Curriculum Sample Template
Max. 8 Pages

Grade Level	10	**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 have acquired advanced techniques for conducting a Socratic seminar and will have extensive experience with the five-paragraph essay format in terms of logic and grammar. Students will also have an advanced understanding of close reading techniques as defined by the Great Books method. Specific to this lesson, students will have studied English history up through the end of the 17th century as well as principles of English Constitutionalism and their relationship to the American Constitution.		
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.*	10.RI.4 Grade: 10 Strand: Reading Standards for Informational Text (RI) Cluster: Craft and Structure Standard: #4 - Determine the meaning of words and phrases as they are used in a text, including figurative, connotative, and technical meanings; analyze the cumulative impact of specific word choices on meaning and tone (e.g., how the language of a court opinion differs from that of a newspaper).		
Materials/Resources Needed	Copies of John Locke's *Second Treatise of Government* – especially Chapter 5 "Of Property" Copies of the Constitution of the United States Copies of Virginia Colony's "Incentive of the Land: Instructions to George Yeardly" (1618)		

**** 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 English history and English Constitutionalism in the years just prior to the publication of Locke's *Second Treatise*. Together, the teacher and students will read the first four short chapters of Locke's text by way of introduction.	Students will discuss Locke's concept of "the state of nature" and "the state of war" from the introductory chapters. For homework, students will read Chapter 5 – "Of Property."
2	Day 2 Following the quiz which will be graded by students in class, the teacher will begin class by asking students if they have any questions of clarification or vocabulary inquiries. (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 following small group discussions, the teacher will take note of key ideas and questions on the whiteboard. The teacher will then pose a comprehensive question based on student observations and incorporating an analysis of the word "property" and facilitate a full seminar.	**Summative Assessment #1**: Students will begin class with a reading quiz. Students will spend 20 minutes individually 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 – paying particular attention to the meaning of the term "property." These small groups will then reconvene into the full seminar group and students will share their observations and questions with the class. Students will independently conduct a 40 minute seminar discussion. The teacher will only intervene as necessary. For homework, students will be asked to review the Constitution in terms of its treatment of the concept of property.

3	Day 3 The teacher will facilitate a 90 minute seminar concerning the figurative, connotative, and technical meanings of the term "property" in Locke's *Second Treatise* and the Constitution of the U.S. The teacher will ensure that students examine the development of the term both within Locke's text, and in comparison to the Constitution.	**Summative Assessment #2**: Seminar. Students will largely conduct the seminar themselves with occasional guidance and correction from the teacher. As much as possible, the students should address each other and not the teacher, and should use direct textual evidence to support their claims and arguments. Students should note the differences between Locke's philosophical approach to the concept of property and the Constitution's multi-variant uses of the term in practical legal applications.
4	Day 4 **Summative Assessment #3**	**Summative Assessment #3**: Students will write an in-class essay applying Chapter 5 of John Locke's *Second Treatise* to a selected document from the early colonial period in terms of the figurative, connotative, and technical meanings of the word "property."

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. Locke begins with the premise that all that nature provides is given to men in what condition?
2. Locke further asserts that "man has property in his own person." Specifically, what does man possess that no other person may claim?
3. How does Locke suggest that property held in common becomes personal property?
4. What limit does Locke suggest should be placed upon man's acquisition of property?
5. According to Locke, although nature provides property in common originally, what does man have an obligation to do?
6. According to Locke, what accounts for the differences in value of property?

Answers (each worth 2 points):

1. In common, as common property.
2. His labor.

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3. Through the exertion of individual labor to acquire property originally held in common.
4. No man should acquire property beyond his ability to use it. Man should not accumulate property that will spoil because he cannot use it himself.
5. Man is obligated to cultivate and use property in common such that it does not turn to spoilage.
6. Differences in amounts of labor exerted to attain that property.

Total points possible: 12
Mastery: 10 points (≈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

Date: Text:
Question(s) Posed:

Name	Relevant Participation	Effective Textual Use	Peer Interaction	Civil Discourse	Additional Notes
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 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 exam. Students will read an excerpt from the Virginia Colony's "Incentive of the Land: Instructions to George Yeardly" (1618) and respond in writing to the following: Is John Locke's definition of property consistent with the way in which the Virginia Colony dealt with "headrights" and land distribution/ownership? In what ways is the Constitution an

inheritor of the early colonists' understanding of "property rights"? In your responses, be sure to clearly identify denotation and connotation of the term property within its context.

	1	2	3	4
Understanding of Locke's technical definition	Student restates Locke's definition of property, but does not demonstrate an understanding of it.	Student demonstrates basic understanding of Locke's definition of property.	Student has an advanced understanding of Locke's definition and is able to explain it thoroughly.	Student has a complex understanding of Locke's definition of property and is not only able to explain it, but to use it in various contexts.
Constitutional application of the term "property"	Student mentions constitutional use of the term "property" but fails to apply or analyze if.	Application and analysis of the Constitutional use of "property" are limited.	Application and analysis of the Constitutional use of "property" are well developed.	Student clearly presents the Constitutional use of the term "property" and is able to distinguish it from Locke's definition in an advanced and thoughtful manner.
Student arguments	The student's arguments contain serious logical flaws.	The student's arguments are plausible but illogically presented.	The student's arguments are reasonably presented but contains some logical flaws.	The student's arguments are well-developed and logical.
Text use	The student does not use textual evidence effectively.	The student uses some textual evidence but very 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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