

Westerville City Schools
African American Literature & Composition
Course of Study
Course Number: LA520



Course Description:

The purpose of this course is to develop a sophisticated understanding of the social role of African American texts through multiple perspectives as well as to recognize the influence of African American literature on identity, culture, socioeconomic status, politics, and ideology. Units of study may include topics related to intersections of race with gender, religion, sexual orientation, socioeconomic status, education, incarceration, and other underrepresented voices.

All twelfth-grade ELA classes will reinforce research skills, including an independent, self-generated capstone research project that synthesizes and analyzes information from a variety of perspectives, and that includes a presentation component. Twelfth-grade ELA classes will reinforce literary analysis tasks, including rhetorical analysis of an author's choices in structuring a text; furthermore, all twelfth-grade English courses will reinforce the writing of personal narratives, including college essays.

Writing will include:

- Narrative writing (college essay or other personal writing)
- Students may either continue research from the 11th grade year, or begin research on a self-generated research topic
 - Research ending in major capstone project
 - Examines multiple perspectives (global audience, community audience, etc.)
 - Includes a presentation component
- Argument and synthesis writing
- Rhetorical/literary analysis writing

Recommended grade level: 12

Course length: 1 year

Credits: 1

Course Weighting: 1

Course Rationale

Students today are faced with the great challenge of attempting to identify with and enjoy literature, which they feel has no relevance to their lives. Many of the texts students read in school are hundreds of years old, in which the characters are people who are unlike them - physically, racially, socio-economically - and who do represent more than 40 percent of the student body. The African American Literature course intends to make literature relevant to students' lives and challenging to their minds. In a complex world, where students must strive to learn how to interpret, challenge, and embrace multiple perspectives, it is imperative that students study a wide variety of literature. However, there is one genre of literature that is often forgotten or even dismissed in our classrooms. When African American literature has been incorporated into the curriculum, it

may be limited to a few slavery texts, Harlem Renaissance authors, and Civil Rights writings, and often, students only study these texts during Black History Month. These periods and genres are not representative of all that is African American literature. Furthermore, African American experiences are too often presented from a deficit perspective, instead of confirming the incredible experiences of African Americans writers, artists, and thinkers who contributed to shaping not only Black literature and culture but American literature and culture as a whole. African American literature is rich with diversity, adversity, and hope.

Ohio Department of Education standards require that students be able to incorporate narrative elements effectively into arguments and informative/explanatory texts. Further, to be ready for college, workforce training, and life in society, students need the ability to gather, comprehend, evaluate, synthesize, and report on information and ideas, to conduct original research in order to answer questions or solve problems, and to analyze and create multiple types of written and spoken communication.

Course Information

***Pacing Guide:**

	Topics of Study	Estimated Time (in weeks)
1	Literature	10-12
2	Informational Text	8-10
3	Writing	10-12
4	Speaking and Listening	3-4
<i>SEMESTER ASSESSMENT</i>		Literary analysis, research, or personal narratives, including college essay
<i>END OF COURSE ASSESSMENT</i>		Capstone project

*Topics of study are taught in spiral format (i.e. not linear)

Content Statements by Topic

Scope and Sequence:

Topic of Study #1 - Literature (Estimated time 10-12 weeks)

Themes: Black experience representations in literature and media, the nature of cultural knowledge, social identities, cultural practice and power, globalization, diaspora
Essential Questions • What are the basic concepts of the Black experience through literature? (for instance, power, agency, identity, ideology, and representation) • How can critical perspectives be used to examine the diverse meanings of culture through various texts? • How does cultural identity impact understanding of text? • How can cultural knowledge be connected across different subjects and contexts? • How can valuing diverse perspectives support equity?
Learning Targets: See ODE Standards Statements
Assessments: Argument essay, socratic seminar, personal narratives (including college essay)
Vocabulary: cultural studies, race, class, gender, ethnicity, sexuality, identity, power, agency, media, privilege, interdisciplinary

Strand: Reading - Literature
Topic: Key Ideas and Details

ODE Standards Statements

1. Cite strong and thorough textual evidence 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.
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; provide an objective summary of the text.
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).

In the previous band, students were expected to analyze and draw inferences from texts, examine the progression of theme and explore the development of complex characters.

Content Elaborations

When analyzing Key Ideas and Details, critical reading is the central focus. Full comprehension of a text requires the ability to understand and analyze explicit and inferential ideas. Critical reading includes understanding the ways authors influence readers with what the text states explicitly and implicitly. Effective authors use evidence and details purposely chosen to impart meaning. Literary analysis enables the reader to examine the way authors carefully position details which support the theme or main idea. They use the interactions, thoughts and feelings of characters to explore ideas and themes. Readers should further examine the purpose for the author's piece and question the motivations as well as the motivations of the characters, which also shape the plot and ultimately, the theme.

Enduring Understandings

Imaginative texts can provide rich and timeless insights into universal themes, dilemmas and social realities of the Black experience. Literary text represents complex stories in which the reflective and apparent thoughts and actions of human beings are revealed. Life therefore shapes literature and literature shapes life.

Instructional Strategies and Resources

Analyze a passage in *Kindred* to determine how the many themes of the novel develop over the course of the text. Students need to decide why and how the author uses memories and dreams, spacing, dialogue, imagery, and allusion to further the plot, develop theme, and add to characterization.

Considerations for Diverse Learners, Intervention, and Acceleration

Students have the opportunity to read choice books relatable to their lived experiences, including both fiction and nonfiction. Written and oral assignments include text-to-self connections and open-ended inquiry that values and encourages students to make relevant connections and expand on assignments.

Strand: Reading - Literature
Topic: Craft and Structure

ODE Standards Statements

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

In the previous grade band, students were expected to determine the impact of figurative and connotative words on tone, examine how an author's choice of structure influences the text, and analyze multiple points of view.

particularly fresh, engaging, or beautiful. (Include Shakespeare as well as other authors. 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. 6. Analyze a case in which grasping a point of view requires distinguishing what is directly stated in a text from what is really meant (e.g., satire, sarcasm, irony, or understatement).	Content Elaborations Analyzing the Craft and Structure of literature requires the reader to examine the author's motivations closely. Effective authors make specific language choices (emotive, evocative, formal, impersonal) and use specific organizational strategies to position readers to accept representations of people, events, ideas and information in particular ways. Competent readers reflect on the nuanced meanings of words and phrases in texts as a tool by which they discover the meaning, tone and theme of a text. An author's perspective and global cultural experiences impact choices made about the text, such as what to include or not include as well as considering the point of view from which the narrative is told. Understanding of text occurs through meaningful and intentional opportunities to read, study and discuss literature with a focus on the total effect of an author's craft.
Enduring Understanding Literary text, like all creative products, demonstrates style and craftsmanship. Readers can respond analytically and objectively to text when they understand the purpose or reason behind the author's intentional choice of tools such as word choice, point of view and structure.	
Instructional Strategies and Resources Works in Translation Word Choice Analysis Using a shorter piece of work (such as a short story, poem, etc.) originally written in a language <i>other</i> than standard English, such as Black English, compare different text two in order to analyze how word choice, structure, etc. contribute to the overall structure, meaning, and interpretation of the piece, as well as its aesthetic impact. Additionally, students discuss the concept of codeswitching and the use of language to communicate, but also the power of language.	
Considerations for Diverse Learners, Intervention, and Acceleration Students have the opportunity to read choice books relatable to their lived experiences, including both fiction and nonfiction. Written and oral assignments include text-to-self connections and open-ended inquiry that values and encourages students to make relevant connections and expand on assignments.	

Strand: Reading - Literature Topic: Integration of Knowledge and Ideas	
ODE Standards Statements 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. 8. (Not applicable to literature) 9. Demonstrate knowledge of eighteenth-, nineteenth- and early- twentieth-century foundational works of literature, including how two or more texts	In the previous band, students were expected to analyze and draw inferences from texts, examine the progression of theme and explore the development of complex characters. Content Elaborations The Integration of Knowledge and Ideas is important when examining key scenes or specific works. Exploring varying perspectives of the work such as historical accounts or any background knowledge can assist in determining the author's overall

from the same period treat similar themes or topics.	purpose. Understanding the interplay between text and context also can influence how an audience analyzes a text from multiple perspectives. Analysis of a topic or theme from varying perspectives and in a variety of mediums involves using comprehension strategies including, but not limited to, comparison and contrast, inference and summary.
Enduring Understanding Competent readers can synthesize information from a variety of sources including print, audio and visual. Comparing and contrasting text in a variety of forms or genres provides a full understanding of the author's message/theme as well as the ideas being explored.	
Instructional Strategies and Resources 1) After reading <i>I Am a Negro</i> , students will watch the documentary to analyze how the drama interprets the written work. 2) Students will read foundation works of Frederick Douglass, Booker T. Washington, W.E.B. Du Bois to analyze the different perspectives of Black thinkers on the conciliation, agitation, migration, and the seeds of a revolution.	
Considerations for Diverse Learners, Intervention, and Acceleration Students have the opportunity to read choice books relatable to their lived experiences, including both fiction and nonfiction. Written and oral assignments include text-to-self connections and open-ended inquiry that values and encourages students to make relevant connections and expand on assignments.	

Strand: Reading Literature	
Topic: Range of Reading and Level of Text Complexity	
ODE Standards Statement 10. By the end of grade 11, read and comprehend literature, including stories, dramas, and poems, in grades 11-CCR text complexity band proficiently, with scaffolding as needed at the high end of the range. By the end of grade 12, read and comprehend literature, including stories, dramas, and poems, at the high end of the grades 11-CCR text complexity band independently and proficiently.	By the end of grade 9, students were expected to read and comprehend literature, including stories, dramas and poems in the grades 9-10 text complexity band proficiently, with scaffolding as needed at the high end of the range. By the end of grade 10, students were expected to read and comprehend literature, including stories, dramas and poems at the high end of the grades 9-10 text complexity band independently and proficiently. Content Elaborations The Common Core Standards for English Language Arts and Literacy in History/Social Studies, Science, and Technical Subjects states that there is a “general, steady decline – over time, across grades, and substantiated by several sources – in the difficulty and likely also the sophistication of content of the texts students have been asked to read in school since 1962.” To help teachers match complex, grade- appropriate texts to their students, the Common Core Standards document contains a

model with three dimensions for measuring text complexity. To effectively establish the text complexity level, all three dimensions must be used together:

- (1) Qualitative dimensions of text complexity (levels of meaning or purpose, structure, language conventionality and clarity, and knowledge demands)
- (2) Quantitative dimensions of text complexity (word length or frequency, sentence length, text cohesion –typically measured by computer software)
- (3) Reader and task considerations (motivation, knowledge and experiences, purpose and complexity of task assigned)

The three-part model is explained in detail in Appendix A of the Common Core Standards for English Language Arts and Literacy in History/Social Studies, Science and Technical Subjects. Along with this explanation of the model, a list of grade-appropriate text exemplars that meet the text complexity for each grade level is provided in Appendix B.

The Common Core recognizes that not all students arrive at school with the tools and resources to ensure that they are exposed to challenging text away from school; it also recognizes that “a turning away from complex texts is likely to lead to a general impoverishment of knowledge...” This trend can be “turned around” when teachers match students with challenging, engaging text in the classroom, creating an atmosphere that helps to nurture curious, capable and critical readers. Through extensive reading of a variety of genres from diverse cultures and a range of time periods, students will gain literary knowledge and build important reading skills and strategies, as well as become familiar with various text structures and elements.

Enduring Understanding

In order to meet the rigorous demands of college and/or the workforce, students must be able to read and comprehend increasingly complex literary text. They must read widely and deeply from among a broad range of high-quality, challenging text and develop the skill, concentration, and stamina to read these texts independently and proficiently.

Instructional Strategies and Resources

1) Students will work through W.E.B Du Bois’s “Double Consciousness” (from *The Souls of Black Folk*). The piece is complex and requires teachers to help students look at what the text says, especially through his use of extended metaphors. Students will apply Du Bois’s idea of Double Consciousness to a variety of course texts, as his idea of a dual identity is a theme of many members of the non-white American.

2) Students will read *Kindred*, or another work that is considered college level reading. Much of the reading will be done independently, with classroom support provided. Audio versions of books, and Read-Write for Google are examples of tools to aid students with reading complex texts.

Considerations for Diverse Learners, Intervention, and Acceleration

Students have the opportunity to read choice books relatable to their lived experiences, including both fiction and nonfiction. Written and oral assignments include text-to-self connections and open-ended inquiry that values and encourages students to make relevant connections and expand on assignments.

Topic #2 - Informational Texts (estimated time 8-10 weeks)

Themes: cultural representations in literature and media, the nature of cultural knowledge, social identities, cultural practice and power, globalization, diaspora

Essential Questions

- What are the basic concepts of the African American experience in America? (i.e., power, agency, identity, ideology, representation)
- How can critical perspectives be used to examine the diverse meanings of the African American experience through various texts?
- How does identity impact understanding of text?
- How can cultural knowledge be connected across different subjects and contexts?
- How can valuing diverse perspectives support equity?

Learning Targets: ODE Standards Statements

Assessments: Literary analysis, research, or personal narratives, including college essay

Vocabulary: race, class, gender, ethnicity, sexuality, identity, power, agency, media, privilege, interdisciplinary

Strand: Reading - Informational Texts

Topic: Key Ideas and Details

ODE Standards Statements

1. Cite strong and thorough textual evidence 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.
2. Determine two or more 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 provide a complex analysis; provide an objective summary of the text.
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.

In the previous grade band, students were expected to cite and draw inferences from the text, examine the development of the central ideas, and analyze how the author's analysis of the text shapes the development of its events and ideas.

Content Elaborations

When reading informational text, examining Key Ideas and Details is essential. Full comprehension of a text requires the ability to understand and analyze explicit and inferential ideas. Authors of informational and argumentative texts focus on fluidity, often omitting details, to inform or persuade the reader at this level. Analysis of these texts requires understanding how the central ideas or arguments interact.

Enduring Understanding

Knowledge-based information is an ever-changing expanding genre that encompasses daily communication. The ability to comprehend and analyze informational texts develops critical thinking, promotes logical reasoning and expands one's sense of the world.

Instructional Strategies and Resources:

Students will analyze excerpts from *The Autobiography of Malcolm X* to learn about his experiences in the Black Power movement, in addition to his involvement with the Black Panthers. Students will analyze his story and determine what parts of his story relate to themes in other literature, in addition to determining what part of his story remains untold.

Considerations for Diverse Learners, Intervention, and Acceleration

Students have the opportunity to read choice books relatable to their lived experiences, including both fiction and nonfiction. Written and oral assignments include text-to-self connections and open-ended inquiry that values and encourages students to make relevant connections and expand on assignments.

Strand: Reading - Informational Text**Topic:** Craft and Structure**ODE Standards Statements**

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.

5. Analyze and evaluate the effectiveness of the structure an author uses in his or her exposition or argument, including whether the structure makes points clear, convincing, and engaging.

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.

Content Elaborations

Examining the author's technique is the essential focus when analyzing the Craft and Structure of informational text. Authors select specific language (emotive, evocative, formal and impersonal) and use specific organizational strategies and rhetorical content to convey meaning. Understanding the meaning of words and phrases found within the text is a tool by which readers can discover the meaning, effectiveness, tone and purpose of a text.

Enduring Understanding

Informational text, like all creative products, demonstrates style and craftsmanship. Readers can respond analytically and objectively to text when they understand the purpose or reason behind the author's intentional choice of tools such as word choice, point of view and structure.

Instructional Strategies and Resources:

Using a shorter piece of work (such as a news article, blog entry, etc.), students will integrate and evaluate multiple sources of information presented in diverse formats and media (e.g., visually, quantitatively, as well as in words) in order to address a question or solve a problem.

Considerations for Diverse Learners, Intervention, and Acceleration

Strategies for meeting the needs of all learners, including gifted students, English Language Learners (ELL) and students with disabilities can be found at <http://education.ohio.gov/Topics/Other-Resources>. Resources based on the Universal Design for Learning principles are available at www.cast.org.

Strand: Reading - Informational Text**Topic:** Integration of Knowledge and Ideas**ODE Standards Statements**

7. Integrate and evaluate multiple sources of information presented in different media or formats

In the previous grade band, students were expected to examine various texts presented in different mediums, delineate and evaluate

(e.g., visually, quantitatively) as well as in words in order to address a question or solve a problem. 8. Delineate and evaluate the reasoning in texts, including the application of constitutional principles and use of legal reasoning and the premises, purposes, and arguments in works of public advocacy. 9. Analyze seventeenth-, eighteenth-, and nineteenth-century documents of historical and literary significance for their themes, purposes, and rhetorical features.	arguments, and analyze the themes and concepts of seminal documents of historical and literary significance. Content Elaborations The Integration of Knowledge and Ideas from informational text requires analysis and evaluation of critical themes and concepts from various perspectives. Critical reading of a wide variety of seminal texts, including those told from historical, literary and scientific perspectives, mirrors and challenges thinking and enhances the understanding of content.
Enduring Understanding Integrating knowledge and ideas from informational text expands the knowledge base and the perspectives found in text, which empowers the reader to make informed choices in life.	
Instructional Strategies and Resources Compare & contrast the treatment of similar themes and topics, good and evil, and patterns of events	
Considerations for Diverse Learners, Intervention, and Acceleration Strategies for meeting the needs of all learners, including gifted students, English Language Learners (ELL) and students with disabilities can be found at http://education.ohio.gov/Topics/Other-Resources. Resources based on the Universal Design for Learning principles are available at www.cast.org.	

Strand: Reading Informational Text Topic: Range of Reading and Level of Text Complexity	
ODE Standards Statements 10. By the end of grade 11, read and comprehend literary nonfiction in grades 11-CCR text complexity band proficiently, with scaffolding as needed at the high end of the range. By the end of grade 12, read and comprehend literary nonfiction at the high end of the grades 11-CCR text complexity band independently and proficiently.	By the end of grade 9, students were expected to read and comprehend literature, including stories, dramas and poems, in grades 9-10 text complexity band proficiently, with scaffolding as needed at the high end of the range. By the end of grade 10, students were expected to read and comprehend literature, including stories, dramas and poems, at the high end of the grades 9-10 text complexity band independently and proficiently. Content Elaborations The Common Core Standards for English Language Arts and Literacy in History/Social Studies, Science, and Technical Subjects states that there is a “general, steady decline – over time, across grades, and substantiated by several sources – in the difficulty and likely also the sophistication of content of the texts students have been asked to read in school since 1962.” To help teachers match complex, grade- appropriate texts to their students, the Common Core Standards document contains a

model with three dimensions for measuring text complexity. To effectively establish the text complexity level, all three dimensions must be used together:

- (1) Qualitative dimensions of text complexity (levels of meaning or purpose, structure, language conventionality and clarity, and knowledge demands)
- (2) Quantitative dimensions of text complexity (word length or frequency, sentence length, text cohesion –typically measured by computer software)
- (3) Reader and task considerations (motivation, knowledge and experiences, purpose and complexity of task assigned)

The three-part model is explained in detail in Appendix A of the Common Core Standards for English Language Arts and Literacy in History/Social Studies, Science and Technical Subjects. Along with this explanation of the model, a list of grade-appropriate text exemplars that meet the text complexity for each grade level is provided in Appendix B.

The Common Core recognizes that not all students arrive at school with the tools and resources to ensure that they are exposed to challenging text away from school; it also recognizes that “a turning away from complex texts is likely to lead to a general impoverishment of knowledge...” This trend can be “turned around” when teachers match students with challenging, engaging text in the classroom, creating an atmosphere that helps to nurture curious, capable and critical readers. Through extensive reading of a variety of genres from diverse cultures and a range of time periods, students will gain literary knowledge and build important reading skills and strategies, as well as become familiar with various text structures and elements.

Enduring Understanding

In order to meet the rigorous demands of college and/or the workforce, students must be able to read and comprehend increasingly complex informational text. They must read widely and deeply from among a broad range of high-quality, challenging text and develop the skill, concentration and stamina to read these texts independently and proficiently.

Instructional Strategies and Resources

Students will read and evaluate a complex biography or autobiography for its literary merit, which could include a writing of character and/or thematic analysis. These texts will be supported with in-class discussions, the use of audio books, and Read-Write for google to make the complex texts more accessible.

Considerations for Diverse Learners, Intervention, and Acceleration

Strategies for meeting the needs of all learners, including gifted students, English Language Learners (ELL) and students with disabilities can be found at <http://education.ohio.gov/Topics/Other-Resources>. Resources based on the Universal Design for Learning principles are available at www.cast.org.

Topic of Study #3 - Writing

(estimated time 10-12 weeks)

Themes: African American representations in literature and media, the nature of cultural knowledge, social identities, cultural practice and power, globalization, diaspora

Essential Questions

- What are the basic concepts of African American studies? (for instance, power, agency, identity, ideology, and representation)
- How can critical perspectives be used to examine the diverse perspectives through various texts?
- How does identity impact understanding of text?
- How can cultural knowledge be connected across different subjects and contexts?
- How can valuing diverse perspectives support equity?

Learning Targets: ODE Standards Statements

Assessments: Literary analysis, research, or personal narratives, including college essay and/or Capstone Project

Vocabulary: race, class, gender, ethnicity, sexuality, identity, power, agency, media, privilege, interdisciplinary

Strand: Writing

Topic: Texts Types and Purposes

ODE Standards Statements

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

- Introduce precise, knowledgeable claim(s), establish the significance of the claim(s), distinguish the claim(s) from alternate or opposing claims, and create an organization that logically sequences claim(s), counterclaims, reasons, and evidence.
- Develop claim(s) and counterclaims fairly and thoroughly, supplying the most relevant evidence for each while pointing out the strengths and limitations of both in a manner that anticipates the audience's knowledge level, concerns, values, and possible biases.
- Use words, phrases, and clauses as well as varied syntax to link the major sections of the text, create cohesion, and clarify the relationships between claim(s) and reasons, between reasons and evidence, and between claim(s) and counterclaims.
- Establish and maintain a formal style and objective tone while attending to the norms and conventions of the discipline in which they are writing.
- Provide a concluding statement or section

In the previous grade band, students were expected to produce informative and narrative writings that examine and convey complex ideas, and have well-developed arguments with valid reasoning, relevant evidence and well-chosen details.

Content Elaborations

Understanding Text Types and Purposes is essential for writing. Effective and coherent text creation requires conscious choices about: purpose for text creation (e.g., to inform, explain, persuade, entertain, or inspire), motives for selecting strategies to engage an audience (e.g., to communicate information, promote action or build relationships), and potential consequences of choices regarding text creation (e.g., follow-up action, position defended, appropriate tone and style). It also includes appropriate structures for particular types of texts, language, voice, style, ideology, form and genre.

that follows from and supports the argument presented.

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.

- 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.
- 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.

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

- 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.
- b. Use narrative techniques, such as dialogue, pacing, description, reflection, and multiple plot lines, to develop experiences, events, and/or characters.
- c. Use a variety of techniques to sequence events so that they build on one another to create a coherent whole and build toward a particular tone and outcome (e.g., a sense of mystery, suspense, growth, or resolution).
- d. Use precise words and phrases, telling details, and sensory language to convey the experiences, events, and/or characters.
- e. Provide a conclusion that follows from and reflects on what is experienced, observed, or resolved over the course of the narrative.
- f. 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.
- g. Use precise language, domain-specific vocabulary, and techniques such as metaphor, simile, and analogy to manage the complexity of the topic.

h. Establish and maintain a formal style and objective tone while attending to the norms and conventions of the discipline in which they are writing. i. Provide a concluding statement or section that follows from and supports the information or explanation presented (e.g., articulating implications or the significance of the topic).	
Enduring Understanding Writers share information, opinions, and ideas by using multiple techniques and text types. This knowledge allows them to communicate in appropriate and meaningful ways to achieve their intended purpose.	
Instructional Strategies and Resources Argument/Synthesis Writing: Students will write an essay that synthesizes material from several sources and develops a position on a topic/question. For example: Read the following excerpts from King’s “Letter from Birmingham Jail,” Baldwin’s “My Dungeon Shook,” <i>The Autobiography of Malcolm X</i>, Amiri Baraka’s “Notes for a Speech,” and August Wilson’s “Fences” then write an essay that argues which strategies best helped civil rights activists achieve the goal of overcoming injustice.	
Considerations for Diverse Learners, Intervention, and Acceleration Strategies for meeting the needs of all learners, including gifted students, English Language Learners (ELL) and students with disabilities can be found at http://education.ohio.gov/Topics/Other-Resources. Resources based on the Universal Design for Learning principles are available at www.cast.org.	

Strand: Writing Topic: Production and Distribution of Writing	
ODE Standards Statements 4. Produce clear and coherent writing in which the development, organization, and style are appropriate to task, purpose, and audience. (Grade-specific expectations for writing types are defined in standards 1-3.) 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. 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.	In the previous grade band, students were expected to use technology to produce well-organized writing that has been developed in multiple stages with a clear purpose and audience. Content Elaborations The Production and Distribution of Writing is a multistage, reflective process that requires planning and revising and may occur collaboratively, individually and technologically. Effective writers make conscious, independent and/or collaborative decisions about the type of writing produced and distributed. They also use technology to share information and to create individual and collaborative texts.
Enduring Understanding Effective writing is the result of a multi-stage, reflective process in which the writer must develop, plan, revise, edit and rewrite work to evoke change or clarify ideas. The stages of these processes are enhanced with collaboration and technology.	

Instructional Strategies and Resources

Students will contribute to a class podcast in which they write, edit, and produce short segments on various topics.

Considerations for Diverse Learners, Intervention, and Acceleration

Strategies for meeting the needs of all learners, including gifted students, English Language Learners (ELL) and students with disabilities can be found at <http://education.ohio.gov/Topics/Other-Resources>. Resources based on the Universal Design for Learning principles are available at www.cast.org.

Topic: Writing

Strand: Research to Build and Present Knowledge

ODE Standards Statements

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 an understanding of the subject under investigation.

8. Gather relevant information from multiple authoritative print and digital sources, using advanced searches effectively; assess the strengths and limitations of each source in terms of the task, purpose, and audience; integrate information into the text selectively to maintain the flow of ideas, avoiding plagiarism and overreliance on any one source and following a standard format for citation.

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

- A. Apply grades 11-12 Reading standards to literature including how two or more texts from the same period treat similar themes or topics.
- B. Apply grades 11-12 Reading standards to literary nonfiction

In the previous grade band, students were expected to investigate and evaluate relevant and credible information from multiple authoritative sources in order to conduct research projects that can be both short term and sustained.

Content Elaborations

Conducting Research to Build and Present Knowledge is essential for developing cogent writers who employ critical thinking. Efficient writers activate prior knowledge and then engage in the process of independent and shared inquiry and research to create new understandings and new knowledge for specific purposes. They understand that research is a recursive process and persist through challenges to gain a broader perspective about information during the inquiry process. Writers use appropriate style manuals to follow a standard format for citation.

Enduring Understanding

Writing is a tool for thinking and problem solving. In order to create new understandings, activating prior knowledge and engaging in the process of independent and shared inquiry are essential.

Instructional Strategies and Resources

Students will research a topic related to culture, assimilation, or immigration that can be seen as controversial on Ebsco or other gated databases. Students need to work through the research process to find credible sources, create a work cited page, and incorporate research into an argumentative paper, which includes identifying counterarguments. Paper needs to utilize various sources and use quoting/paraphrasing for support (including proper parenthetical reference), all in MLA format.

Considerations for Diverse Learners, Intervention, and Acceleration

Strategies for meeting the needs of all learners, including gifted students, English Language Learners (ELL) and students with disabilities can be found at <http://education.ohio.gov/Topics/Other-Resources>. Resources

based on the Universal Design for Learning principles are available at www.cast.org.

Topic: Writing

Strand: Range of Writing

ODE Standards Statement

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.

In the previous grade band, students were expected to write routinely over extended time frames (time for research, reflection and revision) and shorter time frames (a single sitting or day or two) for a range of tasks, purposes and audiences.

Content Elaborations

Effective writers build skills by producing a Range of Writing. 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 of 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 and producing numerous pieces over short and extended time frames throughout the year.

Enduring Understanding

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 an understanding of the subjects they are studying, and conveying real and imagined experiences and events.

Instructional Strategies and Resources

Quick Write/Timed Write - Students will respond to prompts by building on prior knowledge and experiences as tied to the literature studied. For example, when studying *Drowned City*, students may be asked to identify and dispel stereotypes present in both the graphic novel and their own surroundings.

Considerations for Diverse Learners, Intervention, and Acceleration

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Topic of Study #4 - Speaking and Listening

(Estimated time 3-4 weeks)

Themes: cultural representations in literature and media, the nature of cultural knowledge, social identities, cultural practice and power, globalization, diaspora

Essential Questions

- What are the basic concepts of African American studies? (for instance, power, agency, identity, ideology, and representation)
- How can critical perspectives be used to examine the diverse perspectives through various texts?
- How does identity impact understandings of text?
- How can cultural knowledge be connected across different subjects and contexts?
- How can valuing diverse perspectives support equity?

Assessments: Formal and informal presentations, including presentation of Capstone Project

Vocabulary: cultural studies, race, class, gender, ethnicity, sexuality, identity, power, agency, media, privilege, interdisciplinary

Strand: Speaking and Listening

Topic: Comprehension and Collaboration

ODE Standard Statements

1. Initiate and participate effectively in a range of collaborative discussions (one-on-one, in groups, and teacher-led) with diverse partners on grades 11-12 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. Work with peers to promote civil, democratic discussions and decision-making, set clear goals and deadlines, and establish individual roles as needed.
- 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.
- 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

In the previous grade band, students were expected to initiate and participate effectively in a range of collaborative discussions, integrate multiple sources of information presented in diverse media and evaluate a speaker's point of view, reasoning and use of evidence and rhetoric.

Content Elaborations

The speaking and listening strand requires an intense focus on Comprehension and Collaboration. Effective speakers and critical listeners collaborate to establish procedures for collegial discussion and decision making for the purpose of critically examining issues, evaluating opinions, arguing points, making judgments, building understandings and persuading others by evidence and reasoning with a particular focus on the synthesis of ideas.

complete the task. 2. Integrate multiple sources of information presented in diverse formats and media (e.g., visually, quantitatively, 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. 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.	
Enduring Understanding Strong listening and speaking skills are critical for learning, communicating, and allowing better understanding of the world. Applying these skills to collaboration amplifies each individual's contributions and leads to new and unique understandings and solutions.	
Instructional Strategies and Resources Literature Circles - students work in small groups and read a novel or other common text together to engage in critical thinking and reflection while they read, discuss, and respond. Online Resources: http://www.litcircles.org/Overview/overview.html http://www.edutopia.org/blog/literature-circles-how-to-and-reasons-why-elena-aguilar http://www.readwritethink.org/classroom-resources/lesson-plans/literature-circles-getting-started-19.html	
Considerations for Diverse Learners, Intervention, and Acceleration Strategies for meeting the needs of all learners, including gifted students, English Language Learners (ELL) and students with disabilities can be found at http://education.ohio.gov/Topics/Other-Resources. Resources based on the Universal Design for Learning principles are available at www.cast.org.	

Strand: Speaking and Listening Topic: Presentation of Knowledge and Ideas	
ODE Standards Statements 4. Present information, findings, and supporting evidence, conveying a clear and distinct perspective, such that listeners can follow the line of reasoning, alternative or opposing perspectives are addressed, and the organization, development, substance, and style are appropriate to purpose, audience, and a range of formal and informal tasks. 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. 6. Adapt speech to a variety of contexts and tasks,	In the previous grade band, students were expected to present information, findings and supporting evidence that convey a clear and distinct perspective, make strategic use of digital media in presentations and adapt speech to a variety of context and tasks, demonstrating a command of formal English when indicated or appropriate. Content Elaborations The Presentation of Knowledge and Ideas is a key component to the speaking and listening strand. Strategic use of the elements of effective oral, visual and multimedia presentations and their effects increases the potential to inform, entertain or

demonstrating command of formal English when indicated or appropriate.	persuade an audience. Effective presentation considers alternative and opposing perspectives.
Enduring Understanding Proficient speakers make deliberate choices regarding language, content and media to capture and maintain the audience in order to convey their message.	
Instructional Strategies and Resources Students will write, edit, and produce podcasts on various topics for submission to NPR's student podcast challenge See: Teaching Podcasting: A Curriculum Guide for Educators	
Considerations for Diverse Learners, Intervention, and Acceleration Strategies for meeting the needs of all learners, including gifted students, English Language Learners (ELL) and students with disabilities can be found at http://education.ohio.gov/Topics/Other-Resources . Resources based on the Universal Design for Learning principles are available at www.cast.org .	

Strand: Speaking and Listening Topic: Conventions of Standard English	
ODE Standards Statements 1. Demonstrate command of the conventions of standard English grammar and usage when writing or speaking. - Apply the understanding that usage is a matter of convention, can change over time, and is sometimes contested. - Resolve issues of complex or contested usage, consulting references (e.g., Merriam-Webster's Dictionary of English Usage, Garner's Modern American Usage) as needed. 2. Demonstrate command of the conventions of standard English capitalization, punctuation, and spelling when writing. - Observe hyphenation conventions. - Spell correctly.	In the previous grade band, students were expected to demonstrate a command of the conventions of standard English usage and grammar, capitalization, punctuation and spelling when speaking and/or writing. Content Elaborations There are specific rules and Conventions of Standard English that language must follow. Writers and speakers use their understanding of language to craft writing, communicate effectively and make purposeful choices for function and rhetorical effects. The conventions are learned and applied within the contexts of reading, writing, speaking and listening.
Enduring Understanding Language is an essential tool for understanding our world. Effective written and oral communications rely upon understanding and applying the rules of standard English. Success in the post-secondary setting, as well as the workplace, requires effective communication.	
Instructional Strategies and Resources NoRedInk - Students can use district Google log-ins for the online tool NoRedInk.com, where students can practice and master their writing skills through specific levels of syntax, such as spelling, grammar, sentence structure, punctuation, etc. Because NoRedInk is online and individual, instruction and practice is	

differentiated depending on the student's writing level and progression through the program.

Considerations for Diverse Learners, Intervention, and Acceleration

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Strand: Language

Topic: Knowledge of Language

ODE Standards Statements

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.

- a. Vary syntax for effect, consulting references for guidance as needed; apply an understanding of syntax to the study of complex texts when reading.

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.

- 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.
- b. Identify and correctly use patterns of word changes that indicate different meanings or parts of speech (e.g., conceive, conception, conceivable).
- 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.
- 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).

5. Demonstrate understanding of figurative language, word relationships, and nuances in word meanings.

- a. Interpret figures of speech (e.g., hyperbole, paradox) in context and analyze their role in the text.
- b. Analyze nuances in the meaning of words with similar denotations.

6. Acquire and use accurately general academic and

In the previous grade band, students were expected to 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.

Content Elaborations

Knowledge of Language allows for informed choices in the context of communication. Writers and speakers use their knowledge of language to make meaning, develop style and appropriately edit for clarity, interest and precision. Knowledge of language also is used to comprehend the nuances of communication. Experienced writers and speakers use appropriate references to assist them in producing effective communication.

Learning, as a language-based activity, is fundamentally and profoundly dependent on Vocabulary Acquisition and Use. Knowing vocabulary goes beyond knowing a definition. Students acquire and use vocabulary through exposure to language-rich situations and events. They demonstrate independence in using an array of strategies including syntax, textual clues, word relationships and differences between literal and figurative language to build vocabulary and enhance comprehension and communication. Understanding the nuances of words and phrases allows students to use vocabulary purposefully and precisely.

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 considering a word or phrase important to comprehension or expression.	
Enduring Understanding Language exists within the contexts of audience and purpose. Knowledge of language and skillful application of conventions and craft enhance expression and aid comprehension. Success in the post-secondary setting, as well as the workplace, requires effective communication. Words are powerful. Vocabulary knowledge is fundamental for learning, effective communication and celebrating language. Success in the post- secondary setting, as well as the workplace, requires effective communication.	
Instructional Strategies and Resources <u>NewsELA</u> Students will be looking at pieces of multimodal journalism, identify parts of speech, vocabulary, etc. and comparing usage of the written word against the verbal world (such as news broadcasts, radio broadcasts, podcasts, documentaries, etc.) Students will be required to analyze usage based on the SOAPSTone technique for language analysis.	
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Primary Resource Recommendation:

Required Texts:

The Norton Anthology of African American Literature, Third Edition

Recommended Texts:

[Kindred](#), Octavia Butler

["Fences"](#) by August Wilson

[Autobiography of Malcolm X: As Told to Alex Haley](#), Malcolm X

[March](#), John Lewis

[Sula](#), Toni Morrison

[Drowned City: Hurricane Katrina & New Orleans](#), Don Brown

[Stamped: Racism, Antiracism, and You](#), Jason Reynolds & Ibram Kendi

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