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

Grade Level	12	**Content Area**	Reading
Course Title (grades 9-12 Only)	English 104		
Expected Prior Knowledge *List the knowledge/skills mastered earlier in the year that are foundational to the mastery of the Required Standard(s).*	Prior to this lesson, students are expected to have mastered the following skills: Students should be familiar with America's founding documents and the basic principles of the constitution.		
Alignment to Program of Instruction *Describe how the methods of instruction found in this sequence of lessons align to the Program of Instruction described in the application package.*	This unit strengthens reading skills so that learners 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. Nonfiction reading is the backbone of a successful literacy and student academic achievement.		
Standard Number* and Description *The standard number and description of the Required Standard(s) being instructed and assessed to mastery in the curriculum sample.*	12th Grade reading standards for informational text Craft and Structure 12.RI.6 Determine an author's point of view or purpose in a text and analyze how an author use of rhetoric is particularly effective, analyzing how style and content contribute to the power of persuasiveness, or beauty of the text.		
Materials/Resources Needed *List all items the teacher and students will need for the entire sequence of instruction (excluding common consumables)*	Teacher will use various texts for modeling and practice of author's point of view or purpose. Technology will be used for all parts of the writing process.		

* ***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:** SW be able to paraphrase The Declaration of Independence. **Key points:** State your own words the meaning of each sentence you read. **Activation of prior knowledge:** TW ask questions about Declaration of Independence, July 4,, 1776, it is part of a *political manifesto* adopted by the Continental Congress proclaiming the independence of the 13 British colonies in America from Great Britain. **Introduction to new material:** TW have a copy of the Declaration of Independence (DOI) on the SmartBoard. TW read the first paragraph and stop and identify places to stop and paraphrase. In paragraph one TW mark three places to stop and paraphrase. TW look at first stop and model self-talk about the meaning of the words. TW rewrite the first part of the sentence and underneath write the paraphrase. TW ask students for feedback as she models paraphrasing. TW model her thinking about the meaning of each section as she paraphrases five sections of the Declaration. TW identify the next five sections for the class to paraphrase during the guided practice. **Guided Practice and Exploration:** TW assign students to work in groups of two to complete the next five sections of paraphrasing. Each group will receive a copy of the DOI. One student in the group will be the scribe and the second the presenter. There are 5 sections left. TW facilitate and walk around the classroom to answer questions. TW help struggling students, groups. **Flipped classroom/Blended Learning:** Declaration of Independence paraphrasing activity on website. **Independent practice:** Read the Declaration of Independence a second time. TW give students the four tasks. **Assessment:** Complete the following four tasks: 1) State the thesis of the passage in your own words. 2) Elaborate the thesis. 3) Give one or more examples of the thesis. 4) Illustrate the thesis with a metaphor or analogy. TW assess and provide students with feedback.	SW read the objective and write it in their notebook. SW write the key point in their notebook. SW actively engage in discussion. SW actively listen to the modeling of paraphrasing by taking notes and asking questions. SW participate in a group to complete the paraphrasing of the DOI. SW read the DOI a second time and complete the four tasks. SW submit the completed four tasks.

2	**Objective:** SW analyze the text and identify the author's purpose. **Key points:** Logic of the Declaration: 1) main purpose, 2) important problem or issue in the text, 3) most significant data, 4) basic inference or conclusions, 5) basic theories or ideas, 6) fundamental assumptions, 7) point of view, 8) most significant implications. **Activation of prior knowledge:** TW have students write their analogy or metaphor on paper to display in the classroom. TW lead class discussion on thesis statements written by students. **Introduction to new material:** An important way to understand an essay, article, or chapter is through the analysis of the parts of an Author's reasoning. TW provide students with questions to determine the logic of an author's reasoning. TW model using the given template and underline the main words used in the key points. TW go over each 1-8. TW have students respond and highlight in the text evidence to support the response by: circling important concepts and underline their definitions, exclamation marks beside important conclusions, question marks on information not understood, use POV for author's point of view, Assump next to any questionable assumptions, Implic next to implications of the thinking. TW encourage students to write down their ideas and diagram important concepts as they read the text. TW lead the class discussion on each of the detailed questions and have students find the evidence in the text. TW have students discuss in their groups, find the evidence in the text, and write the information in their notes. **Guided Practice and Exploration:** TW have students in a circle and to facilitate a Socratic Seminar. The questions used to analyze the text will be used as key questions to interpret the text**.** **Flipped classroom/Blended Learning**: Template to analyze author's reasoning located on the website. **Independent Practice:** TW have students go back to the four questions about the thesis. TW have students elaborate the thesis, give another example of the thesis, and add another metaphor or analogy to illustrate the thesis. **Assessment:** TW collect the independent practice.	**SW** read the objective and write it in their notebook. SW write the key points in their notebook. **SW** write their analogy to place on display. SW participate in the thesis statement discussion. **SW** listen to modeling of new information. SW write down any information written on the board by the teacher. **SW** participate in the Socratic Seminar. **SW** assess their thesis. SW elaborate on the thesis, give another example of the thesis, and add a metaphor or analogy to illustrate the thesis. SW submit their independent practice materials.
3	**Objective:** SW cite specific textual evidence to support analysis of DOI connecting insights gained from specific details to understanding of the text as a whole.	SW write the objective in their notebook.

	Key points: 1) clarity, 2) accuracy, 3) precision, 4) depth, 5) breadth, 6) relevance, 7) significance, 8) logic, and 9) fairness. **Activation of prior knowledge:** How do we assess the logic of an author's reasoning? How will we assess the DOI using the Key Points? **Introduction to new material:** TW give an example of an author clear in stating his position. TW go over the 9 key points. TW model her thinking for assessing the quality of an author's reasoning by citing textual evidence to support the key points. **Guided Practice and Exploration:** TW group students in groups of 4. TW have groups select a section of DOI. TW instruct students to discuss each of the key points to assess the selected section of the DOI. Cite specific textual evidence to support the analysis of the key points. **Flipped classroom/Blended Learning:** Students will use the computers to research the authors of the DOI. **Independent practice:** TW instruct students to work individually to analyze the tone of the DOI and what it meant to the thirteen colonies. TW instruct the students to work on the body of the essay using all of their work thus far.TW have students note or highlight passages where the content and style of the DOI effectively achieves the purpose. **Assessment:** TW collect and assess their work on their essay during independence practice.	SW write the key points in their notebook. SW write the questions from the template to assess the logic of an author's reasoning. SW actively listen and take notes during the modeling. SW participate in a group to assess the DOI using the key points. **SW** use their notes, worksheets, and any other classwork to begin working on the body of essay. SW note or highlight passages where the content and style of the DOI effectively achieves its purpose. SW submit the work on their essay during their independent practice.
4	**Objective:** SW determine an author's point of view or purpose in the DOI, in which the rhetoric is effective: analyze how style and content contribute to the power, persuasiveness or beauty of the text. **Key points:** 1) Style-deliberate stylistic choices to develop point of view and/or purpose. 2) Reader will make reasonable assertions about an author's point of view and/or purpose by examining the style and content of a text to determine its quality and effectiveness. **Activation of prior knowledge:** TW share strengths and weakness of work on essays **Introduction to new material:** TW model DOI examples of how style and content contribute to the power of the document. TW model assertions about the purpose and its quality and effectiveness. TW will give 2-3 examples from DOI and write an analysis of how the style and content contribute to the power and persuasiveness of the DOI. **Guided Practice and Exploration:** TW have students work in groups to	SW write the objective in their notebook. SW write the key points in their notebook. SW actively listen to shared strengths and weaknesses of essays. SW actively listen and write notes and examples. SW work in a group to find examples and analyze how style and content contribute to the power and persuasiveness of the DOI. SW work on

	find three examples of style and content that contributes to the power and persuasiveness of the DOI. TW instruct student to **Flipped classroom/Blended Learning:** Students will research the DOI. **Independent practice:** SW write their introductory and conclusion. **Assessment:** TW assess collect student first draft of the three page essay and provide students with feedback.	SW write their introductory and conclusion for their three page essay. SW submit their three page essay first draft for feedback.
5	**Objective:** SW write an introduction and conclusion for their essay analyzing how the style and content contributes to the power of the DOI. **Key Points**: 1) Introduction - Present an engaging introduction that develops a controlling idea that offers an analysis of the author's style and content contribute to the power, persuasiveness or beauty of the text **2) middle supports main points of analysis with relevant details and quotations from the text** 3) Conclusion concludes with a summary of main points and insights that support the author's style **Activation of Prior Knowledge:** TW ask students to look over the rubric. TW ask students what is needed to complete the essay. TW ask students for their ideas for writing an introduction and a conclusion. TW take notes from student responses. **Introduction to New Material/Modeling:** TW review the elements of the author's style they have reviewed previously: word choice, sentence structure, tone, figurative language, etc. from DOI. TW think out loud the effect or impact those elements have on reader. TW discuss the content of the message out loud. TW present rubric for essay. **Guided Practice**: TW instruct students to work with a partner to peer edit their body of the essay and provide feedback. TW instruct students to revise their essay using the feedback and begin writing their introduction and conclusion to their essay. **Flipped classroom/Blended Learning**: Students will use the DOI online. **Independent Practice**: TW instruct students to write an introduction and conclusion for their essay. TW instruct students to use the rubric to score their essay when they are done with their first draft. TW monitor student writing and support struggling writers. **Assessment**: TW collect student feedback and grade essay based on the rubric. TW give individual feedback.	SW write the objective in their notes. SW write the key points in their notes. SW participate and write down ideas they might use for their essay. SW take out all notes and essay for this unit. SW write notes. SW work with a partner to peer edit the body of the essay. SW provide feedback to partner using the rubric. SW begin working on introduction and conclusion for their essay. SW submit their peer feedback and essay.
6	TW instruct students to take the summative assessment.	SW complete summative assessment.

S.A	*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.*	Students will work individually to complete the summative assessment. SW be able to paraphrase and analyze the text and identify the author's purpose. SW write a literary analysis essay.

Summative Assessment Items and Scoring: *Below, provide at least three Summative Assessment Items that together accurately measure student mastery of the application of the content and/or skills as defined by the grade-level rigor in the Required Standard(s). For each assessment item, provide an answer key or scoring rubric which clearly describes how assessment items are to be scored and how points will be awarded, such that mastery of the application of the content and/or skills as defined by the grade-level rigor in the Required Standard is clearly demonstrated by an acceptable score.*

Summative Assessment Item 1

Background Information: This is the opening paragraph of an essay in *Civil Disobedience*, originally written in 1849 by Henry David Thoreau, a well-known figure in nineteenth century American cultural and literary thought.

Directions: Read the following passage and write a paragraph in which you analyze how grasping the author's point of view requires distinguishing what is directly stated from what is really meant.

1. <u>I heartily accept the motto, --- "That government is best which governs least," and I should like to see it acted up to more rapidly and systematically</u>.

2. Carried out, it finally amounts to this which also I believe, "That government is best which governs not at all,"

3. <u>and when men are prepared for it, that will be the kind of government which they will have. Government is at best but an expedient; but most governments are usually and all governments are sometimes, inexpedient.</u>
4. The objections which have been brought against a standing army, and they are many and weighty, and deserve to prevail may also at last be brought against a standing government. The standing army is only an army of the standing government. The government itself, which is only the mode which the people have chosen to execute their will, is equally liable to be abused and perverted before the people can act through it.

Points for each passage is three (3) possible. Total possible is 4.

Summative Assessment Item 2

Directions: Read the passage again and determine the author's purpose and analyze how style, and content contribute to the power or beauty of the text.

Description	4 Mastery	3 Mastery	2 Proficient	1 Developing
Content:	The student response provides the author's point of view or purpose in the text.	The student response provides the author's point of view or purpose	The student response provides the author's point of view or purpose in the	The student response provides the author's point of view or purpose in the text. The student does not

	The student identifies words, phrases, especially words with multiple meanings and figurative meaning, that impacts the meaning a reader derives from an informational text.	in the text. The student identifies words, phrases, especially words with multiple meanings and figurative meaning.	text. The student identifies words, phrases, especially words with multiple meanings.	identify words, phrases in the text that impacts the view or purpose of the author.
Style	The student response gives precise details about how the author expresses content through the use of sophisticated language, vocabulary, and techniques, such as metaphors, simile, and analogy to manage the topic.	The student response details how the author uses content through language, vocabulary, and metaphors to manage the topic.	The student response gives some details about how the author uses language and vocabulary to manage the topic.	The student response attempts to tell how the author uses language and vocabulary.

Total Points for Assessment Item 2 is 8 Points. Rubric below

Summative Assessment Item 3

Directions: Read *Civil Disobedience*, originally written in 1849 by Henry David Thoreau and write an analytical essay. Determine the author's point of view or purpose and analyze how the author's style and content contribute to the power, persuasiveness, or beauty of the text.

Description	4 Mastery	3 Mastery	2 Proficient	1 Developing
Rhetoric	The student identifies the author's reasons, opinion, attitude or judgement for writing to give ideas, concepts, to create meaning, enhance their ideas, and persuade their readers.	The essay focuses on some techniques and evidence from the text to show the author's reason or opinion for writing to give ideas, concepts, and information are found in the text.	The essay has evidence for the author's reasons for writing that informs the reader with ideas, concepts. The information can be found in the text.	The essay has an unclear topic with some ideas, concepts and information.
Development:	The student response provides significant and relevant facts, extended definitions, concrete details, quotations, and/or	The student response provides some relevant facts, extended definitions, concrete details that analyze how	The student response provides few facts, extended definitions, concrete details, quotations and/or examples that	The student response does not provide facts, details and/or examples about style and content contribute to the power of

	examples that thoroughly analyze how style and content contribute to the power of persuasiveness, or beauty of the text.	style and content contribute to the power or persuasiveness or beauty of the text.	develop about style and content.	persuasiveness, or beauty of the text.
Content:	The student response provides the author's point of view or purpose in the text. The student identifies words, phrases, especially words with multiple meanings and figurative meaning that impacts the meaning a reader derives from an informational text.	The student response provides the author's point of view or purpose in the text. The student identifies words, phrases, especially words with multiple meanings and figurative meaning.	The student response provides the author's point of view or purpose in the text. The student identifies words, phrases, especially words with multiple meanings.	The student response provides the author's point of view or purpose in the text. The student does not identify words, phrases in the text that impacts the view or purpose of the author.
Style	The student response gives precise details about how the author expresses content through the use of sophisticated language, vocabulary, and techniques, such as metaphors, simile, and analogy to manage the topic.	The student response details how the author uses content through language, vocabulary, and metaphors to manage the topic.	The student response gives some details about how the author uses language and vocabulary to manage the topic.	The student response attempts to tell how the author uses language and vocabulary.

Total: _____/16 16=100% 15=94% 14=88% 13=81% 12-0= Reteach/Retest

Summative Assessments Total 28 Points 80% Mastery

28=100% 27=96% 26=93% 25=89% 24=86% 23=82% 22= Reteach/Retest