sites/g/files/upcbnu1141/files/media/files/college_composition/inkwell/course materials/in the kitchen.pdf "Homage to My Hair" by Lucille Clifton - https://www.gwynethwalker.com/pdf/now-text.pdf "Oppressed Hair Puts a Ceiling on the Brain" by Alice Walker (1987) - http://www.endarkenment.com/hair/essays/walker.htm *Women, Race and Class* by Angela Y. Davis (excerpts)- https://legalform.files.wordpress.com/2017/08/davis-women-race-class.pdf	- Symbolism - Literary Tropes - Protest Literature - The Black Power Movement - The Black Arts Movement - Cultural Appropriation - Feminist Criticism - School-to-Prison Pipeline - Student-led Current Events *The Norton Anthology of African American Literature, Vol. II*, 3rd ed., eds. Henry Louis Gates and Valerie Smith "The Danger of a Single Story" by Chimamanda Ngozi Adichie – *TED Global*- https://www.ted.com/talks/chimamanda_adichie_the_danger_of_a_single_story#t-378885 - Poetry Analysis – ReadWriteThink - http://www.readwritethink.org/files/resources/lesson_images/lesson1160/poetry_analysis.pdf - Cornell Note-taking Template - http://lsc.cornell.edu/notes.html - Oral Research Presentations - http://mcnair.ucsb.edu/documents/HowtoCreateaResearchPresentation_000.pdf

- *Breath, Eyes, Memory* by Edwidge Danticat (Ch. 1 & 35)
- "Making Ourselves Subject" by bell hooks (from *Revolutionary Black W...* http://jlr1.com/605Readings/hooks-1992-Chap3.pdf
- "The Lesson" by Toni Cade Bambara
- *The Coldest Winter Ever* by Sister Souljah
- *Black Macho and the Myth of the Superwoman* by Michelle Wallace
- "The Flowers" by Alice Walker - http://www.alanreinstein.com/site/212_short_stories_files/Flowers.pdf
- "Ashley Akunna on Lynching, Police Brutality, and Anti-Black Terrorism" *Now This* - https://nowthisnews.com/videos/news/ashley-akunna-on-lynching-police-brutality-and-anti-black-terrorism
- *Do the Right Thing* directed by Spike Lee (with note-taking template)
- *Boyz n the Hood* directed by John Singleton (with note-taking template)
- "The Black Man on Our Screens and the Empty Space in Representation" by Ed Guerrero *JSTOR*
- "Letter to My Son" by Ta-Nehisi Coates (excerpt from *Between the World and Me, The Atlantic)*
- *Monster* by Walter Dean Myers
- *13th* directed by Ava DuVernay with note-taking template

- *Good Hair* (excerpts) directed by Chris Rock
- "The urgency of intersectionality" by Kimberlé Crenshaw - *TED Ed* - https://www.youtube.com/watch?v=akOe5-UsQ2o
- "Donald Glover's 'This Is America' Is a Nightmare We Can't Afford to Look Away From" by Tre Johnson. *Rolling Stone* - https://www.rollingstone.com/music/music-news/donald-glovers-this-is-america-is-a-nightmare-we-cant-afford-to-look-away-from-630177/
- "Rape, Racism, and the Myth of the Black Rapist" by Angela Y. Davis
- "Letter to My Nephew" by James Baldwin
- "Where Are the People of Color in Children's Books?" by Walter Dean Myers (2014 opinion/editorial) *The New York Times* https://www.nytimes.com/2014/03/16/opinion/sunday/where-are-the-people-of-color-in-childrens-books.html

Writing Tasks

Primary Focus	Secondary Focus	Routine Writing
This is connected to the types of writing as indicated in the standards: Informational or Literary.	*This may be to develop a skill or connect to writing from resources or research writing.*	*This is daily writing or writing that is done several times over a week.*

• Research Paper (Research-based/Argumentative) – Three-page paper on a topic of the student's choosing. Students will craft a thesis on a contemporary African-American topic, inspired by fiction and non-fiction readings or primary source interviews. • Oral Presentation of Research-based papers	• Reader Reflection Entry (Narrative/Analytical) – Open-ended Response Cultural Appropriation and Us: Where do you, as a purveyor of popular culture, stand on the issue of cultural appropriation? Do white artists have an obligation to note their debt to black artists? Should white artists be limited in their ability to borrow from black creativity? Is artistic freedom always free? • Research-based opinion editorial (Argument/Research) - How would James Baldwin (author of "Letter to My Nephew") react to Ta-Nehisi Coates's "Letter to My Son". How has Angela Davis (author of"Rape, Racism, and the Myth of the Black Rapist") influence Ava DuVernay's *13th*?	• Do Now and Exit Questions • Guiding Questions • Short-Answer Responses • Open-Ended Questions • Reader Response Entries

Instructional Best Practices and Exemplars

- Weekly, student-led current event presentations and discussion
- Guest speakers and panel interviews
- Task Rotation: Differentiating Questions, Activities, and Assessments by Learning Style - https://www.thoughtfulclassroom.com/PDFs/port-TaskRotation-WB.pdf
- The Schomburg Center for Research in Black Culture - https://www.nypl.org/locations/schomburg

DIFFERENTIATION			
Special Education	**ELL**	**Intervention**	**Acceleration**
- Modify and accommodate as listed in student's IEP or 504 plan - Prioritize instruction - Teach thoroughly - Utilize wait-time - Ensure directions are clear and concise - Utilize probing and clarifying questions - Ask higher order questions equitably - Support instruction with scaffolding - Model (provide step by step instructions) use of learning strategies - Provide extended time for practice and review of learning strategies - Identify, categorize, and teach words critical to understanding instructional texts - Utilize multiple approaches to monitor student understanding - Create rubrics to develop assessments - Vary assessments - Assign peer assisted reading - Assign peer tutoring - Provide individual help to all students - Create opportunities for/Monitor peer collaboration - Monitor student progress frequently - Utilize flexible/cooperative grouping based on instructional goals - Create lesson reminder sheets	- Get to know student - Set high expectations - Learn/Utilize/Display some words in student's heritage language - Allow electronic translator - Reword, repeat, and clarify directions - Determine student knowledge and level of understanding - Research instruction that best matches student need - Utilize ongoing informal assessments - Refer to NJDOE resources ***Review Special Education list for additional recommendations.***	- Tiered Interventions following RtI framework - RtI Intervention Bank - Fundations Double-Dose (Tier II) - LLI (Tier III) - FFI Skill Report: DRA Online - enVision intervention supports NJDOE resources	- Process should be modified: higher order thinking skills, open-ended thinking, discovery - Utilize project-based learning for greater depth of knowledge - Utilize exploratory connections to higher grade concepts - Contents should be modified: abstraction, complexity, variety, organization - Products should be modified: real world problems, audiences, deadlines, evaluation, transformations - Learning environment should be modified: student-centered learning, independence, openness, complexity, groups varied

- Prioritize and chunk lengthy assignments
- Utilize assistive technology, when appropriate
- Provide ongoing, effective, specific feedback
- Model/Utilize graphic organizers
- Provide leveled reading materials
- Utilize visual aids and props (flashcards, pictures, symbols) when possible
- Utilize a multi-sensory approach to new topics
- NJDOE Resources

CROSS CURRICULAR RESOURCES
The NJ Amistad Commission's NJSLS literacy resources: http://njamistadcurriculum.net/commoncore/
The NJ Commission of Holocaust Education's Curriculum Guides/Materials: https://www.nj.gov/education/holocaust/curriculum/Universal9-12.pdf

ALIGNMENT TO 21st CENTURY SKILLS AND TECHNOLOGY	
21st Century/ Interdisciplinary Themes: Bold all that apply	**21st Century Skills:** Bold all that apply
Global Awareness	Creativity & Innovation
Financial, Economic, Business and Entrepreneurial Literacy	Critical Thinking & Problem Solving
Civic Literacy	Communication & Collaboration
Health Literacy	Media Literacy
Environmental Literacy	Information Literacy

	Information, Communication & Technology Life & Career Skills

Technology Infusion

https://docs.google.com/document/d/1-5el3aJjDd9j0WlJGA2gdtKQ8jwwuOCP98vx5zzJI6s/edit?usp=sharing
select from the list above/copy and paste
Smart Board Applications
enVision applications

Evidence of Student Learning

- Common benchmark
- DRA continuum
- Guided reading observational records
- Evaluation rubrics
- Self-reflections
- Teacher-student conferences
- Running records
- Students' published pieces
- Unit tests
- Quizzes