

## 9–12

## ELA Prefatory Material

This is a comprehensive English Language Arts (ELA) curriculum designed to meet the demands and instructional shifts of the Common Core Learning Standards (CCLS) and to support teachers as they build students' skills and knowledge in order to prepare them for college and career. The modules, units, and lessons in this curriculum were designed with a close adherence to the [Publisher's Criteria](#) and [The Tri-State/ EQUiP Rubric](#). Teachers may encounter some new or unfamiliar structures, approaches, and strategies; this prefatory material explains these new elements so teachers will be prepared to use the curriculum in their classrooms.

The ELA Prefatory Material is organized into four sections.

**1. Overall Curricular Changes Due to the Shifts Demanded by the Common Core Learning Standards**

This document provides the logic behind some of the design features in the curriculum that may necessitate shifts in practice for many high school ELA teachers. This section explains potentially new elements in text complexity and key instructional shifts; pacing and depth; writing from sources and research; assessed standards versus addressed standards; and facilitating student discussion.

**2. Adapting the Curriculum**

While many lessons include detailed instructions and recommendations, the intention is not to mandate scripted lessons, but to provide comprehensive options for instruction. Teachers may find that the curriculum provides more resources than they have time to implement, making it necessary to adapt the curriculum to meet the needs of their classrooms. This section discusses considerations for adaptation.

**3. Organization of the Curriculum**

This section explains how the curriculum is organized into four grade levels (9–12), each of which includes four primary modules. It provides a curriculum map with options for implementing the material and addressing the standards that must be addressed during the year. Odell Education Core Proficiency Units may be used to supplement or supplant portions of the 9–12 ELA curriculum, although the Odell Education units are not part of the curriculum.

**4. Module Narratives: Grades 9–12**

This section provides an overview for every module in grades 9–12.

# 1. Overall Curricular Changes Due to the Shifts Demanded by the Common Core Learning Standards

## a. Text Complexity and Key Instructional Shifts

The canonical and contemporary text selections in this curriculum reflect the increase in text complexity demanded by the CCLS. The complexity of the texts and the instructional shifts most likely require some changes in teacher practice in the following areas:

- **Background Knowledge:** Teachers may be used to providing background knowledge and doing lengthy pre-reading activities with students *before* reading a text, but in this curriculum students access background knowledge themselves through short research homework assignments and discussion *after* reading the text. This student-driven approach to analysis may feel considerably different, but is key to facilitating students’ increased independence in and ownership of learning by allowing them to first engage directly with the text.
- **Universal Access to Grade-Level Texts:** Some teachers may be used to assigning different texts based on reading ability. In this curriculum, all students have regular access to grade-appropriate texts in the classroom regardless of reading ability, and scaffolding is provided so that struggling students can work collaboratively with their peers to analyze the text. Students are asked to address difficult questions about complex texts and articulate their own areas of confusion and understanding before the teacher provides answers. Because of the scaffolding, students are not left completely alone to access a text that they cannot access independently.
- **Rereading and Annotation:** In this curriculum, a class may spend an entire period on ten lines of text to achieve a common, text-based understanding. Students annotate the text to promote comprehension and organization of ideas in an analysis. It is not always possible to annotate directly on text, so alternatives are recommended in the modules.
- **Academic Vocabulary:** As they encounter a volume of challenging literary and informational texts through independent and classroom reading, students will be exposed to a large number of transferable, frequently used words. This frequent exposure to and practice with Tier Two words (to which the standards refer as “academic vocabulary”) builds fluency and comprehension.

## b. Writing from Sources and Research

This curriculum emphasizes writing from sources and research. Over the course of the academic year, students regularly practice writing for a variety of purposes using the text as the basis for forming claims

and making inferences. In addition to short research projects throughout the curriculum, students participate in formal, sustained, inquiry-based research in the Research Modules (9.3, 10.3, 11.3, 12.3). Through reading and analysis of a common text, students engage in an iterative inquiry process in which they develop diverse topics of interest, formulate questions, assess sources, craft inquiry-based research questions, engage in research and writing, and, finally, analyze and synthesize their research in formal writing pieces. The Research Modules also engage students in an iterative writing process, using the research materials as a basis for writing instruction. In grade 9, students write an informative research paper, and in grades 10, 11, and 12, students write research-based arguments. At each grade level, these culminating papers synthesize the reading, research, and writing skills students develop and refine over the course of the research module.

### c. Assessed Standards versus Addressed Standards

For each lesson in the curriculum, standards are identified as either "Assessed Standards" or "Addressed Standards." Assessed standards identify the core work of the lesson around which student learning is designed. Addressed standards are those that students practice or consider informally during the lesson. Assessed standards are often reviewed at the beginning of the lesson to familiarize students and teachers with the expectations of the CCLS. As students and teachers become comfortable with the standards, this activity can be omitted, and the language of the assessed standard can simply be included in one or more of the lesson objectives.

Because the CCLS demands careful attention to the language of the entire standard, many assessment prompts include the language of the entire standard, and some assessment prompts incorporate the language of more than one standard. The complexity of the prompts suggests that for students unaccustomed to this level of analysis, these "Quick Writes" will rarely be "quick," and may initially require some discussion and adaption initially.

### d. Student Collaboration and Discussion

The lessons and units in this curriculum allow students multiple opportunities to collaborate while reading, writing, listening, and speaking. By presenting evidence-based conclusions and listening to peers do the same, students will refine analytical and communication skills and have the opportunity to share ideas and collaboratively as they build evidence-based understandings of text(s). This type of social learning and sharing of insights also benefits students who require additional support in developing these skills. To facilitate class-wide engagement, the teacher should build discussion habits so that students work toward engaging with each other independent of the teacher, and holding one another accountable for supporting claims with evidence in deep analysis of texts.

## e. Accountable Independent Reading and Homework

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. Accountable Independent Reading (AIR) is typically assigned several nights a week so that students will quickly develop habits of mind around this practice. In most AIR assignments, teachers introduce a focus standard to guide students' 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.

Particularly in grades 9 and 10, homework and the Homework Accountability activity should not be punitive or create an opportunity for low-performing students to fall farther behind because of an inability to navigate grade-level complex text independently. Students who do not complete the homework will still benefit from actively listening to the Homework Accountability activity in the following lesson.

## 2. Adapting the Curriculum

This curriculum has been carefully designed to support teachers as they put the standards and shifts into practice in a high school ELA classroom. To this end, lessons provide detailed instructions or recommendations for teachers. However, the lessons are not scripts. In order to accommodate the reality of a range of student needs in any given classroom, the lessons allow for teacher flexibility in day-to-day implementation, but also offer specific guidance for planning and adaptation as detailed below. (See [here](#) for an example of such an adaptation at the year-long level.)

### a. Pacing Instruction

Teachers will make decisions, as they always have, around appropriate pacing for their students, while ensuring students are moving towards mastery of the standards. It is generally better to extend a lesson than to omit sections of it for the sake of time. If 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, because the emphasis should be placed on depth of understanding; “covering a text” is secondary to ensuring that students have the space, time, and support to navigate texts at grade-level complexity. This work prioritizes students' ability to engage in rigorous conversation and writing informed by their analysis of texts.

## b. Building Fluency

The curriculum includes masterful readings, which are instances in which the teacher reads a text aloud or plays an audio version of a text, in part or in full, to model fluent reading for students. Masterful readings provide students who cannot yet read complex texts fluently an opportunity to hear the text read with accurate pronunciations, appropriate tone, and attention to punctuation. Students reading below grade level will benefit enormously from hearing the text read while they follow along, “reading in their heads,” before they begin to deconstruct the text and conduct their own analysis. Some students may need more than one masterful reading in order to access the text with confidence. Teachers who primarily serve students reading on or near grade level may choose to limit these readings in favor of having students read independently or in groups. This element of the curriculum is essential to support struggling readers because it develops their ability to read complex texts more fluently so they can engage in independent analysis with more confidence and comfort.

## c. Support for English Language Learners

Close reading lessons in this curriculum offer a series of supports for English Language Learners (ELLs). These supports include the provision of a guiding question for reading, scaffolding questions for particularly complex concepts or dense sections of text, and additional abstract or high-frequency vocabulary words that are critical for comprehension. These scaffolds have been developed specifically to support ELLs, but may also benefit students who struggle with reading or vocabulary acquisition. See [Scaffolding Instruction for English Language Learners: A Resource Guide for English Language Arts](#) for additional information about instructional supports for ELLs.

## d. Support for Struggling Learners

While the pace of the instruction, facilitated student discussions, and time spent building fluency will offer support to students who are reading below grade level, teachers may need to make additional adjustments to the pacing of the activities and lessons to support diverse learners in meeting the demands of the standards. Importantly, the curriculum supports teachers in making adaptations to the modules so they can meet the needs of struggling learners without reducing the rigor.<sup>1</sup>

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<sup>1</sup> See point #2 of <http://www.naesp.org/principal-septemberoctober-2012-common-core/access-common-core-all-0> for more information about the distinction between instructional practices that offer students equal access to

The 9–12 modules provide a means to meeting the grade-level CCLS, but it is not meant to be a race to the finish line: it is better to engage students in the work demanded by the standards at the pace and by the means that is appropriate for them than to finish a unit in the suggested amount of instructional days. Use the 9–12 curriculum maps as a guide to ensure all of the standards and the shifts are addressed in order to keep students on track.

### e. Grading/Scoring of Assessments

These modules include frequent and varied opportunities to assess student learning. These assessments should be used for formative purposes, but educators may also choose to select specific assessments for the purpose of assessing student progress and holding students accountable for their learning. To this end, the curriculum includes rubrics, checklists, and tools that give the teacher data to drive instruction and adaptation, or be used for summative purposes towards determining a final course or unit grade for students.

### f. Text Versions

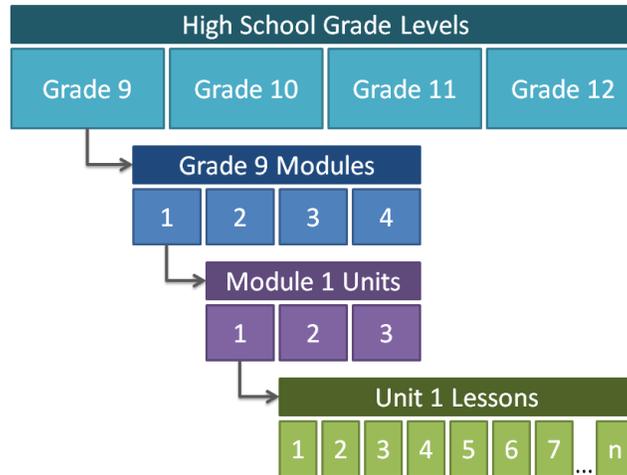
This curriculum makes use of a variety of texts, both those in the public domain and those with privately held publishing rights. The specific version of the text used in the module is indicated in the module overview, which provides a text list along with information about the versions used. Generally, the curriculum uses the most readily available version of a text. If a different version of the text is selected, it is important to ensure alignment and make any necessary adjustments in the curriculum, as there may be differences (e.g., language, page numbers) between versions referenced in this curriculum and other available versions.

## 3. Organization of the Curriculum

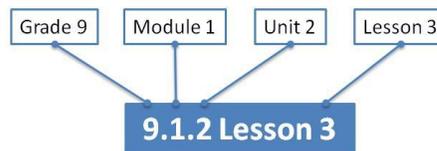
This curriculum is divided into four grade levels (9–12). Each grade level includes four primary modules. Each module consists of up to three units, and each unit consists of a set of lesson plans.

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instruction as opposed to instructional practices that potentially change the content being taught, and in doing so alter the rigor.



The following nomenclature is used to refer to a particular grade-module-unit-lesson combination.



Modules are arranged in units comprised of 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 upon 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 timeframe depending on student needs.

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-Unit and End-of-Unit Assessments, and a culminating Performance Assessment in which students are asked to synthesize their learning across the module. The Performance Assessment also provides an option for teachers to engage students in writing or discussion of salient excerpts or ideas from the module texts in relation to outside texts, current events, the world writ large, or the human condition.

## Writing Module

The Writing Module is a floating module for grades 9–10. The three units in this module, which focus on informative, argument, and narrative writing, can stand alone or be interspersed across several modules within one or two years. Each unit is designed to support student engagement in the writing process through the study of models, collaborative work, and development of a final product.

Adding any of the writing module units into the ELA curriculum will require school districts to adjust the curriculum map. Below is a table of possible options for grade 9 with an explanation of each option. These options are not exhaustive, but offer teachers and districts models for remixing the curricular materials to best meet students' needs.

Sample of Scenarios for an Instructional Year (Grade 9)

	Weeks 1-4	Weeks 5-9	Weeks 10-14	Weeks 15-19	Weeks 20-24	Weeks 25-29	Weeks 30-34	Weeks 35-40
<b>A</b> 35 weeks	9.1 (11 weeks)		9.2 (10 weeks)		9.3 (7 weeks)		9.4 (7 weeks)	
<b>B</b> 37 weeks	WR.1: Informative Writing (4 weeks)	9.1 (11 weeks) or 9.2 (10 weeks)		WR.2: Argument Writing (4 weeks)	9.3 (7 weeks)		9.4 (7 weeks)	WR.3: Narrative Writing (4 weeks)
<b>C</b> 33 weeks	WR.1: Informative Writing (4 weeks)	9.1 (11 weeks) or 9.2 (10 weeks)		Odell: Building Evidence-Based Arguments – Grade 9 (4 Weeks)		9.3 (7 weeks)	9.4 (7 weeks)	
<b>D</b> 33 weeks	Odell: Reading Closely for Textual Details – Grade 9 (4 weeks)	9.1 (11 weeks) or 9.2 (10 weeks)		WR.1: Informative Writing (using Module 1 Product) (4 weeks)	9.3 (7 weeks)		9.4 (7 weeks)	
<b>E</b> 30 (40) weeks	Odell: Reading Closely for Textual Details – Grade 9 (4 weeks)	WR.1: Informative Writing (4 weeks)	9.1 (11 weeks) or 9.2 (10 weeks)		WR.3: Narrative Writing (4 weeks)	9.4 (7 weeks)		Optional: 9.3 (7 weeks)

**Note:** An instructional week consists of 5 lessons.

**Scenario A.** Students begin with Module 9.1 and progress through the modules chronologically, following the embedded spiraling of skills and content.

**Scenario B.** Students begin with WR.1: Informative Writing unit, which prepares them for writing in Module 9.1 or Module 9.2. After Module 9.1 or Module 9.2, they move into the Argument Writing unit, which reinforces the writing process before Modules 9.3 and 9.4; the Module 9.4 Performance Assessment requires students to write their own arguments. The Narrative Writing unit comprises the final four weeks and introduces students to the third and final type of CCSS writing.

**Scenario C.** Students begin with the Informative Writing unit and Module 9.1 or Module 9.2. After applying informative writing skills in a research paper in Module 9.3, students transition to Odell Education’s Building Evidence-Based Arguments – Grade 9. This unit focuses on aspects of argumentation including evidence and reasoning, which students may apply to argument writing in Module 9.4.

**Scenario D.** Odell Education’s Reading Closely for Textual Details – Grade 9 begins the year by introducing close reading. Module 9.1 or Module 9.2 follows the Odell unit, offering students more opportunity for close study of complex texts. The Informative Writing unit follows Module 9.1 or 9.2 and reinforces the writing process before Modules 9.3 and 9.4.

**Scenario E.** This scenario provides up-front support for struggling learners. Students begin with Odell Education’s Reading Closely for Textual Details – Grade 9 and then move into the Informative Writing unit. This prepares students for Module 9.1 or Module 9.2, in which close reading and writing is assessed regularly. After completing these modules rich in narrative texts, students engage in the Narrative Writing unit. Finally, students move into Module 9.4 in which they may incorporate narrative elements into their argument writing. By this point, students will have engaged in smaller research processes, including syntheses of several texts to develop a claim, in the preceding module. However, if time permits, include Module 9.3 as the last module to provide students with the opportunity to engage in a sustained research project.

## 4. Module Narratives: Grades 9–12

### Grade 9

The New York State grade 9 curriculum modules offer a wide range of quality texts that span the canonical to the contemporary. The grade 9 curriculum balances classic works by William Shakespeare, Sophocles, and Emily Dickinson with contemporary writing by authors such as Temple Grandin, Karen Russell, and Marc Aronson. 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 Learning Standards, and provide a rigorous and pedagogically-sound approach for how the standards can come alive with thoughtful planning, adaption, and instruction. Module 9.1 establishes key routines and practices for close reading and collaborative discussion, which students will use and refine throughout the year. Module 9.2 provides continued opportunity for students to develop skills in text analysis, evidence-based discussion, and informative writing before being introduced to the research process in Module 9.3 and argument writing in Module 9.4.

In Module 9.1, students dive into a complex text with a contemporary short story by acclaimed author Karen Russell. Through collaborative discussion and multiple encounters with the text, students access the richness of Russell’s language, description, and meaning, particularly around the ideas of identity and beauty, which students consider over the course of the module in relation to excerpts from Rainer

Maria Rilke’s *Letters to a Young Poet*, David Mitchell’s *Black Swan Green*, and William Shakespeare’s *Romeo and Juliet*. In their study of *Romeo and Juliet*, students have the opportunity to consider representations of the text across artistic mediums, including contemporary film excerpts and fine art. Students produce writing appropriate to task and support their claims with evidence from the text. By the module’s conclusion, students have begun to amass a foundation of critical reading, writing, thinking, and speaking habits which lay the foundation for college and career readiness.

Module 9.2 continues to explore identity through texts that examine human motivations, actions, and consequences. Students build on work from Module 9.1 as they track character development in Edgar Allan Poe’s “The Tell-Tale Heart” and the tragedy of *Oedipus the King*. In these texts as well as a poem by Emily Dickinson, students analyze the effects of an author’s structural choices on the development of central ideas. Students also engage with informational texts about guilt and human fascination with crime, as they continue to exercise and develop their ability to identify and make claims. Students strengthen their writing by revising and editing, and refine their speaking and listening skills through discussion-based assessments.

In a digital world, students have access to an unprecedented amount of information. In Module 9.3, students cultivate an ability to sort through information to determine its validity and relevance. This module engages students in an inquiry-based research process using a rich extended text, Temple Grandin’s *Animals in Translation: Using the Mysteries of Autism to Decode Animal Behavior*, to surface potential topics that lead to a process of individually driven inquiry, research, and writing. This process begins collaboratively and guides students through forming effective questions for inquiry, gathering research about a topic of interest, assessing the validity of that information, generating an evidence-based perspective, and writing an informative/explanatory research paper that synthesizes and articulates their findings.

Module 9.4 shows where an inquiry process can lead, with *Sugar Changed the World: A Story of Magic, Spice, Slavery, Freedom, and Science*, a nonfiction text derived from inquiry and the collaboration of its authors. This one-unit module provides students with the opportunity to learn new information about the past that informs the choices they make today. This module also invites students to consider the ethics and consequences of their decisions. Students move through *Sugar Changed the World* with a critical eye, building an understanding of how history helps shape the people, culture, and belief systems of our modern day world. Students apply this lens as they read additional contemporary argument texts related to *Sugar Changed the World*, considering the structure, development, and efficacy of these authors’ arguments. The module concludes with a culminating argument paper in

which students synthesize their understanding of content and the components that interact to create an effective argument.

## Grade 10

The New York State grade 10 curriculum modules offer a variety of rich texts that engage students in analysis of literary and journalistic nonfiction as well as poetry, drama, and fiction. Classic and contemporary authors represented in the grade 10 modules include Christopher Marlowe, Amy Tan, Martin Luther King, Jr., Alice Walker, Malala Yousafzai, E.B. White, William Shakespeare, and Niccolò Machiavelli. Working with these texts, 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 Learning Standards, and provide a rigorous and pedagogically-sound approach for how the standards can come alive with thoughtful planning, adaptation, and instruction. In Module 10.1, students engage with literature and nonfiction texts and explore how complex characters develop through their interactions with each other, and how these interactions develop central ideas in the texts. In Module 10.2, students read, discuss, and analyze poems and informational texts focusing on how authors use rhetoric and word choice to develop ideas or claims about human rights. Students also explore how nonfiction authors develop arguments with claims, evidence, and reasoning. In Module 10.3, students engage in an inquiry-based, iterative process for research. Building on work with evidence-based analysis in Modules 10.1 and 10.2, students explore topics that have multiple positions and perspectives by gathering and analyzing research based on vetted sources to establish a position of their own. In Module 10.4, students read, discuss, and analyze nonfiction and dramatic texts, focusing on how the authors convey and develop central ideas concerning imbalance, disorder, tragedy, mortality, and fate. Students also explore how texts are interpreted visually, both on screen and on canvas.

In Module 10.1, students explore the intertextuality of three related poems that span several centuries: Christopher Marlowe’s pastoral poem “The Passionate Shepherd to His Love,” Sir Walter Raleigh’s critical reply “The Nymph’s Reply to the Shepherd,” and William Carlos Williams’ contemporary poem “Raleigh Was Right.” The analysis of related central ideas in these poems scaffolds students’ work with central ideas in Ethan Canin’s novella “The Palace Thief.” Students also consider how Canin uses figurative language to highlight the motivations and interactions of complex characters. In Unit 3, students continue to analyze character interactions and explore the effects of those interactions on identity in Amy Tan’s *The Joy Luck Club* and a chapter from H.G. Bissinger’s nonfiction text, *Friday Night Lights*.

Module 10.2 builds on the notion of identity by engaging students in the analysis of complex informational and literary nonfiction texts and rich poetry on the topic of human rights. Students examine Martin Luther King, Jr.’s use of rhetoric in his argument for universal acceptance of equal human rights in “Letter from Birmingham Jail,” and explore central ideas and figurative language in three poems that provide international and feminist perspectives on the shared desire for human rights: “In This Blind Alley” by Ahmad Shamlu, “Freedom” by Rabindranath Tagore, and “Women” by Alice Walker. Students then read Julia Alvarez’s autobiographical essay “A Genetics of Justice” accompanied by Mark Memmott’s journalistic article “Remembering Never to Forget,” focusing on how each author presents details to develop different portrayals of Rafael Trujillo and his dictatorship in the Dominican Republic. Students also engage with a legal document (*The Universal Declaration of Human Rights*) and two speeches (“On the Adoption of the *Universal Declaration of Human Rights*” by Eleanor Roosevelt and Malala Yousafzai’s “Address to the United Nations Youth Assembly”) to examine the argument in each and analyze how the use of rhetoric furthers specific claims related to human rights.

Module 10.3 provides students with the opportunity to conduct their own inquiry-based iterative research process. As they read sections from *The Immortal Life of Henrietta Lacks* by Rebecca Skloot, students surface and track potential research topics regarding medicine, ethics, and scientific research, as these topics emerge from the text. Students explore topics that have multiple positions and perspectives by gathering and analyzing research based on vetted sources. Students establish a position of their own during this research process. In the final unit of the module, students further develop critical writing skills as they self-edit, peer review, and revise their writing to produce effective evidence-based arguments.

In Module 10.4, students apply the skills and processes they have developed throughout the year to delve into classic texts spanning five centuries. Beginning in Unit 1 with E.B. White’s twentieth century essay, “Death of a Pig,” students consider narrative structures, style, and the concept of tragedy. Students develop a deeper understanding of tragedy in Unit 2 as they read William Shakespeare’s *Macbeth* and analyze other artists’ interpretations of Shakespeare’s work by viewing paintings by nineteenth-century artists and film excerpts, including Akira Kurosawa’s “Throne of Blood.” In Unit 3, students read excerpts from Niccolò Machiavelli’s sixteenth century text “The Prince,” considering central ideas, such as the intersections of morality and ambition with imbalance and disorder, which builds upon students’ analysis of related central ideas over the course of the module.

## Grade 11

The New York State 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 CCLS, and provide a rigorous and pedagogically sound approach to making the standards come alive with 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. Additionally, students learn and practice narrative writing techniques as they examine the techniques of the authors whose stories students analyze in the module.

Module 11.1 considers the important role 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 Virginia 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 write an evidence-based perspective. Students use this perspective as the early foundation of a 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 12

The New York State 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 Learning

Standards and provide a rigorous and pedagogically-sound approach for how to bring 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 novel, to explore how authors treat similar central ideas and themes via character development and interaction.

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 entitled “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. Additionally, 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. Additionally, throughout the module, students create multimedia journal entries reflecting upon 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’ 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 scaffolds in key text analysis lessons fosters students’ independent learning in this module to support students’ college and career readiness.