



# Black Literature Curriculum

Board Approved: March 21, 2024

## Course Information

### Course Description:

This semester-long elective course will focus on classic, contemporary, and multi-genre literary works of Black authors. Students will study Black literary traditions and analyze how an author's experiences contribute to their purpose, as well as how this influences the reader's global understanding. Through the exploration of Black Literature with close readings of selected literary works, students will increase their development of literary and analytical skills. In addition, students will engage in research, speaking, listening, and writing, as well as grow as public speakers and presenters of information. The goal is to provide students with opportunities to read texts that enhance their knowledge and appreciation of diverse cultures, with a focus on the cultures and histories of Black communities.

### Transfer Goals:

Students will be able to independently use their learning to...

- understand the importance of the art of storytelling and its impact on human experiences.
- effectively read to clearly comprehend, analyze, and problem-solve as culturally literate, collaborative members of society.
- effectively communicate in both written and verbal formats, demonstrating collaboration skills and cultural awareness within diverse societal contexts.

**Curriculum Standards:** [Missouri Learning Standards for Literacy](#)

**Curriculum Resource(s):** Noah, Trevor. [Born a Crime: Stories From a South African Childhood](#). One World, 2019.

*\*priority standards indicated in bold*

Black Literature - Page 1

BOE Approved: 3/21/2024

Patrons with questions about the course should contact [curriculum@fhdschools.org](mailto:curriculum@fhdschools.org)

# Family Notification Procedures

<b>Grades 9-12</b>	<p><b><u>Whole Class Books</u></b></p> <ul style="list-style-type: none"><li>• Titles for books that will be assigned to a whole class will be available on Canvas and on course overviews/syllabi. If this changes during the class term, families will be notified.</li><li>• If a teacher plans to offer a choice from a small set of pre-identified books, those titles will be available on Canvas and on course overviews/syllabi. If this changes during the class term, families will be notified.</li></ul> <p><b><u>Library Books</u></b></p> <ul style="list-style-type: none"><li>• Families may contact their school's library media specialists to sign up for email notices in Destiny to be made aware of books checked out from district libraries.</li><li>• <a href="#">How Parents/Guardians Can Monitor Student Book Selections</a></li></ul> <p><b><u>Open Choice Books</u></b></p> <ul style="list-style-type: none"><li>• When a class begins a unit involving the selection of open-choice books, teachers notify families and prompt them to ask their students.</li><li>• For classes where students can select choice books at a faster pace, teachers will send quarterly emails to families reminding them to regularly ask their students.</li></ul>
--------------------	---

*\*priority standards indicated in bold*

Black Literature - Page 2

BOE Approved: 3/21/2024

Patrons with questions about the course should contact [curriculum@fhdschools.org](mailto:curriculum@fhdschools.org)

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

Timeframe: *Two weeks*

**Unit Description:** Unit One will be an introductory unit to the course. It will help students understand the purpose of this class, and help establish a learning community. Students will spend time reflecting on their own experiences. Within this unit, students will establish a common understanding of vocabulary and background knowledge necessary for engaging in discussions in this class. Students will learn how to have respectful, collaborative conversations with one another.

## Enduring Understandings:

- Active and effective participation in civil discourse is contingent upon an atmosphere of mutual respect.
- It is essential to appreciate the diverse perspectives of others as they enrich collaborative conversations.
- Establishing a common understanding of vocabulary enables students to communicate more effectively.
- Recognizing and valuing diverse perspectives not only fosters individual respect but also enriches individual and collective growth.

## Essential Questions:

- How do I engage effectively in civil discourse with others?
- How do diverse viewpoints contribute to the depth and effectiveness of collaborative discussions?
- How do I have respectful discourse with others during collaborative conversations?
- How does a common understanding of vocabulary influence the effectiveness and clarity of communication in collaborative discussions?
- How does my prior knowledge influence how I engage in discussions with others?

## Unit 1 Standards

STANDARD CODE	STUDENTS WILL KNOW, BE ABLE TO, AND UNDERSTAND:
<a href="#">RI1A</a>	<ul style="list-style-type: none"> <li>● I can draw conclusions, infer, and analyze by citing relevant and thorough textual evidence to support analysis of what the text says explicitly as well as inferences drawn from the text.</li> </ul>
<a href="#">RI1B</a>	<ul style="list-style-type: none"> <li>● I can determine the meaning of words and phrases as they are used in the text, including figurative, connotative, and content-specific meanings using context, affixes, or reference materials.</li> </ul>
<a href="#">RI2D</a>	<ul style="list-style-type: none"> <li>● I can evaluate an author's argument and reasoning for effectiveness, validity, logic, credibility, and relevance of the evidence.</li> </ul>

*\*priority standards indicated in bold*

Black Literature - Page 3

BOE Approved: 3/21/2024

Patrons with questions about the course should contact [curriculum@fhdschools.org](mailto:curriculum@fhdschools.org)

<a href="#"><u>SL1A</u></a>	<ul style="list-style-type: none"> <li>● <b>I can work with peers to set rules (i.e., establish respectful and effective guidelines) for collaborative discourse and decision-making, establishing clear goals, deadlines, and individual roles as needed.</b></li> </ul>
<a href="#"><u>SL1B</u></a>	<ul style="list-style-type: none"> <li>● I can delineate a speaker’s argument and claims by evaluating the speaker’s point of view, reasoning, and evidence.</li> <li>● I can propel conversations by posing and responding to questions that relate the current discussion to broader themes or larger ideas.</li> <li>● I can actively incorporate others into the discussion, and clarify, verify, or challenge ideas and conclusions.</li> </ul>
<a href="#"><u>SL1C</u></a>	<ul style="list-style-type: none"> <li>● <b>I can respond thoughtfully to diverse perspectives including those presented in diverse media, summarize points of agreement and disagreement, resolve contradictions when possible, and determine what additional information or research is needed.</b></li> </ul>
<a href="#"><u>SL2A</u></a>	<ul style="list-style-type: none"> <li>● I can speak audibly and to the point, using conventions of language as appropriate to task, purpose, and audience when presenting.</li> <li>● I can use appropriate volume, clear articulation, and accurate pronunciation at an understandable pace, avoiding verbal filler that might be distracting to listeners.</li> </ul>

*\*priority standards indicated in bold*

Black Literature - Page 4

BOE Approved: 3/21/2024

Patrons with questions about the course should contact [curriculum@fhdschools.org](mailto:curriculum@fhdschools.org)

# Unit 2: Stories as Windows, Mirrors, and Sliding Doors

Timeframe: 5-6 Weeks

## Unit Description:

Students will explore the concept of “mirrors, windows, and sliding doors” in literature (*mirror* - stories in which I see myself in literature, *windows* - stories in which I learn about others through literature, and *sliding doors* - stories in which I understand the context of the author to explore new ideas). Students will spend time reading portions of the core text *Born a Crime* by Trevor Noah (memoir) along with other stories of teen experiences written by Black authors to help students relate the central ideas to human nature and the world. Students will explore a variety of strategies to read, respond, and discuss the readings with one another in order to grow themselves as readers and writers.

## Enduring Understandings:

- Stories help us experience both mirrors (similarities), windows (differences), and sliding doors (new understandings).
- Authors use a variety of text structures to influence readers in different ways.
- Personal experiences and one’s environment impact the decision-making process.
- Readers approach text and respond to text in a variety of ways for understanding.

## Essential Questions:

- How do my experiences relate to or differ from the experiences of the characters in these texts?
- What are the most effective strategies for me to employ in order to achieve the best understanding in line with my reading goals?
- How do my experiences and my environment impact my decision-making?
- How has my prior knowledge been challenged or confirmed by what I have read in the texts?

## Unit 2 Standards

STANDARD CODE	STUDENTS WILL KNOW, BE ABLE TO, AND UNDERSTAND:
<a href="#">RL1A</a>	<ul style="list-style-type: none"> <li>• I can draw conclusions, infer, and analyze fictional text.</li> <li>• I can cite relevant and thorough textual evidence to support analysis of what the text says explicitly as well as inferences drawn from the text, including where the text leaves matters uncertain.</li> </ul>
<a href="#">RI1A</a>	<ul style="list-style-type: none"> <li>• I can draw conclusions, infer, and analyze nonfiction text.</li> <li>• I can cite relevant and thorough textual evidence to support analysis of what the text says explicitly as well as inferences drawn from the text.</li> </ul>
<a href="#">RL1D</a>	<ul style="list-style-type: none"> <li>• <b>I can use appropriate text, determine two or more themes in a text, analyze their development throughout the text, and relate the</b></li> </ul>

*\*priority standards indicated in bold*

Black Literature - Page 5

BOE Approved: 3/21/2024

Patrons with questions about the course should contact [curriculum@fhsdschools.org](mailto:curriculum@fhsdschools.org)

	<p>themes to human nature and the world.</p> <ul style="list-style-type: none"> <li>● I can provide an objective and concise summary of the text.</li> </ul>
<a href="#">RI1D</a>	<ul style="list-style-type: none"> <li>● I can explain two or more central/main ideas in a text, analyze their development throughout the text, and relate the central ideas to human nature and the world.</li> <li>● I can provide an objective and concise summary of the text.</li> </ul>
<a href="#">RL3B</a>	<ul style="list-style-type: none"> <li>● I can synthesize ideas from two or more texts about similar themes or topics to articulate the complexity of the theme.</li> </ul>
<a href="#">RI3B</a>	<ul style="list-style-type: none"> <li>● I can synthesize information from two or more texts about similar ideas or topics to articulate the complexity of the issue.</li> </ul>
<a href="#">RL3C</a>	<ul style="list-style-type: none"> <li>● I can evaluate how an author's work reflects his or her historical/cultural perspective.</li> </ul>
<a href="#">RI3C</a>	<ul style="list-style-type: none"> <li>● I can evaluate how an author's work reflects his or her historical/cultural perspective.</li> </ul>
<a href="#">RL3D</a>	<ul style="list-style-type: none"> <li>● I can read and comprehend literature, including stories, dramas, and poems, independently and proficiently.</li> </ul>
<a href="#">RI3D</a>	<ul style="list-style-type: none"> <li>● I can read and comprehend literature, including stories, dramas, and poems, independently and proficiently.</li> </ul>
<a href="#">W2A</a>	<ul style="list-style-type: none"> <li>● I can follow a writing process to produce clear and coherent writing in which the development, organization, style, and voice are appropriate to the task, purpose, and audience.</li> <li>● I can self-select and blend (when appropriate) previously learned narrative, expository, and argumentative writing techniques.</li> </ul>
<a href="#">SL2A</a>	<ul style="list-style-type: none"> <li>● I can speak audibly and to the point, using conventions of language as appropriate to task, purpose, and audience when presenting; including fluent and clear articulation, strategically varying volume, pitch, and pace to consistently engage listeners.</li> </ul>
<a href="#">SL2B</a>	<ul style="list-style-type: none"> <li>● I can make consistent eye contact with a range of listeners when speaking, using a range of gestures or movement to emphasize aspects of speech while avoiding body language or mannerisms that might be distracting to the audience.</li> </ul>
<a href="#">SL2C</a>	<ul style="list-style-type: none"> <li>● I can plan and deliver appropriate presentations based on the task, audience, and purpose making strategic use of multimedia in presentations to enhance understanding of findings, reasoning, and evidence and to add interest conveying a clear and distinct perspective.</li> </ul>

*\*priority standards indicated in bold*

Black Literature - Page 6

BOE Approved: 3/21/2024

Patrons with questions about the course should contact [curriculum@fhdschools.org](mailto:curriculum@fhdschools.org)

# Unit 3: An Exploration of Black Experiences

Timeframe: 4 Weeks

## Unit Description:

In this unit, students will work with a small group of classmates to select a book of their choice by a Black author. Students will read and respond to their selected text and engage in collaborative discussions with group members about the understandings of perspectives as they are presented within the text selections. After reading a book and several text selections exploring Black experiences, students will present their book, with their group members, to the class in a panel-style discussion over their thoughts and findings.

## Enduring Understandings:

- Sharing perspectives can help students grow a deeper global perspective and understanding.
- Black authors have valuable stories and experiences that contribute to the literary world.
- Through the unique lenses and narratives of Black authors, we gain a deeper understanding of history, recognizing how their contributions shape our view of the past and its impact on the present.

## Essential Questions:

- How can perspectives be challenged or confirmed through respectful discourse with group members?
- What textual structures do authors use and how does structure affect the text?
- What are the most effective strategies to synthesize ideas and present them to a group as a whole?

## Unit 3 Standards

STANDARD CODE	STUDENTS WILL KNOW, BE ABLE TO, AND UNDERSTAND:
<a href="#">RL3C</a>	<ul style="list-style-type: none"> <li>• I can evaluate how an author's work reflects his or her historical/cultural perspective.</li> </ul>
<a href="#">RI3C</a>	<ul style="list-style-type: none"> <li>• I can evaluate how an author's work reflects his or her historical/cultural perspective.</li> </ul>
<a href="#">RL2B</a>	<ul style="list-style-type: none"> <li>• I can analyze a case in which recognizing point of view requires distinguishing what is directly stated in a text from what is implied.</li> </ul>
<a href="#">RI2B</a>	<ul style="list-style-type: none"> <li>• I can analyze a text in which the author's point of view is not obvious and requires distinguishing what is directly stated and what is implied.</li> </ul>
<a href="#">RL3D</a>	<ul style="list-style-type: none"> <li>• <b>I can read and comprehend literature, including stories, dramas, and poems, independently and proficiently.</b></li> </ul>

*\*priority standards indicated in bold*

Black Literature - Page 7

BOE Approved: 3/21/2024

Patrons with questions about the course should contact [curriculum@fhsdschools.org](mailto:curriculum@fhsdschools.org)

<a href="#"><u>RI3D</u></a>	<ul style="list-style-type: none"> <li>● <b>I can read and comprehend informational text independently and proficiently.</b></li> </ul>
<a href="#"><u>SL1A</u></a>	<ul style="list-style-type: none"> <li>● <b>I can work with peers to set rules (i.e., establish respectful and effective guidelines) for collaborative discourse and decision-making, establishing clear goals, deadlines, and individual roles as needed.</b></li> </ul>
<a href="#"><u>SL1C</u></a>	<ul style="list-style-type: none"> <li>● <b>I can respond thoughtfully to diverse perspectives including those presented in diverse media, summarize points of agreement and disagreement, resolve contradictions when possible, and determine what additional information or research is needed.</b></li> </ul>
<a href="#"><u>SL1B</u></a>	<ul style="list-style-type: none"> <li>● I can delineate a speaker’s argument and claims evaluating the speaker’s point of view, reasoning, stance, and evidence in order to propel conversations by posing and responding to questions that probe reasoning and evidence.</li> <li>● I can ensure a hearing for a full range of positions on a topic or issue.</li> <li>● I can clarify, verify, or challenge ideas and conclusions; and promote divergent and creative perspectives.</li> </ul>
<a href="#"><u>W1A</u></a>	<ul style="list-style-type: none"> <li>● I can conduct research to answer a question, or solve a problem;</li> <li>● I can narrow or broaden the inquiry when appropriate</li> <li>● I can gather multiple relevant credible sources, print, and digital</li> </ul>
<a href="#"><u>W2A</u></a>	<ul style="list-style-type: none"> <li>● I can follow a writing process to produce clear and coherent writing in which the development, organization, style, and voice are appropriate to the task, purpose, and audience.</li> <li>● I can self-select and blend (when appropriate) previously learned narrative, expository, and argumentative writing techniques.</li> </ul>

*\*priority standards indicated in bold*

Black Literature - Page 8

BOE Approved: 3/21/2024

Patrons with questions about the course should contact [curriculum@fhdschools.org](mailto:curriculum@fhdschools.org)



# Unit 4: The Impact of Black Voices

Timeframe: 4 Weeks

## Unit Description:

In this unit, students will select and explore a topic or person of their choosing that highlights the impact of Black Voices. Students will examine and track the change of a topic or the influence of a person over a span of time analyzing the impact of the past, the present, and the future. Through the lens of multiple perspectives, students will create a product for a specific audience using a medium of their choice.

## Enduring Understandings:

- The impact of using voice, in a variety of ways, to effect change.
- A variety of Black voices have been influential in shaping culture, politics, and progress throughout history.
- Perspectives and experiences are shared through different avenues.
- Understanding the past is necessary in order to move forward as a cohesive society.

## Essential Questions:

- Where in history have Black voices influenced positive change?
- Why is it important to reflect on where we have been and where we are going?
- What is the impact of Black Voices on different avenues in society?
- Why is it important to acknowledge diverse perspectives of Black voices?

## Unit 4 Standards

STANDARD CODE	STUDENTS WILL KNOW, BE ABLE TO, AND UNDERSTAND:
<a href="#">RL2B</a>	<ul style="list-style-type: none"> <li>• I can analyze a case in which recognizing point of view requires distinguishing what is directly stated in a text from what is implied.</li> </ul>
<a href="#">RI2B</a>	<ul style="list-style-type: none"> <li>• I can analyze a text in which the author's point of view is not obvious and requires distinguishing what is directly stated and what is implied.</li> </ul>
<a href="#">RL3C</a>	<ul style="list-style-type: none"> <li>• I can evaluate how an author's work reflects his or her historical/cultural perspective.</li> </ul>
<a href="#">RI3C</a>	<ul style="list-style-type: none"> <li>• <b>I can synthesize from multiple texts.</b></li> <li>• <b>I can evaluate how an author's work reflects his or her historical/cultural perspective.</b></li> </ul>
<a href="#">RL3D</a>	<ul style="list-style-type: none"> <li>• <b>I can read and comprehend literature, including stories, dramas, and poems, independently and proficiently.</b></li> </ul>
<a href="#">SL1B</a>	<ul style="list-style-type: none"> <li>• I can delineate a speaker's argument and claims, evaluating the speaker's point of view, reasoning, and evidence in order to propel conversations by posing and responding to questions that relate the current discussion to</li> </ul>

*\*priority standards indicated in bold*

Black Literature - Page 9

BOE Approved: 3/21/2024

Patrons with questions about the course should contact [curriculum@fhsdschools.org](mailto:curriculum@fhsdschools.org)

	broader themes or larger ideas; actively incorporate others into the discussion; and clarify, verify, or challenge ideas and conclusions.
<a href="#"><u>SL1C</u></a>	<ul style="list-style-type: none"> <li>● <b>I can respond thoughtfully to diverse perspectives including those presented in diverse media, summarize points of agreement and disagreement, resolve contradictions when possible, and determine what additional information or research is needed.</b></li> </ul>
<a href="#"><u>SL2A</u></a>	<ul style="list-style-type: none"> <li>● <b>I can speak audibly and to the point, using conventions of language as appropriate to task, purpose, and audience when presenting.</b></li> <li>● <b>I can include appropriate volume, clear articulation, and accurate pronunciation at an understandable pace, avoiding verbal filler that might be distracting to listeners.</b></li> </ul>
<a href="#"><u>W1A</u></a>	<ul style="list-style-type: none"> <li>● I can conduct research to answer a question, or solve a problem; narrow or broaden the inquiry when appropriate; gather multiple relevant credible sources, print and digital; integrate information using a standard citation system.</li> </ul>
<a href="#"><u>W2A</u></a>	<ul style="list-style-type: none"> <li>● I can follow a writing process to produce clear and coherent writing in which the development, organization, style, and voice are appropriate to the task, purpose, and audience; self-select and blend (when appropriate) previously learned narrative, expository, and argumentative writing techniques.</li> </ul>

*\*priority standards indicated in bold*

Black Literature - Page 10

BOE Approved: 3/21/2024

Patrons with questions about the course should contact [curriculum@fhsdschools.org](mailto:curriculum@fhsdschools.org)