Curriculum Sample Template
Max. 8 Pages

Grade Level	12	**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 mastered both the techniques for conducting a Socratic seminar and 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 an advanced understanding of the political philosophies of the Enlightenment as well as of American civics.		
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.*	12.RI.4 Grade: 12 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 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	Copies of Montesquieu's *Spirit of the Laws,* specifically volume 1. Copies of Machiavelli's *The Prince* (studied in previous years) Copies of Federalist #68		

**** 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 five day curriculum sample Day 1 The teacher will review Enlightenment era political theory particularly including works by Locke, Hobbes, Hume, and Voltaire. The teacher and students will read introductory material to Montesquieu's biography and text *Spirit of the Laws* together.	Students will discuss the major political themes of the Enlightenment including the idea that politics, like the natural world, could be approached scientifically. For homework, students will read excerpts from volume 1 of Montesquieu's *Spirit of the Laws*, including especially his exploration of executive power.
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 concept of "executive power" before facilitating a full seminar.	**Summative Assessment #1**: Students will take 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 "executive power" as defined by Montesquieu. These small groups will then reconvene into the full seminar group and students will share their observations and questions with the class. **Summative Assessment #2**: Students will independently conduct a 40 minute seminar discussion. The teacher will only intervene as necessary.

		For homework, students will be asked to review and list ideas related to executive power that they acquired in previous Humane Letters classes and the 11th grade Civics class.
3	Day 3 The teacher will facilitate a 90 minute seminar concerning the figurative, connotative, and technical meanings of "executive power" as used by Montesquieu in *Spirit of the Laws*. The teacher will ensure that students examine the development of the term both within Montesquieu's text and with respect to their experience with the term in previous classes.	**Summative Assessment #3**: 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 particularly highlight those ideas of executive power that defy expectations or which enhance their previous understanding of the term. For homework, students will be asked to review selections from *The Prince* which will have been studied in 10th grade Humane Letters.
4	Day 4 The teacher will pose the seminar question, "Given Montesquieu's explanation of executive power, how would he likely evaluate Machiavelli's vision of executive power in *The Prince*?"	**Summative Assessment #4**: Students will independently conduct a 90 minute seminar in which they will address each other using textual evidence as the focus of discussion and evaluation of ideas related to the figurative, connotative, and technical meanings of "executive power" contained in both texts.
5	Day 5 Summative Assessment	**Summative Assessment #5**: Students will write an in-class essay individually evaluating the excerpt of Montesquieu's *Spirit of the Laws* in terms of the figurative, connotative, and technical meanings of "executive power."

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. According to Montesquieu, what are the three sorts of power?
2. When can there be no liberty?
3. Which governments have less liberty, generally, than monarchies like that of France?
4. To prevent the executive from being able to oppress, what should be the condition of the army?
5. What does Montesquieu suggest is the best method for preventing one power from overwhelming another?

Answer Key:

1. The legislative; the executive, in respect to things dependent on the law of nations; and the executive, in regard to things that depend on the civil law. (6 points)
2. When the executive and legislative power is in the same person. (2 points)
3. Republics of Italy. (2 points)
4. It should be comprised of the people – not mercenaries. (2 points)
5. Checks and balances (2 points)

Total points possible: 14
Mastery: 12 points (≈85%)

Assessment #2, #3, and #4:

Summative Assessments #2, #3, and #4 represent activities that are approved and used by the top liberal arts academies in the Phoenix area. They are 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					
Student #3					
Etc.					

	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.	Student 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 uses 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	Student generally speaks to peers, but occasionally looks to the	Student speaks directly to peers and rarely to the teacher, except when

		and not with peers.	teacher for affirmation.	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 #5: In-class essay exam. Students will read Federalist #68 and respond in writing to the following: Given Montesquieu's development of the concept of "executive power," is it consistent with Alexander Hamilton's understanding of the executive in Federalist #68? To what extent might Hamilton be described as "Machiavellian"? Be sure to address the figurative, connotative and technical meanings of the term "executive" in your response.

	1	2	3	4
Understanding of Use and Refinement of "Executive Power" within Montesquieu's text	Student does not understand the use and refinement of terms in Montesquieu's text.	Student demonstrates basic understanding of the use and refinement of terms.	Student demonstrates an advanced understanding of Montesquieu's use and refinement of terms.	Student has a complex understanding of "executive power" and uses it effectively in various contexts.
Comparison of Montesquieu to Machiavelli	The student does not demonstrate a clear understanding of the differences in meaning of "executive power" between the two texts.	Student demonstrates a basic understanding of the differences in technical meanings of "executive power" between texts.	Student demonstrates an advanced understanding of the connotations and denotations of "executive power" in both texts and is able to clearly explain the differences.	Student demonstrates a complex and creative understanding of the figurative, connotative, and technical meaning of "executive power" in both texts, and is able to apply that understanding in various contexts.
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 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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