**Curriculum Sample Template**
Max.8Pages

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| **Grade Level** | 12 | **Content Area** | English |
| **Course Title** (grades9-12Only) | English 12 | | |
| **Expected Prior Knowledge**<br>*The knowledge/skills mastered earlier in the year foundational to the mastery of the required Standard in the current sample.* | Students have completed a literary unit on the American Dream including The Great Gatsby and Death of a Salesman. Students are able to analyze texts and document support for various theses. They are familiar with the principals in the US Constitution They have a basic understanding of the need to verify the validity of such documents, and are familiar with basic research procedures. In addition, they are experts in figurative, connotative and technical meanings of words. | | |
| **Alignment to Program of Instruction**<br>*Briefly outline methods of instruction found in this sequence of lessons that align to the Program of Instruction described in A.3.* | As project based learning is a key feature in the school's mission, students will apply knowledge gained in English to complete projects and solve real world issues, and some may even be cross curricular. Lessons are aligned to both the program of instruction and common core standards by scaffolding knowledge, engaging students and requiring them to use higher depths of knowledge to demonstrate mastery and solve real world problems. | | |
| **Standard Number and Description**<br>*List the Number* and full description for the required Standard.* | 12.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).<br><br>12.W. 3 - Write narratives to develop real or imagined experiences or events using effective technique, well-chosen details, and well-structured event sequences. a. Engage and orient the reader by setting out a problem, situation, or observation and its significance, establishing one or multiple point(s) of view, and introducing a narrator and/or characters; create a smooth progression of experiences or events. b. Use narrative techniques, such as dialogue, pacing, description, reflection, and multiple plot lines, to develop experiences, events, and/or characters. c. Use a variety of techniques to sequence events so that they build on one another to create a coherent whole and build toward a particular tone and outcome (e.g., a sense of mystery, suspense, growth, or resolution).d. Use precise words and phrases, telling details, and sensory language to convey a vivid picture of the experiences, events, setting, and/or characters. e. Provide a conclusion that follows from and reflects on what is experienced, observed, or resolved over the course of the narrative. | | |
| **Materials/Resources Needed** | Materials/Resources Needed: Notes and papers from the earlier American Dream unit, Brown v. Board of Education in PBS' The Supreme Court YouTube Video; copies of the ruling Brown V. the Board of Education, Socratic Seminar Rubrics and Reflections, highlighters, computers, and Google Docs.<br><br>**Page URL:** http://www.ourdocuments.gov/doc.php?doc=87&page=transcript | | |

****Standard Number**: For English Language Arts(ReadingandWriting),useGrade,Strand,Standard(e.g.,3.RI.2).ForK- 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) | Instruction | Student Activities |
|---|---|---|
| **1** | **Objective: SWBAT analyze a Supreme Court Ruling to determine if its content has any impact on the right of citizens to pursue the American Dream.**<br><br>Teacher leads a review of background information on the American Dream and presents brief viewing of a video concerning the Supreme Court case in *Brown v. Board of Education*. Teacher provides a Seminar Rubric and models the questioning technique that students will use in a Socratic Seminar concerning the case and its impact on the American Dream. In addition, instruct students to find interpretations of "separate but equal and equality". Students are divided into groups and given copies of the ruling and highlighters to select information that supports the students' determination. Teacher circulates to provide guidance and give feedback. Groups share one example of selected documentation with the class. Next, assign a journal entry: Based on the articles you analyze today, what does equality mean? The teacher passes out a reflection on student participation in the Seminar as a Ticket Out Activity. | Students review their notes on the American Dream. Students view video of a Supreme Court ruling, writing notes on the effect the ruling could have had on the pursuit of the American Dream. Students take notes on questioning procedure for the Socratic Seminar and review the rubric handout. Students participate in the seminar. Groups of students read copies of the Supreme Court ruling, highlighting supporting information. Also, they will track evidence of the words "separate but equal" and "equality". Students discuss in groups the information they have collected, selecting one example to share with the class. Next, complete journal entry on equality. Students discuss selected examples and complete the reflection of the Socratic Seminar in a Ticket Out Activity. |
| **2** | **Objective: Given a particular role (defense, prosecution, social protesters, historical figures who may be bystanders, journalists, or any other position that may be pertinent), SWBAT complete a research report in which they write informative/explanatory texts to examine and convey complex ideas, concepts, and information clearly and accurately through the effective selection, organization, and analysis of content**<br>The teacher reviews the information from yesterday's Socratic Seminar and the information students provided from the ruling. Then, lead a See-No Say activity for the word integration. Each group will give their own interpretation based on modern definitions. Roles are distributed for the research report students will create. Teacher leads a discussion on how to obtain information on daily life in 1954 for the roles involved. They should examine how their topic viewed integration based on definitions from the time period. Teacher circulates in computer lab while students research for their role. Students select three quotes from the ruling that they will include in their report. | Students review content from Socratic Seminar and Supreme Court ruling in groups of three. In their groups, they will come up with a definition and gesture for the word "integration" in a see no say activity based on modern definitions. Students receive their roles from the following choices: defense, prosecution, social protesters, historical figures who may be bystanders, journalists, or any other position that may be pertinent for the ruling research report. Next, they participate in a research project, their first summative assessment concerning daily life for their role in 1954, receiving guidance for their research if necessary. They will look at the word integration and track its meaning based on their role and definitions from the time period. Once students have selected enough material to describe a "day in the life," students must select three quotes from the ruling to include in their paper, and provide support for those choices in an essay. Next, they will complete a journal entry, creating a Venn diagram comparing integration in the modern world to their topic's interpretation of integration. |

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| 3 | **Objective: Based on their "Day in the Life Report", SWBAT present their findings to the class.**<br><br>Facilitate and ask informal questions as students present their topic to the class. Next, hand out a quiz for a second summative assessment for this unit, which assesses their ability to evaluate the meaning of a word in an article. Monitor as students take the exam. | Students will have time to review their papers. Next, they will take turns presenting to the class, grading each other based on the assignment rubric. Finally, they will take a second summative assessment quiz based on article analysis. |
| **4** | **Objective: After analyzing a text, SWBAT apply the constitutional amendments to the court case, *Brown v. Board of Education*, in a summative assessment.**<br><br>Hand out the third summative assessment. Facilitate and monitor as students use their knowledge of the court case, *Brown v. Board of Education*, to answer the questions on the assessment. | Students will take their third and final summative assessment for this unit. |

***Paste Summative Assessment Here:***

1. ***Day in the Life Project:***

For this unit, you will be participating in a research simulation in which you take on the role of a particular person in the 1950's. As this person, you will research their life and, using the court ruling in *Brown vs. Board of Education* that we studied in class, you will select three pieces of evidence from this case to support the life of your topic. Specifically, you will be examining the word "integration" and what it meant to different parties in the 1950's.

The topics are as follows:

- Defense attorney
- Prosecution
- social protesters
- historical figures who may be bystanders
- journalists,
- any other position that may be pertinent for the ruling research report (Must be approved by teacher)

Your research must include the following aspects

1. A full narrative of the daily life your person would encounter—based on gender, race, etc—be realistic to the time period and the rights people had. This will require research.
2. Evaluate and describe the court case and "integration" from your topic's perspective.
3. Evaluate and synthesize how your topic would interpret integration in terms of this case
4. Determine how this ruling would benefit or harm your topic
5. Use at least three pieces of evidence to support your topic's viewpoints from the case, *Brown v. Board of Education*.

Your final product will be a narrative essay addressing all of the above requirements. Use the included rubric to help shape your essay and to evaluate yourself on the process.

**2. Multiple Choice Quiz**

1. Read the following extract from the 1952 – 1954 court case "*Brown v. Board of Education,"* which dealt with the constitutionality of segregating schools by race. Then, answer the questions that follow:

> "Today, education is perhaps the most important function of state and local governments. Compulsory school attendance laws and the great expenditures for education both demonstrate our recognition of the importance of education to our democratic society. It is required in the performance of our most basic public responsibilities, even service in the armed forces. It is the very foundation of good citizenship. Today it is a principal instrument in awakening the child to cultural values, in preparing him for later professional training, and in helping him to adjust normally to his environment. In these days, it is doubtful that any child may reasonably be expected to succeed in life if he is denied the opportunity of an education. Such an opportunity, where the state has undertaken to provide it, is a right, which must be made available to all on equal terms.
>
> […] We come then to the question presented: Does segregation of children in public schools solely on the basis of race, even though the physical facilities and other "tangible" factors may be equal, deprive the children of the minority group of equal educational opportunities? We believe that it does.
>
> Segregation of white and colored children in public schools has a detrimental effect upon the colored children. The impact is greater when it has the sanction of the law, for the policy of separating the races is usually interpreted as denoting the inferiority of the negro group. A sense of inferiority affects the motivation of a child to learn. Segregation with the sanction of law, therefore, has a tendency to [retard] the educational and mental development of negro children and to deprive them of some of the benefits they would receive in a racial[ly] integrated school system. […]
>
> We conclude that, in the field of public education, the doctrine of 'separate but equal' has no place. Separate educational facilities are inherently unequal."

1. Which of the following phrases has a connotative meaning?

A. "tangibly"

B. public schools

C. 'separate but equal'

D. segregation

2. How does the term "separate but equal" have a figurative meaning as used in this document?

A. It is metaphoric, because it represents an ideal that cannot accurately be achieved

B. It is idiomatic, because everyone knew what it meant

C. It is ironic, because it is impossible to have separate facilities be equal

D. It is hyperbolic, because it is an exaggeration of what is happening

3. What other phrase in the document is an accurate technical definition for the word "Segregation"?

A. 'separate but equal'

B. 'the policy of separating the races'

C. 'Separate education facilities'

D. 'the opportunity of an education'

4. Based on context clues, how does the author define “tangibly”?

A. items that can be touched

B. materials required to attend school

C. opportunities presented to each student

D. appropriate facilities

5. Based on the context provided, what does the word “inherently” mean?

A. obviously

B. naturally

C. unavoidably

D. disastrously

**3. Constitutional Analysis:**

Using the Amendments below and your knowledge of *Brown v. Board of Education,* answer each question in complete sentences. Partial credit will not be awarded.

**AMENDMENT XIII**

Passed by Congress on 31 January 1865; Ratified 6 December 1865

*Section 1*

Neither slavery nor involuntary servitude, except as a punishment for crime whereof the party shall have been duly convicted, shall exist within the United States, or any place subject to their jurisdiction.

**AMENDMENT XIV**

Passed by Congress 13 June 1866; Ratified 9 July 1868

*Section 1*

All persons born or naturalized in the United States, and subject to the jurisdiction thereof, are citizens of the United States and of the State wherein they reside. No State shall make or enforce any law which shall abridge the privileges or immunities of citizens of the United States; nor shall any State deprive any person of life, liberty or property, without due process of law; nor deny to any person within its jurisdiction the equal protection of the laws…

**AMENDMENT XV**

Passed by Congress 26 February 1869; Ratified 3 February 1870

*Section 1*

The right of citizens of the United States to vote shall not be denied or abridged by the United States or by any State on account of race, color or previous condition of servitude…

1. Which amendment is most applicable to *Brown v. Board of Education?* You must include cited text from one of the above amendments as you explain your reasoning.

2. To which amendment can you add the word “segregation” without changing the meaning of the amendment? Explain by rewriting your chosen amendment.

3. How could these three amendments be used by the public to promote desegregation? Explain, and be sure to discuss how these amendments define equality.

4. What does ‘abridge’ mean based on the amendments? How do you know?

5. As the president of the United States, you must give a speech describing the overall effect of the court case on the public. In your speech, correctly use the words “equality”, “segregation” and “separate but equal”.

***Paste Answer Key/ Scoring Rubric Here: 1. Day in the Life Rubric***

| Category | Level 4:<br>Achieves<br>Standards at a High Level | Level 3:<br>Performance at Standard | Level 2:<br>Performance below Standard | Level 1:<br>Demonstrates Minimal Success |
|---|---|---|---|---|
| Introduction and Organization | Introduction and organization entice the reader to keep reading and prevent confusion at all levels. | Engage and orient the reader by setting out a problem, situation, or observation and its significance, establishing one or multiple point(s) of view, and introducing a narrator and/or characters; create a smooth progression of experiences or events | Introduction fails to fully engage or orient the reader; organization fails to create a smooth progression of experiences or events. | Essay lacks an introduction and/or clear organization |
| Development | Narrative techniques effectively develop experiences, events, or characters in a way that excels the standards and keeps the audience engaged. | Use narrative techniques, such as dialogue, pacing, description, reflection, and multiple plot lines, to develop experiences, events, and/or characters | Narrative techniques clearly underdeveloped or clear enough to develop experiences, events, and/or characters | Essay fails to provide appropriate development. |
| Sequence of Events | Sequences of events are varied and build on one another in a way that excels expectations and demonstrate mastery of each technique. | Use a variety of techniques to sequence events so that they build on one another to create a coherent whole and build toward a particular tone and outcome (e.g., a sense of mystery, suspense, growth, or resolution). | Minimal techniques to sequence events are used, creating confusion or inconsistency. | Sequence of events are incoherent or paper lack variety of techniques |
| Voice and Word Choice | Words and phrases are above grade level and utilize imagery to keep the reader engaged. | Use precise words and phrases, telling details, and sensory language to convey a vivid picture of the experiences, events, setting, and/or characters. | Words, phrases, details, and language fail in a majority of the paper to convey a vivid picture of the experiences, events, setting, and/or characters. | Words, phrases, details, and language fail to convey a vivid picture of the experiences, events, setting, and/or characters. |
| Conclusion | Conclusion is effective at reflection and allows the reader to make their own evaluations of the ideas presented in the narrative. | Provide a conclusion that follows from and reflects on what is experienced, observed, or resolved over the course of the narrative. | Conclusion needs significant development to demonstrate reflection and continuity from what is experienced, observed, or resolved over the course of the narrative. | Essay lacks a conclusion. |

**2. Key for Multiple Choice Quiz**

1. C
2. A
3. B
4. B
5. C

**3. Constitutional Analysis (Partial credit can be awarded if some parts of the question is answered, but is missing evidence or a complete answer)**

1. Answers vary; students can select XIV or XV; credit is awarded if student cites an amendment and explains why with evidence.
2. Answer vary, students should select one amendment and add the word segregation to it, demonstrating they understand the connotative and technical meaning of the word and how it applies in this setting.
3. Students should use evidence from the amendments, especially XIV and XV, to describe how they support desegregation. In addition, they should cite specific evidence to explain how equality is defined.
4. Students should determine that abridge means to diminish or curtail an item. In this context, they are specifically referring to the reduction of constitutional rights to citizens based on race, gender, etc.
5. Answers vary; students must write at least a paragraph and use all three required vocabulary words in the correct technical, figurative and connotative fashions.