

Paths to College and Career

English Language Arts

Reading and Writing Personal Narratives

- ▶ The Autobiography of Malcolm X
- ▶ Yellow Woman and a Beauty of the Spirit

Grade 12 | Module 1

➤ TEACHER GUIDE

Paths to College and Career

English Language Arts

Reading and Writing Personal Narratives

PCG | *Education*

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ABOUT PCG EDUCATION

A division of Public Consulting Group (PCG), PCG Education provides instructional and management services and technologies to schools, school districts, and state education agencies across the United States and internationally. We apply more than 30 years of management consulting expertise and extensive real-world experience as teachers and leaders to strengthen clients' instructional practice and organizational leadership, enabling student success.

As educators engage with rigorous standards for college and career readiness, PCG Education partners with practitioners at all stages of implementation. We work with clients to build programs, practices, and processes that align with the standards. Our team of experts develops and delivers standards-based instructional resources, professional development, and technical assistance that meet the needs of all learners.

In response to a wide range of needs, PCG Education's solutions leverage one or more areas of expertise, including College and Career Readiness, MTSS/RTI, Special Programs and Diverse Learners, School and District Improvement, and Strategic Planning. PCG's technologies expedite this work by giving educators the means to gather, manage, and analyze data, including student performance information, and by facilitating blended learning approaches to professional development.

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For ebook readers, the Teacher Resource Book and Appendix can be downloaded at:
<http://www.pathstocollegeandcareer.com/trbdownload>

WHAT IS *PATHS TO COLLEGE AND CAREER*?

Paths to College and Career is a comprehensive English Language Arts/Literacy curriculum that meets the demands and instructional shifts of the Common Core State Standards (CCSS). Modules, units, and lessons in *Paths* address the curriculum standards as detailed in the Publisher's Criteria and the EQuIP Rubric (<http://www.achieve.org/files/EQuIP-ELArubric-06-24-13-FINAL.pdf>). *Paths* provides engaging and challenging learning experiences for students. Likewise, it provides meaningful support for educators as they encounter new instructional approaches and strategies that build students' skills and knowledge for success at the postsecondary level and in the workforce. *Paths* provides guidance to teachers for facilitating evidence-based conversations about text, developing students' academic vocabulary, teaching close reading, implementing Accountable Independent Reading (AIR), and unpacking the standards themselves.

Features of *Paths to College and Career*

Engaging, Complex Texts

In keeping with the guidance of the standards around increased text complexity, *Paths* includes a range of literary and informational texts at each grade level. The program features familiar canonical literature, such as Shakespeare's *Romeo and Juliet* and Edgar Allan Poe's "The Tell-Tale Heart," as well as contemporary works, such as Jhumpa Lahiri's *The Namesake* and Karen Russell's "St. Lucy's Home for Girls Raised by Wolves." *Paths* also embodies the CCSS emphasis on informational text, featuring such literary nonfiction as Thoreau's "Civil Disobedience," Dr. Martin Luther King Jr.'s "Letter from Birmingham Jail," and Julia Alvarez's "A Genetics of Justice." Through this diversity and balance of texts, *Paths* gives students at all levels the opportunity to grapple with, deconstruct, analyze, and make meaning from complex texts that address highly relevant and universal ideas and issues.

Depth of Reading

Paths is paced to allow students to carefully explore complex text through reading and rereading to fully investigate ideas, structures, and layers of meaning. *Paths* emphasizes depth of understanding

of the text students read rather than the breadth of texts “covered” in a curriculum. To allow for deep analysis of texts, some works are read in their entirety, while others are read in excerpted selections.

Paths ensures that students have the space, time, and support to navigate complex texts that are worth reading. Each lesson in the curriculum engages students in thinking, talking, and writing about the texts as they read, reread, and collaborate. In *Paths*, students work independently and in groups to address challenging text-based questions, recognizing and articulating their own confusions and understandings before teachers model problem solving or provide guidance. As students progress through the grades, their increased capacity for independent work with complex texts increases, leading to greater ownership of their own learning.

Revisiting and Annotating Text

Throughout *Paths*’ lessons, students engage in reading both fiction and nonfiction in small chunks for specific purposes. Students may spend an entire class period on 10 lines of text to achieve a clear and common understanding. A central feature of achieving a depth of understanding involves annotating text. *Paths* regularly asks students to make note of specific parts of a text that contain important ideas or themes. These annotations and selections may spark connections to other parts of the text or a different text, or require additional instructional attention to support comprehension and analysis.

Academic Vocabulary

A key priority within *Paths* is building students’ academic vocabulary through the study of Tier 2 words, which are transferable, high-leverage terms that they may encounter in other coursework or disciplines. Students encounter a large number of these words as they read a volume of challenging literary and informational texts through independent and classroom reading. Exposure to these words enables students to gain familiarity with them through context or, as appropriate, learn their meaning from the teacher.

Writing from Sources and Research

Paths emphasizes writing from sources and research, consistent with the expectations of the CCSS. Students write in a variety of modes for a variety of purposes using the text as the basis for forming claims and making inferences. In addition to short research projects on a range of topics over the course of a year, students also participate in sustained, inquiry-based research about a topic derived from a module text.

Standards Assessed *and* Standards Addressed

Paths includes frequent and varied opportunities to assess student learning and track their progress toward success with the standards. These assessments can and should be used for formative purposes, but educators also may choose to select specific assessments for determining student progress. *Paths* includes rubrics and other tools that give the teacher data that may drive instruction or serve as a summative assessment.

In each lesson, *Paths* focuses on one or two “assessed standards” and another small group of “addressed standards.” The core work of a lesson reflects the assessed standards and provides students opportunities to engage with the demands of the full standard(s). Reflecting the interrelated nature of the standards, each lesson also includes addressed standards, which scaffold student learning to support their work with those standards in future lessons and modules.

Daily assessments provide students with an opportunity to demonstrate their growth in relation to the standard(s) at the heart of each lesson. In some assessments, the language of the standard(s) is included directly in the prompt. As students gain familiarity with the standards, assessment questions begin to reflect the language of the standards less explicitly, requiring students to unpack the question.

Homework and Student Materials

Independent and Regular Reading

Paths focuses in-class experiences on close reading of complex text, which is a key way to support students’ vocabulary growth. In addition, students must read widely and extensively in order to build their vocabularies outside the confines of the classroom.

In *Paths*, students read independently and regularly for homework. Accountable Independent Reading (AIR) is an almost daily expectation for homework, and through protocols built into the lessons, students engage in accountable talk in pairs and with their teacher about their independent reading texts. Through these practices and expectations, students quickly develop habits and routines around independent reading. In *Paths*’ AIR program, students independently consume a volume of text at an appropriate reading level, enabling them to navigate these texts on their own. These texts can and should connect to the topics and ideas explored in the curriculum modules.

The AIR program is Common Core oriented, as students are asked to focus on an applicable reading standard to frame their reading. During Homework Accountability in the lesson following an AIR assignment, students discuss with a peer how they applied the focus standard to their AIR texts, providing textual evidence to demonstrate their understanding of the application of the standard.

The school librarian or media specialist should play a key role in helping students and teachers locate quality high-interest texts for students to read independently *at their own reading level* for homework. AIR is typically assigned several nights a week so that students quickly develop habits of mind around this practice.

Other/Additional Homework Outside of Independent Reading

In addition to AIR, students engage in other homework activities that extend the day’s lesson or prepare students for the following day, supporting lower-performing students as they navigate grade-level complex text independently. Students who do not complete the homework still benefit from actively listening to the Homework Accountability activity in the following lesson.

Teacher Flexibility to Scaffold Students to Independence

Paths enables teachers to enact the standards and shifts in the high school ELA classroom, understanding that in any given classroom there is a range of student needs. To accommodate that reality, *Paths* offers flexibility in implementation. While the lessons provide detailed instructions and recommendations for educators, they also allow for teacher preference and adaptation, ensuring that what happens in the classroom both meets the needs of students and serves the shifts and the standards.

Timing

Each lesson suggests the proportion of a class period to spend on specific activities. Teachers using *Paths* should move at the pace they think is best given their students' needs and the literacy skills demanded by the standards. It is better to extend a lesson than to omit sections of it for the sake of time. That is, when students are engaged in substantive, evidence-based discourse and are making meaning of the text, it is not necessary to push forward into the next activity, question, or task. The priority in this work is that students consistently develop their ability to engage in rigorous discussions and evidence-based writing based on their analysis of texts. Teachers should continue to make decisions regarding what is most appropriate for their students as the students grow in their understanding and capacity for independent work.

Building Fluency

In *Paths*, masterful readings of whole texts or focus excerpts model fluent reading for students and give students opportunities to hear complex text read with appropriate cadence, emphasis, tone, and pronunciation. Students reading below grade level benefit enormously from hearing the text read while they follow along, reading silently prior to deconstructing the text and conducting their own analyses. Some students may need two of these read-throughs in order to access the text with confidence. Masterful readings are provided through audio clips, or may be delivered via teacher read-alouds. Not only does a masterful reading bring students into the text with more confidence and comfort, but it does so while developing their ability to read more fluently. Classes with students reading on or near grade level might choose to limit masterful readings in favor of having students read independently or in small-group settings.

Paired and Group Reading/Collaborative Work

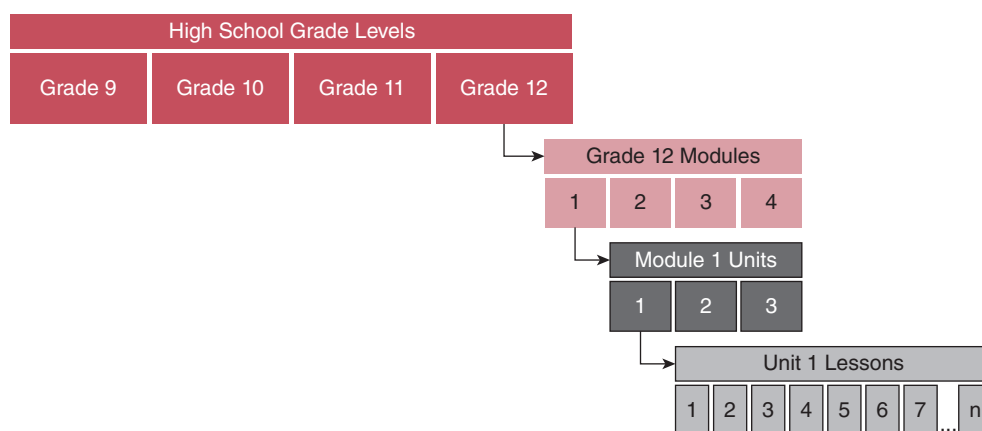
Collaboration plays a major role in students' readiness for college and careers. *Paths* provides a wide range of opportunities for students to collaborate while reading, writing, speaking, and listening.

In *Paths*, collaborative learning and the sharing of understandings and insights develop the habit of presenting the textual evidence that leads to a conclusion or claim. Listening to peers present and support their position based on evidence from the text strengthens all participants' capacity to do the

same. The standards weave together the four domains of reading, writing, speaking, and listening for just these reasons, and the curriculum is designed to reflect these priorities.

Paths to College and Career Organization and Structure

The high school curriculum comprises four grade levels (9–12). Each grade level includes four primary modules. Each module consists of up to three units, and each unit consists of a set of lesson plans.



Modules are arranged in units comprising one or more texts. The texts in each module share common elements in relation to genre, authors’ craft, text structure, or central ideas. Each unit in a module builds on the skills and knowledge students develop in the preceding unit(s). The number of lessons in a unit varies based on the length of the text(s). Each lesson is designed to span one class period, but may extend beyond that time frame depending on student needs.

The *Paths to College and Career* curriculum provides a full year of modules and units, including the following:

- Curriculum map
- Module overview
- Unit overview
- Formative and summative assessments, including a Module Performance Assessment
- Lesson plans
- Instructional Notes and Differentiation Considerations
- Tools and handouts
- Rubrics and checklists

Structure of a Module

Each module comprises up to three units and provides approximately eight weeks of instruction. Each unit includes a set of sequenced learning experiences that scaffold knowledge and understanding of the concepts and skills demanded by the CCSS. Module 1 at each grade level establishes the foundation of instructional routines used throughout the year.

Paths to College and Career reflects the principles of Universal Design for Learning (UDL) to support:

- English language learners (ELL)
- Students with disabilities (SWD)
- Accelerated learners
- Students performing below grade level

Lessons are not scripts but rather illustrations of how instruction might be sequenced. Each module is adaptable and allows for teacher preference and flexibility to meet both students' needs and the requirements of the instructional shifts and the standards.

Using *Paths to College and Career*

Throughout each lesson, unit, and module, and across all grade levels, *Paths* provides standards-aligned, engaging instruction and learning experiences. Students develop expertise in the standards as they practice them with a variety of topics and tasks. Instructional routines are consistent throughout the lessons, units, and modules, and across grade levels. This rigorous, rhythmic structure provides scaffolds for students as they develop greater independence and accountability for their own learning.

Launching a Module

Paths provides multiple supports in each module to facilitate instructional planning and effective delivery. The **Module Overview** provides a road map of the entire module. It includes:

- An **Introduction** to the key instructional concepts and texts of the module
- **Literacy Skills and Habits** that will be the emphasis of instruction
- **English Language Arts Outcomes**, including **Year-Long Target Standards** and the **Module-Specific Standards** that are assessed and addressed
- A description of the final **Module Performance Assessment**
- A **Module-at-a-Glance Calendar** that conveniently presents key features of each unit: the unit's text(s), number of lessons, Literacy Skills and Habits, standards assessed and addressed, and the Mid- and End-of-Unit Assessments

This overview provides a panoramic view of the module and includes the information educators need to make decisions about adapting, enhancing, or changing learning activities.

Teaching a Unit

Parallel to the Module Overview, the **Unit Overview** provides essential information in an easy-to-understand format to ensure that teachers are equipped to successfully implement and/or adapt the unit. The Unit Overview includes:

- An **Introduction** to the key texts and key instructional ideas in the unit
- The **Literacy Skills and Habits** developed in the unit
- The **Standards** assessed and addressed
- A description of the ongoing, Mid-Unit, and End-of-Unit **Assessments**
- A lesson-by-lesson overview of text(s), learning outcomes/goals, and assessments in the **Unit-at-a-Glance Calendar**

In addition, the Unit Overview recommends actions that the teacher should take in preparing for instruction, such as reading and annotating the texts, reviewing rubrics, and posting standards. Likewise, the instructional materials required for the unit are identified, such as chart paper; self-stick notes; copies of the texts, rubrics, checklists, handouts, and tools; and recommended technology.

Inside the Lesson

Lessons begin with front matter that equips the teacher with information about the key elements of the lesson. Each lesson's opening pages include:

- A narrative **Introduction** that previews the purpose of the lesson, its sequence and intended outcomes, and the key text(s) that serve as the focus of the lesson
- The **standards assessed and addressed** in the lesson
- The **lesson assessment** and elements of a **High Performance Response**
- **Vocabulary** words, and guidance as to which words should be provided directly by the teacher and which should be taught
- A **Lesson Agenda/Overview**, which includes the student-facing agenda that teachers can present to students, and suggested instructional time in percentages, reflecting the variety of class lengths and enabling the teacher to make informed decisions about pacing
- Instructional **Materials** that are specific to the lesson
- Guidance on how to use the **Learning Sequence**

The **Learning Sequence** specifies the progression of **Activities** and embeds teacher moves, student actions and possible responses, and Instructional Notes.

The first Activity is the **Introduction to the Lesson Agenda**, which orients students to the lesson and the standards it assesses.

Homework Accountability follows the introduction, wherein students review the homework they did for the previous lesson through such activities as self-assessing, discussing in pairs, and/or engaging as a group in discussion.

Sequenced **Activities** compose the bulk of the lesson and may include close reading and discussion, annotating, teacher modeling, vocabulary development, and partner or group work. As students prepare for a Mid-Unit or End-of-Unit Assessment, activities may give them an opportunity to plan, draft, revise, discuss, and peer- or self-assess. Work time varies from day to day according to the standards, texts, and tasks. At the end of the Learning Sequence is a Quick Write or other form of assessment on the learning in the lesson.

The lesson **Closing** provides homework instructions.

Support for the Teacher

In addition to information provided in the module and unit overviews, support is provided throughout the lesson in sections labeled Instructional Notes. Teacher Resource Books also offer a streamlined collection of the materials that teachers and students will need over the course of each module.

Instructional Notes offer scaffolding recommendations, background information, optional or differentiated activities, or optional reading and discussion questions for teachers to consider using, depending on how much time they have in their class period. Some Instructional Notes provide specific **Differentiation Considerations**, which suggest visuals, tools, practices, models, or adaptations for students who may need extra support to achieve lesson goals.

Teacher Resource Books include supporting materials that might be required for lessons. These materials may include specific reproducible tools, handouts, and rubrics and checklists. For ebook readers, the Teacher Resource Book files can be downloaded at <http://www.pathstocollegeandcareer.com/trbdownload>

CURRICULUM MAPS

The standards assessed and addressed in each module specifically support the study of the module text(s), and include standards in all four domains: reading, writing, speaking and listening, and language. The modules include daily lesson assessments, Mid- and End-of-Unit Assessments, and a culminating Performance Assessment in which students are asked to synthesize their learning across the module.

Taken as a whole, these modules are designed to give teachers concrete strategies and content to address the instructional shifts required by the CCSS.

Grade 12 Overview

The *Paths* grade 12 curriculum modules offer a wide range of quality texts that engage students in analysis of autobiographical nonfiction, speeches, poetry, drama, and fiction. The grade 12 modules comprise classic and contemporary voices including Malcolm X with Alex Haley, Leslie Marmon Silko, Henry David Thoreau, Benazir Bhutto, Jared Diamond, William Shakespeare, Tennessee Williams, Jhumpa Lahiri, and Nikolai Gogol. Through the study of a variety of text types and media, students build knowledge, analyze ideas, delineate arguments, and develop writing, collaboration, and communication skills. The lessons within each of the modules are linked explicitly to the Common Core State Standards and provide a rigorous and pedagogically sound approach to bringing the standards to life through thoughtful planning, adaptation, and instruction. In Module 12.1, students engage with autobiographical nonfiction to explore the craft of personal narrative before beginning work on their own personal narrative essays in response to a prompt from the Common Application. In Module 12.2, students read both literary and nonfiction texts to analyze how authors use rhetoric and structure in texts dealing with concepts of government and power. In Module 12.3, students engage in an inquiry-based iterative process for research. Building on work with evidence-based analysis in Modules 12.1 and 12.2, students explore topics that may elicit multiple positions and perspectives, gathering and analyzing sources to establish a position of their own and crafting an argument-based research paper. In Module 12.4, the last module of high school, students work with literary texts, including drama, poetry, short fiction, and the novel, to explore how authors treat similar central ideas and themes via character development and interaction.

In the first module of the grade 12 curriculum, students read and analyze two nonfiction personal narratives that serve as the basis for narrative writing instruction throughout the module. Students first read in its entirety *The Autobiography of Malcolm X* as told to Alex Haley, followed by Leslie Marmon

Silko's personal narrative essay "Yellow Woman and a Beauty of the Spirit." After analyzing the authors' use of style, structure, and content to develop complex ideas, experiences, and characters, students apply their understanding of these narrative techniques as they write personal narrative essays in response to one of the Common Application prompts. Students revise and edit their essays extensively over the course of the final unit of the module, further developing their narrative writing skills through peer review and discussion. At the end of this module, students produce final drafts of their personal narratives suitable for use in the college application process. The Module Performance Assessment requires students to prepare for and participate in a simulated college or career interview.

Module 12.2 engages students in exploring complex ideas about power and government through the analysis of informational and literary texts. The first unit begins with a close reading of a 2007 speech by Benazir Bhutto titled "Ideas Live On," in which students consider how Bhutto uses rhetoric to develop her point of view, and how she develops her ideas about the relationship of government to the individual. Students then read Henry David Thoreau's "Civil Disobedience," focusing on Thoreau's ideas about the relationship between the individual and the state and the role of individual conscience in ethical decision making. In the second unit, students continue to work with these ideas in William Shakespeare's *The Tragedy of Julius Caesar*, as they analyze Shakespeare's structural choices and use of powerful rhetorical language to develop central ideas, advance the plot, and create aesthetic impact.

In Module 12.3, students engage in an inquiry-based, iterative research process that serves as the basis for a culminating research-based argument paper. Building on work with evidence-based analysis in Modules 12.1 and 12.2, students use Jared Diamond's *Guns, Germs, and Steel* as a seed text to surface and explore issues that lend themselves to multiple positions and perspectives. In addition, in preparation for their own argument writing, students evaluate Diamond's claims, evidence, and reasoning. During the research process, students gather and analyze information from vetted sources to establish a position of their own and generate a written evidence-based perspective about a specific problem-based question. Through the writing process, students expand and develop the evidence-based perspective into a final draft of a research-based argument paper. In addition, throughout the module, students create multimedia journal entries reflecting on the research process. At the end of the module, students edit their multimedia journals into a 5–10 minute podcast narrating their research process and findings, which they present to an audience of peers, school leaders, and community members.

In the final module of grade 12, students explore the structure of four different types of literary texts, and analyze how each author develops characters and central ideas of power dynamics, nostalgia, and identity. In the first unit of Module 12.4, students read Tennessee Williams's play *A Streetcar Named Desire* and Jimmy Santiago Baca's poem "A Daily Joy to Be Alive" before analyzing the texts in relation to one another. In the second unit, students read Nikolai Gogol's short story "The Overcoat" from *The Collected Tales of Nikolai Gogol*, and Jhumpa Lahiri's novel *The Namesake*, exploring the structure of the texts and analyzing how each author develops characters and central ideas, with particular emphasis on the central idea of identity, which is common to both texts. In both units of the module, students continue to refine their informative, argument, and narrative writing skills in response to text-based prompts. Decreasing the scaffolds in key text analysis lessons fosters students' independent learning in this module to support students' college and career readiness.

Grade 12 Curriculum Map

Note: Bold text indicates targeted standards that will be assessed in the module.

Module 12.1: “All of our experiences fuse into our personality. Everything that ever happened to us is an ingredient.”: Reading and Writing Personal Narratives

Text	Lessons in the Unit	Literacy Skills and Habits	Assessed and Addressed CCSS	Assessments
Unit 1: “I’m for truth, no matter who tells it.”				
<i>The Autobiography of Malcolm X</i> as told to Alex Haley	28	• Read closely for textual details. • Annotate texts to support comprehension and analysis. • Analyze the impact of style and content on the text. • Engage in productive evidence-based discussions about text. • Collect and organize evidence from texts to support analysis in writing. • Independently read and annotate text in preparation for evidence-based discussion. • Make claims about texts using specific textual evidence. • Use vocabulary strategies to define unknown words. • Write informative texts to convey complex ideas.	RI.11-12.1 RI.11-12.2 RI.11-12.3 RI.11-12.4 RI.11-12.5 RI.11-12.6 W.11-12.2.a-f W.11-12.3.a-e W.11-12.4 W.11-12.5 W.11-12.9.b SL.11-12.1.a-c SL.11-12.4	Mid-Unit: Students write a multi-paragraph response to the following prompt: Determine the author’s purpose and analyze how the structure, style, and content contribute to the power or beauty of the text. End-of-Unit: Students write a multi-paragraph response to the following prompt: Analyze how three key events in <i>The Autobiography of Malcolm X</i> interact to develop one or more central ideas in the text.

		• Write narratives to develop real experiences or events. • Independently practice the writing process outside of class. • Practice speaking and listening skills in preparation for a college interview.	SL.11-12.6 L.11-12.1 L.11-12.2.b L.11-12.3 L.11-12.4.a-c L.11-12.5.a	
Unit 2: “Remember the stories, the stories will help you be strong.”				
“Yellow Woman and a Beauty of the Spirit” by Leslie Marmon Silko	6	• Read closely for textual details. • Annotate texts to support comprehension and analysis. • Engage in productive evidence-based discussions about the text. • Collect and organize evidence from texts to support analysis in writing. • Make claims about texts using specific textual evidence. • Use vocabulary strategies to define unknown words. • Trace the development of ideas over the course of the text. • Examine the use and refinement of a key term over the course of the text. • Practice speaking and listening skills in preparation for a college interview.	RI.11-12.2 RI.11-12.3 RI.11-12.4 RI.11-12.5 W.11-12.2.a-f W.11-12.3.a-e W.11-12.9.b L.11-12.1 L.11-12.2.b L.11-12.4.a, b	End-of-Unit: Students write a multiparagraph response to the following prompt: Analyze the effectiveness of the structure Silko uses in her exposition, including whether the structure makes points clear, convincing, and engaging.

Unit 3: Crafting a Personal Narrative Essay				
None	7	• Write an effective introduction to a narrative essay. • Write an effective conclusion to a narrative essay. • Incorporate a range of narrative techniques, such as dialogue, pacing, description, and reflection. • Sequence events so that they build on one another to create a whole and build toward a particular tone and outcome (e.g., a sense of mystery, suspense, growth, or resolution). • Use precise words and phrases, telling details, and sensory language. • Engage in constructive peer review of narrative essays. • Produce writing that is appropriate to task, purpose, and audience. • Practice speaking and listening skills in preparation for a college interview.	W.11-12.3.a-e W.11-12.4 W.11-12.5 W.11-12.6 SL.11-12.4 SL.11-12.6 L.11-12.1 L.11-12.2.a-b	End-of-Unit: Students complete the final drafts of their narrative essays.

Module Performance Assessment				
None	2		SL.11-12.1.c SL.11-12.4 SL.11-12.6	In this two-lesson Performance Assessment, students work in peer groups to practice responding orally to a series of questions that colleges may ask during an interview, and students assess their peers on several aspects of their answers, including the organization, development, substance, and style of their responses. Students take their peers' feedback into account to prepare for the culminating assessment: a Fishbowl activity in which students respond orally to one of the questions they have practiced and are assessed on their response.

Module 12.2: “I ask for, not at once no government, but *at once* a better government.”: Exploring Complex Ideas through Craft and Structure

Text	Lessons in the Unit	Literacy Skills and Habits	Assessed and Addressed CCSS	Assessments
Unit 1: “A free and enlightened state.”				
“Ideas Live On” by Benazir Bhutto “Civil Disobedience” by Henry David Thoreau	16	• Read closely for textual details. • Annotate texts to support comprehension and analysis. • Engage in productive evidence-based discussions about texts. • Collect and organize evidence from texts to support analysis in writing. • Make claims about texts using specific textual evidence. • Use vocabulary strategies to define unknown words. • Trace the development of ideas over the course of the text. • Examine the use and refinement of a key term over the course of the text. • Delineate and evaluate the reasoning in a text. • Paraphrase and quote relevant evidence from texts. • Independently preview texts in preparation for supported analysis. • Independently develop questions for further textual analysis. • Write informative texts to convey complex ideas. • Independently practice the writing process outside of class. • Use rubrics and checklists for self-assessment of participation in discussion.	CCRA.R.8 CCRA.R.9 RI.11-12.2 RI.11-12.3 RI.11-12.6 W.11-12.2.a-f W.11-12.9.b SL.11-12.1.a, c L.11-12.1 L.11-12.2.a, b L.11-12.4.a-c L.11-12.5.a	End-of-Unit: Students write a formal, multi-paragraph response to the following prompt: What does Thoreau mean by “a better government”?

Unit 2: "Th'abuse of greatness is when it disjoins / remorse from power."				
<i>The Tragedy of Julius Caesar</i> by William Shakespeare	22	• Read closely for textual details. • Annotate texts to support comprehension and analysis. • Engage in productive evidence-based discussions about the text. • Collect and organize evidence from texts to support analysis in writing. • Make claims about texts using specific textual evidence. • Use vocabulary strategies to define unknown words. • Trace the development of ideas over the course of the text. • Examine the use and refinement of a key term over the course of the text. • Paraphrase and quote relevant evidence from the text. • Independently preview texts in preparation for supported analysis. • Independently develop questions for further textual analysis. • Write informative texts to examine and convey complex ideas. • Use rubrics and checklists for self-assessment and peer review of writing. • Practice speaking and listening skills in preparation for a dramatic reading performance.	CCRA.R.6 RL.11-12.2 RL.11-12.3 RL.11-12.4 RL.11-12.5 RL.11-12.6 W.11-12.2.a-f W.11-12.9.a SL.11-12.1.b, c SL.11-12.6 L.11-12.1 L.11-12.2.a, b L.11-12.4.a, c L.11-12.5.a, b	Mid-Unit: Students write a formal, multi-paragraph response to the following prompt: Is Caesar's death a "sacrifice" or a "butchery"? End-of-Unit: Students write a formal, multi-paragraph response to the following prompt: Explain how the title <i>The Tragedy of Julius Caesar</i> is appropriate for the play, or propose a new title and explain why it is more appropriate.

Module Performance Assessment				
"Ideas Live On" by Benazir Bhutto "Civil Disobedience" by Henry David Thoreau <i>The Tragedy of Julius Caesar</i> by William Shakespeare	3		W.11-12.2.a-f W.11-12.9.a, b SL.11-12.4 L.11-12.1	Students engage in an in-depth discussion of three prompts and then choose one prompt as the focus of a multiparagraph written analysis. Prompts: Is democracy "the last improvement possible in government" (Thoreau, part 3, par. 19)? What is the role and responsibility of government? Who should have the power to make decisions in a society?

Module 12.3: Researching Multiple Perspectives to Develop a Position

Text	Lessons in the Unit	Literacy Skills and Habits	Assessed and Addressed CCSS	Assessments
Unit 1: Using a Seed Text as a Springboard to Engage in Inquiry-Based Research				
<i>Guns, Germs, and Steel</i> by Jared Diamond (pp.13–25, 65–78, 229–249, 439–446) Model research sources: “Empowering Women Is Smart Economics” by Ana Revenga and Sudhir Shetty “Poverty Facts and Stats” by Anup Shah “Evidence for Action: Gender Equality and Economic Growth” by John Ward, Bernice Lee, Simon Baptist, and Helen Jackson	27	• Read closely for textual details. • Annotate texts to support comprehension and analysis. • Engage in productive, evidence-based discussions about texts. • Collect and organize evidence from texts to support analysis in writing. • Collect and organize evidence from texts to support claims made in writing. • Use vocabulary strategies to define unknown words. • Identify potential issues for research within a text. • Conduct pre-searches to validate sufficiency of information for exploring potential issues. • Delineate arguments and explain relevant and sufficient evidence and valid reasoning.	CCRA.R.8. RI.11-12.1 RI.11-12.3 RI.11-12.6 W.11-12.1.a, b W.11-12.2.a-f W.11-12.4 W.11-12.7 W.11-12.8 W.11-12.9.b SL.11-12.1.a, c, d SL.11-12.3 SL.11-12.4 L.11-12.1 L.11-12.2 L.11-12.4.a, c	Mid-Unit: Students respond to the following prompt, citing textual evidence to support analysis and inferences drawn from the text: Choose an excerpt from <i>Guns, Germs, and Steel</i>. Identify one of Diamond’s supporting claims; evaluate whether the evidence is relevant and sufficient and the reasoning is valid to support that claim. End-of-Unit: Students respond to the following prompt, citing textual evidence to support analysis and inferences drawn from their sources: Write a two-page synthesis of your conclusions and perspective derived from your research. Draw on your research evidence to express your perspective on your problem-based question.

"How Many Americans Live in Poverty?" by Pam Fessler "Human Capital Investment in the Developing World: An Analysis of Praxis" by Adeyemi O. Ogunade "The Case for Universal Basic Education for the World's Poorest Boys and Girls" by Gene B. Sperling "EFA Global Monitoring Report 2005: Education for All: The Quality Imperative" by UNESCO "Bridging the Gender Divide: How Technology Can Advance Women Economically" by		• Analyze perspectives in potential research texts. • Assess sources for credibility, relevance, and accessibility. • Conduct independent searches using research processes including planning for searches, assessing sources, annotating sources, recording notes, and evaluating argument. • Develop, refine, and select inquiry questions to guide research. • Develop and continually assess a research frame to guide independent searches. • Craft claims about inquiry questions, inquiry paths, and a problem-based question using specific textual evidence from the research. • Develop counterclaims in opposition to claims. • Create oral presentations, keeping in mind the audience's concerns, values, and potential biases.		
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Kirrin Gill, Kim Brooks, James McDougall, Payal Patel, and Aslihan Kes “Investing in Development: A Practical Plan to Achieve the Millennium Development Goals” by Jeffrey D. Sachs et al. “Economic Impacts of Broadband” by Christine Zhen-Wei Qiang and Carlo M. Rossotto with Kaoru Kimura in <i>2009 Information and Communications for Development: Extending Reach and Increasing Impact</i> by World Bank Publications				
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