

AFRICAN AMERICAN HUMANITIES

HSCE	Activities	Resources/Materials	Assessment
STANDARD 1.1 <i>Understand and practice writing as a recursive process.</i>			
CE1.1.1 Demonstrate flexibility in using independent and collaborative strategies for planning, drafting, revising, and editing complex texts.	Unit 4: Essays are evaluated by students in peer conference and rewritten again for a final draft improving content and sentence structure.	Unit 4: Readings: “Ethics of Living Jim Crow”: Richard Wright, “Man Who Killed a Shadow”: Richard Wright, <i>Native Son</i> : Richard Wright	
CE1.1.2 Know and use a variety of prewriting strategies to generate, focus, and organize ideas (e.g. free writing, clustering/mapping, talking with others, brainstorming, outlining, developing graphic organizers, taking notes, summarizing, paraphrasing).	Unit 4: Essays are evaluated by students in peer conference and rewritten again for a final draft improving content and sentence structure. Unit 8: Students are presented strategies for writing a successful college essay. Students will write a rough draft of their college essay to present to the class for critical feedback	Unit 4: Readings: “Ethics of Living Jim Crow”: Richard Wright, “Man Who Killed a Shadow”: Richard Wright, <i>Native Son</i> : Richard Wright Unit 8: Readings: Selected Essays from <i>This I Believe</i> , Jay Allison Dan Gediman, Selected Poems from the Harlem Renaissance Audio: Essays from NPR’s <i>This I Believe</i> , Edward R. Murro	
CE1.1.3 Select and use language that is appropriate (e.g. formal, informal, or technical) for the purpose, audience, and context of the text, speech, or visual representation (e.g. letter to editor, proposal, poem, or digital story).	Unit 4: Children’s books are evaluated by children with students receiving their feedback. Unit 8: Students are presented strategies for writing a successful college essay. Students will write a rough draft of their college essay to present to the class for critical feedback	Unit 4: Readings: “Ethics of Living Jim Crow”: Richard Wright, “Man Who Killed a Shadow”: Richard Wright, <i>Native Son</i> : Richard Wright Unit 8: Readings: Selected Essays from <i>This I Believe</i> , Jay Allison Dan Gediman, Selected Poems from the Harlem Renaissance Audio: Essays from NPR’s <i>This I Believe</i> , Edward R. Murrow	
CE1.1.4 Compose drafts that convey an impression, express an opinion, raise a question, argue a position, explore a topic, tell a story, or serve another purpose, while simultaneously considering the constraints and possibilities (e.g. structure, language, use of conventions of grammar, usage, and mechanics) of the selected form or genre.	Unit 4: Essays are evaluated by students in peer conference and rewritten again for a final draft improving content and sentence structure. Unit 6: Write personal narratives from both first and third person point of view. Write an analytical essay on what Gaines depicts as	Unit 4: Readings: “Ethics of Living Jim Crow”: Richard Wright, “Man Who Killed a Shadow”: Richard Wright, <i>Native Son</i> : Richard Wright Unit 6: Reading: <i>A Gathering of Old Men</i> : Ernest Gaine	

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	responsibility and adulthood, relating this to their own life. Unit 8: Students will write a rough draft of their college essay to present to the class for critical feedback		
CE1.1.5 Revise drafts to more fully and/or precisely convey meaning—drawing on response from others, self-reflection, and reading one’s own work with the eye of a reader; then refine the text—deleting and/or reorganizing ideas, and addressing potential readers’ questions.	Unit 4: Essays are evaluated by students in peer conference and rewritten again for a final draft improving content and sentence structure. Unit 6: Peers edit the essays and complete a rewrite. Unit 8: Students will rewrite and refine their college essays Students will meet for private writing conferences with the instructor on their college essay.	Unit 4: Readings: “Ethics of Living Jim Crow”: Richard Wright, “Man Who Killed a Shadow”: Richard Wright, <i>Native Son</i> : Richard Wright Unit 6: Reading: <i>A Gathering of Old Men</i> : Ernest Gaines Unit 8: Readings: Selected Essays from <i>This I Believe</i> , Jay Allison Dan Gediman, Selected Poems from the Harlem Renaissance Audio: Essays from NPR’s <i>This I Believe</i> , Edward R. Murrow	
CE1.1.6 Reorganize sentence elements as needed and choose grammatical and stylistic options that provide sentence variety, fluency, and flow.	Unit 4: Study sentence structure (simple, compound and complex) Rewrite student essay to improve sentence structure Unit 6: Peers edit the essays and complete a rewrite. Unit 8: Students will rewrite and refine their college essays. Students will meet for private writing conferences with the instructor on their college essay.	Unit 4: Readings: “Ethics of Living Jim Crow”: Richard Wright, “Man Who Killed a Shadow”: Richard Wright, <i>Native Son</i> : Richard Wright Unit 6: Reading: <i>A Gathering of Old Men</i> : Ernest Gaines Unit 8: Readings: Selected Essays from <i>This I Believe</i> , Jay Allison Dan Gediman, Selected Poems from the Harlem Renaissance Audio: Essays from NPR’s <i>This I Believe</i> , Edward R. Murrow	
CE1.1.7 Edit for style, tone, and word choice (specificity, variety, accuracy, appropriateness, conciseness) and for conventions of grammar, usage and mechanics that are appropriate for the audience.	Unit 4: Essays are evaluated by students in peer conference and rewritten again for a final draft improving content and sentence structure. Unit 6: Peers edit the essays and complete a rewrite.	Unit 4: Readings: “Ethics of Living Jim Crow”: Richard Wright, “Man Who Killed a Shadow”: Richard Wright, <i>Native Son</i> : Richard Wright Unit 6: Reading: <i>A Gathering of Old Men</i> : Ernest Gaines	

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<p>CE1.1.8 Proofread to check spelling, layout, and font; and prepare selected pieces for a public audience.</p>	<p>Unit 4: Children’s books are evaluated by children with students receiving their feedback. Unit 6: Peers edit the essays and complete a rewrite. Unit 8: Students will rewrite and refine their college essays</p>	<p>Unit 4: Readings: “Ethics of Living Jim Crow”: Richard Wright, “Man Who Killed a Shadow”: Richard Wright, <i>Native Son</i>: Richard Wright Unit 6: Reading: <i>A Gathering of Old Men</i>: Ernest Gaines Unit 8: Readings: Selected Essays from <i>This I Believe</i>, Jay Allison Dan Gediman, Selected Poems from the Harlem Renaissance Audio: Essays from NPR’s <i>This I Believe</i>, Edward R. Murrow</p>	
<p>STANDARD 1.2 <i>Use writing, speaking, and visual expression for personal understanding and growth.</i></p>			
<p>CE1.2.1 Write, speak, and use images and graphs to understand and discover complex ideas</p>	<p>Unit 6: Map out a historical timeline of their life, examining the social and political events that have impacted their own lives.</p>	<p>Unit 6: Reading: <i>A Gathering of Old Men</i>: Ernest Gaines</p>	
<p>CE1.2.2 Write, speak, and visually represent to develop self-awareness and insight (e.g. diary, journal writing, portfolio self-assessment).</p>	<p>Unit 1: Write “I Poems” which incorporate metaphor and simile into personal, introductory poems Unit 3: Write a poem which demonstrates the students’ ability to incorporate the history of slave revolts with their own personal reflection. Unit 8: Students will be required to turn in a final draft of their college essay and one poem which explores their feelings about their junior year while examining their writing from the year. Students will present either their college essay or poem to the class.</p>	<p>Unit 1: Readings: African Riddle on Family Unity, “Dream Builder’s Affirmation”: Mychael Wynn, “ It Takes a Village to Destroy a Child” Viewings: Eyes on the Prize: Little Rock Nine: PBS: Coach Carter: Thomas Carter, 2005 Unit 3: Readings: <i>Glory Fields</i>: Walter Dean Myers, Slave Narratives: Federal Writers’, Project “To be a Slave”: Frederick Douglas, “Letter to My Master”: Frederick Douglas, “Middle Passage”: Robert Hayden Unit 8: Readings: Selected Essays from <i>This I Believe</i>, Jay Allison Dan Gediman, Selected Poems from the</p>	

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		Harlem Renaissance Audio: Essays from NPR's <i>This I Believe</i> , Edward R. Murrow	
CE1.2.3 Write, speak, and create artistic representations to express personal experience and perspective (e.g. personal narrative poetry, imaginative writing, slam poetry, blogs, webpages).	Unit 1: Write "I Poems" which incorporate metaphor and simile into personal, introductory poems. Unit 3: Write a poem which demonstrates the students' ability to incorporate the history of slave revolts with their own personal reflection. Unit 8: Students will be required to turn in a final draft of their college essay and one poem which explores their feelings about their junior year while examining their writing from the year.	Unit 1: Readings: African Riddle on Family Unity, "Dream Builder's Affirmation": Mychael Wynn, "It Takes a Village to Destroy a Child" Viewings: Eyes on the Prize: Little Rock Nine: PBS: Coach Carter: Thomas Carter, 2005 Unit 3: Readings: <i>Glory Fields</i> : Walter Dean Myers, Slave Narratives: Federal Writers' Project "To be a Slave": Frederick Douglas, "Letter to My Master": Frederick Douglas, "Middle Passage": Robert Hayden Unit 8: Readings: Selected Essays from <i>This I Believe</i> , Jay Allison Dan Gediman, Selected Poems from the Harlem Renaissance Audio: Essays from NPR's <i>This I Believe</i> , Edward R. Murrow	
CE1.2.4 Assess strengths, weaknesses, and development as a writer by examining a collection of own writing.	Unit 8: Students will be required to turn in a final draft of their college essay and one poem which explores their feelings about their junior year while examining their writing from the year.	Unit 8: Readings: Selected Essays from <i>This I Believe</i> , Jay Allison Dan Gediman, Selected Poems from the Harlem Renaissance Audio: Essays from NPR's <i>This I Believe</i> , Edward R. Murrow	
STANDARD 1.3 <i>Communicate in speech, writing, and multimedia using content, form, voice, and style appropriate to the audience and purpose (e.g. to reflect, persuade, inform, analyze, entertain, inspire).</i>			
CE1.3.1 Compose written, spoken, and/or multimedia compositions in a range of genres (e.g. personal narrative, biography, poem, fiction, drama,	Unit 3: Perform the poem for the class. Unit 4: Using the final essay,	Douglas, "Letter to My Master": Frederick Douglas, "Middle Passage": Robert Hayden	

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<p>creative nonfiction, summary, literary analysis essay, research report, or work-related text): pieces that serve a variety of purposes (e.g. expressive, informative, creative, and persuasive) and that use a variety of organizational patterns (e.g. autobiography, free verse, dialogue, comparison/contrast, definition, or cause and effect).</p>	<p>students now produce an inspirational children’s book on triumphing over one’s circumstances. Children’s books must also be illustrated.</p> <p>Unit 6: Write an analytical essay on what Gaines depicts as responsibility and adulthood, relating this to their own life.</p> <p>Unit 8: Students will be required to turn in a final draft of their college essay and one poem which explores their feelings about their junior year while examining their writing from the year.</p>	<p>Unit 4: Readings: “Ethics of Living Jim Crow”: Richard Wright, “Man Who Killed a Shadow”: Richard Wright, <i>Native Son</i>: Richard Wright</p> <p>Unit 6: Reading: <i>A Gathering of Old Men</i>: Ernest Gaines</p> <p>Unit 8: Readings: Selected Essays from <i>This I Believe</i>, Jay Allison Dan Gediman, Selected Poems from the Harlem Renaissance</p> <p>Audio: Essays from NPR’s <i>This I Believe</i>, Edward R. Murrow</p>	
<p>CE1.3.2 Compose written and spoken essays or work-related text that demonstrate logical thinking and the development of ideas for academic, creative, and personal purposes: essays that convey the author’s message by using an engaging introduction (with a clear thesis as appropriate), well-constructed paragraphs, transition sentences, and a powerful conclusion.</p>	<p>Unit 4: Write an essay on someone whose life disproves the theme of “Subhuman conditions produce sub humans.”</p> <p>Unit 6: Write an analytical essay on what Gaines depicts as responsibility and adulthood, relating this to their own life.</p> <p>Unit 8: Students will write a rough draft of their college essay to present to the class for critical feedback</p>	<p>Unit 4: Readings: “Ethics of Living Jim Crow”: Richard Wright, “Man Who Killed a Shadow”: Richard Wright, <i>Native Son</i>: Richard Wright</p> <p>Unit 6: Reading: <i>A Gathering of Old Men</i>: Ernest Gaines</p> <p>Unit 8: Readings: Selected Essays from <i>This I Believe</i>, Jay Allison Dan Gediman, Selected Poems from the Harlem Renaissance</p> <p>Audio: Essays from NPR’s <i>This I Believe</i>, Edward R. Murrow</p>	
<p>CE1.3.3 Compose essays with well-crafted and varied sentences demonstrating a precise, flexible, and creative use of language.</p>	<p>Unit 4: Essays are evaluated by students in peer conference and rewritten again for a final draft improving content and sentence structure.</p>	<p>Unit 4: Readings: “Ethics of Living Jim Crow”: Richard Wright, “Man Who Killed a Shadow”: Richard Wright, <i>Native Son</i>: Richard Wright</p>	
<p>CE1.3.4 Develop and extend a thesis, argument, or exploration of a topic by analyzing differing perspectives and employing a structure that effectively conveys the ideas in writing (e.g. resolve inconsistencies in logic; use a range of strategies to persuade, clarify, and defend a position with precise and relevant evidence;</p>	<p>Unit 1: Take a position in discussion on the article “It Takes a Village” to practice respectful classroom discussion protocol</p> <p>Unit 4: Debate in class Richard Wright’s theme of “Subhuman conditions produce sub humans.”</p>	<p>Unit 1: Readings: African Riddle on Family Unity, “Dream Builder’s Affirmation”: Mychael Wynn, “ It Takes a Village to Destroy a Child”</p> <p>Viewings: Eyes on the Prize: Little Rock Nine: PBS: Coach</p>	

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anticipate and address concerns and counterclaims; provide a clear and effective conclusion).	Unit 5: Debate the riot scene in class. What is Spike Lee’s point? Unit 6: Through close reading of the text, explicate Gaines’ themes of racism, dignity, courage, change and the defining of what makes of man.	Carter: Thomas Carter, 2005 Unit 4: Readings: “Ethics of Living Jim Crow”: Richard Wright, “Man Who Killed a Shadow”: Richard Wright, <i>Native Son</i> : Richard Wright Unit 5: Film: <i>Do the Right Thing</i> : Spike Lee, 1989 Readings: <i>Black Like Me</i> , John Howard Griffin, <i>Hoop Dreams</i> , Ben Joravsky, <i>Their Eyes Were Watching God</i> , Zora Neale Hurston, <i>Things Fall Apart</i> , China Achebe Unit 6: Reading: <i>A Gathering of Old Men</i> : Ernest Gaines	
CE1.3.5 From the outset, identify and assess audience expectations and needs; consider the rhetorical effects of style, form, and content based on that assessment; and adapt communication strategies appropriately and effectively.	Unit 4: Children’s books are evaluated by children with students receiving their feedback. Unit 7: Take an essay test requiring students to use specific quotations from the book to depict the philosophical changes Malcolm made throughout his life.	Unit 4: Readings: “Ethics of Living Jim Crow”: Richard Wright, “Man Who Killed a Shadow”: Richard Wright, <i>Native Son</i> : Richard Wright Unit 7: Readings: <i>The Autobiography of Malcolm X</i> , Alex Haley	
CE1.3.6 Use speaking, writing, and visual presentations to appeal to audiences of different social, economic and cultural backgrounds and experiences (e.g. include explanations and definitions according to the audience’s background, age, or knowledge of the topic; adjust formality of style; consider interests of potential readers).	Unit 4: Children’s books are evaluated by children with students receiving their feedback. Unit 5: Write a formal letter to Spike Lee depicting the students’ reaction and critical questions on the film	Unit 4: Readings: “Ethics of Living Jim Crow”: Richard Wright, “Man Who Killed a Shadow”: Richard Wright, <i>Native Son</i> : Richard Wright Unit 5: Film: <i>Do the Right Thing</i> : Spike Lee, 1989 Readings: <i>Black Like Me</i> , John Howard Griffin, <i>Hoop Dreams</i> , Ben Joravsky, <i>Their Eyes Were Watching God</i> , Zora Neale Hurston, <i>Things Fall Apart</i> , China Achebe	
CE1.3.7 Participate collaboratively and productively in groups (e.g. response groups, work teams, discussion groups, and committees)-fulfilling roles and responsibilities, posing relevant	Unit 1: Participate in simulation activity (Money Circle) designed to establish respectful classroom discussion protocol: value of each	Unit 1: Readings: African Riddle on Family Unity, “Dream Builder’s Affirmation”: Mychael Wynn, “ It Takes a	

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<p>questions, giving and following instructions, acknowledging and building on ideas and contributions of others to answer questions or to solve problems, and offering dissent courteously.</p>	<p>individual 's voice Unit 5: Break into student groups to rank order the factors which lead to the riots as presented in the Kerner report</p>	<p>Village to Destroy a Child” Viewings: Eyes on the Prize: Little Rock Nine: PBS: Coach Carter: Thomas Carter, 2005 Unit 5: Film: <i>Do the Right Thing</i>: Spike Lee, 1989 Readings: <i>Black Like Me</i>, John Howard Griffin, <i>Hoop Dreams</i>, Ben Joravsky, <i>Their Eyes Were Watching God</i>, Zora Neale Hurston, <i>Things Fall Apart</i>, China Achebe</p>	
<p>CE1.3.8 Evaluate own and others’ effectiveness in group discussions and formal presentations (e.g. considering accuracy, relevance, clarity, and delivery; types of arguments used; and relationships among purpose, audience, and content).</p>			
<p>CE1.3.9 Use the formal, stylistic, content, and mechanical conventions of a variety of genres in speaking, writing, and multimedia presentations.</p>			
<p>STANDARD 1.4 <i>Develop and use the tools and practices of inquiry and research-generating, exploring, and refining important questions; creating a hypothesis or thesis; gathering and studying evidence; drawing conclusions; and composing a report.</i></p>			
<p>CE1.4.1 Identify, explore, and refine topics and questions appropriate for research.</p>			
<p>CE1.4.2 Develop a system for gathering, organizing, paraphrasing, and summarizing information; select, evaluate, synthesize, and use multiple primary and secondary (print and electronic) resources.</p>	<p>Unit 3: Be able to distinguish the difference between primary and secondary sources.</p>	<p>Unit 3: Readings: <i>Glory Fields</i>: Walter Dean Myers, <i>Slave Narratives</i>: Federal Writers’, Project “To be a Slave”: Frederick Douglass, “Letter to My Master”: Frederick Douglass, “Middle Passage”: Robert Hayden</p>	
<p>CE1.4.3 Develop and refine a position, claim, thesis, or hypothesis that will be explored and supported by analyzing different perspectives, resolving inconsistencies, and writing about those</p>			

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<p>differences in a structure appropriate for the audience (e.g. argumentative essay that avoids inconsistencies in logic and develops a single thesis; exploratory essay that explains differences and similarities and raises additional questions).</p>			
<p>CE1.4.4 Interpret, synthesis, and evaluate information/findings in various print sources and media (e.g. fact and opinion, comprehensiveness of the evidence, bias varied perspectives, motives and credibility of the author, date of publication) to draw conclusions and implications.</p>	<p>Unit 3: Contemplate the “Myth of the Happy Slave Unit 7: Examine speeches by Martin Luther King, Jr. and Malcolm X, considering tone differences.</p>	<p>Unit 3: Readings: <i>Glory Fields</i>: Walter Dean Myers, <i>Slave Narratives</i>: Federal Writers’ Project “To be a Slave”: Frederick Douglas, “Letter to My Master”: Frederick Douglas, “Middle Passage”: Robert Hayden Unit 7: Readings: <i>The Autobiography of Malcolm X</i>, Alex Haley</p>	
<p>CE1.4.5 Develop organizational structures appropriate to the purpose and message, and use transitions that produce a sequential or logical flow of ideas.</p>			
<p>CE1.4.6 Use appropriate conventions of textual citation in different contexts (e.g. different academic disciplines and workplace writing situations).</p>			
<p>CE1.4.7 Recognize the role of research including student research as a contribution to collective knowledge, selecting an appropriate method or genre through which research findings will be shared and evaluated, keeping in mind the needs of the prospective audience. (e.g. presentations, online sharing, written products such as a research report, a research brief, a multi-genre report, I-Search, literary analysis, news article).</p>			
<p>STANDARD 1.5 <i>Produce a variety of written, spoken, multigenre, and multimedia works, making conscious choices about language, form, style, and/or visual representation for each work (e.g. poetry, fiction and creative nonfiction stories, academic ad literary essays, proposals, memos, manifestos, business letters, advertisements, prepared speeches, group and dramatic performances, poetry slams, and digital</i></p>			

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<i>stories).</i>			
CE1.5.1 Use writing, speaking, and visual expression to develop powerful, creative and critical messages.	Unit 3: Perform the poem for the class.	Unit 3: Readings: <i>Glory Fields</i> : Walter Dean Myers, <i>Slave Narratives: Federal Writers’</i> , Project “To be a Slave”: Frederick Douglas, “Letter to My Master”: Frederick Douglas, “Middle Passage”: Robert Hayden	
CE1.5.2 Prepare spoken and multimedia presentations that effectively address audiences by careful use of voice, pacing, gestures, eye contact, visual aids, audio and video technology.	Unit 3: Perform the poem for the class.	Unit 3: Readings: <i>Glory Fields</i> : Walter Dean Myers, <i>Slave Narratives: Federal Writers’</i> , Project “To be a Slave”: Frederick Douglas, “Letter to My Master”: Frederick Douglas, “Middle Passage”: Robert Hayden	
CE1.5.3 Select format and tone based on the desired effect and audience, using effective written and spoken language, sound, and/or visual representations (e.g. focus, transitions, facts, detail and evidence to support judgments, skillful use of rhetorical devices, and a coherent conclusion).			
CE1.5.4 Use technology tools (e.g. word processing, presentation of multimedia software) to produce polished written and multimedia work (e.g. literary and expository works, proposals, business presentations, advertisements).			
CE1.5.5 Respond to and use feedback to strengthen written and multimedia presentations (e.g. clarify and defend ideas, expand on a topic, use logical arguments, modify organization, evaluate effectiveness of images, set goals for future presentations).	Unit 4: Children’s books are evaluated by children with students receiving their feedback. Unit 6: Peers edit the essays and complete a rewrite.	Unit 4: Readings: “Ethics of Living Jim Crow”: Richard Wright, “Man Who Killed a Shadow”: Richard Wright, <i>Native Son</i> : Richard Wright Unit 6: Reading: <i>A Gathering of Old Men</i> : Ernest Gaines	
STANDARD 2.1 <i>Develop critical reading, listening, and viewing strategies.</i>			
CE2.1.1 Use a variety of pre-reading and previewing strategies (e.g. acknowledge own prior knowledge, make a connections, generate	Unit 1: Present a reading strategy used to increase students’ reading rate	Unit 1: Readings: African Riddle on Family Unity, “Dream Builder’s Affirmation”:	

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<p>questions, make predictions, scan a text for a particular purpose or audience, analyze text structure and features) to make conscious choices about how to approach the reading based on purpose, genre, level of difficulty, text demands and features.</p>	<p>Read “It Takes a Village to Destroy a Child” to practice speed reading technique</p> <p>Take a position in discussion on the article “It Takes a Village” to practice respectful classroom discussion protocol</p> <p>Unit 2: Participate in simulation activity (Number Game) to illustrate a system of power and the psychological consequences</p> <p>Unit 5: After the scene” Comments on Ethnicity,” play the musical chairs stereotype game to demonstrate how every group of people are stereotyped.</p> <p>Unit 7: Use a “Talking to the Text” reading-writing strategy to allow individual involvement with the book.</p> <p>Participate in “The Number Game” to simulate a system of power and oppression.</p>	<p>Mychael Wynn, “ It Takes a Village to Destroy a Child”</p> <p>Viewings: Eyes on the Prize: Little Rock Nine: PBS: Coach Carter: Thomas Carter, 2005</p> <p>Unit 2: Readings: <i>The Eagle and the Chicken</i>: Mychael Wynn</p> <p>Viewings: <i>Ethnic Notions</i>: Marlon Riggs, 1986, <i>Bamboozled</i>: Spike Lee, 2000</p> <p>Unit 5: Film: <i>Do the Right Thing</i>: Spike Lee, 1989</p> <p>Readings: <i>Black Like Me</i>, John Howard Griffin, <i>Hoop Dreams</i>, Ben Joravsky, <i>Their Eyes Were Watching God</i>, Zora Neale Hurston, <i>Things Fall Apart</i>, China Achebe</p> <p>Unit 7: Readings: <i>The Autobiography of Malcolm X</i>, Alex Haley</p>	
<p>CE2.1.2 Make supported inferences and draw conclusions based on informational print and multimedia features (e.g. prefaces, appendices, marginal notes, illustration, bibliographies, author’s pages, footnotes, diagrams, tables, charts, maps, timelines, graphs, and other visual and special effects) and explain how authors and speakers use them to infer the organization of text and enhance understanding, convey meaning, and inspire or mislead audiences.</p>			
<p>CE2.1.3 Determine the meaning of unfamiliar words, specialized vocabulary, figurative language, idiomatic expressions, and technical meanings of terms through context clues, word roots and affixed, and the use of appropriate resource materials such as print and electronic dictionaries.</p>	<p>Unit 7: Examine speeches by Martin Luther King, Jr. and Malcolm X, considering tone differences.</p>	<p>Unit 7: Readings: <i>The Autobiography of Malcolm X</i>, Alex Haley</p>	
<p>CE2.1.4 Identify and evaluate the primary focus, logical</p>	<p>Unit 8: Students will critically</p>	<p>Unit 8: Readings: Selected Essays</p>	

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argument, structure, and style of a text or speech and the ways in which these elements support or confound meaning or purpose.	discuss which are the strongest <i>This I Believe</i> essays. Students will read several strong college essays by former students	from <i>This I Believe</i> , Jay Allison Dan Gediman, Selected Poems from the Harlem Renaissance Audio: Essays from NPR's <i>This I Believe</i> , Edward R. Murrow	
CE2.1.5 Analyze and evaluate the components of multiple organizational patterns (e.g. compare/contrast, cause/effect, problem/solution, fact/opinion, theory/evidence).			
CE2.1.6 Recognize the defining characteristics of informational texts, speeches, and multimedia presentations (e.g. documentaries and research presentations) and elements of expository texts (e.g. thesis, supporting ideas, and statistical evidence); critically examine the argumentation and conclusions of multiple informational texts.	Unit 1: View documentary on The Little Rock Nine Unit 8: Students will read several strong college essays by former students	Unit 1: Readings: African Riddle on Family Unity, "Dream Builder's Affirmation": Mychael Wynn, "It Takes a Village to Destroy a Child" Viewings: Eyes on the Prize: Little Rock Nine: PBS: Coach Carter: Thomas Carter, 2005 Unit 8: Readings: Selected Essays from <i>This I Believe</i> , Jay Allison Dan Gediman, Selected Poems from the Harlem Renaissance Audio: Essays from NPR's <i>This I Believe</i> , Edward R. Murrow	
CE2.1.7 Demonstrate understanding of written, spoken, or visual information by restating, paraphrasing, summarizing, critiquing, or composing a personal response; distinguish between a summary and a critique.	Unit 2: Write an essay in reaction to the Number Game and its possible relation to institutional racism, the achievement gap, and individual responsibility to education. Write a personal essay relating <i>Bamboozled</i> and <i>The Eagle and the Chicken</i> to their own experience Unit 8: Students will critically discuss which are the strongest <i>This I Believe</i> essays.	Unit 2: Readings: <i>The Eagle and the Chicken</i> : Mychael Wynn Viewings: <i>Ethnic Notions</i> : Marlon Riggs, 1986, <i>Bamboozled</i> : Spike Lee, 2000 Unit 8: Readings: Selected Essays from <i>This I Believe</i> , Jay Allison Dan Gediman, Selected Poems from the Harlem Renaissance Audio: Essays from NPR's <i>This I Believe</i> , Edward R. Murrow	
CE2.1.8 Recognize the conventions of visual and multimedia presentations (e.g. lighting, camera angle, special effects, color, and soundtrack) and how they carry or influence messages.	Unit 2: View <i>Ethnic Notions</i> to consider the media's part in perpetuating institutional racism View <i>Bamboozled</i> to consider	Unit 2: Readings: <i>The Eagle and the Chicken</i> : Mychael Wynn Viewings: <i>Ethnic Notions</i> : Marlon Riggs, 1986,	

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	<p>the media’s part in perpetuating institutional racism past to present</p> <p>Discuss imagery in <i>Bamboozled</i></p> <p>Unit 5: Watch the entire film, <i>Do the Right Thing</i>, without interruption, asking students to critically watch for ways to apply motif and juxtaposition to the film.</p> <p>Explicate each scene of the movie, asking students to identify Spike Lee’s critical choices in film: imagery, camera angles, sound track, foreshadowing, character development.</p>	<p><i>Bamboozled</i>: Spike Lee, 2000</p> <p>Unit 5: Film: <i>Do the Right Thing</i>: Spike Lee, 1989</p> <p>Readings: <i>Black Like Me</i>, John Howard Griffin, <i>Hoop Dreams</i>, Ben Joravsky, <i>Their Eyes Were Watching God</i>, Zora Neale Hurston, <i>Things Fall Apart</i>, China Achebe</p>	
CE2.1.9 Examine the intersections and distinctions between visual (media images, painting, film, and graphic arts) and verbal communication.	Unit 2: View <i>Ethnic Notions</i> to consider the media’s part in perpetuating institutional racism	Unit 2: Readings: <i>The Eagle and the Chicken</i> : Mychael Wynn Viewings: <i>Ethnic Notions</i> : Marlon Riggs, 1986, <i>Bamboozled</i> : Spike Lee, 2000	
CE2.1.10 Listen to and view speeches, presentations, and multimedia works to identify and respond thoughtfully to key ideas, significant details, logical organization, fact and opinion, and propaganda.	<p>Unit 2: View <i>Ethnic Notions</i> to consider the media’s part in perpetuating institutional racism</p> <p>Unit 5: Explicate each scene of the movie, asking students to identify Spike Lee’s critical choices in film: imagery, camera angles, sound track, foreshadowing, character development.</p> <p>Unit 8: To introduce the concept of the college essay as a personal piece, students will listen and read several essays from NPR’s <i>This I Believe</i> program.</p>	<p>Unit 2: Readings: <i>The Eagle and the Chicken</i>: Mychael Wynn Viewings: <i>Ethnic Notions</i>: Marlon Riggs, 1986, <i>Bamboozled</i>: Spike Lee, 2000</p> <p>Unit 5: Film: <i>Do the Right Thing</i>: Spike Lee, 1989</p> <p>Readings: <i>Black Like Me</i>, John Howard Griffin, <i>Hoop Dreams</i>, Ben Joravsky, <i>Their Eyes Were Watching God</i>, Zora Neale Hurston, <i>Things Fall Apart</i>, China Achebe</p> <p>Unit 8: Readings: Selected Essays from <i>This I Believe</i>, Jay Allison Dan Gediman, Selected Poems from the Harlem Renaissance Audio: Essays from NPR’s <i>This I Believe</i>, Edward R. Murrow</p>	
CE2.1.11 Demonstrate appropriate social skills of	Unit 1: Memorize and recite	Unit 1: Readings: African Riddle	

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audience, group discussion, or work team behavior by listening attentively and with civility to the ideas of others, gaining the floor in respectful ways, posing appropriate questions, and tolerating ambiguity and lack of consensus.	<p>“Dream Builder’s Affirmation” daily</p> <p>Participate in simulation activity (Money Circle) designed to establish respectful classroom discussion protocol: value of each individual’s voice.</p> <p>Unit 3: Perform the poem for the class.</p>	<p>on Family Unity, “Dream Builder’s Affirmation”: Mychael Wynn, “ It Takes a Village to Destroy a Child”</p> <p>Viewings: Eyes on the Prize: Little Rock Nine: PBS: Coach Carter: Thomas Carter, 2005</p> <p>Unit 3: Readings: <i>Glory Fields</i>: Walter Dean Myers, <i>Slave Narratives: Federal Writers’ Project “To be a Slave”</i>: Frederick Douglas, “Letter to My Master”: Frederick Douglas, “Middle Passage”: Robert Hayden</p>	
CE2.1.12 Use a variety of strategies to enhance listening comprehension (e.g. monitor message clarity and understanding, ask relevant questions, provide verbal and nonverbal feedback, notice cues such as change of pace or emphasis that indicate a new point is about to be made; and take notes to organize essential information.	Unit 3: Study the slave revolts of Demark Vessey, Gabriel Prosser, Nat Turner, John Brown and Cinque	Unit 3: Readings: <i>Glory Fields</i> : Walter Dean Myers, <i>Slave Narratives: Federal Writers’ Project “To be a Slave”</i> : Frederick Douglas, “Letter to My Master”: Frederick Douglas, “Middle Passage”: Robert Hayden	
STANDARD 2.2 <i>Use a variety of reading, listening, and viewing strategies to construct meaning beyond the literal level (e.g. drawing inferences; confirming and correcting; making comparisons, connections, and generalizations; and drawing conclusions).</i>			
CE2.2.1 Recognize literary and persuasive strategies as ways by which authors convey ideas and readers make meaning (e.g. imagery, irony, satire, parody, propaganda, overstatement/understatement, omission, and multiple points of view).	Unit 3: Read and discuss “To be a Slave” and “Letter to my Master” by Frederick Douglas Explicate Robert Hayden’s, “Middle Passage”	Unit 3: Readings: <i>Glory Fields</i> : Walter Dean Myers, <i>Slave Narratives: Federal Writers’ Project “To be a Slave”</i> : Frederick Douglas, “Letter to My Master”: Frederick Douglas, “Middle Passage”: Robert Hayden	
CE2.2.2 Examine the ways in which prior knowledge and personal experience affect the understanding of written, spoken, or multimedia text.	Unit 2: Learn the literary term “allegory,” applying it to <i>The Eagle and The Chicken</i> Unit 5: Review the literary terms of	Unit 2: Readings: <i>The Eagle and the Chicken</i> : Mychael Wynn Viewings: <i>Ethnic Notions</i> : Marlon Riggs, 1986,	

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HSCE	Activities	Resources/Materials	Assessment
	motif and juxtaposition.	<i>Bamboozled</i> : Spike Lee, 2000 Unit 5: Film: <i>Do the Right Thing</i> : Spike Lee, 1989 Readings: <i>Black Like Me</i> , John Howard Griffin, <i>Hoop Dreams</i> , Ben Joravsky, <i>Their Eyes Were Watching God</i> , Zora Neale Hurston, <i>Things Fall Apart</i> , China Achebe	
CE2.2.3 Interpret the meaning of written, spoken, and visual texts by drawing on different cultural, theoretical, and critical perspectives.	Unit 2: View <i>Ethnic Notions</i> to consider the media’s part in perpetuating institutional racism	Unit 2: Readings: <i>The Eagle and the Chicken</i> : Mychael Wynn Viewings: <i>Ethnic Notions</i> : Marlon Riggs, 1986, <i>Bamboozled</i> : Spike Lee, 2000	
STANDARD 2.3 <i>Develop as a reader, listener, and viewer for personal, social, and political purposes, through independent and collaborative reading.</i>			
CE2.3.1 Read, listen to, and view diverse texts for multiple purposes such as learning complex procedures, making work-place decisions, or pursuing in-depth studies.	Unit 2: View <i>Ethnic Notions</i> to consider the media’s part in perpetuating institutional racism	Unit 2: Readings: <i>The Eagle and the Chicken</i> : Mychael Wynn Viewings: <i>Ethnic Notions</i> : Marlon Riggs, 1986, <i>Bamboozled</i> : Spike Lee, 2000	
CE2.3.2 Read, view, and/or listen independently to a variety of fiction, nonfiction, and multimedia genres based on student interest and curiosity.			
CE2.3.3 Critically read and interpret instructions for a variety of tasks (e.g. completing assignments, using software, writing college and job applications).	Unit 8: Students will be required to find and read college essay prompts, choosing one to write a response.	Unit 8: Readings: Selected Essays from <i>This I Believe</i> , Jay Allison Dan Gediman, Selected Poems from the Harlem Renaissance Audio: Essays from NPR’s <i>This I Believe</i> , Edward R. Murrow	
CE2.3.4 Critically interpret primary and secondary research-related documents (e.g. historical and government documents, newspapers, critical and technical articles, and subject-specific books).	Unit 3: Study the slave revolts of Demark Vessey, Gabriel Prosser, Nat Turner, John Brown and Cinque Unit 5: Interview a person who lived through the Detroit Riots, discussing the difference between primary and secondary sources	Unit 3: Readings: <i>Glory Fields</i> : Walter Dean Myers, Slave Narratives: Federal Writers’, Project “To be a Slave”: Frederick Douglas, “Letter to My Master”: Frederick Douglas, “Middle Passage”: Robert Hayden	

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HSCE	Activities	Resources/Materials	Assessment
		Unit 5: Film: <i>Do the Right Thing</i> : Spike Lee, 1989 Readings: <i>Black Like Me</i> , John Howard Griffin, <i>Hoop Dreams</i> , Ben Joravsky, <i>Their Eyes Were Watching God</i> , Zora Neale Hurston, <i>Things Fall Apart</i> , China Achebe	
CE2.3.5 Engage in self-assessment as a reader, listener, and viewer, while monitoring comprehension and using a variety of strategies to overcome difficulties when constructing and conveying meaning.			
CE2.3.6 Reflect on personal understanding of reading, listening, and viewing; set personal learning goals; and take responsibility for personal growth.	Unit 1: Compare and contrast educational opportunities for African Americans past and present using the Little Rock Nine case as a springboard. View <i>Coach Carter</i> , relating this inspirational true story to this year's experience in the classroom Unit 2: Write an essay in reaction to the Number Game and its possible relation to institutional racism, the achievement gap, and individual responsibility to education. Write a personal essay relating <i>Bamboozled</i> and <i>The Eagle and The Chicken</i> to their own experience Unit 3: Write a poem which demonstrates the students' ability to incorporate the history of slave revolts with their own personal reflection. Unit 4: Write an essay on someone whose life disproves the theme of "Subhuman conditions produce sub humans."	Unit 1: Readings: African Riddle on Family Unity, "Dream Builder's Affirmation": Mychael Wynn, "It Takes a Village to Destroy a Child" Viewings: Eyes on the Prize: Little Rock Nine: PBS: Coach Carter: Thomas Carter, 2005 Unit 2: Readings: <i>The Eagle and the Chicken</i> : Mychael Wynn Viewings: <i>Ethnic Notions</i> : Marlon Riggs, 1986, <i>Bamboozled</i> : Spike Lee, 2000 Unit 3: Readings: <i>Glory Fields</i> : Walter Dean Myers, Slave Narratives: Federal Writers', Project "To be a Slave": Frederick Douglass, "Letter to My Master": Frederick Douglass, "Middle Passage": Robert Hayden Unit 4: Readings: "Ethics of Living Jim Crow": Richard Wright, "Man Who Killed a Shadow": Richard Wright, <i>Native Son</i> : Richard Wright	
CE2.3.7 Participate as an active member of a reading, listening, and viewing community,	Unit 4: Essays are evaluated by students in peer conference and	Unit 4: Readings: "Ethics of Living Jim Crow": Richard	

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HSCE	Activities	Resources/Materials	Assessment
collaboratively selecting materials to read or events to view and enjoy (e.g. book talks, literature circles, film clubs).	rewritten again for a final draft improving content and sentence structure.	Wright, “Man Who Killed a Shadow”: Richard Wright, <i>Native Son</i> : Richard Wright	
CE2.3.8 Develop and apply personal, shared, and academic criteria to evaluate own and others’ oral, written, and visual texts.	Unit 3: Perform the poem for the class. Unit 4: Children’s books are evaluated by children with students receiving their feedback.	Unit 3: Readings: <i>Glory Fields</i> : Walter Dean Myers, Slave Narratives: Federal Writers’ Project “To be a Slave”: Frederick Douglas, “Letter to My Master”: Frederick Douglas, “Middle Passage”: Robert Hayden Unit 4: Readings: “Ethics of Living Jim Crow”: Richard Wright, “Man Who Killed a Shadow”: Richard Wright, <i>Native Son</i> : Richard Wright	
STANDARD 3.1 <i>Develop the skills of close and contextual literary reading.</i>			
CE3.1.1 Interpret literary language (e.g. imagery, allusions, symbolism, metaphor) while reading literary and expository works.	Unit 1: Learn the terms metaphor and simile Unit 2: Learn the literary term “allegory,” applying it to <i>The Eagle and The Chicken</i> Unit 3: Study and apply literary terms such as plot, theme, protagonist, antagonist, setting, psychological setting, forms of conflict, structure, and symbol to the novel <i>Glory Fields</i> Unit 4: Read and discuss, “The Man Who Killed a Shadow” Through close reading of <i>Native Son</i> , apply literary terms concentrating on “motif” Unit 6: Learn the literary concept of points of view: first, third and omniscient. Apply point of view to the novel. Unit 7: Read and be prepared to discuss <i>The Autobiography of</i>	Unit 1: Readings: African Riddle on Family Unity, “Dream Builder’s Affirmation”: Mychael Wynn, “ It Takes a Village to Destroy a Child” Viewings: Eyes on the Prize: Little Rock Nine: PBS: Coach Carter: Thomas Carter, 2005 Unit 2: Readings: <i>The Eagle and the Chicken</i> : Mychael Wynn Viewings: <i>Ethnic Notions</i> : Marlon Riggs, 1986, <i>Bamboozled</i> : Spike Lee, 2000 Unit 3: Readings: <i>Glory Fields</i> : Walter Dean Myers, Slave Narratives: Federal Writers’ Project “To be a Slave”: Frederick Douglas, “Letter to My Master”: Frederick Douglas, “Middle Passage”: Robert Hayden Unit 4: Readings: “Ethics of Living Jim Crow”: Richard	

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HSCE	Activities	Resources/Materials	Assessment
	<i>Malcolm X</i> daily.	Wright, “Man Who Killed a Shadow”: Richard Wright, <i>Native Son</i> : Richard Wright Unit 6: Reading: <i>A Gathering of Old Men</i> : Ernest Gaines Unit 7: Readings: <i>The Autobiography of Malcolm X</i> , Alex Haley	
CE3.1.2 Demonstrate an understanding of literary characterization, character development, the function of major and minor characters, motives and causes for action, and moral dilemmas that characters encounter by describing their function in specific works.	Unit 5: Discuss the concept of the flawed character: no character emerges as the hero	Unit 5: Film: <i>Do the Right Thing</i> : Spike Lee, 1989 Readings: <i>Black Like Me</i> , John Howard Griffin, <i>Hoop Dreams</i> , Ben Joravsky, <i>Their Eyes Were Watching God</i> , Zora Neale Hurston, <i>Things Fall Apart</i> , China Achebe	
CE3.1.3 Recognize a variety of plot structures and elements (e.g. story within a story, rising action, foreshadowing, flash backs, cause-and-effect relationships, conflicts, resolutions) and describe their impact on the reader in specific literary works.	Unit 4: Through close reading of <i>Native Son</i> , apply literary terms concentrating on “motif”. Unit 5: Explicate each scene of the movie, asking students to identify Spike Lee’s critical choices in film: imagery, camera angles, sound track, foreshadowing, character development. Unit 6: Learn the literary concept of points of view: first, third and omniscient. Apply point of view to the novel.	Unit 4: Readings: “Ethics of Living Jim Crow”: Richard Wright, “Man Who Killed a Shadow”: Richard Wright, <i>Native Son</i> : Richard Wright Unit 5: Film: <i>Do the Right Thing</i> : Spike Lee, 1989 Readings: <i>Black Like Me</i> , John Howard Griffin, <i>Hoop Dreams</i> , Ben Joravsky, <i>Their Eyes Were Watching God</i> , Zora Neale Hurston, <i>Things Fall Apart</i> , China Achebe Unit 6: Reading: <i>A Gathering of Old Men</i> : Ernest Gaines	
CE3.1.4 Analyze characteristics of specific works and authors (e.g. voice, mood, time sequence, author vs narrator, stated vs implied author, intended audience and purpose, irony, parody, satire, propaganda, use of archetypes and symbols) and identify basic beliefs, perspectives, and philosophical assumptions underlying an author’s work.	Unit 4: Introduce <i>Native Son</i> as a Black Protest Novel, discussing the concept of writing as a weapon. Unit 5: Learn about Spike Lee’s life	Unit 4: Readings: “Ethics of Living Jim Crow”: Richard Wright, “Man Who Killed a Shadow”: Richard Wright, <i>Native Son</i> : Richard Wright Unit 5: Film: <i>Do the Right Thing</i> : Spike Lee, 1989 Readings: <i>Black Like Me</i> , John Howard Griffin, <i>Hoop Dreams</i> , Ben Joravsky, <i>Their</i>	Q

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HSCE	Activities	Resources/Materials	Assessment
		<i>Eyes Were Watching God</i> , Zora Neale Hurston, <i>Things Fall Apart</i> , China Achebe	
CE3.1.5 Comparatively analyze two or more literary or expository texts, comparing how and why similar themes are treated differently, by different authors, in different types of text, in different historical periods, and/or from different cultural perspectives.			
CE3.1.6 Examine differing and diverse interpretations of literary and expository works and explain how and why interpretation may vary from reader to reader.	Unit 5: Debate the riot scene in class. What is Spike Lee’s point?	Unit 5: Film: <i>Do the Right Thing</i> : Spike Lee, 1989 Readings: <i>Black Like Me</i> , John Howard Griffin, <i>Hoop Dreams</i> , Ben Joravsky, <i>Their Eyes Were Watching God</i> , Zora Neale Hurston, <i>Things Fall Apart</i> , China Achebe	
CE3.1.7 Analyze and evaluate the portrayal of various groups, societies, and cultures in literature and other texts.	Unit 4: Read “The Ethics of Living Jim Crow” as a primary source to illustrate the reality of the Jim Crow Era Read and discuss, “ <i>The Man Who Killed a Shadow</i> ” Learn and apply the terms of “impudence” and “dissembling” to the readings Read <i>Native Son</i> Unit 6: Students will read and be ready to discuss daily the novel, <i>A Gathering of Old Men</i> . Unit 7: Read and be prepared to discuss <i>The Autobiography of Malcolm X</i> daily.	Unit 4: Readings: “Ethics of Living Jim Crow”: Richard Wright, “Man Who Killed a Shadow”: Richard Wright, <i>Native Son</i> : Richard Wright Unit 6: Reading: <i>A Gathering of Old Men</i> : Ernest Gaines Unit 7: Readings: <i>The Autobiography of Malcolm X</i> , Alex Haley	
CE3.1.8 Demonstrate an understanding of historical, political, cultural, and philosophical themes and questions raised by literary and expository works.	Unit 4: Read <i>Native Son</i> Unit 5: Introduce the concept of yin-yang as a governing principle in the film. Ask students to identify its use in the film.	Unit 4: Readings: “Ethics of Living Jim Crow”: Richard Wright, “Man Who Killed a Shadow”: Richard Wright, <i>Native Son</i> : Richard Wright Unit 5: Film: <i>Do the Right Thing</i> : Spike Lee, 1989 Readings: <i>Black Like Me</i> , John	

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HSCE	Activities	Resources/Materials	Assessment
		Howard Griffin, <i>Hoop Dreams</i> , Ben Joravsky, <i>Their Eyes Were Watching God</i> , Zora Neale Hurston, <i>Things Fall Apart</i> , China Achebe	
CE3.1.9 Analyze how the tensions among characters, communities, themes, and issues in literature and other texts reflect human experience.	<p>Unit 4: Read “<i>The Ethics of Living Jim Crow</i>” as a primary source to illustrate the reality of the Jim Crow Era</p> <p>Read and discuss, “<i>The Man Who Killed a Shadow</i>”</p> <p>Learn and apply the terms of “impudence” and “dissembling” to the readings</p> <p>Unit 4: Debate in class Richard Wright’s theme of “Subhuman conditions produce sub humans.”</p> <p>Unit 5: Debate the riot scene in class. What is Spike Lee’s point?</p> <p>Unit 6: Students will read and be ready to discuss daily the novel, <i>A Gathering of Old Men</i>.</p> <p>Through close reading of the text, explicate Gaines’ themes of racism, dignity, courage, change and the defining of what makes of man.</p> <p>Unit 7: Read and be prepared to discuss <i>The Autobiography of Malcolm X</i> daily.</p> <p>Discuss the importance of being a critical reader in relation to Malcolm X’s statement that, “The most important thing we can do is learn to think for ourselves.”</p>	<p>Unit 4: Readings: “Ethics of Living Jim Crow”: Richard Wright, “Man Who Killed a Shadow”: Richard Wright, <i>Native Son</i>: Richard Wright</p> <p>Unit 5: Film: <i>Do the Right Thing</i>: Spike Lee, 1989</p> <p>Readings: <i>Black Like Me</i>, John Howard Griffin, <i>Hoop Dreams</i>, Ben Joravsky, <i>Their Eyes Were Watching God</i>, Zora Neale Hurston, <i>Things Fall Apart</i>, China Achebe</p> <p>Unit 6: Reading: <i>A Gathering of Old Men</i>: Ernest Gaines</p> <p>Unit 7: Readings: <i>The Autobiography of Malcolm X</i>, Alex Haley</p>	
CE3.1.10 Demonstrate an understanding of the connections between literary and expository works, themes, and historical and contemporary contexts.	<p>Unit 4: Introduce <i>Native Son</i> as a Black Protest Novel, discussing the concept of writing as a weapon.</p>	<p>Unit 4: Readings: “Ethics of Living Jim Crow”: Richard Wright, “Man Who Killed a Shadow”: Richard Wright, <i>Native Son</i>: Richard Wright</p>	

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HSCE	Activities	Resources/Materials	Assessment
<p>STANDARD 3.2 <i>Read and respond to classic and contemporary fiction, literary nonfiction, and expository text, from a variety of literary genres representing many time periods and authors (e.g. myth, epic, folklore, drama, poetry, autobiography, novels, short stories, philosophical pieces, science fiction, fantasy, young adult literature, creative non-fiction, hypertext fiction).</i></p>			
<p>CE3.2.1 Recognize a variety of literary genres and forms (e.g. poetry, drama, novels, short stories, autobiographies, biographies, multi-genre texts, satire, parody, allegory) and demonstrate an understanding of the way in which genre and form influence meaning.</p>	<p>Unit 8: Students will read selected poetry from the Harlem Renaissance.</p>	<p>Unit 8: Readings: Selected Essays from <i>This I Believe</i>, Jay Allison Dan Gediman, Selected Poems from the Harlem Renaissance Audio: Essays from NPR’s <i>This I Believe</i>, Edward R. Murrow</p>	
<p>CE3.2.2 Identify different types of poetry (e.g. epic, lyric, sonnet, free verse) and explain how specific features (e.g. figurative language, imagery, rhythm, alliteration, etc.) influence meaning.</p>			
<p>CE3.2.3 Identify how elements of dramatic literature (e.g. dramatic irony, soliloquy, stage direction, and dialogue) illuminate the meaning of the text.</p>			
<p>CE3.2.4 Respond by participating actively and appropriately in small and large group discussions about literature (e.g. posing questions, listening to others, contributing ideas, reflecting on and revising initial responses).</p>	<p>Unit 4: Debate in class Richard Wright’s theme of “Subhuman conditions produce sub humans.” Unit 5: Debate the riot scene in class. What is Spike Lee’s point? Unit 6: Through close reading of the text, explicate Gaines’ themes of racism, dignity, courage, change and the defining of what makes of man.</p>	<p>Unit 4: Readings: “Ethics of Living Jim Crow”: Richard Wright, “Man Who Killed a Shadow”: Richard Wright, <i>Native Son</i>: Richard Wright Unit 5: Film: <i>Do the Right Thing</i>: Spike Lee, 1989 Readings: <i>Black Like Me</i>, John Howard Griffin, <i>Hoop Dreams</i>, Ben Joravsky, <i>Their Eyes Were Watching God</i>, Zora Neale Hurston, <i>Things Fall Apart</i>, China Achebe Unit 6: Reading: <i>A Gathering of Old Men</i>: Ernest Gaines</p>	
<p>CE3.2.5 Respond to literature in a variety of ways (e.g. dramatic interpretation, reader’s theatre, literature circles, illustration, writing in a</p>	<p>Unit 3: Write a poem which demonstrates the students’ ability to incorporate the history of slave</p>	<p>Unit 3: Readings: <i>Glory Fields</i>: Walter Dean Myers, <i>Slave Narratives</i>: Federal Writers’,</p>	

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HSCE	Activities	Resources/Materials	Assessment
<p>character’s voice, engaging in social action, writing an analytic essay) providing examples of how texts affect their lives, connect them with the contemporary world, and communicate across time.</p>	<p>revolts with their own personal reflection.</p>	<p>Project “To be a Slave”: Frederick Douglas, “Letter to My Master”: Frederick Douglas, “Middle Passage”: Robert Hayden</p>	
<p>STANDARD 3.3 Use knowledge of literary history, traditions, and theory to respond to and analyze the meaning of texts.</p>			
<p>CE3.3.1 Explore the relationships among individual works, authors, and literary movements in English and American literature (e.g. Romanticism, Puritanism, the Harlem Renaissance, Postcolonial), and consider the historical, cultural, and societal contexts in which works were produced.</p>	<p>Unit 2: View <i>Bamboozled</i> to consider the media’s part in perpetuating institutional racism past to present</p> <p>Unit 3: Read slave narratives from the Federal Writers Project Read and discuss “To be a Slave” and “Letter to my Master” by Frederick Douglas Explicate Robert Hayden’s, “Middle Passage” Read Glory Fields</p> <p>Unit 4: Introduce <i>Native Son</i> as a Black Protest Novel, discussing the concept of writing as a weapon.</p> <p>Unit 5: Review the literary terms of motif and juxtaposition. Watch the entire film, <i>Do the Right Thing</i>, without interruption, asking students to critically watch for ways to apply motif and juxtaposition to the film.</p> <p>Unit 6: Students will read and be ready to discuss daily the novel, <i>A Gathering of Old Men</i>. Discuss the novel’s point of view: multiple narrators Apply language of oppression through close study of the characters, specifically overt and covert racism.</p> <p>Unit 8: Students will study the Harlem Renaissance.</p>	<p>Unit 2: Readings: <i>The Eagle and the Chicken</i>: Mychael Wynn Viewings: <i>Ethnic Notions</i>: Marlon Riggs, 1986, <i>Bamboozled</i>: Spike Lee, 2000</p> <p>Unit 4: Readings: “Ethics of Living Jim Crow”: Richard Wright, “Man Who Killed a Shadow”: Richard Wright, <i>Native Son</i>: Richard Wright</p> <p>Unit 5: Film: <i>Do the Right Thing</i>: Spike Lee, 1989 Readings: <i>Black Like Me</i>, John Howard Griffin, <i>Hoop Dreams</i>, Ben Joravsky, <i>Their Eyes Were Watching God</i>, Zora Neale Hurston, <i>Things Fall Apart</i>, China Achebe</p> <p>Unit 6: Reading: <i>A Gathering of Old Men</i>: Ernest Gaines</p> <p>Unit 8: Readings: Selected Essays from <i>This I Believe</i>, Jay Allison Dan Gediman, Selected Poems from the Harlem Renaissance Audio: Essays from NPR’s <i>This I Believe</i>, Edward R. Murrow</p>	

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	Students will read selected poetry from the Harlem Renaissance.		
CE3.3.2 Read and analyze classic contemporary works of literature (American, British, world) representing a variety of genres and traditions and consider their significance in their own time period as well as how they may be relevant to contemporary society.	<p>Unit 1: Read and relate the African riddle on family unity to this classroom of learners through discussion.</p> <p style="padding-left: 40px;">View <i>Coach Carter</i>, relating this inspirational true story to this year’s experience in the classroom</p> <p>Unit 2: Write an essay in reaction to the Number Game and its possible relation to institutional racism, the achievement gap, and individual responsibility to education.</p> <p style="padding-left: 40px;">Write a personal essay relating <i>Bamboozled</i> and <i>The Eagle and The Chicken</i> to their own experience</p> <p>Unit 5: Choose one of the readings listed to read independently. Students will participate individually in several oral quizzes to assess their critical reading skills.</p>	<p>Unit 1: Readings: African Riddle on Family Unity, “Dream Builder’s Affirmation”: Mychael Wynn, “ It Takes a Village to Destroy a Child” Viewings: Eyes on the Prize: Little Rock Nine: PBS: Coach Carter: Thomas Carter, 2005</p> <p>Unit 2: Readings: <i>The Eagle and the Chicken</i>: Mychael Wynn Viewings: <i>Ethnic Notions</i>: Marlon Riggs, 1986, <i>Bamboozled</i>: Spike Lee, 2000</p> <p>Unit 5: Film: <i>Do the Right Thing</i>: Spike Lee, 1989 Readings: <i>Black Like Me</i>, John Howard Griffin, <i>Hoop Dreams</i>, Ben Joravsky, <i>Their Eyes Were Watching God</i>, Zora Neale Hurston, <i>Things Fall Apart</i>, China Achebe</p>	
CE3.3.3 Draw on a variety of critical perspectives to respond to and analyze works of literature (e.g. religious, biographical, feminist, multicultural, political).	<p>Unit 1: Read and relate the African riddle on family unity to this classroom of learners through discussion</p> <p>Unit 2: Consider the concept of a “system” of oppression in contrast to individual acts of racism</p> <p style="padding-left: 40px;">Learn the vocabulary terms of racism, prejudice, discrimination, overt racism, covert racism, institutional racism, conferred dominance and internalized racism</p> <p style="padding-left: 40px;">Contemplate and discuss the psychological implications of institutional and internalized</p>	<p>Unit 1: Readings: African Riddle on Family Unity, “Dream Builder’s Affirmation”: Mychael Wynn, “ It Takes a Village to Destroy a Child” Viewings: Eyes on the Prize: Little Rock Nine: PBS: Coach Carter: Thomas Carter, 2005</p> <p>Unit 2: Readings: <i>The Eagle and the Chicken</i>: Mychael Wynn Viewings: <i>Ethnic Notions</i>: Marlon Riggs, 1986, <i>Bamboozled</i>: Spike Lee, 2000</p> <p>Unit 5: Film: <i>Do the Right Thing</i>: Spike Lee, 1989 Readings: <i>Black Like Me</i>, John</p>	

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HSCE	Activities	Resources/Materials	Assessment
	<p>racism</p> <p>Unit 5: Research social and political references in the film such as Tawana Brawley, Michael Stewart, Louis Farrakhan and Howard Beach.</p> <p>Unit 7: Apply the Language of Oppression terminology to specific events and characters in the book. Present Malcolm X's belief in a system of oppression in America.</p>	<p>Howard Griffin, <i>Hoop Dreams</i>, Ben Joravsky, <i>Their Eyes Were Watching God</i>, Zora Neale Hurston, <i>Things Fall Apart</i>, China Achebe</p> <p>Unit 7: Readings: <i>The Autobiography of Malcolm X</i>, Alex Haley</p>	
<p>CE3.3.4 Demonstrate knowledge of American minority literature and the contributions of minority writers.</p>	<p>Unit 5: Choose one of the readings listed to read independently. Students will participate individually in several oral quizzes to assess their critical reading skills.</p> <p>Unit 8: Students will study the Harlem Renaissance.</p>	<p>Unit 5: Film: <i>Do the Right Thing</i>: Spike Lee, 1989</p> <p>Readings: <i>Black Like Me</i>, John Howard Griffin, <i>Hoop Dreams</i>, Ben Joravsky, <i>Their Eyes Were Watching God</i>, Zora Neale Hurston, <i>Things Fall Apart</i>, China Achebe</p> <p>Unit 8: Readings: Selected Essays from <i>This I Believe</i>, Jay Allison Dan Gediman, Selected Poems from the Harlem Renaissance</p> <p>Audio: Essays from NPR's <i>This I Believe</i>, Edward R. Murrow</p>	
<p>CE3.3.5 Demonstrate familiarity with world literature, including authors beyond American and British literary traditions.</p>			
<p>CE3.3.6 Critically examine standards of literary judgment (e.g. aesthetic value, quality of writing, literary merit, social significance) and questions regarding the inclusion and/or exclusion of literary works in the curriculum (e.g. canon formation, "classis" vs. "popular" texts, traditional vs. non-traditional literature, the place of literature by women and/or minority writers).</p>	<p>Unit 3: Contemplate the "Myth of the Happy Slave"</p> <p>Read slave narratives from the Federal Writers Project</p> <p>Unit 4: Introduce <i>Native Son</i> as a Black Protest Novel, discussing the concept of writing as a weapon.</p>	<p>Unit 3: Readings: <i>Glory Fields</i>: Walter Dean Myers, <i>Slave Narratives: Federal Writers' Project "To be a Slave"</i>: Frederick Douglass, "Letter to My Master": Frederick Douglass, "Middle Passage": Robert Hayden</p> <p>Unit 4: Readings: "Ethics of Living Jim Crow": Richard Wright, "Man Who Killed a</p>	

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		Shadow”: Richard Wright, <i>Native Son</i> : Richard Wright	
STANDARD 3.4 <i>Examine mass media, film, series fiction, and other texts from popular culture popular culture.</i>			
CE3.4.1 Use methods of close and contextualized reading and viewing to examine, interpret, and evaluate print and visual media and other works from popular culture.	Unit 1: Read “ <i>It Takes a Village to Destroy a Child</i> ” to practice speed reading technique Unit 2: Read <i>The Eagle and the Chicken</i> Unit 4: Read <i>Native Son</i> Unit 5: Explicate each scene of the movie, asking students to identify Spike Lee’s critical choices in film: imagery, camera angles, sound track, foreshadowing, character development.	Unit 1: Readings: African Riddle on Family Unity, “Dream Builder’s Affirmation”: Mychael Wynn, “ It Takes a Village to Destroy a Child” Viewings: Eyes on the Prize: Little Rock Nine: PBS: Coach Carter: Thomas Carter, 2005 Unit 2: Readings: <i>The Eagle and the Chicken</i> : Mychael Wynn Viewings: <i>Ethnic Notions</i> : Marlon Riggs, 1986, <i>Bamboozled</i> : Spike Lee, 2000 Unit 4: Readings: “Ethics of Living Jim Crow”: Richard Wright, “Man Who Killed a Shadow”: Richard Wright, <i>Native Son</i> : Richard Wright Unit 5: Film: <i>Do the Right Thing</i> : Spike Lee, 1989 Readings: <i>Black Like Me</i> , John Howard Griffin, <i>Hoop Dreams</i> , Ben Joravsky, <i>Their Eyes Were Watching God</i> , Zora Neale Hurston, <i>Things Fall Apart</i> , China Achebe	
CE3.4.2 Understand that media and popular texts are produced within a social context and have economic, political, social, and aesthetic purposes.	Unit 2: View <i>Bamboozled</i> to consider the media’s part in perpetuating institutional racism past to present. Unit 5: Watch the entire film, <i>Do the Right Thing</i> , without interruption, asking students to critically watch for ways to apply motif and juxtaposition to the film. Research social and political	Unit 2: Readings: <i>The Eagle and the Chicken</i> : Mychael Wynn Viewings: <i>Ethnic Notions</i> : Marlon Riggs, 1986, <i>Bamboozled</i> : Spike Lee, 2000 Unit 5: Film: <i>Do the Right Thing</i> : Spike Lee, 1989 Readings: <i>Black Like Me</i> , John Howard Griffin, <i>Hoop Dreams</i> , Ben Joravsky, <i>Their</i>	

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HSCE	Activities	Resources/Materials	Assessment
	references in the film such as Tawana Brawley, Michael Stewart, Louis Farrakhan and Howard Beach.	<i>Eyes Were Watching God</i> , Zora Neale Hurston, <i>Things Fall Apart</i> , China Achebe	
CE3.4.3 Understand the ways people use media in their personal and public lives.			
CE3.4.4 Understand how the commercial and political purposes of producers and publishers influence not only the nature of advertisements and the selection of media content, but the slant of news articles in newspapers, magazines, and the visual media.	<p>Unit 2: View <i>Bamboozled</i> to consider the media’s part in perpetuating institutional racism past to present Discuss imagery in <i>Bamboozled</i></p> <p>Unit 5: Watch the entire film, <i>Do the Right Thing</i>, without interruption, asking students to critically watch for ways to apply motif and juxtaposition to the film. Learn about Spike Lee’s life Research social and political references in the film such as Tawana Brawley, Michael Stewart, Louis Farrakhan and Howard Beach.</p>	<p>Unit 2: Readings: <i>The Eagle and the Chicken</i>: Mychael Wynn Viewings: <i>Ethnic Notions</i>: Marlon Riggs, 1986, <i>Bamboozled</i>: Spike Lee, 2000</p> <p>Unit 5: Film: <i>Do the Right Thing</i>: Spike Lee, 1989 Readings: <i>Black Like Me</i>, John Howard Griffin, <i>Hoop Dreams</i>, Ben Joravsky, <i>Their Eyes Were Watching God</i>, Zora Neale Hurston, <i>Things Fall Apart</i>, China Achebe</p>	
STANDARD 4.1 <i>Understand and use the English language effectively in a variety of contexts and settings.</i>			
CE4.1.1 Use sentence structures and vocabulary effectively within different modes (oral and written, formal and informal) and for various rhetorical purposes.	Unit 4: Study sentence structure (simple, compound and complex)	Unit 4: Readings: “Ethics of Living Jim Crow”: Richard Wright, “Man Who Killed a Shadow”: Richard Wright, <i>Native Son</i> : Richard Wright	
CE4.1.2 Use resources to determine word meanings, pronunciations, and word etymologies (e.g. context, print and electronic dictionaries, thesauruses, glossaries, and others).	<p>Unit 2: Consider the concept of a “system” of oppression in contrast to individual acts of racism Learn the vocabulary terms of racism, prejudice, discrimination, overt racism, covert racism, institutional racism, conferred dominance and internalized racism. Contemplate and discuss the psychological implications of</p>	<p>Unit 2: Readings: <i>The Eagle and the Chicken</i>: Mychael Wynn Viewings: <i>Ethnic Notions</i>: Marlon Riggs, 1986, <i>Bamboozled</i>: Spike Lee, 2000</p> <p>Unit 6: Reading: <i>A Gathering of Old Men</i>: Ernest Gaines Unit 7: Readings: <i>The Autobiography of Malcolm X</i>, Alex Hale</p>	

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HSCE	Activities	Resources/Materials	Assessment
	<p>institutional and internalized racism.</p> <p>Unit 6: Apply language of oppression through close study of the characters, specifically overt and covert racism.</p> <p>Unit 7: Apply the Language of Oppression terminology to specific events and characters in the book. Present Malcolm X's belief in a system of oppression in America.</p>		
CE4.1.3	Use a range of linguistic applications and styles for accomplishing different rhetorical purposes (e.g. persuading others to change opinions, conducting business transactions, speaking in a public forum, discussing issues informally with peers).		
CE4.1.4	Control standard English structures in a variety of contexts (e.g. formal speaking, academic prose, business, and public writing) using language carefully and precisely.		
CE4.1.5	Demonstrates use of conventions of grammar, usage, and mechanics in written texts, including parts of speech, sentence structure and variety, spelling, capitalization, and punctuation.	Unit 4: Essays are evaluated by students in peer conference and rewritten again for a final draft improving content and sentence structure.	Unit 4: Readings: "Ethics of Living Jim Crow": Richard Wright, "Man Who Killed a Shadow": Richard Wright, <i>Native Son</i> : Richard Wright
STANDARD 4.2 Understand how language variety reflects and shapes experience.			
CE4.2.1	Understand how languages and dialects are used to communicate effectively in different roles, under different circumstances, and among speakers of different speech communities (e.g. ethnic communities, social groups, professional organizations).	Unit 4: Learn and apply the terms of "impudence" and "dissembling" to the readings	Unit 4: Readings: "Ethics of Living Jim Crow": Richard Wright, "Man Who Killed a Shadow": Richard Wright, <i>Native Son</i> : Richard Wright
CE4.2.2	Understand the implications and potential consequences of language use (e.g. appropriate professional speech; sexist, racist, homophobic language).	Unit 5: After the scene" Comments on Ethnicity," play the musical chairs stereotype game to demonstrate how every group of people are stereotyped.	Unit 5: Film: <i>Do the Right Thing</i> : Spike Lee, 1989 Readings: <i>Black Like Me</i> , John Howard Griffin, <i>Hoop Dreams</i> , Ben Joravsky, <i>Their Eyes Were Watching God</i> ,

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HSCE	Activities	Resources/Materials	Assessment
		Zora Neale Hurston, <i>Things Fall Apart</i> , China Achebe	
CE4.2.3 Recognize and appreciate language variety, understand that all dialects are rule-governed, and respect the linguistic differences of other speech communities.			
CE4.2.4 Understand the appropriate uses and implications of casual or informal versus language; understand, as well, the implications of language designed to control others and the detrimental effects of its use on targeted individuals or groups (e.g. propaganda, homophobic language, and racial, ethnic, or gender epithets).	<p>Unit 4: Study the Jim Crow Era in American History</p> <p>Unit 5: After the scene” Comments on Ethnicity,” play the musical chairs stereotype game to demonstrate how every group of people are stereotyped.</p> <p style="padding-left: 40px;">Study the Detroit Riot of 1967 making parallels between it and the riot scene in the movie.</p> <p style="padding-left: 40px;">Examine the Kerner Report on the riots nationwide in 1967</p> <p>Unit 6: Study the historical events from 1883-1966 which shape the characters’ lives.</p> <p>Unit 7: Study W.E.B. Dubois and Booker T. Washington as possible historical parallels to Malcolm X and Martin Luther King, Jr.</p> <p style="padding-left: 40px;">Consider the importance of identifying the source of information and the perspective from which it is presented in relation to White America’s portrayal of Malcolm X as a man of violence.</p>	<p>Unit 4: Readings: “Ethics of Living Jim Crow”: Richard Wright, “Man Who Killed a Shadow”: Richard Wright, <i>Native Son</i>: Richard Wright</p> <p>Unit 5: Film: <i>Do the Right Thing</i>: Spike Lee, 1989</p> <p style="padding-left: 40px;">Readings: <i>Black Like Me</i>, John Howard Griffin, <i>Hoop Dreams</i>, Ben Joravsky, <i>Their Eyes Were Watching God</i>, Zora Neale Hurston, <i>Things Fall Apart</i>, China Achebe</p> <p>Unit 6: Reading: <i>A Gathering of Old Men</i>: Ernest Gaines</p> <p>Unit 7: Readings: <i>The Autobiography of Malcolm X</i>, Alex Hale</p>	
CE4.2.5 Recognize language bias in one’s community, school, textbooks, the public press, and in one’s own use of language.	<p>Unit 5: After the scene” Comments on Ethnicity,” play the musical chairs stereotype game to demonstrate how every group of people are stereotyped.</p>	<p>Unit 5: Film: <i>Do the Right Thing</i>: Spike Lee, 1989</p> <p style="padding-left: 40px;">Readings: <i>Black Like Me</i>, John Howard Griffin, <i>Hoop Dreams</i>, Ben Joravsky, <i>Their Eyes Were Watching God</i>, Zora Neale Hurston, <i>Things Fall Apart</i>, China Achebe</p>	