Curriculum Sample Template – 8 Pages Max. (12 pages for integrated ELA sample)

Grade Level	9	**Content Area**	Reading
Course Title (grades 9-12 Only)	English 101		
Expected Prior Knowledge *The knowledge/skills mastered earlier in the year that are foundational to the mastery of the Required Standard(s).*	Students should have basic context clue skill, understand the reading process, and some experience constructing a literary analysis paragraph.		
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.*	This unit strengthens context clues and reading comprehension skills so that learners may read and comprehend expository articles in Science, Technology, Engineering, and Math texts and other subjects. Specifically, this unit's instruction includes objective-driven instruction and daily formative assessments for the following standard.		
Standard Number* and Description *List the Number* and the full description for the required standard or science performance objective listed in section A.6.*	9.RI .4 Determine the meaning of words and phrases as they are used in a text, including figurative, connotative, and technical meanings; analyze the cumulative impact of specific word choices on meaning and tone (e.g., how the language of a court opinion differs from that of a newspaper).		
Materials/Resources Needed *List all items the teacher and students will need for the entire sequence of instruction (excluding common consumables)*	White board, various texts for different segments of the lessons and photo copies of the text "A plea for John Brown "by Henry David Thoreau and MLK's speech audio. Computer for online completion and submission of coursework through the technology platform.		

* ***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, Cluster, Standard (e.g., 6.EE.B.7). For HS Math, use Conceptual Category-Domain, Cluster, Standard (e.g., A-REI.C.6).*

Lesson (add as needed)	**Instructional Strategies –** *List and describe teacher actions, lesson by lesson, which will provide students with opportunities to engage the grade-level rigor defined by the Required Standard(s). Indicate alignment of instructional strategies to specific component(s) or content/skill(s) of the Required Standard/component.*	**Student Activities –** *Describe the activities, lesson by lesson, in which students will engage to allow them to master the grade-level rigor defined by the Required Standard(s). Indicate alignment of student activities to specific component(s) or content/skill(s) of the Required Standard/component.*
1	**Objective:** Students will (SW) determine the meaning of unknown words and phrases. **Activation of prior knowledge:** TW play a song and use words from the current music to discuss words and their meaning (denotation and connotation). Teacher will ("TW") ask students to think of slang terms they know and TW write the slang terms down for future reference. TW lead a discussion of how context matters in order to understand the meaning of words. **Key Points: 1.)** Sometimes different words have different meanings depending on when and where they are used-denotation and connotation. **2.)** We can determine the meaning of words by using our context clues. **3**.) Sometimes we need to use many different context clues and compare our thoughts. **4.)** Vocabulary: Denotation is the definition in the dictionary and the connotation is the positive or negative emotions associated with a word. **Introduction to new material:** TW read the text aloud and model context clues. TW think aloud how to define a variety of words and phrases by using context clues. Ask questions aloud, What does this word mean? How is the author using the word? What are the context clues? TW make a list of words and add denotation and connotation. **Guided Practice:** TW post paragraphs around the room, each with underlined words. TW instruct students to walk around and record each word's definition in their notes. TW lead the group discussion by asking the questions: What does the word mean? How is the author using the word? What are the context clues used to determine the definition? **Independent practice:** TW provide students a text in which several words/phrases are highlighted. TW instruct students to determine the meaning of those words within the text. **Assessment**: TW instruct students to reflect on their work and collect independent practice and reflection.	**SW** write the daily objective in their notebook. **SW** participate in discussion of the meaning of the highlighted words. SW participate in thinking of slang terms they know. **SW** write down key points in their notes. **SW** actively observe modeling and take necessary notes. **SW** engage in gallery walk, defining words as they go. SW share definitions groups, then with the class. **SW** determine the meaning of unknown words and phrases, recording their findings. **SW** reflect on their work in independent practice. SW submit independent practice and reflection.

2	**Objective:** (SW) determine the meanings of unknown words and phrases as they are used in a specific text. **Activation of prior knowledge:** TW instruct students to determine the meaning of unknown words and phrases in given headlines of current articles from various magazines, newspapers, websites, etc. TW review results of denotation and connotation of their definitions. **Key points: 1)** While all words have a definition, some words take on specific meanings within a text, including figurative, technical, or connotative meanings. 2) To determine the meaning, we need to define the term, then look for how it is different in a specific text. **Introduction to new material:** TW model how to determine unknown words and phrases using the model of lesson 1, TW display models of sentences with figurative and literal language and TW think aloud how the words and phrases in the text are different from how they are used in other texts. TW extend this thinking aloud by showing words used differently in different texts. TW discuss why the author chose to use specific words different on purpose. **Guided Practice:** TW put students in groups in a think-pair-share and provide them with a texts to analyze words.. TW instruct students to work together in order to find the definition of words in that specific context. **Independent practice:** TW provide students with a separate text. TW instruct students to define unknown words and phrases as they are used in the text. **Assessment:** TW instruct students to reflect on independent practice. TW collect reflection and independent practice definitions and provide feedback in the next day's class.	**SW** write the daily objective in their notebook. **SW** determine the meaning of unknown words/phrases in the given headlines. SW actively listen to review results of the denotation and connotation of their definitions in the headlines. **SW** write down key points . **SW** listen to modeling and take notes. **SW** work together in a think pair share activity to analyze words. SW share group's findings with the class and compare answers. **SW** work independently to define unknown words and phrases. **SW** submit their independent work and reflection of independent practice.
3	**Objective:** SW describe the impact of word choice in a text. **Activation of prior knowledge:** TW play a segment of MLK's "I Have a Dream" speech. TW instruct students to write down words that they think have an impact during the speech. TW facilitate discussion afterwards. **Key points:** 1.) Tone determines how the reader interprets a literary piece and how they feel. 2.) Authors choose words very purposefully in order to set a tone, establish meaning, and create a theme. 3.) By finding words that add to the texts influence, we can then analyze the	**SW** write the daily objective in their notebook. **SW** listen to speech and record strong words/phrases. SW participate in class discussion after. **SW** write down the key points.

	text. Analyzing a passage: topic sentence, background, cite a passage, assess the word choice, significance of the text **Introduction to new material:** TW read a section of the text and model how to determine which words are impactful. TW highlight words and phrases that contribute to the tone and meaning of the text. TW describe how those words impact the text. TW write the description of the impact of word choice in a text. TW think aloud throughout the modeling. **Guided Practice:** TW display another section of the text. TW read the text aloud and instruct students to write down words and phrases that are impactful and contribute to the tone and meaning of the text. TW instruct student pairs to discuss the impact of words. TW instruct student pairs to write the description of how those words impact the text. **Independent practice:** TW display another section of the text. TW instruct students to write down words/phrases that are impactful and record how those words affect the text. **Assessment:** TW collect independent practice, evaluate, and provide feedback to each student.	**SW** actively observe modeling and take notes. **SW** read a section of the text as a class. SW individually record words that they analyze and are impactful and contribute to the tone and meaning of the text. S**W** then work in pairs to discuss the words they recorded as impactful. SW discuss how those words impact the text. Student pairs will work together to write a description of how those words impact the text. SW share their findings with the class. **SW** individually read through an assigned section of the text. SW write down words/phrases that are impactful and write a description of how those words impact the text. **SW** submit their work.
4	**Objective:** SW analyze the impact of specific word choice on meaning and tone. **Activation of prior knowledge:** TW go over collected work from the independent practice from the previous class. TW discuss class strengths and weaknesses. TW instruct students to reflect on their strengths and weaknesses. **Key points:** 1.) Authors carefully choose words to impact the text's meaning 2.) Authors also choose words to create a clear tone. **Introduction to new material:** TW read aloud a segment "A plea for John Brown "TW determine words and analyze how they help create the tone and affect the meaning. TW think aloud as the words are written and a description of how the words impact the meaning and the tone of the text. **Guided Practice:** TW place segments of poems, stories, and speeches around the room. TW instruct students to peruse the texts, recording which words they think further the meaning and tone of the text. TW lead the discussion, comparing their findings, and writing an evaluation	**SW** read and record daily objective in their notebook. **SW** observe and participate in discussion of class strengths and weaknesses. SW participate in reflection on their own strengths and weaknesses. **SW** record key points in their notes. **SW** listen to teacher read from "A plea for John Brown ". SW observe modeling of analyzing, record words, and meanings of how the words impact the meaning and the tone of the text. **SW** engage in gallery walk. SW record words that impact the meaning and tone to the text. SW participate in the discussion, comparing their findings, and writing an evaluation about how and why the words impact the meaning and the tone of a text.

	about how and why the words impact the meaning and tone of the (2 or 3) stories in the gallery walk. **Independent practice:** TW provide students with a text. TW instruct students to read, identify words that further meaning and tone of the text, and explain how and why the text is impacted. **Assessment:** TW ask students to reflect on the independent practice, collect work, and give each student feedback.	**SW** read the text, identify words that further the meaning and tone of the text, and explain how and why the text is impacted. **SW** reflect on their independent practice, and submit reflection and work.
S.A.	TW instruct the students to complete summative assessment. *Provide an opportunity for the student to complete the summative assessment items which is clearly separate from instruction and guided or independent practice, and in which the student is assessed independently. In the Student Activities column, provide a brief description of the summative assessment (S.A.) items that will allow students to demonstrate mastery of the rigor of the Required Standard(s)/components, and the context in which the items will be administered.*	**SW** complete summative assessment. **SW** will work individually to determine the meanings of unknown words and phrases as they are used in a text. **SW** analyze the impact of specific words to the meaning and tone of a text.

Summative Assessment 1

Directions: Read the following selection from "A Plea for John Brown "and determine the meaning of the bolded words and phrases.
On October 16, 1859, John Brown led a force of 21 men on a raid of the armory at Harpers Ferry, Virginia. Brown planned to distribute captured weapons to slaves, who he hoped would rise up against their owners. The raid failed, and Brown was captured and put on trial for treason against the state of Virginia. He was found guilty on November 2 and sentenced to die by hanging. The raid on Harpers Ferry was widely reported, with newspapers in both the North and South condemning Brown's actions. A few days before Brown's trial concluded, Henry David Thoreau read the following essay in defense of Brown to a group of citizens in Concord, Massachusetts. Thoreau repeated this performance several times before Brown was hung on December 2. "A Plea for John Brown"
By Henry David Thoreau
(Excerpted and slightly adapted)
I trust that you will pardon me for being here. I do not wish to force my thoughts upon you, but I feel forced myself. Little as I know of Captain Brown, I would fain do my part to correct the tone and the statements of the newspapers, and of my countrymen generally, respecting his character and actions. It costs us nothing to be just. We can at least express our sympathy with, and admiration of, him and his companions, and that is what I now propose to do. I should say that he was an old-fashioned man in respect for the Constitution, and his faith in the permanence of this Union. Slavery he deemed to be wholly opposed to these, and he was its determined foe. He was like the best of those who stood at Concord Bridge once, on Lexington Common, and on Bunker Hill, only he was firmer and higher principled than any that I have chanced to hear of as there. It was no abolition lecturer that converted him. Ethan Allen and [*John*] Stark [*both men fought in the Revolutionary War*], with whom he may in some respects be compared, were rangers in a lower and less important field. They could bravely face their country's foes, but he had the courage to face his country herself, when she was in the wrong.
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I have noticed the cold-blooded way in which newspaper writers and men generally speak of Brown's raid on Harpers Ferry, as if an ordinary malefactor had been caught, and were about to be hung. It turns what sweetness I have to gall, to hear, or hear of, the remarks of some of my neighbors. I hear one ask, "What will he gain by it?" as if he expected to fill his pockets by this enterprise. Such a one has no idea of gain but in this worldly sense. If it does not lead to a new pair of boots, it must be a failure. "But he won't gain anything by it." Well, no, I don't suppose he could get four-and-sixpence a day for being hung; but then he stands a chance to save a considerable part of his soul. No doubt you can get more in your market for a quart of milk than for a quart of blood, but that is not the market that heroes carry their blood to.

Such people as my neighbor do not know that like the seed is the fruit, and that, in the moral world, when good seed is planted, good fruit is inevitable, and does not depend on our watering and cultivating; that when you plant, or bury, a hero in his field, a crop of heroes is sure to spring up. This is a seed of such force and vitality, that it does not ask our leave to germinate. Many cannot conceive of a man who is actuated by higher motives than they are. Accordingly they pronounce this man insane, for they know that they could never act as he does, as long as they are themselves. As for the herd of newspapers and magazines, I do not chance to know an editor in the country who will deliberately print anything which he knows will ultimately and permanently reduce the number of his subscribers. They do not believe that it would be expedient. How then can they print truth? If we do not say pleasant things, they argue, nobody will attend to us. And so they do like some travelling auctioneers, who sing an obscene song, in order to draw a crowd around them. Editors, obliged to get their sentences ready for the morning edition, and accustomed to look at everything by the twilight of politics, express no admiration, nor true sorrow even, but call these men "deluded fanatics," "mistaken men," "insane," or "crazed." It suggests what a sane set of editors we are blessed with, who know very well on which side their bread is buttered, at least.

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This event advertises me that there is such a fact as death—the possibility of a man's dying. It seems as if no man had ever died in America before; for in order to die you must first have lived. Brown and his men, in teaching us how to die, have at the same time taught us how to live. It is the best news that America has ever heard. It has already quickened the feeble pulse of the North, and infused more and more generous blood into her veins and heart, than any number of years of what is called commercial and political prosperity could. Who is it whose safety requires that Captain Brown be hung? If you do not wish it, say so distinctly. While these things are being done, beauty stands veiled and music is a screeching lie. Think of him—of his rare qualities! Such a man as it takes ages to make, and ages to understand; a man such as the sun may not rise upon again in this benighted land. To whose making went the costliest material, the finest adamant [*a legendary, unbreakable material*]; sent to be the redeemer of those in captivity; and the only use to which you can put him is to hang him at the end of a rope! You who pretend to care for Christ crucified, consider what you are about to do to him who offered himself to be the savior of four millions of men. I am here to plead his case with you. I plead not for his life, but for his character—his immortal life; and so it becomes your cause wholly, and is not his in the least. I foresee the time when the painter will paint a scene; the poet will sing it; the historian record it; and, with the Landing of the Pilgrims and the Declaration of Independence, it will be the ornament of some future national gallery, when at least the present form of slavery shall be no more here. We shall then be at liberty to weep for Captain Brown. Then, and not till then, we will take our revenge.

Thoreau, Henry David. "A Plea for Captain John Brown." Concord, Mass. 30 Oct. 1859. Reading.

1. Read "A Plea for Captain John Brown" and identify the words that further the meaning and tone of the text, and how it impacts the meaning that a reader derives from the text. (Total Points 4)

Word Usage	4	3	2	1

	Student response defines and analyzes words used within the text. Response determines how words and phrases, especially words with multiple meanings and figurative meaning, impacts the meaning the reader derives from the text.	Student response defines some words used within the text. Student response determines how words and phrases, especially words with multiple meanings and figurative meaning impacts the text.	Student response defines some words used within the text. Student response determines how words and phrases, especially words with multiple meanings impact the text.	Student response does not correctly identify or define words used in the text correctly.

2. Write a response that analyzes how the author shapes the meaning of his ideas through his word and phrase choice. (Total Points 4)

Meaning	4	3	2	1
	Student response analyzes the impact that the words or phrases have on the meaning over the course of the text. Student notes how the text would be changed without these words/phrases.	Student response analyzes some of the impact that the words or phrases have over the course of the text.	Student response tries to describe the impact that the words have, but either misses the bigger picture.	Student does not describe the meaning that these words and phrases have within the text.

3. Directions: (Student will be given two different poems.) Read the two poems. Write an essay that compares and contrasts the two poems using the following rubric.

3. Rubric for the literary analysis

	4	3	2	1
Word Usage	Student response defines and analyzes words used within the text. Response determines how words and phrases, especially words	Student response defines some words used within the text. Student response determines how words and phrases, especially words	Student response defines some words used within the text. Student response determines how words and phrases, especially words	Student response identifies but does not define words used in the text correctly.

	with multiple meanings and figurative meaning, impacts the meaning the reader derives from the text.	with multiple meanings and figurative meaning impacts the text.	with multiple meanings impact the text.	
Meaning	Student response describes the impact that the words or phrases have on the meaning over the course of the text. Student notes how the text would be changed without these words/phrases.	Student response describes some of the impact that the words or phrases have on the meaning over the course of the text.	Student response tries to describe the impact that the words have, but either misses the bigger picture.	Student response does not describe the meaning that these words and phrases have within the text.
Tone	Student response analyze the tone and describes how these words affect and form the tone of the piece. Student notes how the tone of the text would be different without these words and phrases.	Student response analyze the tone and describes how these words affect and form the tone of the piece.	Student response analyze the tone, but shows no relationship between word choice and tone.	Student response does not correctly analyze how word choice affects tone.

Total: _____ / 20 **80% Mastery**

Total Points Grading Scale: 15-0 reteach/retest 17-16 Mastery 20-18= Mastery