Curriculum Sample Template – 8 Pages Max. (12 pages for integrated ELA sample)

Grade Level	11	**Content Area**	Reading
Course Title (grades 9-12 Only)	Reading 11		
Expected Prior Knowledge *List the knowledge/skills mastered earlier in the year that are foundational to the mastery of the Required Standard(s).*	• Students will have background knowledge on reading complex texts using words with multiple meanings/connotations • Students will have already read, discussed and written about the use of figurative language to generate interest and support complex meaning and interpretation • Students will have multiple prior lessons on how to determine the multiple meanings of words and phrases depending upon context and/or application, including connotative and technical • Students will be able to identify all the types of figurative language with 80% (or better) accuracy.		
Alignment to Program of Instruction *Describe how the methods of instruction found in this sequence of lessons align to the Program of Instruction described in the application package.*	The sequence of lessons aligns with the Program of Instruction in multiple ways. All new and key vocabulary is pre-taught and/or reviewed prior to each lesson. Content and language objectives are posted and copied by all students each day, with a brief class discussion on meaning and importance. The sequence of these objectives allow for scaffolding to occur as increasingly difficult and complex tasks are required of students. The students are actively engaged in working with texts that have words with multiple/complex meanings when they create parallel texts to "The Fallacy of Success" by substituting other key words, which should stimulate deep thinking and some laughter. Project based learning occurs when students are planning, drafting, editing, revising, evaluating, completing their original essays about the interconnections of society and solitude from the unique point of view of a specific person.		
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)*	• Lap-top cart with a computer for each student • Copies of "The Fallacy of Success" by G. K. Chesterton • Copies of "Society and Solitude" by Ralph Waldo Emerson • Summative assessment, with print outs of the grading rubric and copies of "Common Sense" by Thomas Paine, "Walden" by Henry David Thoreau, and "The American Language", 4th Edition by H. L. Mencken (excerpts).		

* ***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, Cluster, Standard (e.g., 6.EE.B.7). For HS Math, use Conceptual Category-Domain, Cluster, Standard (e.g., A-REI.C.6).*

Lesson (add as	**Instructional Strategies -** *List and describe teacher actions, lesson by lesson, which will provide students with opportunities to engage the*	**Student Activities -** *Describe the activities, lesson by lesson, in which students will engage to allow them to master the grade-level rigor*

needed)	*grade-level rigor defined by the Required Standard(s). Indicate alignment of instructional strategies to specific component(s) or content/skill(s) of the Required Standard/component.*	*defined by the Required Standard(s). Indicate alignment of student activities to specific component(s) or content/skill(s) of the Required Standard/component.*
1 *2 class periods total*	**Learning Objective:** Students will be able to (SWBAT) analyze how the key term success is interpreted, used, and refined over the course of "The Fallacy of Success" by G. K. Chesterton. **Language Objective:** SWBAT write about and discuss at least 3 possible definitions for the word "success".	Students will copy the learning and language objectives from the board into their class journals as teacher reads them out loud and explains/discusses their meaning and significance.
	Pre-teach/review key vocabulary: These vocabulary words/terms will be listed and defined on a reference hand-out sheet, with space for students to add notes/examples: hyperbole, simile, metaphor, connotative meaning, and technical meaning	Students will go over the vocabulary words/terms listed on the class hand-out. Students will be encouraged to add their own thoughts, etc. in the extra space provided between each word/term.
	Access Prior Knowledge: Teacher will ask students to write down at least 2 ideas of what they think success is, drawing from their own lives, advice received, or prior reading. Teacher will then lead a class discussion about what students' definitions of success are, encouraging students to cite examples.	Students will write down at least 2 ideas of what they think success is, drawing from their own lives, advice received, or prior reading. This will be done just before the class-wide discussion to access prior knowledge. Students will actively participate in the discussion and make additional notes.
	Distribute copies of "The Fallacy of Success" by G. K. Chesterton and copies of a worksheet with the term "success" typed on it 3 times with space for writing a definition beside it, along with comments. **Read** "The Fallacy of Success" together, as a class. **Discuss** what the overall meaning of the text and cite examples of Chesterton's use of simile, metaphor, and emphasize his use of connotative meaning.	Students and teacher will read "The Fallacy of Success", out loud, as a class. Students will make notes on their definition sheets during and after the reading, citing examples of the various ways that the word "success" is used. Students will actively participate in the discussion of the overall meaning of the text and make additional notes on possible definitions, focusing on connotative meaning.
	Write: Teacher will direct students to write a similar text, changing some of the wording (but leaving much of it intact) and substitute their word/term of choice, such as: happiness, love, inner peace, power, respect, or other approved word/term of choice. After the first draft is done, teacher will direct students to edit and revise some of the passages in the text that do not quite work with the new term substitution, writing a second draft.	Students will write a parallel text, using a word/term that is substituted for "success", changing some of the original wording (but leaving much of it intact). Next, students will edit and revise some of the passages in the text that do not quite work with the new word/term substitution, writing a second draft.

	Read/discuss: Teacher will direct the students to read some of the new texts and discuss how the new key term changes the text's meaning, depending on the context. **Formative assessment:** The teacher will direct the students to cite/write at least one example of simile and metaphor in their new text, as well as an example of the new word/term use that has complex connotative meaning and describe at least 2 ways to interpret it in that context. The teacher will informally make mental and written notes about students' gaps in knowledge about the key concepts of the lessons/unit.	Students will read some of their finished texts for the class and actively participate in a discussion about how word/term meaning can shift and change throughout the new text. Students will cite/write at least one example of hyperbole, simile, and metaphor in their new text, as well as an example of the new word/term use that has complex connotative meaning and describe at least 2 ways to interpret it in that context.
2 3 *class periods total*	**Content Objective:** SWBAT analyze how the key terms society and solitude are interpreted, used, and refined over the course of the text. **Language Objective:** SWBAT write about and discuss at least 3 possible definitions for each of the words, society and solitude. **Introduce/Review** key vocabulary (see lesson 1). These vocabulary words/terms will be listed and defined on a reference hand-out sheet: irony, oxymoron, paradox, and genuine **Introduce:** Teacher will introduce the concept of living an "authentic" life and being true to one's own nature, interests, and world view. Lead a discussion on what this means for all of us, encouraging students to express their own opinions and beliefs. **Build background:** Ask students to write a short description of a time when they felt they were pressured to act like someone (other than who they really are) in a particular situation. Lead a class discussion on how this can feel, what choices we can make in these situations, and how the experiences and outcomes can be within our own control. **Read** "Society and Solitude" by Ralph Waldo Emerson (1857) together, as a class. Teacher will pause to clarify and explain uncommon terms, not commonly in use today. **Discuss**: Before the discussion, teacher will advise students that they will be asked to write 3 distinct definitions of both society and	Students will copy the learning and language objectives from the board into their class journals as teacher reads them out loud and explains/discusses their meaning and significance. Students will review the vocabulary words/terms listed on the class hand-out. Students will be encouraged to add their own thoughts, etc. in the extra space provided between each word/term. Students will take notes and participate in discussion on what living an authentic life means for all of us, expressing their own opinions and beliefs on being genuine. Students to write a short description of a time when they felt they were pressured to act like someone (other than who they really are) in a particular situation. Students will participate in a class discussion on how this felt, what they did in the situation, and what they might have done differently. Students will read "Society and Solitude" together, as a class and participate in a discussion on Emerson's essay and how he defines the various ways that both society and solitude are viewed by himself and others, while taking notes.

	solitude, identifying the point of view for each definition (i.e. Emerson's, their own, other, etc.). Encourage students to take notes. Teacher will lead a class discussion on Emerson's essay and how he defines the various ways that both society and solitude are viewed by himself and others. **Write:** Teacher will ask students to write 3 distinct definitions of both society and solitude, identifying the point of view for each definition (i.e. Emerson's, their own, other, etc.). **Formative assessment**: Teacher will review students' notations on the vocabulary sheets and discussions, as well as students' descriptions of situations where they felt societal pressure to act a certain way. In particular, teacher will note if students are able to articulate distinct definitions for society and solitude. The teacher will informally make mental and written notes about students' gaps in knowledge about the key concepts of the lessons/unit.	Students will write 3 distinct definitions of both society and solitude, identifying the point of view for each definition (i.e. Emerson's, their own, other, etc.).
3 *2-3 class periods total*	**Content Objective:** SWBAT synthesize what they know about Emerson's views on society and solitude with their own point of view and be able to articulate the similarities and differences. **Language Objective:** SWBAT write about and discuss the similarities and differences in how Emerson views society and solitude with their own point of view in a 2-4 paragraph essay. **Introduce/Review** key vocabulary (see lessons 1 & 2). **Re-visit:** Teacher will ask students to share what they wrote for the 3 distinct definitions of both society and solitude, identifying the	Students will copy the learning and language objectives from the board into their class journals as teacher reads them out loud and explains/discusses their meaning and significance. Students will share what they wrote for the 3 distinct definitions of both society and solitude, identifying the point of view for each

	point of view for each definition (i.e. Emerson's, their own, other, etc.). Teacher will write several of the best of these on the board, along with the point of view for each. **Discuss:** Teacher will lead a discussion on how it is possible for there to be so many definitions/perspectives on these 2 words, how these change in various circumstances and cultures, as well as over time. **Write:** Teacher will ask students to plan and draft a 2-3 paragraph essay on the interconnections between society and solitude from the point of view of a particular character in a particular setting (e.g. a woman in modern day Syria, a native American before 1492, a famous movie star in Hollywood, etc.). **Revise, edit, and publish:** After working with each student as they were going through their planning and drafting process, teacher will ask students to revise, edit and publish their essays, being sure to bring to light at least 2 perspectives on the definitions of society and solitude. Option: Ask students to share their essays with the whole class and lead discussions about them on an additional day. **Formative assessment:** Teacher will check for comprehension on multiple connotative meanings of society, solitude, and understanding of other key vocabulary and concepts. Teacher will check individual essays for evidence that students have acquired the necessary skills to reach mastery on the summative assessment and plan for time to re-teach/review as necessary.	definition (i.e. Emerson's, their own, other, etc.). Students will participate in a discussion on how it is possible for there to be so many definitions/perspectives on these 2 words, how these change in various circumstances and cultures, as well as over time. Students will plan and draft a 2-3 paragraph essay on the interconnections between society and solitude from the point of view of a particular character in a particular setting of their choice. After working individually with the teacher as they were going through their planning and drafting process, students will review comments and notations made. Students will then revise, edit and publish their essays, being sure to bring to light at least 2 perspectives on the definitions of society and solitude. Option: Students can share their essays with the whole class and open up for discussions on an additional day.
S.A.	*Provide an opportunity for the student to complete the summative assessment items which is clearly separate from instruction and guided or independent practice, and in which the student is assessed independently. In the Student Activities column, provide a brief description of the summative assessment (S.A.) items that will allow students to demonstrate mastery of the rigor of the Required Standard(s)/components, and the context in which the items will be administered.*	A summative assessment will be given at the end of this unit. Students will be provided with copies of 3 historic texts (some excerpts) and be asked to write about the meaning of key words and phrases as they relate to the central idea. Students will not have access to prior notes, but will be given copies of the texts (which they can highlight, notate, etc.) and the scoring rubric shown below. No talking and no cell phone or personal device use will be allowed.

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.

Directions: **You have been provided with copies of 3 historic texts (**some excerpts**). For each assessment item (1-3), write a minimum of 2-3 paragraphs about the meaning or central** (main) **idea and describe how the meanings of key words/phrases support and refine the main idea over the course of the text. Your writing will be graded based on the rubric below. Be sure to read it before you start writing to help guide how and what you write.**

Summative Assessment Item 1 (clearly identify answer key/scoring rubric, and acceptable score):

Paine, Thomas. Common Sense. New York: Penguin, 2005. (1776)

A government of our own is our natural right: And when a man seriously reflects on the precariousness of human affairs, he will become convinced, that it is infinitely wiser and safer, to form a constitution of our own in a cool deliberate manner, while we have it in our power, than to trust such an interesting event to time and chance. If we omit it now, some Massenello* may hereafter arise, who laying hold of popular disquietudes, may collect together the desperate and the discontented, and by assuming to themselves the powers of government, may sweep away the liberties of the continent like a deluge. Should the government of America return again into the hands of Britain, the tottering situation of things, will be a temptation for some desperate adventurer to try his fortune; and in such a case, what relief can Britain give? Ere she could hear the news the fatal business might be done, and ourselves suffering like the wretched Britons under the oppression of the Conqueror. Ye that oppose independence now, ye know not what ye do; ye are opening a door to eternal tyranny, by keeping vacant the seat of government. (*Thomas Anello, otherwise Massenello, a fisherman of Naples, who after spiriting up his countrymen in the public market place, against the oppression of the Spaniards, to whom the place was then subject, prompted them to revolt, and in the space of a day became king.)

Summative Assessment Item 2 (clearly identify answer key/scoring rubric, and acceptable score):

Mencken, H. L. The American Language, 4th Edition. New York: Knopf, 1938. (1938) From Chapter XI: "American Slang," Section I: "The Nature of Slang"

What chiefly lies behind (slang) is simply a kind of linguistic exuberance, an excess of word-making energy. It relates itself to the standard language a great deal as dancing relates itself to music. But there is also something else. The best slang is not only ingenious and amusing; it also embodies a kind of social criticism. It not only provides new names for a series of every-day concepts, some new and some old; it also says something about them. "Words which produce the slang effect," observes Frank Sechrist, "arouse associations what are incongruous or incompatible with those of customary thinking." Everyone, including the metaphysician in his study or the eremite in his cell, has a large vocabulary of slang, but the vocabulary of the vulgar is likely to be larger than that of the cultured, and it is harder worked. Its content may be divided into two categories: (a) old words, whether used singly or in combination, that have been put to new uses, usually metaphorical, and (b) new words that have not yet been admitted to the standard vocabulary. Examples of the first type are rubberneck, for a gaping and prying person, and iceberg, for a cold woman; examples of the second are hoosegow, flim-flam, blurb, bazoo and blah. There is a constant movement of slang into accepted usage. Nice, as an adjective of all work, signifying anything satisfactory, was once used in slang only, but today no one would question "a nice day," "a nice time," or "a nice hotel."…The verb-phrase to hold up is now perfectly good American, but so recently as 1901 the late Brander Matthews was sneering at it as slang. In the same

way many other verb-phrases, e.g., to cave in, fill the bill and to fly off the handle, once viewed askance, have gradually worked their way to a relatively high level of the standard speech. On some indeterminate tomorrow to stick up and to take for a ride may follow them.

Summative Assessment Item 3 (clearly identify answer key/scoring rubric, and acceptable score): (add as needed):

Thoreau, Henry David. Walden; or, Life in the Woods. Boston: Houghton, 1893. (1854)

I went to the woods because I wished to live deliberately, to front only the essential facts of life, and see if I could not learn what it had to teach, and not, when I came to die, discover that I had not lived. I did not wish to live what was not life, living is so dear; nor did I wish to practise resignation, unless it was quite necessary. I wanted to live deep and suck out all the marrow of life, to live so sturdily and Spartan-like as to put to rout all that was not life, to cut a broad swath and shave close, to drive life into a corner, and reduce it to its lowest terms, and, if it proved to be mean, why then to get the whole and genuine meanness of it, and publish its meanness to the world; or if it were sublime, to know it by experience, and be able to give a true account of it in my next excursion. For most men, it appears to me, are in a strange uncertainty about it, whether it is of the devil or of God, and have somewhat hastily concluded that it is the chief end of man here to "glorify God and enjoy him forever."

***Directions*: You have been provided with copies of 3 historic texts (**some excerpts**). For each assessment item (1-3), write a minimum of 2-3 paragraphs about the meaning or central** (main) **idea and describe how the meanings of key words/phrases support and refine the main idea over the course of the text. Your writing will be graded based on the rubric below. Be sure to read it before you start writing to help guide how and what you write**

***Scoring* will be based on the rubric below. Points will be awarded for each of the 3 assessment items, with a total possible point score of 60 points total.**

Text Analysis	**Poor - 1 Point**	**Fair - 2 points**	**Good - 3 points**	**Excellent - 4 points**
Central Meaning / Main Idea identified in Thesis Statement	Writing shows limited understanding of the central meaning/main idea.	Writing shows moderate understanding of the central meaning/main idea. .	Writing shows strong grasp/ understanding of the central meaning/main idea.	Writing shows insightful and thorough understanding of the central meaning/main idea.
Identify and Define Key Words/Terms	Key words/terms have not been accurately identified and/or are not well understood.	Key words/terms have mostly been identified, but are not well defined or understood.	Key words/terms have been accurately identified, and are mostly well defined and/or understood.	Key words/terms have been accurately identified, and are defined in terms of their layers of meaning over the course of the text.
Cite Evidence from Text To Support Claims	Identified meaning and key words/terms have little or no relationship with the text	Identified meaning and key words/terms have some references to and relationship with the text	Identified meaning and key words/terms have strong references to and relationship with the text	Identified meaning and key words/terms have vivid and complex references to and relationship with the text

Connect Key Words/Terms with Central Meaning/ Main Idea	Identified key words/terms have little or no connection to the central meaning/main idea of the text and are not explained	Identified key words/terms have some valid connections to the central meaning/main idea of the text, but lack clear explanation about the connections	Identified key words/terms have strong and clear connections to the central meaning/main idea of the text, with clear explanations about the connections	Identified key words/terms have deeply insightful and vivid connections to the central meaning/main idea of the text, with excellent explanations about why the connections are significant
Conclusion relates to Central Meaning/ Main Idea and Key Words/Terms	Conclusion has little or no relationship to identified central meaning/main idea and/or key words/terms	Conclusion has some valid relationship to identified central meaning/main idea and/or key words/terms	Conclusion has strong and clear relationship to identified central meaning/main idea and/or key words/terms and is well stated	Conclusion has powerful and insightful relationship to identified central meaning/main idea and/or key words/terms and shows understanding of text complexity

Scoring explanation: **Each assessment item will be scored separately, with a total possible score for each item up to 25 points and a cumulative total possible score of up to 75 points.**

***Grade*: 0-52 points = incomplete; 53-59 points = C; 60-67 points = B; 68-75 points = A** **Note: 70% (and above) = Mastery/passing**

Final Grade: **Point Total: _____/ 75**