Curriculum Sample Template
Max. 8 Pages

Grade Level	12th	**Content Area**	Reading
Course Title (grades 9-12 Only)	College Prep English		
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 presumed to have basic knowledge and skills around point of view. However, if diagnostic data proves otherwise, appropriate differentiation will be used. To master this standard, students should have experience with constructing a literary analysis paragraph. 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 structures, students will use their one-to-one computers and the Acellus software. The Acellus and Canvas software will provide diagnostic data and videos/modules for introduction to new material/direct instruction. At the end of the lesson, students will use the Acellus software to complete a formative assessment. For the summative assessment, students will also use Acellus. 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.12.6.— Determine an author's point of view in a text in which the rhetoric is particularly effective, analyzing how style and content contribute to the power, persuasiveness, or beauty of the text.		
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**: • SW determine an author's point of view by reading the Declaration of Independence and writing a claim about Jefferson's point of view. **Key Points/Terms:** • Point of view is the opinion and angle that an author takes towards a topic. • Authors create and reveal their point of view through specific word choice.	Students will write down/type the objective and key points in their interactive/online notebooks.
	Activation of Prior Knowledge: Teacher will have a differentiated "Do Now" activity in Canvas and instruct students to begin. Teacher will facilitate an online discussion about the "Do Now" and will ask for volunteers to share their answers.	Student will open Canvas to complete their individualized Do Now activity diligently and quietly. Students will respond to all checks for understanding and will volunteer to share their answers when prompted.
	INM/Modeling: Teacher will ask students to paraphrase the daily objective in their own words, then direct students to open their computers to the Acellus login. Teacher will instruct students to complete the Acellus diagnostic for the day's lesson and then continue on to 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 rephrase the objective, then login into the Acellus portal 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 sit quietly and respectfully when finished.
	Guided Practice: Teacher will guide students through the Declaration of Independence, asking clarifying questions along the way. Teacher will facilitate a discussion about Jefferson's point of view, using a variety of cold-calling and cooperative strategies. Teacher will monitor students' work and direct them back to the	Students will open the Declaration of Independence and participate in a guided reading with the teacher. Students will discuss Jefferson's point of view, making notes in their interactive journal throughout.

	modules if they need to review the material. **Independent Practice**: Teacher will ask students to open their Acellus module 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 final forum for the day's lesson, in which students will have to respond to two reflection and review questions about the day's lesson. Once responses are submitted, teacher will end the lesson and check the exit tickets for any consistent issues.	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. Students will complete the exit ticket questions and sign off their computers before exiting the classroom.
2	**Objective**: SW analyze an author's point of view by participating in an online 'debate' about Jefferson's views. **Key Points/Terms:** • Point of view is the opinion and angle that an author takes towards a topic. • Authors create and reveal their point of view through specific word choice. • Authors often sneak their point of view in with careful word choice; we must read closely to fully grasp their opinions. **Activation of Prior Knowledge**: Teacher will have a differentiated "Do Now" activity based around the previous lesson's exit ticket. Teacher will post on Canvas and instruct students to begin. Teacher will facilitate an online discussion about the "Do Now" and will ask for volunteers to share their answers. **INM/Modeling**: Teacher will review the objective for the day will direct students to open their computers to the Acellus login.	Students will write down the objective and key points in their interactive/online notebooks. After logging into Canvas, students will complete the Do Now activity diligently and quietly. Students will respond to all checks for understanding and will volunteer to share their answers when prompted. Students will login into the Acellus portal using their computers. No other screens will be up at this time. Students will complete the

	Teacher will instruct students to complete the Acellus diagnostic for the day's lesson and then continue on to 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.	diagnostic before moving onto the new material modules. Students will take notes during the module and will sit quietly and respectfully when finished.
	Guided Practice: Teacher will review yesterday's discussion, and present two potential points of view for Jefferson; for civilian rights, or for government rights. Students will re-read the text before choosing a side. At this point, the teacher will open a new forum, and direct students to post their side of the argument. After the initial post, teacher will direct students to respond to two other students; one from each side of the argument.	Students will re-read the text and choose a side of the argument. Students will post a complete paragraph outlining their opinion, citing the text as evidence. Students will comment on at least two posts, as well as respond to anyone who posts on their own personal argument.
	Independent Practice: Teacher will ask students to open their Acellus module 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 Acellus and will complete the formative assessment/independent practice. Students will remain respectful during independent practice and will answer all checks for understanding.
	Exit Ticket: Teacher will direct students to the final forum for the day's lesson, in which students will have reflect on and revise their initial argument.	Students will complete the exit ticket reflection/revision and sign off their computers before exiting the classroom.
3	**Objective**: SW evaluate Jefferson's writing style by arguing how his word choice affects the power of the text's content. **Key Points/Terms:** • Point of view is the opinion and angle that an author takes towards a topic. • Authors create and reveal their point of view through specific word choice. • Authors often sneak their point of view in with careful word choice; we must read closely to fully grasp their opinions. • Evaluating an author's point of view gives us a deeper understanding of both the author and the text	Students will write down the objective and key points in their interactive/online notebooks.

	content.	
	Activation of Prior Knowledge: Teacher post the differentiated "Do Now" activity in Canvas and instruct students to begin. Teacher will facilitate an online discussion about the "Do Now" and will ask for volunteers to share their answers.	Student will complete their differentiated Do Now activity. Students will respond to all checks for understanding and will volunteer to share their answers when prompted.
	INM/Modeling: Teacher will instruct students to complete the diagnostic for the day's lesson and then continue on to 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 login into the Canvas portal 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 sit quietly and respectfully when finished.
	Guided Practice: Teacher will instruct students to type an outline for the following prompt: Evaluate Jefferson's deliberate use of language. How do his words create persuasion? When finished, teacher will instruct students to choose a classmate and grade their posted outline on the provided rubric.	Students will create an outline to an essay on how Jefferson deliberately uses language to create persuasion in the Declaration. Using the rubric to backwards plan, students will complete the outline and then offer feedback to two other classmates.
	Independent Practice: Teacher will ask students to open their Acellus module 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 Acellus and will complete the formative assessment/independent practice. Students will remain respectful during independent practice and will answer all checks for understanding.
	Exit Ticket: Teacher will direct students to the final forum for the day's lesson, in which students will have to respond to two reflection and review questions about the day's lesson. Once responses are submitted, teacher will end the lesson and check the exit tickets for any consistent issues.	Students will complete the exit ticket questions and sign off their computers before exiting the classroom.

Summative Assessment Items:

Read The Declaration of Independence and answer the following questions about Thomas Jefferson's *point of view and rhetoric*.

Link to full text: http://www.constitution.org/us_doi.pdf

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

1. Which of the following best describes *Jefferson's point of view* in the Declaration of Independence? *(3 points)*
   a. All people should be free to pursue their own lives, and government control can help them do that.
   b. All people should be free to pursue their own lives, free of tyrannical control.
   c. People should be free to own their own property, free of tyrannical control.
   d. Freedom should be granted by the government to people who have earned it.

   [Answer: B]

2. Evaluate the power of Jefferson's words; how does his unique *rhetoric affect the persuasiveness of the text*? Answer in a well-constructed paragraph. *(10 points)*

   Paragraph rubric:

	0-4 points	5-6 points	7-8 points	9-10 points
Evaluation of persuasiveness	Student does not evaluate writing style or connect it to the text.	Student attempts to evaluate the writing style, but is either incorrect in the analysis, or does not connect it to the larger picture of persuasion.	Student evaluates the writing style, but does not clearly state the connection between word choice and persuasiveness.	Student evaluates the writing style and clearly states how Jefferson deliberately uses specific words to persuade the reader.

3. Analyze Jefferson's rhetoric; *how does his rhetoric contribute to the power, persuasiveness, or beauty of the text*? Answer in a well-constructed, 7+ sentence paragraph with textual evidence. *(7 points)*

Short answer rubric:

	0-2 points	*3-4 points*	*5-6 points*	*7 points*
Analysis of rhetoric	Student does not analyze Jefferson's rhetoric, or is too off-topic to be graded.	Students attempts to analyze rhetoric, but does more summarizing than analyzing.	Student analyzes author's rhetoric, but does not outline how it contributes to the power, persuasiveness, and beauty of the text. Some textual evidence is used to support analysis.	Student analyzes author's rhetoric and how it contributes to the power, persuasiveness, and beauty of the text. Student cites textual evidence and explains how those pieces support the rhetoric.