

Paths to College and Career

English Language Arts

Developing and Relating Elements of a Text

- ▶ My Last Duchess
- ▶ Hamlet
- ▶ A Room of One's Own

Paths to College and Career

English Language Arts

Developing and Relating Elements of a Text

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ABOUT PCG EDUCATION

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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.

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<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

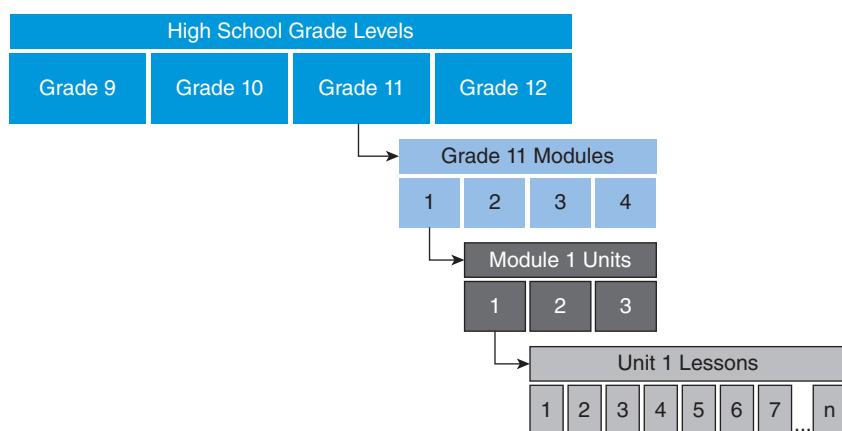
Collaboration plays a major role in students' readiness for college and careers. *Paths* provides a wide range of opportunities for students to collaborate while reading, writing, speaking, and listening.

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 11 Overview

The *Paths* grade 11 curriculum modules continue to develop students' skills in analyzing complex literary and informational texts as students delve deeply into works by acclaimed authors and historical figures, including classics from William Shakespeare, Virginia Woolf, and Kate Chopin; seminal pieces from W.E.B. Du Bois, Booker T. Washington, and Elie Wiesel; and contemporary literature from Tim O'Brien and Louise Erdrich. 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 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 11.1, students read, discuss, and analyze literary and nonfiction texts focusing on how authors relate textual elements, such as plot, character, and central ideas, within a text. Module 11.1 also establishes key protocols and routines for reading, writing, and discussion that will continue throughout the year. In Module 11.2, students read, discuss, and analyze literary and informational texts, focusing on how authors use word choice and rhetoric to develop ideas and advance their points of view and purposes. In Module 11.3, students engage in an inquiry-based, iterative process for research. Building on work with evidence-based analysis in Modules 11.1 and 11.2, students explore topics that lend themselves to multiple positions and perspectives. Students gather and analyze research based on vetted sources to establish a position of their own. In Module 11.4, students read, discuss, and analyze literary texts, focusing on the authors' choices in developing and relating textual elements such as character development, point of view, and central ideas, while also considering how a text's structure conveys meaning and creates aesthetic impact. In addition, students learn and practice narrative writing techniques as they examine the authors' techniques throughout the module.

Module 11.1 considers the role that point of view plays in literature and literary nonfiction and how authorial choice contributes to character development, setting, meaning, and aesthetic impact. The first unit begins with a close reading of Robert Browning's "My Last Duchess," in which students examine character development and choices regarding point of view as they analyze the development of central ideas in the poem. In the second unit, students engage in a close reading of William Shakespeare's soliloquies, monologues, and dialogues in *Hamlet* to explore how an author may use characterization and point of view to shape central ideas. Finally, in an examination of rhetoric and point of view in an excerpt from Virginia Woolf's *A Room of One's Own*, students use Woolf's contemporary feminist perspective as a lens through which to consider the relationship of power and gender in Shakespearian England.

Module 11.2 develops the concepts of oppression and power structures in the study of historical American nonfiction and contemporary American poetry. Students begin the module with a focus on how rhetoric becomes a tool to combat oppression through a close reading of the first chapter of W.E.B. Du Bois's *The Souls of Black Folk*, followed by Booker T. Washington's "Atlanta Compromise Speech." Students then broaden their exploration of struggles against oppression to include issues of gender as they consider point of view and purpose in "An Address by Elizabeth Cady Stanton," a foundational speech in the women's rights movement, and analyze imagery and figurative language in Audre Lorde's contemporary poem "From the House of Yemanjá."

In Module 11.3, students engage in an inquiry-based, iterative research process. Students examine Elie Wiesel's Nobel Peace Prize Lecture, "Hope, Despair and Memory," as a springboard for potential research topics. Using evidence-based analysis to explore topics that support multiple positions and perspectives, students generate a written evidence-based perspective. Students use this perspective as the foundation of a written research-based argument paper. Students read, vet, and analyze sources to gather additional information and evidence and develop and strengthen their writing by revising and editing. Student learning culminates in a research-based argument paper that includes several claims supported by valid reasoning and relevant and sufficient evidence. Students use this paper as the basis for a short video in which they distill and reorganize their arguments to make strategic use of the digital format.

Module 11.4 examines contemporary and canonical American literature, focusing on how authors structure texts, establish point of view, and develop complex characters. Students read, discuss, and analyze two short stories, "On the Rainy River" by Tim O'Brien and "The Red Convertible" by Louise Erdrich, and Kate Chopin's novel *The Awakening*. These texts continue the conversation around point of view and character development initiated in the first two modules and serve as models for narrative writing instruction. Students develop and strengthen the techniques and skills necessary to craft their own narrative texts that clearly and effectively develop real or imagined experiences.

Grade 11 Curriculum Map

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

Module 11.1: “O, what a noble mind is here o’erthrown!”: How Do Authors Develop and Relate Elements of a Text?

Text	Lessons in the Unit	Literacy Skills and Habits	Assessed and Addressed CCSS	Assessments
Unit 1: “Then all smiles stopped together.”				
“My Last Duchess” by Robert Browning	6	- Read closely for textual details. - Annotate texts to support comprehension and analysis. - Engage in productive evidence-based discussions about text. - Collect evidence from texts to support analysis. - Organize evidence to plan around writing. - Determine meaning of unknown vocabulary. - Question texts during reading to deepen understanding. - Analyze the impact of an author’s choices. - Summarize a text objectively.	RL.11-12.1 RL.11-12.2 RL.11-12.3 RL.11-12.4 RL.11-12.6 W.11-12.2.b W.11-12.5 W.11-12.9.a SL.11-12.1.a, b, c, d L.11-12.4.a-d	End-of-Unit: Students draft a one-paragraph response to the following prompt, citing evidence from the text: How does the revelation in lines 45–47 affect the development of the Duke’s character over the course of the poem?

Unit 2: "Though this be madness, yet there is method in 't."				
<i>Hamlet</i> by William Shakespeare	25	• Read closely for textual details. • Annotate texts to support comprehension and analysis. • Engage in productive evidence-based discussions about text. • Collect evidence from texts to support analysis. • Organize evidence to plan around writing. • Revise writing according to purpose. • Determine meaning of unknown vocabulary. • Question texts during reading to deepen understanding. • Analyze the impact of an author's choices. • Summarize a text objectively.	RL.11-12.2 RL.11-12.3 RL.11-12.4 RL.11-12.5 W.11-12.2.a-f W.11-12.9.a SL.11-12.1.a-d L.11-12.1 L.11-12.2 L.11-12.4.a-c L.11-12.5.a, b	Mid-Unit: Students draft a multiparagraph response to the following prompt, citing evidence from the text: Select one of Hamlet's first three soliloquies. In this soliloquy, how does Shakespeare develop the character of Hamlet in relation to other characters in the play? End-of-Unit: In this two-lesson assessment, students discuss and then draft a multiparagraph response to the following prompt, citing evidence from the text: Identify two central ideas from the play. How do these ideas interact and build on one another over the course of the play? In your response, identify and discuss at least one literary device that Shakespeare uses to develop or relate these central ideas.

Unit 3: "Anonymity runs in their blood."				
<i>A Room of One's Own</i> by Virginia Woolf (pp. 48–52)	8	• Read closely for textual details. • Annotate texts to support comprehension and analysis. • Engage in productive evidence-based conversations about text. • Collect evidence from texts to support analysis. • Organize evidence to plan around writing. • Revise writing according to purpose. • Determine meaning of unknown vocabulary. • Question texts during reading to deepen understanding. • Make connections to other texts, ideas, cultural perspectives, and so on. • Analyze the impact of an author's choices. • Summarize a text objectively.	CCRA.R.9 RL.11-12.3 RI.11-12.1 RI.11-12.2 RI.11-12.3 RI.11-12.6 W.11-12.2.a-f W.11-12.9.a, b SL.11-12.1.a-d L.11-12.1 L.11-12.2 L.11-12.4.a, b	Mid-Unit: Students draft a multiparagraph response to the following prompt, citing evidence from the text: Analyze how two central ideas interact and develop over the course of <i>A Room of One's Own</i> . End-of-Unit: In this two-lesson assessment, students discuss and then draft a multiparagraph response to the following prompt, citing evidence from the texts: Analyze the relationship between Woolf's text and the character of Ophelia.

Module Performance Assessment				
"My Last Duchess" by Robert Browning <i>Hamlet</i> by William Shakespeare <i>A Room of One's Own</i> by Virginia Woolf (excerpt from chapter 3)	3		CCRA.R.9 RL.11-12.2 RI.11-12.2 W.11-12.2.a-f W.11-12.5 W.11-12.9.a, b SL.11-12.1.a-d L.11-12.1 L.11-12.2	Students write a multiparagraph response to the following prompt: Select a central idea common to all three texts. How do the authors develop this idea over the course of each text? How do the texts work together to build your understanding of this central idea?

Module 11.2: “There is within and without the sound of conflict”: How Do Authors Use Figurative Language or Rhetoric to Advance a Point of View or Purpose?

Text	Lessons in the Unit	Literacy Skills and Habits	Assessed and Addressed CCSS	Assessments
Unit 1: “He began to have a dim feeling that, to attain his place in the world, he must be himself, and not another.”				
“Of Our Spiritual Strivings” from <i>The Souls of Black Folk</i> by W.E.B. Du Bois “Atlanta Compromise Speech” by Booker T. Washington	26	• Read closely for textual details. • Annotate texts to support comprehension and analysis. • Track rhetoric and analyze its impact on the text. • Compare authors’ arguments. • Engage in productive evidence-based discussions about text. • Collect and organize evidence from texts to support analysis in writing. • Independently preview text in preparation for supported analysis. • Paraphrase and quote relevant evidence from a text. • Practice key skills from targeted writing standards.	CCRA.R.8 CCRA.R.9 RI.11-12.2 RI.11-12.3 RI.11-12.4 RI.11-12.6 W.11-12.2.a-d f W.11-12.4 W.11-12.5 W.11-12.9.b SL.11-12.1.a, c L.11-12.1 L.11-12.2 L.11-12.3.a L.11-12.4.a, b L.11-12.5.a	Mid-Unit: Students write a multiparagraph response to the following prompt: Identify a central idea in “Of Our Spiritual Strivings” and analyze how Du Bois uses figurative language or rhetoric to develop this central idea. End-of-Unit: Students write a multiparagraph response to the following prompt: Consider Du Bois’s “Of Our Spiritual Strivings” and Washington’s “Atlanta Compromise Speech.” Analyze how each author uses rhetoric to advance his point of view, and consider how each author’s use of rhetoric contributes to the power or persuasiveness of the text.

Unit 2: “I am / the sun and moon and forever hungry”				
“From the House of Yemanjá” by Audre Lorde “An Address by Elizabeth Cady Stanton”	14	• Read closely for textual details. • Annotate texts to support comprehension and analysis. • Delineate evidence and reasoning in an argument. • Engage in productive evidence-based conversations about text. • Determine meaning of unknown vocabulary. • Independently preview text in preparation for supported analysis. • Paraphrase and quote relevant evidence from a text. • Practice key informative/explanatory writing skills. • Track rhetoric and how it advances the author’s purpose or point of view in the text. • Track ideas and their refinement or development over the course of the text	CCRA.R.8 CCRA.R.9 RL.11-12.2 RL.11-12.4 RI.11-12.2 RI.11-12.3 RI.11-12.6 W.11-12.2.a-f W.11-12.4 W.11-12.5 W.11-12.9.a, b SL.11-12.1.a SL.11-12.3 L.11-12.1 L.11-12.2 L.11-12.4.a L.11-12.5.a	End-of-Unit: Students write a multiparagraph essay responding to the following prompt: Consider a central idea in Lorde’s “From the House of Yemanjá” or “An Address by Elizabeth Cady Stanton.” Identify a related or similar central idea in either Du Bois’s “Of Our Spiritual Strivings” from <i>The Souls of Black Folk</i> or Washington’s “Atlanta Compromise Speech” and compare the approaches the authors take in developing a similar or related central idea. Discuss how each author uses at least one of the following to develop the related or similar central idea: word choice, rhetoric, point of view, or purpose.

Module Performance Assessment				
"Of Our Spiritual Strivings" from <i>The Souls of Black Folk</i> by W.E.B. Du Bois "Atlanta Compromise Speech" by Booker T. Washington "From the House of Yemanjá" by Audre Lorde "An Address by Elizabeth Cady Stanton" "How to Write the Great American Indian Novel" by Sherman Alexie	2		CCRA.R.9 RL.11-12.2 RL.11-12.6 RI.11-12.2 RI.11-12.6 SL.11-12.1.a, c, d L.11-12.1 SL.11-12.3	For this assessment, students draw on their analysis of the module texts in order to develop and present a claim in a student-facilitated, small-group discussion to the following prompt: Develop and present a claim about how Sherman Alexie's poem "How to Write the Great American Indian Novel" relates to central ideas and/or points of view developed in at least two of the four texts in this module. Support your claim with evidence and reasoning.

Module 11.3: 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 Research				
"Hope, Despair and Memory," the Nobel Peace Prize Lecture, December 11, 1986 by Elie Wiesel	11	• Read closely for textual details. • Annotate texts to support comprehension and analysis. • Engage in productive, evidence-based discussions about text. • 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 topics for research within a text. • Use questioning to guide research. • Conduct pre-searches to validate sufficiency of information for exploring potential topics. • Delineate arguments and explain relevant and sufficient evidence. • Analyze perspectives in potential research texts.	CCRA.R.8 RI.11-12.1 RI.11-12.2 RI.11-12.6 W.11-12.2.a, b, d-f W.11-12.4 W.11-12.7 W.11-12.9.b SL.11-12.1.c L.11-12.1.a L.11-12.2 L.11-12.3.a L.11-12.4.a-d L.11-12.5.a	End-of-Unit: Students complete a two-part writing assessment in response to the following prompts: Part 1: How do two or more central ideas interact and build on one another over the course of the text? Part 2: Articulate two to three distinct areas of investigation and where they emerge from the text.

Unit 2: Engaging in an Inquiry-Based, Iterative Research Process to Support Argument Writing				
Student research sources will vary. Students choose texts for research based on their individual research question or problem. Model research sources: "When the U.N. Fails, We All Do" by Fareed Zakaria "Why Genocide?" by Fred Edwords "After Rwanda's Genocide" by the <i>New York Times</i> Editorial Board "Bodies Count: A Definition of Genocide That Makes Sense of History" by Aaron Rothstein "The Only Way to Prevent Genocide" by Tod Lindberg "Convention for the Prevention and Punishment of Genocide" by William A. Schabas	15	- 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 for research. - Develop and continually assess a research frame to guide independent searches. - Collect and organize evidence from research to support analysis in writing. - 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.	CCRA.R.8 RI.11-12.1 W.11-12.1.a, b W.11-12.4 W.11-12.7 W.11-12.8 W.11-12.9 SL.11-12.1.d SL.11-12.3 SL.11-12.4 L.11-12.4.a-d	End-of-Unit: Students submit a completed research portfolio with four organized sections including: 1. Defining an Area of Investigation, 2. Gathering and Analyzing Information, 3. Drawing Conclusions, and 4. Discarded Material. The research journal is also located in the research portfolio. Students write a one-page synthesis of their developing perspectives derived from their research. Students draw on the research evidence collected to express an evidence-based perspective about their problem-based questions.

“Convention on the Prevention and Punishment of the Crime of Genocide” by the United Nations “The Ten Stages of Genocide” by Gregory Stanton “Why Do We Look the Other Way?” by Gregory Stanton “Would You Vote in Favor of a Treaty Allowing Individual Prosecution for War Crimes If It Meant an American Citizen Might Be a Defendant?” by the University of Nebraska at Lincoln				
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