Curriculum Sample - 12th Reading
Max. 8 Pages

Grade Level	12	**Content Area**	English Language Arts
Course Title (grades 9-12 Only)	Honors Senior English		
Length of Unit	Two 55-minute periods (not including assessment)	**Time of Year**	First Quarter
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 using comprehension strategies including comparison and contrast, inference and summary for critical analysis and evaluation.		
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. Interactive instruction to lesson components will set the premise for guided practice in which students utilize compare-contrast techniques, inference, and summarizing skills to evaluate case scenarios in conjunction with the U.S. Constitution.		
Standard Number and Description *List the Number* and full description for the required Standard.*	12.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.*	Students will select one current event/issue (news article from credible source) that demonstrates a U.S. Constitutional right in action (protecting a right or fighting for change of right). Student will summarize article and connect issue/event to the U.S. Constitution, citing specific details and examples to demonstrate understanding.		
Scoring Scale and Mastery Level *Explain how the assessment is scored, to include points per question, how points are awarded, total points possible, criteria necessary to*	A rubric will be used to score the summative assessment. The rubric has three categories: summary (not used to determine mastery), connection to the U. S. Constitution, and evaluation of connection. Each category is scored, based on the rubric criteria, on a 1-4 score. Each category is equally weighted. The highest possible score is 12, and grades are as follow: A=11-12 B=10; C= 9; D=7-8; F= 0-6. Mastery will be set at a score of 6/8 or higher on the two assessed rubric criteria (connection to the U.S. Constitution and evaluation of connection).		

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 handouts and activities: Interpreting Constitution Vocabulary Interpreting Constitution Activity Internet access (for summative assessment) and www.usconstitution.net (handouts and activities provided by www.streetlaw.org)

- ***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	Guided practice: Student-led reading and discussion of Interpreting the Constitution and relevant vocabulary handout. Discussion of current event/issues as they directly tie in to Constitutional principles.	Prior to instruction, students will journal on the following prompt: What do I know about the U.S. Constitution? What specific constitutional rights do I exercise in the course of a regular day in my life? Are there areas in my life where I believe my constitutional rights are being violated? Explain.
2		Pair activity: Students will complete Interpreting the Constitution activity which provides original wording of a Constitutional Amendment and a case scenario in which students determine whether the scenario is in alignment with the Amendment or in violation of same. Class will share their interpretations and conclusions.

Paste Summative Assessment Here:
Students will find an article using a credible news source regarding a current issue/event that demonstrates the U.S. Constitution in action. Student will summarize article in their own words and cite specific examples from the article that directly connect to protecting, utilizing, or fighting a specific and identified constitutional principle.

Paste Answer Key/Scoring Rubric Here:

	1	2	3	4
Summary of article	Summary lacks multiple key points.	Summary misses two key points.	Summary misses one key point.	Complete summary of article.
Connection to U.S. Constitution	Student does not demonstrate a connection between the article and the U.S. Constitution.	Connection is loosely made.	Connection is made.	Connection is well-developed.
Evaluation of connection	Student does not evaluate the connection between the article and the U.S. Constitution.	Student attempts to evaluate the connection.	Student evaluates the connection between the article and the U.S. Constitution.	Student makes a thoughtful evaluation of the connection.

Each category is equally weighted. The highest possible score is 12, and grades are as follow: A=11-12 B=10; C= 9; D=7-8; F= 0-6. Mastery will be set at a score of 6/8 or higher on the two assessed rubric criteria (connection to the U.S. Constitution and evaluation of connection).