Curriculum Sample Template
Max. 8 Pages

Grade Level	10th	**Content Area**	Reading
Course Title (grades 9-12 Only)	High School English II		
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 of point of view and informational text skills (i.e., summarization, central idea). However, if diagnostic data proves otherwise, differentiation will be used to bring students to where they need to be. Students should also 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 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.10.6.—Determine an author's point of view or purpose in a text and analyze how an author uses rhetoric to advance that point of view or purpose.		
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 define and identify author's point of view by completing a Cloze reading activity. **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 type the objective and key points in their interactive/online notebooks.
	Activation of Prior Knowledge: Teacher will post a "Do Now" activity on Canvas and instruct students to begin. The "Do Now" will be a review activity in which students will drag and drop various small pieces of text that have similar points of view. Teacher will facilitate a forum discussion about which step is missing, how you know, and why it matters. Teacher will ask for volunteers to share their thoughts.	Student will actively complete the Do Now in Canvas. Students will respond to all checks for understanding and will volunteer to share their forum answers when prompted.
	INM/Modeling: Teacher will call on students to read out the objective for the day and paraphrase it in their own words. Teacher 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 around the room. Teacher will provide assistance when necessary and will redirect students if needed.	Students will 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 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 a reading of George Washington's Farewell Address.	Students will read Washington's address. Students will participate in the guided practice activity by writing a summary of the text in the form of a forum post. They will present their summary to two

	Teacher will ask students to use the forums section to write a summary of the text, maintaining the author's opinion towards the future and the colonies. Teacher will give each student to online partners so they are in groups of three. 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.	other students online. After everyone has posted, students will compare their summaries in their groups of three. They will 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 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.
	Exit Ticket: Teacher will present the day's final forum activity; a Cloze reading activity of Washington's speech. Teacher will check submission before dismissing students.	Students will complete the exit ticket activity and ensure submission before exiting the classroom.
2	**Objective**: SW determine an author's point of view by answering text-based questions for *Federalist No. 10*. **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 post a "Do Now" activity on the online forum board and instruct students to	Students will type the objective and key points in their interactive/online notebooks. Student will check yesterday's grades, and then actively complete the Do Now in the online forum. Students will respond to all checks for understanding and will volunteer to share their forum

	begin. Teacher will facilitate a forum discussion and ask for volunteers to share their thoughts. Today's Do Now will be to read over 4+ exit tickets from yesterday's lesson, commenting on any mistakes they find.	answers when prompted.
	INM/Modeling: Using cold calling techniques, teacher will ask students to paraphrase the objective for the day. Teacher 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 around the room. Teacher will provide assistance when necessary and will redirect students if needed.	After sharing their Do Now finds, students will 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 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 ask students to review Washington's Farewell Address. Teacher will direct students to answer the associated text-dependent questions, citing evidence in each answer. Teacher will assign each student and online partner to review one another's question responses. Teacher will walk around the room and provide assistance when necessary, addressing any consistent areas of misunderstanding.	Students will access Canvas and open the text-dependent questions for Washington's address. Students will post their answers directly into the forum, citing evidence for support. Students will then find their assigned partner's questions and read them, providing meaningful feedback. When finished, students will make any adjustments to their own responses as they see fit.
	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 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.
	Exit Ticket: Teacher will post one last item in the forum that reviews the definition of point of view, and how readers can	Students will complete the exit ticket questions and check submission before exiting the classroom.

	find it.	
3	**Objective**: SW analyze an author's point of view by creating a graphic organizer flowchart for 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. • Authors often sneak their point of view in with careful word choice; we must read closely to fully grasp their opinions.	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. Teacher will facilitate a forum discussion and ask for volunteers to share their thoughts.	Student will actively complete the Do Now in the Canvas forum. Students will respond to all checks for understanding and will volunteer to share their forum answers when prompted.
	INM/Modeling: Teacher will ask students to turn and talk, reading the objective for the day to one another. Teacher 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 around the room. Teacher will provide assistance when necessary and will redirect students if needed.	Students will 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 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 ask students to review Washington's speech and their TDQs from yesterday. Teacher will direct students to choose the three most important sentences/sections of text that show Washington's point of view. Teacher will model how to use the flowchart, and then direct students to do the same.	Students will review Washington's speech and the previous lesson's TDQs. Students will choose which parts of his speech best reveal his point of view, and type those into an online flowchart. Students will support their answers by justifying in the forum comment section. When finished, students will write two thorough responses to peers' flowcharts.
	Independent Practice: Teacher will redirect students to their	Students will login onto Acellus and will complete the formative

	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 post review questions from the past three lessons and check that students have completed them before dismissing.	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 will post them to the appropriate forum location 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. What is the best definition of point of view? *(5 points for correct answer).*
    a. Point of view is the opinion and angle that an author takes towards a topic.
    b. Point of view is the opinion and angle that the reader takes towards a topic.
    c. Point of view is the feeling or mood of a text.
    d. Point of view is the careful explanation of a topic or concept.

    [Answer: A]

2. How do authors create and shape their point of view in a text? (*5 points for correct answer*).
    a. Authors create point of view by explicitly telling the readers how they feel towards a topic.
    b. Authors create point of view by writing about topics that they care about.
    c. Authors create point of view through literary devices and figurative language.
    d. Authors create and reveal their point of view through specific word choice.

    [Answer: D]

3. Read and respond to the following prompt in a well-constructed, 5-7 sentence paragraph: What is James Madison's point of view towards factions in *Federalist No. 10*? What pieces of text support your argument? *(10 points possible).*

Paragraph Rubric:

	Insufficient 0-2 points	Approaching 3-5 points	Meets 6-8 points	Excelling 9-10 points
Explains author's point of view	Student does not explain point of view, or is incorrect.	Student either attempts to explain point of view, but is incorrect, *or* accurately explains point of view, but does not outline how.	Student accurately explains point of view towards factions.	Student accurately explains author's point of view towards factions, and outlines exactly how the point of view is revealed.
Analyzes specific word choice that shape point of view	Student does not explain or analyze specific words in the text.	Student explains the importance of specific words, or what they mean, but does not analyze how they shape point of view.	Student analyzes specific words that shape Madison's point of view.	Student analyzes specific words that shape Madison's point of view. Students connects chosen words to the explanation of point of view.