Curriculum Sample Template
Max. 8 Pages

Grade Level	10th	**Content Area**	Reading
Course Title (grades 9-12 Only)	Survey of American Literature		
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 assumed to have basic knowledge of context clues, although if the diagnostic shows a lack of proficiency, then appropriate differentiation will be used. To truly master this standard, students should be proficient in examining words and their impact on a text meaning. Students should understand the reading process and have comprehension skills around grade level.		
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.*	In alignment with FES's one-to-one methodology, students will use their computers, Canvas, and the Acellus software. Canvas and Acellus will provide diagnostic data and videos/modules for introduction to new material/direct instruction. At the end of the lesson, students will use Acellus Courseware or their Canvas Online Learning System to complete a formative assessment. For the summative assessment, students will also use Acellus or Canvas. Direct instruction will use multiple checks for understanding, and computer-based Kagan cooperative strategies will be implemented during guided practice.		
Standard Number and Description *List the Number* and the full description for the Required Standard or Science Performance Objective listed in section A.6.*	RI.11.4—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	Computers, Acellus software, Canvas, headphones, interactive notebooks, scratch paper.		

* ***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 TW = teacher will. SW = students will. CFU = checks for understanding.	Student Activities
1	**Objective**: • Determine the meaning of words in a text by writing definitions for a series of terms in *Federalist No. 10*. **Key Points/Terms:** • When we encounter an unknown word, we can use context clues to help us define it. • Context clues are tools we can use to define a word that we don't know. • There are many types of context clues (i.e., antonym, synonym, example, definition), but they all share one thing; look closely around an unknown word to find clues to the word's meaning. • Several words within *Federalist No. 10* have meanings that are different from their modern meaning, so it's very important to look closely at the text.	Students will type the objective and key points in their interactive/online notebooks.
	Activation of Prior Knowledge: Teacher will place a "Do Now" activity on the online forum board and instruct students to begin. "Do Now" will be a brief text with highlighted words. Students will read the text and the highlighted words, then complete 3-5 multiple choice questions on the meaning of the words. Online cooperative learning strategies will be used here, including comparing answers and providing one another with feedback.	After logging in, student will actively complete the Do Now. Students will respond to all checks for understanding and will volunteer to share their forum answers when prompted.
	INM/Modeling: After introducing today's objective, teacher will instruct students to complete the Canvas diagnostic and	Students will log in to Canvas using their computers. No other screens will be up at this time. Students will complete the diagnostic before moving onto the new material modules.

	continue onto the new material modules. Teacher will use checks for understanding to ensure comprehension and will monitor progress by walking around the room. Teacher will provide assistance when necessary and will redirect students if needed.	Students will take notes during the module and will continue commenting on the Do Now if they finish their work before their peers.
	Guided Practice: Teacher will ask students to open the forums section of Canvas. Teacher will guide students through *Federalist No.10* using close reading strategies. Teacher will ask students to give one another feedback on their attempted definitions before searching online for the true definition. Teacher will model the expected behavior during guided practice and will use checks for understanding to monitor comprehension. Teacher will walk around the room and provide assistance when necessary, addressing any consistent areas of misunderstanding.	Students will read (and listen to for accommodations) *Federalist No.10*. Students will participate in the guided practice activity by writing a forum post with their best guess of each highlighted word's definition. They will present their thoughts on the meaning of the highlighted words, and leave respectful feedback on their peers' posts. Students will demonstrate respectful behavior and will reference the key points when necessary.
	Independent Practice: Teacher will redirect students to their Acellus login and guide them to the formative assessment/independent practice section. Teacher will model the expected behavior and use checks for understanding to ensure comprehension.	Students will login onto Canvas and will complete the formative assessment/independent practice. Students will remain respectful during independent practice and will answer all checks for understanding. When finished, students will reflect on their performance on the formative assessment.
	Exit Ticket: Teacher will pass out index cards that contain two exit ticket questions that require students to use their context clue skills. Teacher will demonstrate where the exit tickets should be placed upon completion and will collect exit tickets from students who do not finish before the bell.	Students will complete the exit ticket problems and will place the tickets in the appropriate location when exiting the classroom.
2	**Objective**: SW analyze how words affect tone by completing a graphic organizer for *Federalist No. 10.* **Key Points/Terms:**	Students will type the objective and key points (in their own words) in their interactive/online notebooks.

	• In addition to identifying and defining words, strong readers need to analyze words for what meaning and tone they give. • Authors tend to be very careful and deliberate with their word choice, so each word can have an impact on the tone of the text.	
	Activation of Prior Knowledge: Teacher will place a "Do Now" activity on the online learning system's forum board and instruct students to begin. The "Do Now" will be to go back into yesterday's forum and revise the first draft of their definitions.	Student will actively complete the Do Now. Students will respond to all checks for understanding and will volunteer to share their forum answers when prompted.
	INM/Modeling: Teacher will introduce the objective for the day will direct students to open their computers to the Canvas login. Teacher will instruct students to complete the diagnostic and continue onto the new material modules. Teacher will use checks for understanding to ensure comprehension and will monitor progress by walking around the room. Teacher will provide assistance when necessary and will redirect students if needed.	Students will log in to Canvas and prepare for their daily diagnostic. No other screens will be up at this time. Students will complete the diagnostic before moving onto the new material modules. Students will take notes during the module and will continue commenting on the Do Now if they finish their work before their peers.
	Guided Practice: Teacher will ask students to open the forums section of Canvas. Teacher will guide students through an interactive graphic organizer (similar to a flow chart) that organizes certain words that build up to the text's tone. Teacher will then ask students to use the forums section to complete their own graphic organizer flow chart for words from *Federalist No.10*. Teacher will model the expected behavior during guided practice and will use checks for understanding to monitor comprehension. Teacher will walk around the room and provide assistance when necessary, addressing any consistent areas of misunderstanding.	Students will open the community forum post in Canvas and access the graphic organizer. Students will write their chosen words into the graphic organizer, explaining the effect those words have on the text's tone. Students will view completed flow charts of three other students and leave quality, meaningful feedback. Afterwards, students will revisit their own flowchart and make any changes they deem necessary. Students will participate in the forum and respect one another.

	Independent Practice: Teacher will redirect students to their Acellus login and guide them to the formative assessment/independent practice section. Teacher will model the expected behavior and use checks for understanding to ensure comprehension. **Exit Ticket**: Teacher will direct students to the last forum for the day, asking students to complete the 3-question exit ticket.	Students will login onto Acellus and will complete the formative assessment/independent practice. Students will remain respectful during independent practice and will answer all checks for understanding. When finished, students will reflect on their performance on the formative assessment. Students will complete the exit ticket problems and ensure submission before exiting the classroom.
3	**Objective**: SW analyze how words affect meaning by examining how *Federalist No. 10* would be different if 'faction' were different. **Key Points/Terms:** • In addition to identifying and defining words, strong readers need to analyze words for what meaning and tone they give. • Authors tend to be very careful and deliberate with their word choice, so each word can have an impact on the tone of the text. • In *Federalist No. 10*, Madison uses the term "faction" to alter meaning and tone. **Activation of Prior Knowledge**: Teacher will place a "Do Now" activity on Canvas and instruct students to begin. The "Do Now" will be a differentiated review activity based on exit ticket results. **INM/Modeling**: Teacher will introduce the objective for the day will direct students to open their computers to the Acellus login. Teacher will instruct students to complete the Acellus diagnostic and continue onto the new material modules. Teacher will use checks for understanding to ensure comprehension and will monitor progress by walking	Students will write down the objective and key points in their interactive/online notebooks. Student will actively complete the Do Now. Students will respond to all checks for understanding and forum discussion questions. Students will volunteer to share their forum answers when prompted. Students will login into Canvas using their computers. No other screens will be up at this time. Students will complete the diagnostic before moving onto the new material modules. Students will take notes during the module and will continue commenting on the Do Now if they finish their work before their

	around the room. Teacher will provide assistance when necessary and will redirect students if needed.	peers.
	Guided Practice: Teacher will ask students to open the forums section of Canvas. Teacher will again present *Federalist No.10*, but will now instruct students to explore how the entire meaning of the text would differ without the term "faction." Teacher will instruct students to respond to the following prompt via Canvas forum: "How would the meaning of *Federalist No. 10* change if the term *faction* were eliminated?" Teacher will facilitate forum posting and address consistent misunderstandings.	Students will open the community forum post in Canvas and respond to the prompt. Students will review three other students' posts and comment, comparing others' posts to their own. Students will read their peers' connections and provide meaningful feedback. Students will participate in the forum and respect one another.
	Independent Practice: Teacher will redirect students to their Acellus login and guide them to the formative assessment/independent practice section. Teacher will model the expected behavior and use checks for understanding to ensure comprehension.	Students will complete the formative assessment/independent practice. Students will remain respectful during independent practice and will answer all checks for understanding. When finished, students will reflect on their performance on the formative assessment.
	Exit Ticket: Teacher will ask students to summarize their learning on word choice and text meaning in one complete sentence and post/email as their exit ticket.	Students will complete the exit ticket and verify submission before exiting the classroom.

Summative Assessment Items:

Read James Madison's *Federalist No. 10* and answer the following three questions.

20 points possible. 18-20=Excelling, 16-17=Meets, 13-15=Approaching, <12=Insufficient

1. How do we *determine the meaning of unknown words and phrases*?
    a. Use the dictionary, google, and vocabulary apps.
    b. Close read, and think about point of view and central idea.
    c. Use context clues (i.e., antonym, synonym, example, definition), close read, and substitute.
    d. Apply context clues (i.e., antonym, synonym, example, definition).

[Answer: C, 2 points]

2. Which of the following is true about a *key term or terms over the course of a text*?
    a. The author may use and refine a term over the course of the text, impacting the meaning of the text
    b. The author may use a term over the course of the text, but will not change or refine it
    c. The author may use and refine a term over the course of the text, but this does not impact the meaning of the text
    d. The author may use several terms over the course of the text, all with the same meaning

[Answer: A, 2 points]

3. Re-read *Federalist No. 10* by James Madison and respond to the following prompt in a well-constructed, 5-7 sentence analytical paragraph. Cite the text for support. Prompt: How does Madison *use and refine* the term "faction" over the course of the text? How does this term impact the meaning of the text?

Paragraph Rubric (16 points possible, 8 for each component):

	Insufficient 0-4 points	Approaching 5 points	Meets 6 points	Excelling 7-8 points
Analysis of language and tone	Student does not analyze the author's word choice. Student may summarize or rephrase the text, but no analysis appears.	Student attempts to analyze the term, but is either incorrect, or does not provide a complete enough analysis.	Student describes how the author uses the term 'faction,' but does not analyze how it changes throughout the text.	Student accurately describes how Madison *defines and refines* the term 'faction.'
Analyzes impact on meaning	Student does not analyze how the term 'faction' affects the text's meaning.	Student attempts to analyze the connection between word choice and text, but is either incorrect, or does not cite evidence.	Student explains the connection between 'faction' and the text, but does not analyze in detail.	Student pinpoints how the term 'faction' affects the *overall meaning of the text*. Student cites accurate textual evidence as support.