Curriculum Sample Template

Max. 8 Pages

Grade Level	12th Grade	**Content Area**	English Language Arts (Reading)
Course Title (grades 9-12 Only)	English 7-8		
Expected Prior Knowledge *The knowledge/skills mastered earlier in the year foundational to the mastery of the required Standard in the current sample.*	Students are expected to have prior knowledge of and/or skills mastered to: 12.L.3, 12.L..4a, 12.L.4c, 12.L.4d, 12.L.5, 12.L.6 Demonstrate understanding of language to determine meaning of words. 12.RI.1, 12.RI.6 Analyze author's purpose. 12.RI.2; 12.RI.7 Synthesize information from multiple texts.		
Alignment to Program of Instruction *Briefly outline methods of instruction found in this sequence of lessons that align to the Program of Instruction described in A.3.*	English Language Arts (Reading) lessons focus on vocabulary acquisition, reading analysis, and writing in multiple modes. Direct Instruction includes lecture (structured overview, review); small-group (peer partners); and teacher-directed (read aloud) learning activities. Formative assessments include didactic questioning, summaries and reflections, Cornell Notes and graphic organizers, and collaborative activities. Summative assessments designed for student mastery of content.		
Standard Number and Description *List the Number* and the full description for the Required Standard or Science Performance Objective listed in section A.6.*	12.RI.4 Determine the meaning of words and phrases as they are used in a text, including figurative, connotative, and technical meanings; analyze how an author uses and refines the meaning of a key term or terms over the course of a text (e.g., how Madison defines faction in Federalist No. 10).		
Materials/Resources Needed	Reading Selections *from* "The Prince" (Treatise by Niccolò Machiavelli); "Words and Behavior" (Essay by Aldous Huxley); *from* "Utopia" (Commentary by Sir Thomas More); Speech before the Spanish Armada Invasion (Speech by Queen Elizabeth I) Pencils, Paper, Spiral Notebook (Vocabulary Study Guide), Dictionary, Thesaurus		

* ***Standard Number****: For English Language Arts (Reading and Writing), use Grade, Strand, Standard (e.g., 3.RI.2). For K-8 Math, use Grade, Domain, Standard (e.g., 6.EE.7). For HS Math, use Conceptual Category-Domain, Standard (e.g., A-REI.6). For Science, use Grade, Strand, Concept, PO (e.g., 4.1.3.1).*

Lesson (add as needed)	**Instructional Strategies**	**Student Activities**
1	**Informational Text: *from* "The Prince"** a. Teacher will prompt a discussion of the big idea "What do leaders desire more, to be loved or feared?" b. Teacher will present a structured overview of the background of the author Niccolò Machiavelli. c. Teacher will introduce vocabulary in context by reading sentences using the vocabulary words. d. Teacher will select students to read aloud and prompt students to identify words and phrases with connotative meanings.	a. Students will write a short response to the question "What do leaders desire more, to be loved or feared?" b. Students will prepare Cornell Notes for the background of the author Niccolò Machiavelli. c. Students will work with peer partner to document the meaning of vocabulary in context and to write a sentence using the words in their Vocabulary Study Guide. d. Students will prepare a graph organizer to identify connotative words and phrases and explain their meaning. e. **Summative Assessment**: Students will complete *from* The Prince Quiz.
2	**Informational Text: Words and Behavior** a. Teacher will prompt a discussion of the big idea "What motivates leaders to manipulate their people?" b. Teacher will present a structured overview of the background of the author Aldous Huxley. c. Teacher will introduce vocabulary in context by reading sentences using the vocabulary words. d. Teacher will select students to read aloud and prompt students to identify words and phrases using figurative language.	a. Students will write a short response to the question "What motivates leaders to manipulate their people?" b. Students will prepare Cornell Notes for the background of the author Aldous Huxley. c. Students will document the meaning of vocabulary in context and work with peer partners to write a sentence using the words in their Vocabulary Study Guide. d. Students will prepare a graphic organizer to identify figurative language and explain their meaning. e. **Summative Assessment**: Students will complete Words and Behavior Quiz.
3-4	**Text Analysis: Meaning and Perspective** a. Teacher will present a structured overview of process for preparing a compare and contrast essay to analyze meaning and perspective from informational texts.	a. **Summative Assessment**: Students will prepare a compare and contrast essay to analyze how *power* is defined by Niccolò Machiavelli in "The Prince" and Aldous Huxley in "Words and Behavior".

5	**Informational Text: *from* "Utopia" and Speech Before the Spanish Armada Invasion** a. Teacher will review the process for preparing extended response questions.	a. Students will review Cornell Notes for preparing document-based questions. b. Students will read *from* "Utopia" by Sir Thomas Moore and "Speech before the Spanish Armada Invasion" by Queen Elizabeth I. c. **Summative Assessment**: Students will complete Extended Response Questions to analyze meaning and perspective from informational texts.

Summative Assessment Items: *Attach here.* For each summative assessment item, include an answer key or scoring rubric describing how points are to be awarded.

1. ***from* "The Prince" Quiz:** Assessment is scored on a 25 point scale, each question is worth 5 points and partial credit may be given for question #5. Students will score 20 out of 25 points (80%) to demonstrate mastery.
2. **Words and Behavior Quiz:** Assessment is scored on a 25 point scale and each question is worth 5 points. Students will score 20 out of 25 points (80%) to demonstrate mastery.
3. **Compare and Contrast Essay ("The Prince" by Niccolò Machiavelli & "Words and Behavior" by Aldous Huxley):** Assessment is scored on a 5-point rubric scale for analysis and synthesis of informational texts. Students will score 8 out of 10 (80%) to demonstrate mastery.
4. **Extended Response Questions (*from* "Utopia" by Sir Thomas More & Speech Before the Spanish Armada Invasion by Queen Elizabeth I):** Assessment is scored on a 35 point scale, each question is worth 5 points and partial credit may be given for questions #3 and #7. Students will score 28 out of 35 points (80%) to demonstrate mastery.*

*assessment independent from instruction

For the summative assessment items indicated above, partial credit will be awarded as follows:

5 points for correct answer supported with clear and detailed definitions, evidence and/or explanation.
4 points for correct answer supported with MOSTLY clear and detailed definitions, evidence and/or explanation.
3 points for correct answer supported with SOME clear and detailed definitions, evidence and/or explanation.
2 points for correct answer supported with no definitions, evidence and/or explanation.
1 point for incorrect answer supported with definitions, evidence and/or explanation.
0 points for incorrect answer supported with no definitions, evidence and/or explanation.

from "The Prince" Quiz

Score: _____

Complete the following sentences.

1. According to Machiavelli, the efforts of a man who is moral and good in everything will ___ _____.
2. According to Machiavelli, to keep an army united and committed to its duty a prince must have _____.
3. According to Machiavelli, if a prince conquers and maintains the state, the people will _____ _____.
4. According to Machiavelli, a good ruler will maintain power _____ _____ .
5. In the following passage, identify and define three words with a positive connotation and three words with a negative connotation.

   "Thus one is considered liberal, another . . . miserly; . . . one a free giver, another rapacious; one cruel, another merciful; one a breaker of his word, another trustworthy; one effeminate and pusillanimous, another fierce and high-spirited; one humane, another haughty; one lascivious, another chaste; one frank, another astute; one hard, another easy; one serious, another frivolous; one religious, another an unbeliever, and so on."

Answer Key

1. …result in grief because the majority of men are not good.
2. …a reputation for cruelty.
3. …praise and honor the means by which he does so.
4. …by whatever means necessary including harming his subjects.
5. Positive connotations: liberal, free giver, merciful, trustworthy, fierce and high-spirited, humane, chaste, astute, easy, serious, religious

   Negative connotations: miserly, rapacious, cruel, breaker of his word, effeminate and pusillanimous, haughty, lascivious, frank, hard, frivolous, unbeliever.

   Definitions will vary.

Words and Behavior Quiz

Score: _____

Complete the following sentences.

1. According to Huxley, personification is used to promote war because _____
   _____.
2. According to Huxley, labeling groups of people encourage violence because _____
   _____.
3. According to Huxley, the use of the term *force* to describe aggression in warfare is deceptive because
   _____
4. According to Huxley, moral behavior means _____.
5. Explain the author's meaning of the following:
   a. ignorance is a person's best excuse
   b. the greatest temptation people face is to run away from reality

Answer Key

1. …it is easier to feel violent emotions toward a single, evil person than toward something abstract, like a nation.
2. …negative labels are used to turn individuals into representatives of something bad or evil and people can justify destroying evil, more than they can justify killing individuals.
3. …the word is often applied to situations where no physical violence is involved as when parents "force" children to behave properly.
4. …the ability to think correctly.
5. (a) Ignorance allows people to do what they wish even though they know that the action is wrong or inappropriate.
   (b) People would rather not take responsibility for the perpetuation of violence or the categorizing of humans.

ELA-Reading-12th
Compare and Contrast Essay
("The Prince" by Niccolò Machiavelli & "Words and Behavior" by Aldous Huxley)

Prepare an essay analyzing how the authors define *power* as a means to rule or lead and synthesize their perspectives in relation to the outcomes of the use of power. Textual evidence, specific details and relevant examples should support your analysis. Use the graphic organizers as your planning/prewriting documents.

Compare and Contrast Essay Rubric

Standard	Score	Description
Analyze meaning & perspective from informational texts (12.RI.4)	5	Introduction indentifies the documents in an engaging way; key points are thoroughly supported with well-chosen details, quotations, and examples from the documents; closing synthesizes the ideas, summarizes the analysis, and offers powerful observations about the documents.
	4	Introduction identifies the documents effectively; key points are effectively supported with well-chosen details, quotations, and examples from the documents; closing synthesizes most ideas, summarizes the analysis, and restates an interesting observation about the documents.
	3	Introduction identifies the documents but could be more engaging; most key points are supported with relevant details, quotations, and examples from the documents; closing synthesizes a few ideas and summarizes most of the analysis, but it doesn't provide an original insight.
	2	Introduction identifies the documents adequately but not interestingly; some key points are supported with relevant details, quotations, and examples from the documents; closing gives an incomplete summary of the analysis.
Score: _____	1	Introduction identifies the documents, but the focus is unclear; textual evidence in support of the key points is missing or unrelated to same; closing lacks a summary of the analysis.
Synthesize meaning & perspective from informational text (12.RI.4)	5	Insightful discussion of similarities and differences between the documents accompanied with relevant evidence; key connections are thoroughly supported with well-chosen details, quotations, and examples; similar and opposing ideas are identified and discussed with impact.
	4	Original discussion of similarities and differences between the documents accompanied with evidence; key connections are effectively supported with well-chosen details, quotations, and examples; similar and opposing ideas are identified and discussed in an interesting way.
	3	Analysis clearly states similarities and differences, but could use more evidence; most key connections are supported with relevant details, quotations, and examples; similar and opposing ideas are identified, but not discussed with original insight.
	2	Analysis states similarities and differences, but lacks sufficient evidence; some key connections are supported with relevant details, quotations, and examples; similar and opposing ideas are identified, but not discussed.
Score: _____	1	Analysis lack adequate similarities and differences and/or specific evidence; textual evidence in support of key connections is missing or unclear; similar and opposing ideas are not identified.

ELA-Reading-12th
Extended Response Questions
(*from* "Utopia" by Sir Thomas More & Speech Before the Spanish Armada Invasion by Queen Elizabeth I)

Provide a response to the questions that address the meaning and perspective of the authors on the subject of power exercised by leaders over their subjects. Responses should cite specific textual evidence in support of your answers.

1. Identify the two analogies of kings that appear in the excerpt from Utopia.
2. Sir Thomas More uses numerous rhetorical devices in paragraph two to dispute the view that keeping one's subjects in poverty will guarantee peace. How are those questions intended to affect the reader?
3. What does Sir Thomas More seem to believe about people who are very poor? Cite evidence to support your answer.
4. Why was it important for Queen Elizabeth I to show strong leadership in her speech?
5. Identify the advice in Queen Elizabeth I's speech that indicates some people did not want her to make the speech?
6. Why did Queen Elizabeth I ignore that advice?
7. Which selection conveys a greater sense of leadership? Cite evidence to support your answer.

Answer Key

1. The first analogy compares an effective king to a shepherd. The second compares an ineffective king to an incompetent doctor and abused subjects to beggars.
2. The intent of those questions is to draw the reader into the argument. Even though he does not wait for the reader's answers to the questions, he makes the reader think about how he or she would answer them. However, the phrasing of the questions makes the expected answers evident, and those answers build one upon another to discredit what he sees as the philosophy of an incompetent king.
3. More seems to believe that people who are very poor are likely to cause civil strife. He supports this conclusion with his statements that beggars quarrel; that their discontent makes them eager for revolution; and that those with nothing to lose will do anything, no matter how upsetting, to better their situation.
4. The purpose of the speech was to prepare the English forces to battle a much larger invasion force from Spain. Elizabeth I needed to present herself as a strong leader in the speech so that she could unify and inspire her listeners.
5. The opening sentence refers to that advice; Elizabeth I says that some who feared for her safety tried to persuade her not to appear before "armed multitudes"—in other words, they feared that she might be assassinated.
6. She says that she ignored that advice because she trusts her subjects.
7. Answer will vary. Logical responses should be supported with textual evidence.