Curriculum Sample Template
Max. 8 Pages

Grade Level	9	**Content Area**	Reading
Course Title (grades 9-12 Only)	Humane Letters		
Expected Prior Knowledge *The knowledge/skills mastered earlier in the year foundational to the mastery of the required Standard in the current sample.*	Students will already have practiced Socratic seminar techniques and will have spent significant time outlining, discussing, and analyzing the Constitution. Specific to this lesson, students will have extensively studied the Constitutional era including the background of the Federalist and Democratic-Republican philosophies.		
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.*	The Socratic method as outlined and described by The Great Books program and Michael Strong's text *The Habit of Thought* will be implemented throughout the lesson.		
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.9 Grade: 9 Strand: Reading Standards for Informational Text (RI) Cluster: Integration of Knowledge and Ideas Standard: #9 - Analyze seminal U.S. documents of historical and literary significance (e.g., Washington's Farewell Address, the Gettysburg Address, Roosevelt's Four Freedoms speech, King's "Letter from Birmingham Jail"), including how they address related themes and concepts.		
Materials/Resources Needed	Copies of the Constitution, *Marbury v. Madison,* the Judiciary Act of 1789 (excerpts), and an excerpt from *Fletcher v. Peck*.		

**** 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).*

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Lesson (add as needed)	**Instructional Strategies**	**Student Activities**
1	This is a four day curriculum sample. Day 1 The teacher will review the Constitution with students, paying particular attention to Article III noting the absence of "judicial review" as an essential function of the Supreme Court. The teacher will also introduce the complex political background of the case.	Students will read the original text of *Marbury v. Madison* for homework the night before they conduct seminar discussions.
2	Day 2 The teacher will begin seminar by asking students to read large segments of the case aloud in order to check for understanding of basic concepts and vocabulary. (Vocabulary will be noted as part of the ongoing creation of vocabulary lists.) The teacher will then ask students to compile their notes from the previous night's reading into a cohesive reflection written in their journals. As students share their reflections, the teacher will take note of key ideas and questions on the whiteboard. (Anticipating that students will have questions regarding the Judiciary Act of 1789, copies of the relevant passages will be distributed and briefly discussed as needed.)	**Summative Assessment #1**: Students will take a reading quiz. Students read selections of *Marbury v. Madison* aloud. Students will spend 20 minutes writing reflections upon their reading and noting important questions they have. Students will then gather in small groups for 15-20 minutes to share their reflections and hone their questions and observations of the text. These small groups will then reconvene into the full seminar group and students will share their observations and questions with the class.

	After 20 minutes of preliminary discussion, the teacher will formulate a seminar question based upon student observations and questions. The question should seek to address as much as possible the collected data, but should also focus on the issues of Supreme Court power and checks and balances.	Student homework will include preparing preliminary responses to the seminar question.
3	Day 3 The teacher will facilitate a full seminar discussion in which students will be expected to analyze John Marshall's reasoning for the principle of judicial review while using Constitutional evidence to support or refute claims.	**Summative Assessment #2**: Students will engage in a full Socratic seminar for 60-90 minutes. As much as possible, the students should address each other and not the teacher, and should use textual evidence to support their claims and arguments.
4	Day 4 Summative Assessment	**Summative Assessment #3**: Students will write an in-class essay individually evaluating Fletcher v. Peck using the judicial review principles from *Marbury v. Madison* particularly noting the political background, the major issues, reasoning underlying the ruling, and broader implications of the decision. Students should be sure to include observations concerning the related themes and concepts between the ruling and the Constitution.

Summative Assessment Items: *Attach here.* For each summative assessment item, include an answer key or scoring rubric describing how points are to be awarded.

Summative Assessment #1: Reading Quiz

1. Who was Marbury?
2. What was Marbury asking John Marshall to issue?
3. Which Article and section of the Constitution were at issue?
4. What sort of jurisdiction did Marshall first have to establish for the case?
5. What law was specifically at issue?
6. Did Marshall believe that Marbury should get his appointment?

Answer Key and Scoring Rubric:
Each question is worth 2 points

1. Marbury was suing to receive his appointment as a Justice of the Peace for Washington, D.C.
2. Writ of Mandamus.
3. Article III, section 2.
4. Original jurisdiction.
5. Judiciary Act of 1789.
6. Yes, but he was powerless to force the Secretary of State to deliver it.

Total Points Possible: 12
Mastery: 10 (≈85%)

Summative Assessment #2:

Summative Assessment #2 represents an activity that is approved and used by the top liberal arts academies in the Phoenix area. It is designed to be aligned with the philosophy of the school and fulfill the mission of the Socratic Method which requires the active engagement of students with each other even though they may be evaluated independently. Furthermore, this style of evaluation is cross-aligned with the evaluation system used in other classes at the school, particularly Science and Math, in order to create a consistency across the entire curriculum.

The teacher will track the seminar discussion according to the form below and will award overall grades for the day according to the rubric that follows:

Humane Letters

Seminar Summary and Evaluation Notes

Date: Text: Question(s) Posed:

Name	**Relevant Participation**	**Effective Textual Use**	**Peer Interaction**	**Civil Discourse**	**Additional Comments**
Student #1					
Student #2					
Etc.					

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	1	2	3	4
Relevant Participation	Student rarely speaks and does not contribute meaningfully to the conversation.	Students speaks infrequently, but the quality of comments is fairly good.	Students speaks moderately frequently and offers analysis that keeps the conversation moving positively.	Student speaks frequently without dominating the conversation and offers crucial insight that engenders further analysis from others.
Effective Use of Text	Student rarely uses the text as a basis for seminar contributions.	Student uses the text occasionally, but should anchor comments and analysis more directly in textual evidence.	Student often uses the text to support analysis.	Student consistently use the text as a basis for analysis and supports all claims exceptionally well.
Peer Interaction	Student does not engage in discussion with peers.	Student seems more comfortable speaking directly to the teacher and not with peers.	Student generally speaks to peers, but occasionally looks to the teacher for affirmation.	Student speaks directly to peers and rarely to the teacher, except when necessary.
Civil Discourse	Student is generally disrespectful of peers.	Student is respectful but can be prone to showing momentary irritation, hostility, or condescension.	Student is generally polite and respectful.	Student is exceptionally courteous and respectful even during debates and disagreements.

Total Points Possible: 16
Mastery: 14 points (≈85%)

The teacher will average the various numbers for the day to assign an overall seminar grade and will use notes from the discussion to write narrative evaluations (report cards) at the end of the trimesters. These evaluations will be used as the basis for parent-teacher conferences and should reflect as much as possible the exact nature of student participation.

Summative Assessment #3: In-class essay. Students will read an excerpt from *Fletcher v. Peck* and respond in writing to the following question: Explain how the issue of judicial review is important to the case *Fletcher v. Peck*. Is judicial review applied appropriately in your opinion? Does *Fletcher v. Peck* accurately and appropriately use principles from the Constitution?

	1	2	3	4
Evaluation of the case and its arguments	Student evaluation does not demonstrate understanding of the case and argument.	Student evaluation demonstrates limited understanding of the case and arguments.	Student evaluation demonstrates understanding of the case and arguments.	Student evaluation demonstrates remarkable understanding of the case and arguments.
Related Constitutional themes and concepts	Student briefly mentions constitutional themes and concepts but fails to examine them analytically.	Examination/analysis of Constitutional themes and concepts is limited.	Constitutional themes and concepts are examined/analyzed appropriately.	Constitutional themes and concepts are examined/analyzed with thoughtful consideration.
Student argument	The student's argument contains serious logical flaws.	The student's argument is plausible but illogically presented.	The student's argument is reasonably presented but contains some logical flaws.	The student's argument is well-developed and logical.
Text use	The student does not use textual evidence effectively.	The student uses some textual evidence but ineffectively.	The student uses textual evidence.	The student uses textual evidence effectively throughout the essay
Grammar and style	The essay contains numerous grammatical errors and is not clearly written.	Grammatical errors detract from the clarity or the essay and the style is somewhat unclear.	The essay has some minor grammatical errors but overall is written clearly.	The essay has few, if any, grammatical errors and an exceptionally clear and elegant style.

Total Points Possible: 20
Mastery: 17 points (85%)

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