Curriculum Sample Template
Max. 8 Pages

Grade Level	11th Grade	**Content Area**	English Language Arts (Reading)
Course Title (grades 9-12 Only)	English 5-6		
Expected Prior Knowledge *List the knowledge/skills mastered earlier in the year foundational to the mastery of the Required Standard(s).*	Students are expected to have prior knowledge of and/or skills mastered to: **11.RI.1:** Cite strong and thorough textual evidence to support analysis of what the text says explicitly as well as inferences drawn from the text, including determining where the text leaves matters uncertain. **11.RI.2:** Determine two or more central ideas of a text and analyze their development over the course of the text, including how they interact and build on one another to provide a complex analysis; provide an objective summary of the text. **11.RI.3:** Analyze a complex set of ideas or sequence of events and explain how specific individuals, ideas, or events interact and develop over the course of the text. **11.L.6:** Acquire and use accurately general academic and domain-specific words and phrases, sufficient for reading, writing, speaking, and listening at the college and career readiness level; demonstrate independence in gathering vocabulary knowledge when considering a word or phrase important to comprehension or expression.		
Alignment to Program of Instruction *Describe how the methods of instruction found in this sequence of lessons that align to the Program of Instruction described in the application package.*	English Language Arts (Reading) lessons focus on vocabulary acquisition, reading analysis, and writing in multiple modes. Direct Instruction includes lecture (structured overview, review); small-group (peer partners); and teacher-directed (read aloud) learning activities. Formative assessments include didactic questioning, summaries and reflections, Cornell Notes and graphic organizers, and collaborative activities. Summative assessments designed for student mastery of content.		
Standard Number* and Description *The standard number and description of the Required Standard(s) being instructed and assessed to mastery in the curriculum sample.*	11.RI.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 *List all items the teacher and students will need for the entire sequence of instruction (excluding common consumables).*	Reading Selections *from* "The Prince" (Treatise by Niccolò Machiavelli); "Words and Behavior" (Essay by Aldous Huxley); *from* "Utopia" (Commentary by Sir Thomas More); Speech before the Spanish Armada Invasion (Speech by Queen Elizabeth I) Dictionary, Thesaurus		

* ***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**	**Student Activities**
1	**Informational Text: *from* "The Prince"** Purpose and Perspective (1) Teacher will present a structured overview of the background of the author Niccolò Machiavelli. (2) Teacher will select students to read aloud and prompt students to determine the meaning of figurative, connotative and technical words and phrases used in selection. (3) Teacher will present a structured overview of the strategy to analyze how an author uses and refines the meaning of a key term or terms over the course of a text (Sender-Reader Relationship, Message, Emotional Appeals, Logical Appeals, and Language).	(1) Students will prepare a graphic organizer of figurative, connotative, and technical words and their meanings used in the selection. (2) Students will prepare a SMELL graphic organizer (Sender-Reader Relationship, Message, Emotional Appeals, Logical Appeals, and Language) to analyze how the author uses and refines the meaning of *power* over the course of a text. (3) **Summative Assessment**: Students will complete *from* The Prince Quiz.
2	**Informational Text: "Words and Behavior"** (1) Teacher will present a structured overview of the background of the author Aldous Huxley. (2) Teacher will select students to read aloud and prompt students to determine the meaning of figurative, connotative and technical words and phrases used in selection. (3) Teacher will present a review of the strategy to analyze how an author uses and refines the meaning of a key term or terms over the course of a text (Sender-Reader Relationship, Message, Emotional Appeals, Logical Appeals, and Language).	(1) Students will prepare a graphic organizer of figurative, connotative, and technical words and their meanings used in the selection. (2) Students will prepare a SMELL graphic organizer (Sender-Reader Relationship, Message, Emotional Appeals, Logical Appeals, and Language) to analyze how the author uses and refines the meaning of *power* over the course of a text. (3) **Summative Assessment**: Students will complete Words and Behavior Quiz.
3-4	**Text Analysis: Meaning and Perspective** (1) Teacher will present a structured overview of process for preparing a compare and contrast essay to analyze how the meaning of a key team or terms is used and refined over the course of a text.	(1) **Summative Assessment**: Students will prepare a compare and contrast essay to analyze how *power* is used and refined by Niccolò Machiavelli in "The Prince" and Aldous Huxley in "Words and Behavior".

5	**Informational Text: *from* "Utopia" and Speech Before the Spanish Armada Invasion** (1) Teacher will review the process for preparing extended response questions.	(1) Students will read *from* "Utopia" by Sir Thomas Moore and "Speech before the Spanish Armada Invasion" by Queen Elizabeth I. (2) Students will prepare a SMELL graphic organizer for *from* "Utopia" by Sir Thomas Moore and "Speech before the Spanish Armada Invasion" by Queen Elizabeth I. (3) **Summative Assessment**: Students will complete Extended Response Questions using their SMELL graphic organizer to analyze how each views the subject of power exercised over their people.

Summative Assessment Items and Scoring: *Below, provide at least three Summative Assessment items that together accurately measure student mastery of the application of the content and/or skills as defined by the grade-level rigor in the Required Standard(s). For each assessment item, provide an answer key or scoring rubric which clearly describes how assessment items are to be scored and how points will be awarded, such that mastery of the application of the content and/or skills as defined by the grade-level rigor in the Required Standard is clearly demonstrated by an acceptable score.*

(1) ***from* "The Prince" Quiz:** Assessment is scored on a 25 point scale, each question is worth 5 points and partial credit may be given for question #5. Students will score 20 out of 25 points (80%) to demonstrate mastery.
(2) **Words and Behavior Quiz:** Assessment is scored on a 25 point scale and each question is worth 5 points. Students will score 20 out of 25 points (80%) to demonstrate mastery.
(3) **Compare and Contrast Essay ("The Prince" by Niccolò Machiavelli & "Words and Behavior" by Aldous Huxley):** Assessment is scored on a 5-point rubric scale for analysis and synthesis of informative texts. Students will score 8 out of 10 (80%) to demonstrate mastery.
(4) **Extended Response Questions (*from* "Utopia" by Sir Thomas More & Speech Before the Spanish Armada Invasion by Queen Elizabeth I):** Assessment is scored on a 35 point scale, each question is worth 5 points and partial credit may be given for questions #3 and #7. Students will score 28 out of 35 points (80%) to demonstrate mastery.*

*assessment independent from instruction

For the summative assessment items indicated above, partial credit will be awarded as follows:

5 points for correct answer supported with clear and detailed definitions, evidence and/or explanation.
4 points for correct answer supported with MOSTLY clear and detailed definitions, evidence and/or explanation.
3 points for correct answer supported with SOME clear and detailed definitions, evidence and/or explanation.
2 points for correct answer supported with no definitions, evidence and/or explanation.
1 point for incorrect answer supported with definitions, evidence and/or explanation.
0 points for incorrect answer supported with no definitions, evidence and/or explanation.

from "The Prince" Quiz

Score: _____

Complete the following sentences.

1. According to Machiavelli, the efforts of a man who is moral and good in everything will:
2. According to Machiavelli, to keep an army united and committed to its duty a prince must have:
3. According to Machiavelli, if a prince conquers and maintains the state, the people will:
4. According to Machiavelli, a good ruler will maintain power:
5. In the following passage, identify and define three words with a positive connotation and three words with a negative connotation.

   "Thus one is considered liberal, another . . . miserly; . . . one a free giver, another rapacious; one cruel, another merciful; one a breaker of his word, another trustworthy; one effeminate and pusillanimous, another fierce and high-spirited; one humane, another haughty; one lascivious, another chaste; one frank, another astute; one hard, another easy; one serious, another frivolous; one religious, another an unbeliever, and so on."

Answer Key

1. …result in grief because the majority of men are not good.
2. …a reputation for cruelty.
3. …praise and honor the means by which he does so.
4. …by whatever means necessary including harming his subjects.
5. Positive connotations: liberal, free giver, merciful, trustworthy, fierce and high-spirited, humane, chaste, astute, easy, serious, religious
   Negative connotations: miserly, rapacious, cruel, breaker of his word, effeminate and pusillanimous, haughty, lascivious, frank, hard, frivolous, unbeliever. Definitions will vary.

Words and Behavior Quiz

Score: _____

Complete the following sentences.

1. According to Huxley, personification is used to promote war because:
2. According to Huxley, labeling groups of people encourage violence because:
3. According to Huxley, the use of the term *force* to describe aggression in warfare is deceptive because:
4. According to Huxley, moral behavior means:
5. Explain the author's meaning of the following:
   a. ignorance is a person's best excuse
   b. the greatest temptation people face is to run away from reality

Answer Key

1. …it is easier to feel violent emotions toward a single, evil person than toward something abstract, like a nation.
2. …negative labels are used to turn individuals into representatives of something bad or evil and people can justify destroying evil, more than they can justify killing individuals.
3. …the word is often applied to situations where no physical violence is involved as when parents "force" children to behave properly.
4. …the ability to think correctly.
5. (a) Ignorance allows people to do what they wish even though they know that the action is wrong or inappropriate.
   (b) People would rather not take responsibility for the perpetuation of violence or the categorizing of humans.

ELA-Reading-11th
Compare and Contrast Essay
("The Prince" by Niccolò Machiavelli & "Words and Behavior" by Aldous Huxley)

Prepare an essay analyzing how the authors define *power* as a means to rule or lead and synthesize their perspectives in relation to the outcomes of the use of power. Textual evidence, specific details and relevant examples should support your analysis. Use the graphic organizers as your planning/prewriting documents.

Compare and Contrast Essay Rubric

Standard	Score	Description
Analyze meaning & perspective from informational texts (11.RI.4)	5	Introduction indentifies the documents in an engaging way; key points are thoroughly supported with well-chosen details, quotations, and examples from the documents; closing synthesizes the ideas, summarizes the analysis, and offers powerful observations about the documents.
	4	Introduction identifies the documents effectively; key points are effectively supported with well-chosen details, quotations, and examples from the documents; closing synthesizes most ideas, summarizes the analysis, and restates an interesting observation about the documents.
	3	Introduction identifies the documents but could be more engaging; most key points are supported with relevant details, quotations, and examples from the documents; closing synthesizes a few ideas and summarizes most of the analysis, but it doesn't provide an original insight.
	2	Introduction identifies the documents adequately but not interestingly; some key points are supported with relevant details, quotations, and examples from the documents; closing gives an incomplete summary of the analysis.
Score: _____	1	Introduction identifies the documents, but the focus is unclear; textual evidence in support of the key points is missing or unrelated to same; closing lacks a summary of the analysis.

Synthesize meaning & perspective from informational text (11.RI.4)	5	Insightful discussion of similarities and differences between the documents accompanied with relevant evidence; key connections are thoroughly supported with well-chosen details, quotations, and examples; similar and opposing ideas are identified and discussed with impact.
	4	Original discussion of similarities and differences between the documents accompanied with evidence; key connections are effectively supported with well-chosen details, quotations, and examples; similar and opposing ideas are identified and discussed in an interesting way.
	3	Analysis clearly states similarities and differences, but could use more evidence; most key connections are supported with relevant details, quotations, and examples; similar and opposing ideas are identified, but not discussed with original insight.
	2	Analysis states similarities and differences, but lacks sufficient evidence; some key connections are supported with relevant details, quotations, and examples; similar and opposing ideas are identified, but not discussed.
Score: _____	1	Analysis lack adequate similarities and differences and/or specific evidence; textual evidence in support of key connections is missing or unclear; similar and opposing ideas are not identified.

ELA-Reading-11th
Extended Response Questions
(*from* "Utopia" by Sir Thomas More & Speech Before the Spanish Armada Invasion by Queen Elizabeth I)

Provide a response to the questions that address the meaning and perspective of the authors on the subject of power exercised by leaders over their people. Responses should cite specific textual evidence in support of your answers.

1. Identify the two analogies of kings that appear in the excerpt from Utopia.
2. Sir Thomas More uses numerous rhetorical devices in paragraph two to dispute the view that keeping one's subjects in poverty will guarantee peace. How are those questions intended to affect the reader?
3. What does Sir Thomas More seem to believe about people who are very poor? Cite evidence to support your answer.
4. Why was it important for Queen Elizabeth I to show strong leadership in her speech?
5. Identify the advice in Queen Elizabeth I's speech that indicates some people did not want her to make the speech?
6. Why did Queen Elizabeth I ignore that advice?
7. Which selection conveys a greater sense of responsibility in the use of power over their people? Cite evidence to support your answer.

Answer Key

1. The first analogy compares an effective king to a shepherd. The second compares an ineffective king to an incompetent doctor and abused subjects to beggars.
2. The intent of those questions is to draw the reader into the argument. Even though he does not wait for the reader's answers to the questions, he makes the reader think about how he or she would answer them. However, the phrasing of the questions makes the expected answers evident, and those answers build one upon another to discredit what he sees as the philosophy of an incompetent king.
3. More seems to believe that people who are very poor are likely to cause civil strife. He supports this conclusion with his statements that beggars quarrel; that their discontent makes them eager for revolution; and that those with nothing to lose will do anything, no matter how upsetting, to better their situation.
4. The purpose of the speech was to prepare the English forces to battle a much larger invasion force from Spain. Elizabeth I needed to present herself as a strong leader in the speech so that she could unify and inspire her listeners.
5. The opening sentence refers to that advice; Elizabeth I says that some who feared for her safety tried to persuade her not to appear before "armed multitudes"—in other words, they feared that she might be assassinated.
6. She says that she ignored that advice because she trusts her subjects.
7. Answer will vary. Logical responses should be supported with textual evidence.