Curriculum Sample - 11th Reading
Max. 8 Pages

Grade Level	11	**Content Area**	Language Arts
Course Title (grades 9-12 Only)	Honors English Literature		
Length of Unit	Three 55-minute session (not including assessment)	**Time of Year**	Second Quarter, concurrently with Honors/AP U.S. Government
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 comparison/contrast and evaluation techniques of historically significant documents, literature, and visual images.		
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 school's program of instruction stresses alignment with research-supported instructional techniques, including Hunter's Essential Elements of Instruction. For writing, all courses will employ the Six-Trait Analytic Writing Assessment Rubric. Interactive instruction to lesson components will set the premise for guided practice in which students utilize compare/contrast techniques evaluating the relevant literary sources (poetry, literature, news media) within the context of the time period documents were written and making connections to the current time period.		
Standard Number and Description *List the Number* and full description for the required Standard.*	11.RI.8 Reading Standards for Informational Text (RI) Integration of Knowledge and Ideas #8 - Delineate and evaluate the reasoning in seminal U.S. texts, including the application of constitutional principles and use of legal reasoning (e.g., in U.S. Supreme Court majority opinions and dissents) and the premises, purposes, and arguments in works of public advocacy (e.g., The Federalist, presidential addresses).		
Summative Assessment *Describe a cumulative and comprehensive activity, clearly separate from instruction and guided or independent practice, which allows each student to individually demonstrate mastery of the required Standard. A copy of the summative assessment must be attached to the curriculum sample.*	In writing, students will evaluate a presidential inaugural speech.		
Scoring Scale and Mastery Level *Explain how the assessment is scored, to include points per question, how points are awarded, total points*	A rubric will be used to score the summative assessment. The rubric has four categories. Each category is scored, based on the rubric criteria, on a 1-4 score. Each category is equally weighted. The highest possible score is 16, and grades are as follow: A=14-16; B=13; C= 12; D=9-11; F= 0-8. Mastery will be set at 13/16 or higher.		

possible, criteria necessary to demonstrate mastery, and grading scale. A copy of the answer key and scoring rubric (whichever applicable) must be attached to the curriculum sample.	
Materials/Resources Needed	Copies of "The Yellow Wallpaper" by Charlotte Perkins Gilman, "Are Women People?" By Alice Duer Miller (provided by www.projectgutenberg.org) Access to the Internet and website www.aclu.org/women's-rights Summative Assessment: Copies of text of speeches by Abraham Lincoln (2nd Inaugural Speech, March 4, 1865), Franklin D. Roosevelt (1st Inaugural Speech, March 4, 1933), and John F. Kennedy (1st Inaugural Speech, January 20, 1961); compare/contrast evaluation of media assessment

- ***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	**Instruction**	**Student Activities**
1	To provide proper context of the history of women's rights in the United States, a student-led discussion will be guided by teacher assessing prior knowledge of the history of women's experience in the United States.	Individual activity: Students will be assigned to read "The Yellow Wallpaper" by Charlotte Perkins Gilman; and "Are Women People?" by Alice Duer Miller. Brief background information regarding each author will be provided to further enhance understanding. Students will journal reflections on each reading, specifically noting issues and concerns related to a woman's experience within the context of the time frame in which the story/poetry was written.
2	Review prior lesson and journal entry in preparation for activity.	Pair activity: Using evaluation techniques, students will identify one of Alice Duer Miller's poems that they believe best ties into or represents Charlotte Perkins Gilman's short story. Students will identify the themes and issues in each literary source, and compare/contrast the two sources. Individual activity: Students will be given time to peruse the history of women's rights in the United States via www.aclu.org/women's-rights Students will then journal on the following prompt: Over the last century women began to experience freedom on many platforms. Explain how Gilman's main character might have responded

		to her situation should she have lived in today's society with the rights women have obtained today. Use examples from the story as well as examples of current rights of women to back up your response.
3	Provide instructions for student's individual activity.	Individual activity: Students will be given time to peruse the history of women's rights in the United States via www.aclu.org/women's-rights Students will then journal on the following prompt: Over the last century women began to experience freedom on many platforms. Using previous lesson's pair activity as a guide, explain how Gilman's main character might have responded to her situation should she have lived in today's society with the rights women have obtained today. Use examples from the story as well as examples of current rights of women to back up your response.

Paste Summative Assessment Here:

In writing, students will evaluate a presidential inaugural speech.

Paste Answer Key/Scoring Rubric Here:

	1	2	3	4
Evaluate the argument	Student evaluation does not demonstrate understanding of the argument.	Student evaluation demonstrates limited understanding of the argument.	Student evaluation demonstrates understanding of the argument.	Student evaluation demonstrates remarkable understanding of the argument.
Constitutional principles	Student mentions constitutional principle, but fails to apply it.	Constitutional principal application is limited.	Constitutional principal is applied appropriately.	Constitutional principal is applied with thoughtful consideration.
Legal reasoning	Student attempts to apply legal reasoning.	Student applies legal reasoning.	Student applies legal reasoning appropriately.	Student applies legal reasoning appropriately with textual evidence to support claim.
Purpose	Student does not understand purpose of the speech.	Student has a basic understanding of the purpose of the speech.	Student has an understanding of the purpose of the speech.	Student has a complex understanding of the purpose of the speech.