

NEPTUNE TOWNSHIP SCHOOL DISTRICT

African American Literature

Curriculum

Grades 9-12



NEPTUNE TOWNSHIP SCHOOL DISTRICT
Office of the Superintendent
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NEPTUNE TOWNSHIP SCHOOL DISTRICT

AFRICAN AMERICAN LITERATURE CURRICULUM

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Curriculum

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NEPTUNE TOWNSHIP SCHOOL DISTRICT

African American Literature

Acknowledgements

Neptune Township School District (NTSD) is dedicated to preparing our students with the skills and knowledge necessary to be effective contributors and active participants of the 21st century. As students advance through the grades and master the standards in reading, writing, speaking, listening, and language, they are able to think critically and are effective communicators.

The curriculum developers recognize that students must read widely and deeply from among a broad range of high-quality, increasingly challenging literary and informational texts. They must also 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.

It is with great pleasure that the NTSD acknowledges Kristin Hand for her contributions to the document with guidance from Meghan Plevier, Ed.D., Department Chairperson for English Language Arts, Lakeda Demery-Alston, Supervisor of Humanities and ESL/Bilingual and Sally A. Millaway, Ed.D, Director for Curriculum, Instruction, and Assessment. Together, they have designed a curriculum that fosters and promotes critical thinking and effective communication. The curriculum ensures that students are able to demonstrate independence, comprehend as well as critique, value evidence, respond to varying demands of audience, task, purpose and discipline, use technology and understand other perspectives and cultures. It is our hope that this curriculum will serve as a valuable resource for the staff members who teach this course and that they will provide feedback and make recommendations for improvement.

NEPTUNE TOWNSHIP SCHOOL DISTRICT

DISTRICT MISSION STATEMENT

The primary mission of the Neptune Township School District is to prepare all of our students for a life-long learning process and to become confident, competent, socially, and culturally-conscious citizens in a complex and diverse world. It is with high expectations that our schools foster:

- A strong foundation in academic and modern technologies.
- A positive, equitable, and varied approach to teaching and learning.
- An emphasis on critical thinking skills and problem-solving techniques.
- A respect for and an appreciation of our world, its resources, and its diverse people.
- A sense of responsibility, good citizenship, and accountability.
- An involvement by the parents and the community in the learning process.

Neptune Township School District

Educational Outcome Goals

The students in the Neptune Township schools will become life-long learners and will:

- Become fluent readers, writers, speakers, listeners, and viewers with comprehension and critical thinking skills.
- Acquire the mathematical skills, understandings, and attitudes that are needed to be successful in their careers and everyday life.
- Understand fundamental scientific principles, develop critical thinking skills, and demonstrate safe practices, skepticism, and open-mindedness when collecting, analyzing, and interpreting information.
- Become technologically literate.
- Demonstrate proficiency in all New Jersey Student Learning Standards (NJSLS).
- Develop the ability to understand their world and to have an appreciation for the heritage of America with a high degree of literacy in civics, history, economics and geography.
- Develop a respect for different cultures and demonstrate trustworthiness, responsibility, fairness, caring, and citizenship.
- Become culturally literate by being aware of the historical, societal, and multicultural aspects and implications of the arts.
- Demonstrate skills in decision-making, goal setting, and effective communication, with a focus on character development.
- Understand and practice the skills of family living, health, wellness and safety for their physical, mental, emotional, and social development.
- Develop consumer, family, and life skills necessary to be a functioning member of society.
- Develop the ability to be creative, inventive decision-makers with skills in communicating ideas, thoughts and feelings.
- Develop career awareness and essential technical and workplace readiness skills, which are significant to many aspects of life and work.

AFRICAN AMERICAN LITERATURE

COURSE DESCRIPTION

(5 Credits)

Students will analyze and discuss a variety of essays, poetry, prose and plays in order to understand, examine, and critically study the themes, content, and structure of African-American writing from the late 18th century up through the modern period. This elective course features selections from the 18th century through the Harlem Renaissance to the present day from such authors as Ernest J. Gaines, Zora Neale Hurston, Langston Hughes, Maya Angelou, and Ralph Ellison. Students will evaluate the literature for their literary merit and make connections between the literature and the history.

**African American Literature
Pacing Guide**

Units	Suggested Timeframe	Topic
1	8 Weeks (2 weeks for each period)	Literature of the Antebellum Period, Reconstruction, the Harlem Renaissance, and Contemporary Literature: Explore the relationship between historical events and literature as they emerge in the works of the period's poets and authors.
2	6 Weeks	Poetry and Music: Analyze and critique the works of contemporary African-American poets and lyricists.
3	6 Weeks	Novel Study: Read, discuss and analyze different voices and selected novels from a noted African American author.

Unit Plan Title	Unit 1: Literature of the Antebellum Period, Reconstruction, the Harlem Renaissance, and Contemporary Literature
Suggested Time Frame	8 weeks

Overview / Rationale
<p>Students will read works of the Antebellum Period including slave narratives describing the denigration of slavery, stories about abolitionists, and songs, poems, and writings that explore the social, political, and moral implications of slavery.</p> <p>Next, students will read works from the Reconstruction Period, focusing on the representation of racial progress and uplift in post-Civil War black fiction and political writing.</p> <p>Students will learn about the social, cultural and political circumstances which gave rise to the Harlem Renaissance. They will also learn about the influences that inspired the work of the Harlem Renaissance’s artists and musicians.</p> <p>Finally, students will explore popular concepts of beauty as they are presented in literature across time. They will also discuss how the concept of beauty has developed over time, specifically focusing on the relationship between the idea of “beauty” and the social standing and/or understanding of African Americans.</p>
Stage 1 – Desired Results
<p>Established Goals: New Jersey Student Learning Standards for English Language Arts (2016)</p> <p>RL.9-10.2. Determine a theme or central idea of a text and analyze in detail its development over the course of the text, including how it emerges and is shaped and refined by specific details and provide an objective summary of the text.</p> <p>RL.9-10.4. Determine the meaning of words and phrases as they are used in the text, including figurative and connotative meanings; analyze the cumulative impact of specific word choices on meaning and tone (e.g., how the language evokes a sense of time and place; how it sets a formal or informal tone).</p> <p>RI.9-10.3. Analyze how the author unfolds an analysis or series of ideas or events, including the order in which the points are made, how they are introduced and developed, and the connections that are drawn between them.</p> <p>RI.9-10.5. Analyze in detail how an author’s ideas or claims are developed and refined by particular sentences, paragraphs, or larger portions of a text (e.g., a section or chapter).</p> <p>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.</p>

RI.9-10.9. Analyze and reflect on (e.g. practical knowledge, historical/cultural context, and background knowledge) documents of historical and literary significance, (e.g., Washington’s Farewell Address the Gettysburg Address, Roosevelt’s Four Freedoms speech, King’s “Letter from Birmingham Jail”, Declaration of the Rights of Man and Citizen, U.N. Universal Declaration of Human Rights, etc.), including how they relate in terms of themes and significant concepts.

W.9-10.4. Produce clear and coherent writing in which the development, organization, and style are appropriate to task, purpose, and audience.

W.9-10.6. Use technology, including the Internet, to produce, share, and update individual or shared writing products, taking advantage of technology’s capacity to link to other information and to display information flexibly and dynamically.

W.9-10.7. 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.

W.9-10.10; 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.

SL.9-10.1. Initiate and participate effectively in a range of collaborative discussions (one-on-one, in groups, and teacher-led) with peers on *grades 9–10 topics, texts, and issues*, building on others’ ideas and expressing their own clearly and persuasively.

- 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.
- B. Collaborate with peers to set rules for discussions (e.g. informal consensus, taking votes on key issues, presentation of alternate views); develop clear goals and assessment criteria (e.g. student developed rubric) and assign individual roles as needed.
- C. 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.
- D. Respond thoughtfully to various perspectives, summarize points of agreement and disagreement, and justify your own views. Make new connections in light of the evidence and reasoning presented.

SL.9-10.3. Evaluate a speaker’s point of view, reasoning, and use of evidence and rhetoric, identifying any false reasoning or distorted evidence.

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.

SL.9-10.5. Make strategic use of digital media (e.g., textual, graphical, audio, visual, and interactive elements) in presentations to enhance findings, reasoning, and evidence and to add interest.

Interdisciplinary Connections

New Jersey Student Learning Standards for Social Studies (2020)

6.1.12.HistoryCC.4.a: Analyze the extent of change in the relationship between the national and state governments as a result of the Civil War and the 13th, 14th, and 15th Amendments during the 19th century.

6.1.12.HistoryCC.8.c: Identify the conditions that gave rise to the Harlem Renaissance and assess the impact of artists, writers, and musicians on American culture.

Computer Science and Design thinking (2020)

8.2.12.ED.1: Use research to design and create a product or system that addresses a problem and make modifications based on input from potential consumers.

8.2.12.NT.1: Explain how different groups can contribute to the overall design of a product.

Career Readiness, Life Literacies, And Key Skills (2020)

9.1.12.FP.5: Evaluate how behavioral bias (e.g., overconfidence, confirmation, recency, loss aversion, etc.) affects decision-making.

9.4.12.TL.1: Assess digital tools based on features such as accessibility options, capacities, and utility for accomplishing a specified task.

9.4.12.TL.3: Analyze the effectiveness of the process and quality of collaborative environments.

9.4.12.TL.4: Collaborate in online learning communities or social networks or virtual worlds to analyze and propose a resolution to a real-world problem.

Making Connections To Careers

Common List of Jobs that require some training beyond high school. Feel free to modify the list based on the needs of your students. Ask students what they think is involved in these jobs and supplement their answers with the descriptions below:

- Author- a writer of a book, article, or report
- Editor- a person who is in charge of and determines the final content of a text, particularly a newspaper or magazine
- Journalist- a person who writes for newspapers, magazines, or news websites or prepares news to be broadcast
- Entrepreneur- A person who starts a business and is willing to risk loss in order to make money
- Teacher- also called a schoolteacher or formally an educator, is a person who helps students to acquire knowledge, competence, or virtue
- Volunteer coordinator- responsible for all aspects regarding volunteers and the organization they work for, from recruiting new volunteers and promoting volunteer opportunities to conveying the organization's purpose to the public

- Immigration consultant- a person who helps people to emigrate from one country to another country and through legal and documentation processes to increase the chances of immigration for study, work, travel or business purposes
- Community Outreach consultant/coordinator- oversee the planning and implementation of outreach strategies
- Legal Assistant- a legal professional who completes work—typically administrative—on behalf of a lawyer
- Social Worker- help individuals, groups, and families prevent and cope with problems in their everyday lives

Integrated Social And Emotional Learning Competencies

The following social and emotional competencies are integrated in this curriculum:

Self-Awareness

- | | |
|---|--|
| X | Recognize one's own feelings and thoughts |
| X | Recognize the impact of one's feelings and thoughts on one's own behavior |
| X | Recognize one's personal traits, strengths and limitations |
| X | Recognize the importance of self-confidence in handling daily tasks and challenges |

Self-Management

- | | |
|---|--|
| X | Understand and practice strategies for managing one's own emotions, thoughts and behaviors |
| X | Recognize the skills needed to establish and achieve personal and educational goals |
| X | Identify and apply ways to persevere or overcome barriers through alternative methods to achieve one's goals |

Social Awareness

- | | |
|---|---|
| X | Recognize and identify the thoughts, feelings, and perspectives of others |
| X | Demonstrate an awareness of the differences among individuals, groups, and others' cultural backgrounds |
| X | Demonstrate an understanding of the need for mutual respect when viewpoints differ |
| X | Demonstrate an awareness of the expectations for social interactions in a variety of setting |

Responsible Decision Making

- | | |
|---|--|
| X | Develop, implement and model effective problem solving and critical thinking skill |
| X | Identify the consequences associated with one's action in order to make constructive choices |
| X | Evaluate personal, ethical, safety and civic impact of decisions |

Relationship Skills

- | | |
|---|---|
| X | Establish and maintain healthy relationships |
| X | Utilize positive communication and social skills to interact effectively with others |
| X | Identify ways to resist inappropriate social pressure |
| X | Demonstrate the ability to present and resolve interpersonal conflicts in constructive ways |
| X | Identify who, when, where, or how to seek help for oneself or others when needed |

Essential Questions & Enduring Understandings

Essential Questions

- How does literature communicate historical data and perspective?
- How has African American literature changed over time?
- How have the struggles of African Americans shaped American culture, past and present?
- How did the writers of the Harlem Renaissance address civil rights and equality concerns?
- What were the literary contributions of the Harlem Renaissance writers?

Enduring Understandings

Students will be able to understand:

- African Americans have contributed to, been influenced by, and have transformed American culture.
- The struggles that African Americans have faced throughout history have had a significant impact on the development of their identities.

Knowledge & Skills

Knowledge

Students will know:

- Slavery denied basic human rights to people brought from Africa against their will.
- People risked arrest/prosecution by actively working against slavery and helping slaves to escape out of the south.
- There is a connection between historical events and civil unrest during the Harlem Renaissance and the popular culture of the period.
- The Harlem Renaissance exploded on the American landscape and opened the door to African American artists.

Skills

Students will be able to...

- Identify the cultural influences and the development of African American literature.
- Draw upon historical documents and research to further their understanding of the African American identity.
- Perform a close reading of novel excerpts, short stories, narratives, and essays.
- Compare a theme in the work of two or more authors.
- Interpret and analyze historical texts.
- Explore the relationship between historical events and literature as they emerge in the works of Harlem Renaissance poets and authors.

Student Resources
<ul style="list-style-type: none"> • Jacobs, Harriet. <i>Incidents in the Life of a Slave Girl</i>. Dover Publications, 2001. • Douglass, Frederick. <i>Narrative of the Life of Frederick Douglass, an American Slave</i>. Dover Publications, 1995. • Slave Narratives Perspective on the Slave Narrative NEH-Edsitement • The Harlem Renaissance Lesson Plan: The Harlem Renaissance - PBS NewsHour Classroom • Perspective on the Slave Narrative; Perspective on the Slave Narrative NEH-Edsitement • http://www.nea.org/tools/lessons/bhm-curriculum-resources-grades9-12.html • Two Paths Toward Equality, UNIT 6 RECONSTRUCTION AFTER THE CIVIL WAR • Comparison of Ideas: Booker T. Washington and W. E. B. Du Bois • Booker T. Washington vs. WEB DuBois and Rappers: Lesson Plan • NYC LGBT Historic Sites Project: The Harlem Renaissance
Stage 2-Assessment Evidence
<p>Formative:</p> <ul style="list-style-type: none"> • Socratic seminars • On Demand writing <p>Summative:</p> <ul style="list-style-type: none"> • Literary Analysis
Stage 3-Learning Plan
<p>The Slave Narratives – 2 weeks</p> <p>Students will be able to:</p> <ul style="list-style-type: none"> • Describe the slave narrative and its importance in the abolitionist movement. • Understand the hardships associated with slavery through text and multi-media. • Discuss the beginnings of African American Literature and its relation to slavery. • Research historical documents such as the Jim Crow laws, amendments to the Constitution, and other documents written during the late nineteenth century. • Read texts and listen to music that depicts life in the South during this time in history. <p>Suggested lessons:</p> <p>Perspectives of the Slave Narrative (www.edsitement.org)</p> <ul style="list-style-type: none"> • Describe the slave narrative and its importance in the abolitionist movement. • Evaluate the slave narrative as a work of literature. • Examine the slave narrative and other documents in the context of political controversy as an argument for abolition. <p>Uncle Tom's Cabin:</p> <ul style="list-style-type: none"> • Read excerpts from Harriet Beecher Stowe's Uncle Tom's Cabin. UNCLE TOM'S CABIN EXCERPT

- Read and discuss the writings of slavery opponents and defenders; [Lesson 2: Slavery's Opponents and Defenders | NEH-Edsitement](#)

Suggested Activities:

Pretend you are a writer and artist during the Harlem Renaissance. You want to try to create a poem, essay, story, painting, or song, to protest or improve people's lives, and to teach about what life was like for African Americans during the Harlem Renaissance.

Pretend you are a critic for a newspaper or during the Harlem Renaissance. Select a poem, essay, story, painting, or song, from the Harlem Renaissance and write a review. In your article you must explain what the art teaches about life at the time, and analyze the usefulness of art to protest, change, or improve the lives of African Americans during the Harlem Renaissance.

The Reconstruction Period (1865-1900) - 2 weeks

Instruction will focus on the representation of racial progress and uplift in post-Civil War black fiction and political writing. Discussion will focus on how the traditions in black writing during the era of Reconstruction anticipate concerns raised in W.E.B. DuBois' seminal work, *Souls of Black Folk*. Authors include Frederick Douglass, Pauline Hopkins, Harriet Wilson, Paul Laurence Dunbar, Booker T. Washington, and W.E.B. DuBois.

This lesson/activity has students look at Booker T. Washington's advice to blacks after Reconstruction ended and compare it to W.E.B. DuBois's advice. It also uses the music of rap artists Talib Kweli and Lauryn Hill to see how views on black empowerment have changed today. [Booker T. Washington vs. WEB DuBois and Rappers: Lesson Plan](#)

The Harlem Renaissance (1900-1940) - 2 weeks

Students will learn about the social, cultural and political circumstances which gave rise to the Harlem Renaissance. They will also learn about the influences that inspired the work of the Harlem Renaissance's artists and musicians. Finally, students will be given several opportunities to create their own Harlem Renaissance inspired work.

Objectives:

- Discuss the Harlem Renaissance and its importance in literary history.
- Read and analyze the poetry of Langston Hughes. [Langston Hughes | Poetry Foundation](#)
- Analyze the role of women in Zora Neale Hurston's *Their Eyes Were Watching God* Hurston, Zora Neale. *Their Eyes Were Watching God: [a Novel]*. First Harper Perennial Modern Classics edition. New York, Harper Perennial Modern Classics, 2006.

Short research projects may include:

- What was the impact of Harlem Renaissance authors on society?
- Are Harlem Renaissance author's topics of issues in today's society?
- Students will work in small groups to conduct research on selected artists, musicians, and poets of the Harlem Renaissance.

- As part of students' research, students will also explore the NYC LGBT Harlem Renaissance website to learn more about the impact of the African American LGBT community during the Harlem Renaissance.
- Key LGBT figures of this period include, among others, poets Langston Hughes, Countee Cullen, and Claude McKay; performers Ethel Waters and Florence Mills; intellectual Alain Locke; literary salon owner Alexander Gumby; and sculptor Richmond Barthé. [The Harlem Renaissance](#)

Contemporary Literature (1950-present) - 2 weeks

Students will explore popular concepts of beauty as they are presented in literature across time. They will also discuss how the concept of beauty has developed over time, specifically focusing on the relationship between the idea of “beauty” and the social standing and/or understanding of African Americans. The big ideas explored in these lessons include the international and intercultural parallels to what African Americans experience in terms of their historical class structure being based on skin color.

Objectives:

- Analyze and explain the origins of contemporary ideas of beauty as they are presented in various works of literature.
- Trace changes in the definition of beauty and connect concepts to societal issues or constructs over time.

Short research projects may include:

- “Beauty” is defined differently based upon one’s experience, knowledge and understanding.
- The common standards of African American beauty and how it is traced to the times of slavery.
- Movements for change after the Reconstruction Period.

ACCOMMODATIONS/MODIFICATIONS

Below please find a list of suggestions for accommodations and modifications to meet the diverse needs of our students. Teachers should consider this a resource and understand that they are not limited to the recommendations included below.

An **accommodation** *changes HOW a student learns*; the change needed does not alter the grade-level standard. A **modification** *changes WHAT a student learns*; the change alters the grade-level expectation.

Special Education and 504 Plans

All modifications and accommodations must be specific to each individual child’s IEP (Individualized Educational Plan) or 504 Plan.

- Pre-teach or preview vocabulary
- Repeat or reword directions
- Have students repeat directions

- Use of small group instruction
- Pair visual prompts with verbal presentations
- Ask students to restate information, directions, and assignments
- Repetition and time for additional practice
- Model skills/techniques to be mastered
- Extended time to complete task/assignment/work
- Provide a copy of class notes
- Strategic seating (with a purpose - eg. less distraction)
- Flexible seating
- Repetition and additional practice
- Use of manipulatives
- Use of assistive technology (as appropriate)
- Assign a peer buddy
- Emphasize key words or critical information by highlighting
- Use of graphic organizers
- Scaffold with prompts for sentence starters
- Check for understanding with more frequency
- Provide oral reminders and check student work during independent practice
- Chunk the assignment - broken up into smaller units, work submitted in phases
- Encourage student to proofread assignments and tests
- Provide regular home/school communication
- Teacher checks student planner
- Provide student with clear expectations in writing and grading criteria for assignments (rubrics)

Testing Accommodations:

Students should receive all testing accommodations for Benchmark assessments that they receive for State testing.

- Setting: Alternate setting for assessments, small groups, screens to block distractions
- Presentation: large print, test readers, use of audio, fewer questions on each page
- Response: answer verbally, use large block answer sheet, speech-to-text dictation, accept short answers
- Allow for retakes
- Provide study guides
- Use of reference aids such as glossary
- Choice of test format (multiple-choice, essay, true-false)
- Alternate ways to evaluate (projects or oral presentations instead of written tests)
- Open-book or open-note tests

English Language Learners:

All modifications and accommodations should be specific to each individual child's LEP level as determined by the WIDA screening or ACCESS, utilizing the WIDA Can Do Descriptors.

- Pre-teach or preview vocabulary
- Repeat or reword directions
- Have students repeat directions

- Use of small group instruction
- Scaffold language based on their Can Do Descriptors
- Alter materials and requirements according to Can Do Descriptors
- Adjust number of paragraphs or length of writing according to their Can Do Descriptor
- TPR (Total Physical Response-Sheltered Instruction strategy) Demonstrate concepts through multi sensory forms such as with body language, intonation
- Pair visual prompts with verbal presentations
- Repetition and additional practice
- Model skills and techniques to be mastered
- Native Language translation (peer, assistive technology, bilingual dictionary)
- Emphasize key words or critical information by highlighting
- Use of graphic organizers
- Scaffold with prompts for sentence starters
- Check for understanding with more frequency
- Use of self-assessment rubrics
- Increase one-on-one conferencing; frequent check ins
- Use study guide to organize materials
- Make vocabulary words available in a student created vocabulary notebook, vocabulary bank, Word Wall, or vocabulary ring
- Extended time
- Select text complexity and tiered vocabulary according to Can Do Descriptors
- Projects completed individually or with partners
- Use online dictionary that includes images for words:
<http://visual.merriamwebster.com/>.
- Use online translator to assist students with pronunciation:
http://www.reverso.net/text_translation.aspx?lang=EN.

Students at Risk of Failure:

- Use of self-assessment rubrics for check-in
- Pair visual prompts with verbal presentations
- Ask students to restate information and/or directions
- Opportunity for repetition and additional practice
- Model skills/techniques to be mastered
- Extended time
- Provide copy of class notes
- Strategic seating with a purpose
- Provide students opportunity to make corrections and/or explain their answers
- Support organizational skills
- Check daily planner
- Encourage student to proofread work
- Assign a peer buddy
- Build on students' strengths based on Multiple Intelligences: Linguistic (verbal); Logical (reasoning); Musical/Rhythmic; Intrapersonal Intelligence (understanding of self); Visual Spatial Intelligence; Interpersonal Intelligence (the ability to interact with

others effectively); Kinesthetic (bodily); Naturalist Intelligence; and Learning Styles: Visual; Auditory; Tactile; Kinesthetic; Verbal

High Achieving:

Extension Activities

- Allow for student choice from a menu of differentiated outcomes; choices grouped by complexity of thinking skills; variety of options enable students to work in the mode that most interests them
- Allow students to pursue independent projects based on their individual interests
- Provide enrichment activities that include more complex material
- Allow opportunities for peer collaboration and team-teaching
- Set individual goals
- Conduct research and provide presentation of appropriate topics
- Provide students opportunity to design surveys to generate and analyze data to be used in discussion
- Allow students to move through the assignment at their own pace (as appropriate)

Strategies to Differentiate to Meet the Needs of a Diverse Learning Population

- Vocabulary Sorts-students engage with the vocabulary word by sorting into groups of similar/different rather than memorizing definitions
- Provide “Realia” (real life objects to relate to the five senses) and ask questions relating to the senses
- Role Play-students create or participate in role playing situations or Reader’s Theater
- Moving Circle-an inside and outside circle partner and discuss, circles moves to new partner (Refer to Kagan Differentiated Strategies
<https://sirblois.files.wordpress.com/2016/09/cooperative-learning-activities.pdf>)
- Brainstorm Carousel-Large Post Its around the room, the group moves in a carousel to music. Group discusses topics and responses on paper. Groups rotate twice to see comments of others. (Refer to Kagan Differentiated Strategies)
- Gallery Walk-Objects, books, or student work is displayed. Students examine artifacts and rotate.
- Chunking-chunk reading, tests, questions, homework, etc to focus on particular elements.
- Think Pair Share Write
- Think Talk Write
- Think Pair Share
- Note-taking -can be done through words, pictures, phrases, and sentences depending on level
- KWL (Know, Want to Know, Learned)/KWLH(Know, What to Know, How Will I Learn, learned)/KWLS (Know, Want to Know, Learned, Still Want to Know) /KWLQ (Know, What to Know, Learned, Questions I Still Have) Charts
- Corners Cooperative Learning Strategy:
<http://cooperativelearningstrategies.pbworks.com/w/page/28234420/Corners>.
- Circle Map strategy- place the main topic in a small circle and add student ideas in a bigger circle around the topic. Students may use their native language with peers to brainstorm.

- Flexible grouping -as a whole class, a small group, or with a partner, temporary groups are created:
<http://www.teachhub.com/flexible-grouping-differentiated-instruction-strategy>.
- Jigsaw Activities -cooperative learning in a group, each group member is responsible for becoming an "expert" on one section of the assigned material and then "teaching" it to the other members of the team: <http://www.adlit.org/strategies/22371/>.

Unit Plan Title	Unit 2: Poetry And Music
Suggested Time Frame	6 weeks

Overview / Rationale
<p>In this unit, students will analyze and critique the works of contemporary African American poets and lyricists, including spoken word, hip hop and rap lyrics. Lessons will also examine how the desire for social, political, and economic equality continues to surface in today's literature and music, and an impact across cultures.</p>
Stage 1- Desired Results
<p>Established Goals: New Jersey Student Learning Standards for English Language Arts (2016)</p> <p>RL.9-10.2. Determine a theme or central idea of a text and analyze in detail its development over the course of the text, including how it emerges and is shaped and refined by specific details and provide an objective summary of the text.</p> <p>RL.9-10.4. Determine the meaning of words and phrases as they are used in the text, including figurative and connotative meanings; analyze the cumulative impact of specific word choices on meaning and tone (e.g., how the language evokes a sense of time and place; how it sets a formal or informal tone).</p> <p>RI.9-10.7. Analyze various perspectives as presented in different mediums (e.g., a person's life story in both print and multimedia), determining which details are emphasized in each account.</p> <p>W.9-10.4. Produce clear and coherent writing in which the development, organization, and style are appropriate to task, purpose, and audience.</p> <p>W.9-10.6. Use technology, including the Internet, to produce, share, and update individual or shared writing products, taking advantage of technology's capacity to link to other information and to display information flexibly and dynamically.</p> <p>W.9-10.7. 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.</p> <p>W.9-10.10; 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.</p> <p>SL.9-10.1. Initiate and participate effectively in a range of collaborative discussions (one-on-one, in groups, and teacher-led) with peers on <i>grades 9–10 topics, texts, and issues</i>, building on others' ideas and expressing their own clearly and persuasively.</p>

- 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.
- B. Collaborate with peers to set rules for discussions (e.g. informal consensus, taking votes on key issues, presentation of alternate views); develop clear goals and assessment criteria (e.g. student developed rubric) and assign individual roles as needed.
- C. 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.
- D. Respond thoughtfully to various perspectives, summarize points of agreement and disagreement, and justify your own views. Make new connections in light of the evidence and reasoning presented.

SL.9-10.3. Evaluate a speaker's point of view, reasoning, and use of evidence and rhetoric, identifying any false reasoning or distorted evidence.

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.

SL.9-10.5. Make strategic use of digital media (e.g., textual, graphical, audio, visual, and interactive elements) in presentations to enhance findings, reasoning, and evidence and to add interest.

Interdisciplinary Connections

New Jersey Student Learning Standards for Social Studies (2020)

6.1.12.CivicsPD.1.a: Use multiple sources to analyze the factors that led to an increase in the political rights and participation in government.

6.1.12.HistoryCC.8.c: Identify the conditions that gave rise to the Harlem Renaissance and assess the impact of artists, writers, and musicians on American culture.

Computer Science And Design Thinking (2020)

8.2.12.ED.1: Use research to design and create a product or system that addresses a problem and make modifications based on input from potential consumers.

8.2.12.NT.1: Explain how different groups can contribute to the overall design of a product.

8.2.12.ETW.4: Research historical tensions between environmental and economic considerations as driven by human needs and wants in the development of a technological product and present the competing viewpoints.

Career Readiness, Life Literacies, And Key Skills (2020)

9.1.12.FP.5: Evaluate how behavioral bias (e.g., overconfidence, confirmation, recency, loss aversion, etc.) affects decision-making.

9.4.12.TL.1: Assess digital tools based on features such as accessibility options, capacities, and utility for accomplishing a specified task.

9.4.12.TL.3: Analyze the effectiveness of the process and quality of collaborative environments.

9.4.12.TL.4: Collaborate in online learning communities or social networks or virtual worlds to analyze and propose a resolution to a real-world problem.

Making Connections To Careers

Common List of Jobs that require some training beyond high school. Feel free to modify the list based on the needs of your students. Ask students what they think is involved in these jobs and supplement their answers with the descriptions below:

- Author- a writer of a book, article, or report
- Editor- a person who is in charge of and determines the final content of a text, particularly a newspaper or magazine
- Journalist- a person who writes for newspapers, magazines, or news websites or prepares news to be broadcast
- Entrepreneur- a person who starts a business and is willing to risk loss in order to make money
- Teacher- also called a schoolteacher or formally an educator, is a person who helps students to acquire knowledge, competence, or virtue
- Volunteer coordinator- responsible for all aspects regarding volunteers and the organization they work for, from recruiting new volunteers and promoting volunteer opportunities to conveying the organization's purpose to the public
- Immigration consultant- a person who helps people to emigrate from one country to another country and through legal and documentation processes to increase the chances of immigration for study, work, travel or business purposes
- Community Outreach consultant/coordinator- oversee the planning and implementation of outreach strategies. They are primarily responsible for connecting people in the broader community by creating sponsorship agreements and cultivating relationships with businesses, individuals, and other relevant organizations
- Legal Assistant- a legal professional who completes work—typically administrative—on behalf of a lawyer
- Social Worker- help individuals, groups, and families prevent and cope with problems in their everyday lives

<p align="center">Integrated Social And Emotional Learning Competencies <i>The following social and emotional competencies are integrated in this curriculum:</i></p>

Self-Awareness

X	Recognize one's own feelings and thoughts
X	Recognize the impact of one's feelings and thoughts on one's own behavior
X	Recognize one's personal traits, strengths and limitations
X	Recognize the importance of self-confidence in handling daily tasks and challenges

Self-Management

X	Understand and practice strategies for managing one's own emotions, thoughts and behaviors
X	Recognize the skills needed to establish and achieve personal and educational goals
X	Identify and apply ways to persevere or overcome barriers through alternative methods to achieve one's goals

Social Awareness

X	Recognize and identify the thoughts, feelings, and perspectives of others
X	Demonstrate an awareness of the differences among individuals, groups, and others' cultural backgrounds
X	Demonstrate an understanding of the need for mutual respect when viewpoints differ
X	Demonstrate an awareness of the expectations for social interactions in a variety of setting

Responsible Decision Making

X	Develop, implement and model effective problem solving and critical thinking skill
X	Identify the consequences associated with one's action in order to make constructive choices
X	Evaluate personal, ethical, safety and civic impact of decisions

Relationship Skills

X	Establish and maintain healthy relationships
X	Utilize positive communication and social skills to interact effectively with others
X	Identify ways to resist inappropriate social pressure
X	Demonstrate the ability to present and resolve interpersonal conflicts in constructive ways
X	Identify who, when, where, or how to seek help for oneself or others when needed

Essential Questions & Enduring Understandings
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Essential Questions:

- How and why do poets and artists communicate their beliefs through their works?
- Does censorship inhibit the meanings behind poems and songs?
- Do music and poetry reflect the times or are the times reflected in music and poetry?

Enduring Understandings

Students will be able to understand:

- Critiquing poems and lyrics is a way to clarify one's thinking and to raise issues and promote an exchange of ideas.
- Lyrics and poems can serve as an outlet to express social, political, and personal commentary.
- Poetry reflects the emotions, beliefs, lives, times and culture of the poets.
- The African American influence on music is relevant in inspiring generations of poetry and affecting societal change.

Knowledge & Skills

Knowledge

Students will know:

- Readers can develop their understanding and writing by deconstructing a poem by utilizing sound devices, figurative Articulate the literal meaning of a poem.
- Sensory details contribute to the content of a poem/lyric; the various types of images include auditory, kinesthetic, tactile, visual, olfactory, organic, and gustatory.
- Rap is a form of cultural and musical expression.

Skills

Students will be able to...

- Recognize the contributions of African Americans to the musical and literary heritage of the United States and the world.
- Analyze the treatment of a specific theme in at least two poems by two different poets.
- Debate the issue of censorship as it correlates to free speech.
- Assess and interpret the messages of major artists through their lyrics.
- Compare a rap song and poem to find common themes and devices among them.
- Explain the impact of poetic elements, characteristics, and literary devices in music.
- Interpret and analyze historical texts.
- Recognize how music historically reflects regional differences.
- Explore the relationship between historical events and literature as they emerge in the works of Harlem Renaissance poets and authors.

Student Resources

- Integrating African American culture & history into your curriculum:
<http://www.nea.org/tools/lessons/bhm-curriculum-resources-grades9-12.html>
- Explore poetry, jazz, rap and hip hop music, and discover the common threads that run through the poetry and music. Examine how the themes and subject matter of the poetry and music reflect the lifestyle of the period.
[**Transcending Poetry: Jazz, Rap, and Hip Hop**](#)
- Students will explore jazz music and dance, then write a jazz-inspired cinquain poem. They will build their background on the history of jazz and its use of improvisation to demonstrate jazz dance movements.
[**Jazz Music, Dance, and Poetry**](#)

- Analyze jazz music, considering sound, rhythm, and improvisation in order to identify jazz characteristics in poems by Yusef Komunyakaa, Sonia Sanchez, and Langston Hughes. They will then incorporate the elements in their own poetry.

[Discovering Rhythm, Improv, Jazz, and Poetry](#)

- Poems and articles by African Americans.

[Celebrating Black History Month | Poetry Foundation](#)

- A collection of interviews from National Public Radio (NPR) that chronicle the seminal people and events in the hip-hop movement.

[The History of Hip-Hop : NPR](#)

- This four part audio series explores the history of the blues.

[Blues Journey](#)

Stage 2-Assessment Evidence

Formative:

- Socratic seminars
- On Demand writing

Summative:

- Written analysis of poems and music
- Multimedia projects

Stage 3-Learning Plan

Poetry - 3 weeks

Suggested authors:

- Maya Angelou
- Other current young adult authors of novels in verse (Kwame Alexander, Jason Reynolds, Jacqueline Woodson, Sharon Creech)

Suggested texts

- Letter to My Daughter (excerpts)
Angelou, Maya. *Letter to My Daughter*. New York, N.Y., Random House, 2008.
- I Know Why the Caged Bird Sings (excerpts)
Angelou, Maya. *I Know Why the Caged Bird Sings*. New York, N.Y., Random House, 1970.
- On the Pulse of Morning [On the Pulse of Morning by Maya Angelou | Poetry Foundation](#)
 - Analyze the role of cultural experiences on a writer's tone by comparing Langston Hughes' "I, Too, Sing America" to Angelou's "On the Pulse of Morning"; [Varying Views of America | Read Write Think](#)

- Still I Rise [Still I Rise by Maya Angelou | Poetry Foundation](#)
 - Read and identify the poetic elements of the poem
 - Formulate a personal response to the author and poem.
 - Define “word choice” and “support and elaboration” for the class. Discuss how word choice can be used to support a theme. Students listen for and highlight words in the poem that support the idea that the author has had a difficult childhood.
- Students will write a literary analysis based on the author's point of view, cultural influences and author’s craft.

Music and Speeches as Literary Art - 3 weeks

- How does music differ from poetry? What is the difference?
[Transcending Poetry: Jazz, Rap, and Hip Hop](#)
- Groups choose songs and analyze themes
- Students will analyze hip hop and rap for its poetic elements, symbolism and themes.
[Hip Hop - TeachRock](#)
- Write a comparison essay on Hip Hop vs. Jazz or Blues
[What are the connections between jazz and hip hop?](#)

Accommodations/Modifications

Below please find a list of suggestions for accommodations and modifications to meet the diverse needs of our students. Teachers should consider this a resource and understand that they are not limited to the recommendations included below.

An **accommodation** *changes HOW a student learns*; the change needed does not alter the grade-level standard. A **modification** *changes WHAT a student learns*; the change alters the grade-level expectation.

Special Education and 504 Plans

All modifications and accommodations must be specific to each individual child’s IEP (Individualized Educational Plan) or 504 Plan.

- Pre-teach or preview vocabulary
- Repeat or reword directions
- Have students repeat directions
- Use of small group instruction
- Pair visual prompts with verbal presentations
- Ask students to restate information, directions, and assignments
- Repetition and time for additional practice
- Model skills/techniques to be mastered
- Extended time to complete task/assignment/work
- Provide a copy of class notes
- Strategic seating (with a purpose - eg. less distraction)
- Flexible seating
- Repetition and additional practice
- Use of manipulatives

- Use of assistive technology (as appropriate)
- Assign a peer buddy
- Emphasize key words or critical information by highlighting
- Use of graphic organizers
- Scaffold with prompts for sentence starters
- Check for understanding with more frequency
- Provide oral reminders and check student work during independent practice
- Chunk the assignment - broken up into smaller units, work submitted in phases
- Encourage student to proofread assignments and tests
- Provide regular home/school communication
- Teacher checks student planner
- Provide student with clear expectations in writing and grading criteria for assignments (rubrics)

Testing Accommodations:

Students should receive all testing accommodations for Benchmark assessments that they receive for State testing.

- Setting: Alternate setting for assessments, small groups, screens to block distractions
- Presentation: large print, test readers, use of audio, fewer questions on each page
- Response: answer verbally, use large block answer sheet, speech-to-text dictation, accept short answers
- Allow for retakes
- Provide study guides
- Use of reference aids such as glossary
- Choice of test format (multiple-choice, essay, true-false)
- Alternate ways to evaluate (projects or oral presentations instead of written tests)
- Open-book or open-note tests

English Language Learners:

All modifications and accommodations should be specific to each individual child's LEP level as determined by the WIDA screening or ACCESS, utilizing the WIDA Can Do Descriptors.

- Pre-teach or preview vocabulary
- Repeat or reword directions
- Have students repeat directions
- Use of small group instruction
- Scaffold language based on their Can Do Descriptors
- Alter materials and requirements according to Can Do Descriptors
- Adjust number of paragraphs or length of writing according to their Can Do Descriptor
- TPR (Total Physical Response-Sheltered Instruction strategy) Demonstrate concepts through multi sensory forms such as with body language, intonation
- Pair visual prompts with verbal presentations
- Repetition and additional practice
- Model skills and techniques to be mastered
- Native Language translation (peer, assistive technology, bilingual dictionary)
- Emphasize key words or critical information by highlighting

- Use of graphic organizers
- Scaffold with prompts for sentence starters
- Check for understanding with more frequency
- Use of self-assessment rubrics
- Increase one-on-one conferencing; frequent check ins
- Use study guide to organize materials
- Make vocabulary words available in a student created vocabulary notebook, vocabulary bank, Word Wall, or vocabulary ring
- Extended time
- Select text complexity and tiered vocabulary according to Can Do Descriptors
- Projects completed individually or with partners
- Use online dictionary that includes images for words:
<http://visual.merriamwebster.com/>.
- Use online translator to assist students with pronunciation:
http://www.reverso.net/text_translation.aspx?lang=EN.

Students at Risk of Failure:

- Use of self-assessment rubrics for check-in
- Pair visual prompts with verbal presentations
- Ask students to restate information and/or directions
- Opportunity for repetition and additional practice
- Model skills/techniques to be mastered
- Extended time
- Provide copy of class notes
- Strategic seating with a purpose
- Provide students opportunity to make corrections and/or explain their answers
- Support organizational skills
- Check daily planner
- Encourage student to proofread work
- Assign a peer buddy
- Build on students' strengths based on Multiple Intelligences: Linguistic (verbal); Logical (reasoning); Musical/Rhythmic; Intrapersonal Intelligence (understanding of self); Visual Spatial Intelligence; Interpersonal Intelligence (the ability to interact with others effectively); Kinesthetic (bodily); Naturalist Intelligence; and Learning Styles: Visual; Auditory; Tactile; Kinesthetic; Verbal

High Achieving:

Extension Activities

- Allow for student choice from a menu of differentiated outcomes; choices grouped by complexity of thinking skills; variety of options enable students to work in the mode that most interests them
- Allow students to pursue independent projects based on their individual interests
- Provide enrichment activities that include more complex material
- Allow opportunities for peer collaboration and team-teaching
- Set individual goals

- Conduct research and provide presentation of appropriate topics
- Provide students opportunity to design surveys to generate and analyze data to be used in discussion
- Allow students to move through the assignment at their own pace (as appropriate)

Strategies to Differentiate to Meet the Needs of a Diverse Learning Population

- Vocabulary Sorts-students engage with the vocabulary word by sorting into groups of similar/different rather than memorizing definitions
- Provide “Realia” (real life objects to relate to the five senses) and ask questions relating to the senses
- Role Play-students create or participate in role playing situations or Reader’s Theater
- Moving Circle-an inside and outside circle partner and discuss, circles moves to new partner (Refer to Kagan Differentiated Strategies
<https://sirblois.files.wordpress.com/2016/09/cooperative-learning-activities.pdf>)
- Brainstorm Carousel-Large Post Its around the room, the group moves in a carousel to music. Group discusses topics and responses on paper. Groups rotate twice to see comments of others. (Refer to Kagan Differentiated Strategies)
- Gallery Walk-Objects, books, or student work is displayed. Students examine artifacts and rotate.
- Chunking-chunk reading, tests, questions, homework, etc to focus on particular elements.
- Think Pair Share Write
- Think Talk Write
- Think Pair Share
- Note-taking -can be done through words, pictures, phrases, and sentences depending on level
- KWL (Know, Want to Know, Learned)/KWHL(Know, What to Know, How Will I Learn, learned)/KWLS (Know, Want to Know, Learned, Still Want to Know) /KWLQ (Know, What to Know, Learned, Questions I Still Have) Charts
- Corners Cooperative Learning Strategy:
<http://cooperativelearningstrategies.pbworks.com/w/page/28234420/Corners>.
- Circle Map strategy- place the main topic in a small circle and add student ideas in a bigger circle around the topic. Students may use their native language with peers to brainstorm.
- Flexible grouping -as a whole class, a small group, or with a partner, temporary groups are created:
<http://www.teachhub.com/flexible-grouping-differentiated-instruction-strategy>.
- Jigsaw Activities -cooperative learning in a group, each group member is responsible for becoming an "expert" on one section of the assigned material and then "teaching" it to the other members of the team: <http://www.adlit.org/strategies/22371/>.

Unit Plan Title	Unit 3: Novel Study
Suggested Time Frame	6 weeks

Overview / Rationale
<p>Students will read, discuss, and analyze different voices and selected novels from a noted African American author. Study will examine how the strivings for social, political and economic equality continue to surface in today's literature and have a far-reaching, global impact. Students will be able to make real-world connections to the texts, while also analyzing elements such as plot, characters, conflict, symbolism and theme.</p> <p>Students will participate in book clubs based on the works of select contemporary African American authors of young adult literature. Students will be able to connect to the real-world contexts as they read high interest texts with an engaging narrator and storyline interwoven with contemporary headlines. Working together in book clubs will allow students to generate a deeper understanding of the novel and its commentary on today's society. Students will produce a research-based multimedia presentation based on the novel and how it reflects today's society.</p>
Stage 1- Desired Results
<p>Established Goals: New Jersey Student Learning Standards for English Language Arts (2016)</p> <p>RL.9-10.2. Determine a theme or central idea of a text and analyze in detail its development over the course of the text, including how it emerges and is shaped and refined by specific details and provide an objective summary of the text.</p> <p>RL.9-10.3. Analyze how complex characters (e.g., those with multiple or conflicting motivations) develop over the course of a text, interact with other characters, and advance the plot or develop the theme.</p> <p>RL.9-10.4. Determine the meaning of words and phrases as they are used in the text, including figurative and connotative meanings; analyze the cumulative impact of specific word choices on meaning and tone (e.g., how the language evokes a sense of time and place; how it sets a formal or informal tone).</p> <p>RL.9-10.5. Analyze how an author's choices concerning how to structure a text, order events within it (e.g., parallel plots), and manipulate time (e.g., pacing, flashbacks) create specific effects (e.g. mystery, tension, or surprise).</p>

W.9-10.1. Write arguments to support claims in an analysis of substantive topics or texts, using valid reasoning and relevant and sufficient evidence.

W.9-10.3. Write narratives to develop real or imagined experiences or events using effective technique, well-chosen details, and well-structured event sequences.

W.9-10.4. Produce clear and coherent writing in which the development, organization, and style are appropriate to task, purpose, and audience.

W.9-10.6. Use technology, including the Internet, to produce, share, and update individual or shared writing products, taking advantage of technology's capacity to link to other information and to display information flexibly and dynamically.

W.9-10.7. 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.

W.9-10.10; 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.

SL.9-10.1. Initiate and participate effectively in a range of collaborative discussions (one-on-one, in groups, and teacher-led) with peers on *grades 9–10 topics, texts, and issues*, building on others' ideas and expressing their own clearly and persuasively.

- 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.
- B. Collaborate with peers to set rules for discussions (e.g. informal consensus, taking votes on key issues, presentation of alternate views); develop clear goals and assessment criteria (e.g. student developed rubric) and assign individual roles as needed.
- C. 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.
- D. Respond thoughtfully to various perspectives, summarize points of agreement and disagreement, and justify your own views. Make new connections in light of the evidence and reasoning presented.

SL.9-10.5. Make strategic use of digital media (e.g., textual, graphical, audio, visual, and interactive elements) in presentations to enhance findings, reasoning, and evidence and to add interest.

Interdisciplinary Connections
<p>New Jersey Student Learning Standards for Social Studies (2020)</p> <p>6.2.12.CivicsPI.6.a: Use historic case studies or a current event to assess the effectiveness of multinational organizations in attempting to solve global issues.</p> <p>6.3.12.CivicsHR.1: Compare current case studies involving slavery, child labor, or other unfair labor practices in the United States with those of other nations and evaluate the extent to which these human rights violations are a universal problem.</p>
Computer Science And Design Thinking (2020)
<p>8.2.12.ED.1: Use research to design and create a product or system that addresses a problem and make modifications based on input from potential consumers.</p> <p>8.2.12.NT.1: Explain how different groups can contribute to the overall design of a product</p>
Career Readiness, Life Literacies, And Key Skills (2020)
<p>9.1.12.FP.5: Evaluate how behavioral bias (e.g., overconfidence, confirmation, recency, loss aversion, etc.) affects decision-making.</p> <p>9.4.12.TL.1: Assess digital tools based on features such as accessibility options, capacities, and utility for accomplishing a specified task.</p> <p>9.4.12.TL.3: Analyze the effectiveness of the process and quality of collaborative environments.</p> <p>9.4.12.TL.4: Collaborate in online learning communities or social networks or virtual worlds to analyze and propose a resolution to a real-world problem.</p>
Making Connections To Careers
<p>Common List of Jobs that require some training beyond high school. Feel free to modify the list based on the needs of your students. Ask students what they think is involved in these jobs and supplement their answers with the descriptions below:</p> <ul style="list-style-type: none"> • Author- a writer of a book, article, or report • Editor- a person who is in charge of and determines the final content of a text, particularly a newspaper or magazine • Journalist- a person who writes for newspapers, magazines, or news websites or prepares news to be broadcast • Entrepreneur- a person who starts a business and is willing to risk loss in order to make money • Teacher- also called a schoolteacher or formally an educator, is a person who helps students to acquire knowledge, competence, or virtue • Volunteer coordinator- responsible for all aspects regarding volunteers and the organization they work for, from recruiting new volunteers and promoting volunteer opportunities to conveying the organization's purpose to the public • Immigration consultant- a person who helps people to emigrate from one country to another country and through legal and documentation process to increase the chances of immigration for study, work, travel or business purpose • Community Outreach consultant/coordinator- oversee the planning and implementation of outreach strategies. They are primarily responsible for connecting people in the

<p>broader community by creating sponsorship agreements and cultivating relationships with businesses, individuals, and other relevant organizations.</p> <ul style="list-style-type: none"> • Legal Assistant- a legal professional who completes work—typically administrative—on behalf of a lawyer • Social Worker- help individuals, groups, and families prevent and cope with problems in their everyday lives 	
<p style="text-align: center;">Integrated Social And Emotional Learning Competencies <i>The following social and emotional competencies are integrated in this curriculum:</i></p>	
Self-Awareness	
X	Recognize one’s own feelings and thoughts
X	Recognize the impact of one’s feelings and thoughts on one’s own behavior
X	Recognize one’s personal traits, strengths and limitations
X	Recognize the importance of self-confidence in handling daily tasks and challenges
Self-Management	
X	Understand and practice strategies for managing one’s own emotions, thoughts and behaviors
X	Recognize the skills needed to establish and achieve personal and educational goals
X	Identify and apply ways to persevere or overcome barriers through alternative methods to achieve one’s goals
Social Awareness	
X	Recognize and identify the thoughts, feelings, and perspectives of others
X	Demonstrate an awareness of the differences among individuals, groups, and others’ cultural backgrounds
X	Demonstrate an understanding of the need for mutual respect when viewpoints differ
X	Demonstrate an awareness of the expectations for social interactions in a variety of setting
Responsible Decision Making	
X	Develop, implement and model effective problem solving and critical thinking skill
X	Identify the consequences associated with one’s action in order to make constructive choices
X	Evaluate personal, ethical, safety and civic impact of decisions
Relationship Skills	
X	Establish and maintain healthy relationships
X	Utilize positive communication and social skills to interact effectively with others
X	Identify ways to resist inappropriate social pressure
X	Demonstrate the ability to present and resolve interpersonal conflicts in constructive ways
X	Identify who, when, where, or how to seek help for oneself or others when needed

Essential Questions & Enduring Understandings
<p>Essential Questions:</p> <ul style="list-style-type: none"> • How has African American literature changed over time? • How do contemporary African-American writers address the social concerns faced by African-Americans today? • How have African American authors changed American identity? • How do description and point of view contribute to a literary work? <p>Enduring Understandings</p> <p><i>Students will be able to understand:</i></p> <ul style="list-style-type: none"> • African Americans have contributed to, been influenced by and have transformed American culture. • The struggles that African Americans have faced throughout history have had a significant impact on the development of their identities.
Knowledge & Skills
<p>Knowledge</p> <p><i>Students will know:</i></p> <ul style="list-style-type: none"> • Literature is a tool for political and cultural change. • Readers gain insights by witnessing the journeys of authors and the characters they create, as well as the challenges they faced. <p>Skills</p> <p><i>Students will be able to...</i></p> <ul style="list-style-type: none"> • Identify defining themes in African American literature. • Identify and explain the historic and literary significance of literary texts. • Analyze the use of literary elements in narrative writing. • Analyze the author's word choice and how language is used to enhance African-American literature. • Analyze how contemporary social, economic and political conditions are treated in African-American literature. • Draw inferences from the text in order to understand how textual analysis is developed. • Analyze the text's use of language. • Use relevant evidence from the text to support an effective student-generated thesis.
Student Resources
<p>Book Clubs Suggested:</p> <ul style="list-style-type: none"> • Thomas, Angie. <i>The Hate U Give</i>. Balzer + Bray, an Imprint of HarperCollinsPublishers, 2017. • Thomas, Angie. <i>Concrete Rose</i>. Balzer + Bray, an Imprint of HarperCollinsPublishers, 2022. • Jackson, Tiffany D., et al. <i>Blackout</i>. Quill Tree Books, an Imprint of HarperCollinsPublishers, 2021.

- Colbert, Brandy. *Black Birds in the Sky: The Story and Legacy of the 1921 Tulsa Race Massacre*. HarperCollins Publishers, 2021.
- Goffney, Joya. *Excuse Me While I Ugly Cry*. HarperTeen, An Imprint of HarperCollins Publishers, 2021.
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- Ellison, Ralph. *Invisible Man*. New York: Vintage Books, A Division of Random House, inc. 1980.
[Ralph Ellison's "Invisible Man" - Lesson Plan - PBS NewsHour Classroom](#)
- McBride, James. *The Color of Water: A Black Man's Tribute to His White Mother*. New York: Riverhead Books, 2006.
[The Color of Water Literature Guide, 11th-12th Grade - TeacherVision](#)
- Hurston, Zora Neale. *Their Eyes Were Watching God: [a Novel]*. First Harper Perennial Modern Classics edition. New York, Harper Perennial Modern Classics, 2006.
<https://nj.pbslearningmedia.org/resource/dpla-tg-019/teaching-guide-exploring-their-eyes-were-watching-god/>
- Black History Month Lessons and Resources from NEA
<http://www.nea.org/tools/lessons/bhm-curriculum-resources-grades9-12.html>
- Developing Critical Consciousness through Angie Thomas' *The Hate U Give*: Lesson plan

[Developing Critical Consciousness through Angie Thomas' The Hate U Give | Read Write Think](#)

- Social Justice Projects in the Classroom
[Social Justice Projects in the Classroom | Edutopia](#)
[Social Justice: Lesson Planning Resources](#)
- Poems by Phyllis Wheatley [Phyllis Wheatley | Poetry Foundation](#)
- Excerpted essay by Alice Walker from *In search of Our Mother's Garden* [from In Search of Our Mothers' - Gardens by Alice Walker](#)
- Speech by Sojourner Truth, "Ain't I a Woman?" [Sojourner Truth: Ain't I A Woman? \(U.S. National Park Service\)](#)
- Articles from *Ebony* magazine by Dr. Johnnetta B. Cole (about the impact of video images on young women, specifically young black women) [Ebony Magazine](#)
- Articles about HBCUs

Stage 2-Assessment Evidence

Formative:

- Independent research
- Class discussion of short text/thematic literature
- Socratic seminars
- On Demand writing

Summative:

- Literary Analysis
- Book Club projects
- Multimedia projects

Stage 3-Learning Plan

Suggested lessons will focus on the analysis of:

- Themes of African American literature
- Women's Voices
- Characterization
- Writer's craft/Author's style: powerful words or phrases, symbolism, metaphors, similes
- Analysis of how contemporary social, economic and political conditions are treated in African American literature

In addition to book club discussions and related writing tasks, suggested activities include:

Narrative Writing (ongoing throughout the unit):

You have been reading fictional stories anchored in themes that make statements about social issues. Throughout this writing unit you will write your own realistic fiction story based on social issues' themes. Your story must present a problem or goal for your character tied to your social issue theme.

Blogs: Students can create online posts that consist of text, images, artwork, links, and video around a given theme. These posts, depending on frequency and length, might take the form of an online essay, a short daily/weekly reflection, or a large-scale research project.

Social media: Engage a global audience with students publishing to social media platforms like Twitter, Instagram, or Pinterest. This short form allows for fast, free publishing, and students can reach out to politicians, celebrities, and other stakeholders by mentioning and tagging them in posts. Leverage the power of social networks to reach a global audience.

Research and follow social justice organizations and individuals on social media. Start a dialogue with them about a topic of your choice. Share your ideas for solutions to social justice problems using a common hashtag, similar to #BlackLivesMatter. Include links to articles or your own blogs.

Video and multimedia storytelling: The power of video and photography is unparalleled. Leverage mobile devices to record and edit video, and craft short films or documentaries.

Accommodations/Modifications

Below please find a list of suggestions for accommodations and modifications to meet the diverse needs of our students. Teachers should consider this a resource and understand that they are not limited to the recommendations included below.

An **accommodation** *changes HOW a student learns*; the change needed does not alter the grade-level standard. A **modification** *changes WHAT a student learns*; the change alters the grade-level expectation.

Special Education and 504 Plans

All modifications and accommodations must be specific to each individual child's IEP (Individualized Educational Plan) or 504 Plan.

- Pre-teach or preview vocabulary
- Repeat or reword directions
- Have students repeat directions
- Use of small group instruction
- Pair visual prompts with verbal presentations
- Ask students to restate information, directions, and assignments
- Repetition and time for additional practice
- Model skills/techniques to be mastered
- Extended time to complete task/assignment/work
- Provide a copy of class notes
- Strategic seating (with a purpose - eg. less distraction)
- Flexible seating
- Repetition and additional practice

- Use of manipulatives
- Use of assistive technology (as appropriate)
- Assign a peer buddy
- Emphasize key words or critical information by highlighting
- Use of graphic organizers
- Scaffold with prompts for sentence starters
- Check for understanding with more frequency
- Provide oral reminders and check student work during independent practice
- Chunk the assignment - broken up into smaller units, work submitted in phases
- Encourage student to proofread assignments and tests
- Provide regular home/school communication
- Teacher checks student planner
- Provide student with clear expectations in writing and grading criteria for assignments (rubrics)

Testing Accommodations:

Students should receive all testing accommodations for Benchmark assessments that they receive for State testing.

- Setting: Alternate setting for assessments, small groups, screens to block distractions
- Presentation: large print, test readers, use of audio, fewer questions on each page
- Response: answer verbally, use large block answer sheet, speech-to-text dictation, accept short answers
- Allow for retakes
- Provide study guides
- Use of reference aids such as glossary
- Choice of test format (multiple-choice, essay, true-false)
- Alternate ways to evaluate (projects or oral presentations instead of written tests)
- Open-book or open-note tests

English Language Learners:

All modifications and accommodations should be specific to each individual child's LEP level as determined by the WIDA screening or ACCESS, utilizing the WIDA Can Do Descriptors.

- Pre-teach or preview vocabulary
- Repeat or reword directions
- Have students repeat directions
- Use of small group instruction
- Scaffold language based on their Can Do Descriptors
- Alter materials and requirements according to Can Do Descriptors
- Adjust number of paragraphs or length of writing according to their Can Do Descriptor
- TPR (Total Physical Response-Sheltered Instruction strategy) Demonstrate concepts through multi sensory forms such as with body language, intonation
- Pair visual prompts with verbal presentations
- Repetition and additional practice
- Model skills and techniques to be mastered
- Native Language translation (peer, assistive technology, bilingual dictionary)

- Emphasize key words or critical information by highlighting
- Use of graphic organizers
- Scaffold with prompts for sentence starters
- Check for understanding with more frequency
- Use of self-assessment rubrics
- Increase one-on-one conferencing; frequent check ins
- Use study guide to organize materials
- Make vocabulary words available in a student created vocabulary notebook, vocabulary bank, Word Wall, or vocabulary ring
- Extended time
- Select text complexity and tiered vocabulary according to Can Do Descriptors
- Projects completed individually or with partners
- Use online dictionary that includes images for words:
<http://visual.merriamwebster.com/>.
- Use online translator to assist students with pronunciation:
http://www.reverso.net/text_translation.aspx?lang=EN.

Students at Risk of Failure:

- Use of self-assessment rubrics for check-in
- Pair visual prompts with verbal presentations
- Ask students to restate information and/or directions
- Opportunity for repetition and additional practice
- Model skills/techniques to be mastered
- Extended time
- Provide copy of class notes
- Strategic seating with a purpose
- Provide students opportunity to make corrections and/or explain their answers
- Support organizational skills
- Check daily planner
- Encourage student to proofread work
- Assign a peer buddy
- Build on students' strengths based on Multiple Intelligences: Linguistic (verbal); Logical (reasoning); Musical/Rhythmic; Intrapersonal Intelligence (understanding of self); Visual Spatial Intelligence; Interpersonal Intelligence (the ability to interact with others effectively); Kinesthetic (bodily); Naturalist Intelligence; and Learning Styles: Visual; Auditory; Tactile; Kinesthetic; Verbal

High Achieving:

Extension Activities

- Allow for student choice from a menu of differentiated outcomes; choices grouped by complexity of thinking skills; variety of options enable students to work in the mode that most interests them
- Allow students to pursue independent projects based on their individual interests
- Provide enrichment activities that include more complex material
- Allow opportunities for peer collaboration and team-teaching

- Set individual goals
- Conduct research and provide presentation of appropriate topics
- Provide students opportunity to design surveys to generate and analyze data to be used in discussion
- Allow students to move through the assignment at their own pace (as appropriate)

Strategies to Differentiate to Meet the Needs of a Diverse Learning Population

- Vocabulary Sorts-students engage with the vocabulary word by sorting into groups of similar/different rather than memorizing definitions
- Provide “Realia” (real life objects to relate to the five senses) and ask questions relating to the senses
- Role Play-students create or participate in role playing situations or Reader’s Theater
- Moving Circle-an inside and outside circle partner and discuss, circles moves to new partner (Refer to Kagan Differentiated Strategies
<https://sirblois.files.wordpress.com/2016/09/cooperative-learning-activities.pdf>)
- Brainstorm Carousel-Large Post Its around the room, the group moves in a carousel to music. Group discusses topics and responses on paper. Groups rotate twice to see comments of others. (Refer to Kagan Differentiated Strategies)
- Gallery Walk-Objects, books, or student work is displayed. Students examine artifacts and rotate.
- Chunking-chunk reading, tests, questions, homework, etc to focus on particular elements.
- Think Pair Share Write
- Think Talk Write
- Think Pair Share
- Note-taking -can be done through words, pictures, phrases, and sentences depending on level
- KWL (Know, Want to Know, Learned)/KWHL(Know, What to Know, How Will I Learn, learned)/KWLS (Know, Want to Know, Learned, Still Want to Know) /KWLQ (Know, What to Know, Learned, Questions I Still Have) Charts
- Corners Cooperative Learning Strategy:
<http://cooperativelearningstrategies.pbworks.com/w/page/28234420/Corners>.
- Circle Map strategy- place the main topic in a small circle and add student ideas in a bigger circle around the topic. Students may use their native language with peers to brainstorm.
- Flexible grouping -as a whole class, a small group, or with a partner, temporary groups are created:
<http://www.teachhub.com/flexible-grouping-differentiated-instruction-strategy>.
- Jigsaw Activities -cooperative learning in a group, each group member is responsible for becoming an "expert" on one section of the assigned material and then "teaching" it to the other members of the team: <http://www.adlit.org/strategies/22371/>.

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