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

Grade Level	11	**Content Area**	Reading
Course Title (grades 9-12 Only)	English 11		
Expected Prior Knowledge *List the knowledge/skills mastered earlier in the year that are foundational to the mastery of the Required Standard(s).*	Knowledge of the US government, analysis skills, experience with figurative language and connotation/denotation.		
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.*	This course is aligned to Arizona College and Career Ready State Standards. Students are engaged in experiences that require them to write, speak, listen, and read high-level text with rigor and complexity. Students who are engaged in small group lessons will benefit from the type of instruction described here. During this unit SDAIE strategies are being employed to engage English learners, but also for the general benefit of the entire student population. Some SDAIE strategies in reading: special attention to vocabulary; heterogeneous grouping; pair-shares to verbalize new learning; student friendly objectives; etc. Class, group, and individual discussions are throughout the lesson as well ensuring deeper understanding and that the teacher is not simply a "purveyor of knowledge." Finally, students are engaged in higher levels of cognitive thought in accordance with Bloom's Taxonomy.		
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)*	Academic vocabulary PowerPoint, vocabulary self-collection notebook, excerpts from speeches (selected at teacher discretion), Informational Text with Figurative Language Practice Graphic Organizer, Jefferson's Letter to the Danbury Baptists, exit ticket on academic vocabulary and figurative language use in informational texts, projector to show https://www.youtube.com/watch?v=b9lCkWJ72yE, The Federalist No. 10 copies, projector to show https://www.youtube.com/watch?v=Uu3POpPbZcw, copies of Venn Diagrams, exit ticket on the Federalist papers, "1789 in History" handout (http://www.brainyhistory.com/years/1789.html), The Bill of Rights handouts (3 included), Bill of Rights vocabulary sheet, Bill of Rights exit ticket		

* ***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 needed)	**Instructional Strategies -** *List and describe teacher actions, lesson by lesson, which will provide students with opportunities to engage the 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.*	**Student Activities -** *Describe the activities, lesson by lesson, in which students will engage to allow them to master the grade-level rigor 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	**Activation of Prior Knowledge: Teacher will** review figurative language and connotation vs. denotation with the class. The teacher shares some words or phrases (such as greasy, innocence, full plate, and spin a story) and students will reflect on the figurative language, connotation, or denotation. **Objective:** Students will analyze figurative and connotative meanings of words in informational texts. **Introduction to New Materials: Teacher will** go over PowerPoint presentation of academic vocabulary for the unit [figurative, connotative, denotative, analyze, Freedom/liberties, Bill of Rights, Amendment, Ratification, Analyze, Annotate, Compare and Contrast, Federalist, Anti-Federalist]. **Teacher will** discuss how figurative language can be used in poetry, novels, etc., but takes on a different persona when used in informational texts such as articles and speeches. **Modeling: Teacher will** go over a series of short excerpts from historical and current speeches containing figurative language, then identify and annotate what they are and what their literal meaning is. **Teacher will** also model assessing the connotation of the figurative language as it is used in the text to demonstrate how students can understand the tone of a piece in this way. **Guided Practice: Teacher will** break students into groups of 2-3 and ask them to complete a graphic organizer (Informational Text with Figurative Language Practice) with several excerpts containing figurative language. TW ask students to identify the example of figurative language, explain its literal meaning, and address its connotation. **Independent Practice: Teacher will** give students a copy of Jefferson's Letter to the Danbury Baptists and ask them to find the very strong example of figurative language within it; they will then identify and analyze what they think Jefferson meant in writing this letter and discuss how they think it has been interpreted over the last 200+ years. **Assessment: Teacher will** give an exit ticket with the following questions: What are the benefits and drawbacks of using figurative	**Students will** discuss the words with a partner that the teacher presents to review figurative words, word connotations, and word denotations. This will serve a reminder of these terms prior to identifying them in a text. As the PowerPoint progresses, **Students will** add the academic vocabulary to their self-collection notebook. **Students will** use student-friendly definitions. **Students will** complete two-column notes with the information the teacher gives regarding figurative language usage in informational texts. The genre of text on the left side of the notes and how it can be used on the right side of the chart. **Students will** follow along on their own copies of the speech excerpts, so they can practice annotating for examples of figurative language and their literal meanings. Students will write explanations for each in the margins of the text. **Students will** follow along with assessing the connotation and determining tone. **Students will** annotate their text and write notes on the tone in the margins. **Students will** work in groups of 2-3 and complete the Informational Text with Figurative Language graphic organizer. **Students will** identify the examples of figurative language, explain their literal meaning, and address the connotation within the context of the work. **Students will** find the strong example of figurative Language in Jefferson's Letter to the Danbury Baptists. **Students will** identify and analyze its meaning and discuss how they think it has been interpreted over the last 200+ years. **Students will** use the same organizer as they did for the guided practice.

	language in a public speech? Give an example. What are the benefits and drawbacks or using words with specific connotations in a public speech? Give an example.	**Students will** complete their exit ticket and turn it in.
2	**Activation of Prior Knowledge: Teacher will** begin the class by discssing their exit tickets from the previous lesson. **Objective:** Students will understand the Federalist Papers' purpose and understand how Jefferson uses and refines the meaning of the word "faction" throughout Federalist 10. **Introduction to New Materials: Teacher will** explain what a Federalist vs. an Anti-Federalist was when America was forming its founding structure. **Teach will** then show https://www.youtube.com/watch?v=b9lCkWJ72yE to introduce students to the Federalist Papers and what they are. **Modeling: Teacher will** read The Federalist No. 10 with the students. Every time the word "faction" (or some form of it) is read, the **teacher will** highlight. At the end, **teacher will** lead the class in a discussion of what they think the word "faction" means based off of the way the paper was written. Teacher will instruct students during this discussion to take notes. After the discussion, Teacher will show https://www.youtube.com/watch?v=Uu3POpPbZcw, explaining The Federalist No. 10. **Guided Practice: Teacher will** group students in pairs and have them compare their notes of what "factions" are and what is said in Fed 10 with the video in a Venn Diagram. Teacher will monitor student groups and adjust instruction as needed [additional explanation of terms, regrouping or adding groups together, advancing and exploring questions to move students along, etc.] **Independent Practice: Teacher will** instruct students to pull 4 sentences from Fed 10 and analyze the specific language usage in each example surrounding "faction." **Assessment: Teacher will** give an exit slip for the students to answer the following question: Use an excerpt from Jefferson's Letter to the Danbury Baptists from the previous lesson. Pull a sentence and give an example of figurative language and explain its purpose in the piece. The **teacher will** collect and view these slips.	**Students will** engage in discussion based on their exit slips from the previous lesson. This exercise will provide review as well as a foundation of thought for the current lesson. **Students will** create a T-chart in their notes. As the teacher shares information, **students will** take notes on what a Federalist vs. an Anti-Federalist was. **Students will** write a description of the Federalist Papers as they gather information from the video. **Students will** highlight the word "faction" along with the teacher throughout the document. **Students will** participate in discussion on the word "faction" and its usage in different sections of the Federalist 10. Students will write notes in the margins of the document. **Students will** take notes on the Federalist No. 10 video in order to compare and contrast the usage of the word of "faction". **Students will** work in pairs to compare and contract their notes on what "factions" are and what is said in the Fed 10 video. Students will use a Venn Diagram to demonstrate the similarities and differences. **Students will** pull 4 sentences from Fed 10 and analyze the specific language used surrounding "factions." They will explain the intended meaning. **Students will** complete the exit ticket and turn it in for the teacher to review.
3	**Activation of Prior Knowledge: Teacher will** review what the Federalist papers are, and what their purpose was. **Teacher will** then lead a class discussion about rights with students, asking them to consider specific protections for individuals and general limitations on	**Students will** turn and talk to a partner to first to brainstorm specific protections. **Students will** participate in the discussion about rights as the teacher records thoughts on the board.

	authority. **Teacher will** write down different points made by students on the board. This will help the teacher understand how much students know about rights versus privileges. **Objective: Teacher will** understand the Bill of Rights (BoR) and how to understand the meaning of words and phrases as they are used.	
	Introduction to New Materials: Teacher will show the video, http://ed.ted.com/lessons/a-3-minute-guide-to-the-bill-of-rights-belinda-stutzman#digdeeper to introduce students to the Bill of Rights. **Teacher will** go over the historical timeline handout, "1789 in History" with the class. **Teacher will** discuss with students a summary of how these events lead up to the Bill of Rights being created. TW then show the video, http://ed.ted.com/lessons/a-3-minute-guide-to-the-bill-of-rights-belinda-stutzman#digdeeper to introduce students to the Bill of Rights. **Modeling: Teacher will** give students The Bill of Rights handouts (1, 2, and 3). **Teacher will** go over the Preamble to the BoR with the students (hand out 3) and highlight some specific words. **Teacher will** then model for students how to determine the intended meanings of the words and phrases that were highlighted. The **teacher will** guide the students to use both what is in the text and what they know about the people and the time period to figure it out.	**Students will** follow along with the historical timeline handout using a highlighter to mark events and a pen to take notes in the margins. **Students will** watch the video and take notes on the Bill of Rights. **Students will** participate in a discussion on the rising need for the Bill of Rights. Students cite events from the timeline to give examples of precipitating events. **Students will** go over the Preamble to the Bill of Rights with the teacher and highlight specific words. **Students will** follow along with teacher's explanation of how to determine the intended meaning of the words and phrases. **Students will** use their timeline and notes from the lesson if they need them. **Students will** work in groups of 2-3 and go over BoR handout 1. Students will work as a team to find the intended meaning of three words (words given by the teacher). **Students will** write what the words mean and what they mean in the scope of the text.
	Guided Practice: Teacher will group students into 2-3s, and ask them to go over The Address and reasons of dissent of the minority of the convention, of the state of Pennsylvania, to their constituents (excerpt) (handout 1) with their group. **Teacher will** monitor student groups and adjust instruction as needed [review of academic vocabulary, assisting students in understanding through context, asking advancing and assessing questions, etc.]	
	Independent Practice: Teacher will use the Bill of Rights vocabulary sheet to highlight several vocabulary words on the Bill of Rights (handout 3). Students will use these words to explain meanings and intended meanings on their own.	**Students will** use BoR vocabulary (handout 3) and be directed to explain several words and intended meanings, as directed by the teacher. **Students will** identify if the words have a particular connotation as they are used in the text.
	Assessment: Teacher will give students an exit ticket with another of the phrases from the BoR and ask them to explain the connotation and how they could use the context to find that out. The **teacher will** collect and view the exit tickets.	**Students will** complete the exit ticket. **Students will** turn in the exit ticket.

4	**Teacher will** give students the summative assessment.	**Students will** take the summative assessment.
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.*	**1.** *Analyze* at least two instances of figurative language in Abraham Lincoln's "A House Divided" speech and *explain* the impact they have on the piece. *2.* Using an annotated version of the Federalist No. 10, *explain* in a multi-paragraph response how the word "faction" is refined and developed by Hamilton throughout Federalist No. 10. 3. Read the excerpt from George Washington's Farewell Address. *Analyze* and *annotate* his use of figurative language, and *explain* what he is specifically warning about. How does George Washington's warning relate to Hamilton's in the Federalist No. 10? *Develop* your response in an organized, multi-paragraph analysis.

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.*

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

Directions: *Analyze* at least two instances of figurative language in Abraham Lincoln's "A House Divided" speech and *explain* the impact they have on the piece.

Excerpt from Abraham Lincoln's "A House Divided" Speech, delivered to the Illinois House of Representatives at Springfield, Illinois - June 16, 1858

We are now far into the fifth year since a policy was initiated with the avowed object, and confident promise, of putting an end to slavery agitation. Under the operation of that policy, that agitation has not only not ceased, but has constantly augmented. In my opinion, it will not cease, until a crisis shall have been reached, and passed. "A house divided against itself cannot stand."

I believe this government cannot endure permanently half slave and half free. I do not expect the Union to be dissolved. I do not expect the house to fall. But I do expect it will cease to be divided. It will become all one thing, or all the other. Either the opponents of slavery will arrest the further spread of it, and place it where the public mind shall rest in the belief that it is in course of ultimate extinction, or its advocates will push it forward till it shall become alike lawful in all the States, old as well as new, North as well as South.

Assessment Rubric:

	4	3	2	1
Annotation of Figurative Language	Student correctly identifies and annotates all examples of figurative language.	Student correctly identifies and annotates most examples of figurative language.	Student identifies and annotates some examples of figurative language OR identifies and annotates most, but with errors.	Student is unable to identify or annotate examples of figurative language OR incorrectly identifies and annotates.

Analysis/Explanation of Figurative Language	Student provides an explicit, thorough, and accurate analysis of all figurative language examples, including both figurative and literal meanings.	Student provides an accurate analysis of most figurative language examples, including both figurative and literal meanings.	Student provides an accurate analysis of few figurative language examples, and may struggle to explain either the figurative or literal meaning.	Student is unable to provide an accurate analysis of the figurative language examples, and/or is unable to explain the literal and figurative meanings.

Total: _____/4 (average of both scores); Grading Scale: 1-1.9: Incomplete; 2-2.9: C; 3-3.8: B; 3.8-4: A. 2.8 is considered Mastery.

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

Directions: Using your annotated version of the Federalist No. 10, *explain* in a multi-paragraph response how the word "faction" is refined and developed by Hamilton throughout Federalist No. 10.

Assessment Rubric:

	4	3	2	1
Analysis/Explanation of language development	Student provides an explicit, thorough, and accurate analysis how "faction" is refined and developed, demonstrating their understanding of how words change throughout the course of a text. Student is able to express how their understanding extends beyond this example alone.	Student provides an, accurate analysis how "faction" is refined and developed, demonstrating their understanding of how words change throughout the course of a text.	Student provides an analysis of how "faction" is refined and developed, though it may not be completely accurate. Student demonstrates limited understanding of how words can change throughout the course of a text.	Student is unable to demonstrate their understanding of how "faction" changes throughout the text. They are unable to demonstrate their understanding of how words can change meaning.
Written response	• masterfully and skillfully develops a multi-paragraph response to the assigned topic that clearly communicates a controlling idea to the audience, demonstrating a deeper understanding of the topic • masterfully and skillfully supports their controlling idea	• develops a multi-paragraph response to the assigned topic that clearly communicates a controlling idea to the audience • supports their controlling idea with meaningful examples, information, and references from the text, including citing direct quotes	• develops a multi-paragraph response to the assigned topic that somewhat communicates their idea to the audience • supports their controlling idea with limited examples, information, and references from the text, although they may be disconnected or not used correctly	• writes a single paragraph OR does not address the topic OR is unable to communicate their ideas to the audience • unable to support their controlling idea with examples or evidence • does not use language appropriate to audience

	with meaningful examples, information, and references from the text, including citing direct quotes • masterfully and skillfully uses well-structured sentences and language that are appropriate for the audience • masterfully and skillfully uses appropriate and varied transitions to link the major sections of the text The student makes no major errors or omissions.	• uses well-structured sentences and language that are appropriate for the audience • uses appropriate and varied transitions to link the major sections of the text The student makes no major errors or omissions.	• uses sentences and language that are appropriate for the audience, though they may be simplistic • uses transitions to link the major sections of the text, but may use some incorrectly May be some errors or omissions.	and task • Contains multiple and major errors or omissions.

Total: _____/4 (average of both scores); Grading Scale: 1-1.9: Incomplete; 2-2.9: C; 3-3.8: B; 3.8-4: A. 2.8 is considered Mastery.

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

Directions: Read the excerpt from George Washington's Farewell Address below. *Analyze* and *annotate* his use of figurative language, and *explain* what he is specifically warning about. How does George Washington's warning relate to Hamilton's in the Federalist No. 10? *Develop* your response in an organized, multi-paragraph analysis.

Excerpt from George Washington's Farewell Address, publish September 19, 1776

I have already intimated to you the danger of parties in the State, with particular reference to the founding of them on geographical discriminations. Let me now take a more comprehensive view, and warn you in the most solemn manner against the baneful effects of the spirit of party generally. This spirit, unfortunately, is inseparable from our nature, having its root in the strongest passions of the human mind. It exists under different shapes in all governments, more or less stifled, controlled, or repressed; but, in those of the popular form, it is seen in its greatest rankness, and is truly their worst enemy.

The alternate domination of one faction over another, sharpened by the spirit of revenge, natural to party dissension, which in different ages and countries has perpetrated the most horrid enormities, is itself a frightful despotism. But this leads at length to a more formal and permanent despotism. The disorders and miseries which result gradually incline the minds of men to seek security and repose in the absolute power of an individual; and sooner or later the chief of some prevailing faction, more able or more fortunate than his competitors, turns this disposition to the purposes of his own elevation, on the ruins of public liberty. Without looking forward to an extremity of this kind (which nevertheless ought not to be entirely out of sight), the common and continual mischiefs of the spirit of party are sufficient to make it the interest and duty of a wise people to discourage and restrain it. It serves always to distract the public councils and enfeeble the public administration. It agitates the community with ill-founded jealousies and false alarms, kindles the animosity of one part against another, foments occasionally riot and insurrection. It opens the door to foreign influence and corruption, which finds a facilitated access to the government itself through the channels of party passions. Thus the policy and the will of one country are subjected to the policy and will of another.

There is an opinion that parties in free countries are useful checks upon the administration of the government and serve to keep alive the spirit of liberty. This within certain limits is probably true; and in governments of a monarchical cast, patriotism may look with indulgence, if not with favor, upon the spirit of party. But in those of the popular character, in governments purely elective, it is a spirit not to be encouraged. From their natural tendency, it is certain there will always

be enough of that spirit for every salutary purpose. And there being constant danger of excess, the effort ought to be by force of public opinion, to mitigate and assuage it. A fire not to be quenched, it demands a uniform vigilance to prevent its bursting into a flame, lest, instead of warming, it should consume.

Assessment Rubric:

	4	3	2	1
Annotation of Figurative Language	Student correctly identifies and annotates all examples of figurative language.	Student correctly identifies and annotates most examples of figurative language.	Student identifies and annotates some examples of figurative language OR identifies and annotates most, but with errors.	Student is unable to identify or annotate examples of figurative language OR incorrectly identifies and annotates.
Analysis/Explanation of Figurative Language	Student provides an explicit, thorough, accurate analysis of all figurative language examples, including both figurative and literal meanings.	Student provides an, accurate analysis of most figurative language examples, including both figurative and literal meanings.	Student provides an accurate analysis of some figurative language examples, and may struggle to explain either the figurative or literal meaning.	Student is unable to provide an accurate analysis of the figurative language examples, and/or is unable to explain the literal and figurative meanings.

Total: _____/4 (average of both scores); Grading Scale: 1-1.9: Incomplete; 2-2.9: C; 3-3.8: B; 3.8-4: A. 2.8 is considered Mastery.

Total: _____/8(average of 3summative scores); Grading Scale: 0-5.5=D, 5.6-6.6=C; 6.7-7.1=B; 7.2-8=A; 5.6 = considered Mastery.

To achieve mastery of Standard 11.RI.4 students must receive 5.6 out of 8 or 70% on summative assessment items.