Curriculum Sample Template

Grade Level	11th	Content Area	Reading
Course Title	Composition & Literature III		
Length of Unit	4 Class Periods	Time of Year	2nd Semester
Expected Prior Knowledge	Cornell Note taking, and Intel Visual Ranking skills. 11-12.RI.1-Cite strong and thorough textual evidence to support analysis of what the text says explicitly as well as inferences drawn from the text, including determining where the text leaves matters uncertain. 11-12.RI.3-Analyze a complex set of ideas or sequence of events and explain how specific individuals, ideas, or events interact and develop over the course of the text. 11-12.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.		
Alignment to Program of Instruction	The following methods of instruction are aligned to the Program of Instruction: RTi Note: When students need more than Tier 1 assistance, we will refer to Tier 2 strategies (small group), and Tier 3 for students who need more individualized help. SIOP Note: Lessons are carefully crafted with a content and language objective in mind where students have ample opportunity to engage in conversation and in practice of the target objective(s). Research-based Instructional Strategies: Every lesson will begin with clear daily objectives and students will receive detailed feedback in order to assist them with concept mastery attainment. Teachers will also use this information to celebrate their achievements. Visual representations are used to facilitate critical thinking. 21st Century Technological & Critical Thinking Skills: Lessons embed technology-based learning tools and platforms to nurture necessary 21st century skills: critical thinking and problem solving, collaboration and leadership, agility and adaptability, initiative and entrepreneurialism, effective oral and written communication, accessing analyzing information, and curiosity and imagination.		
Standard Number and Description	11-12.RI.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 (The Federalist, presidential addresses).		
Summative Assessment	The students will demonstrate analysis of informational text by evaluating the application of constitutional principles and use of legal reasoning in Griswold v. Connecticut, in order to delineate and evaluate the premises, purposes, and arguments utilized in the court case's decision.		
Scoring Scale and Mastery Level	The summative assessment will be scored using 4-point reading rubric. Each of four questions is assigned a point value from 1 to 4. A 4 demonstrates EXCEEDS MASTERY (15-16 points = 90-100%), a 3 demonstrates MEETS MASTERY (13-14 points = 80-89%), a 2 demonstrates APPROACHES MASTERY(11-12 points = 70-79%), and a 1 demonstrates FARS FALL BELOW MASTERY (10 points or below = 69% or below). Mastery is demonstrated with a score of 80% or above.		
Materials/ Resources Needed	Pearson 11th Grade Literature Textbook (reference) , access to the Computer Lab, Intel's Visual Ranking Tool Website, Intel's Debate Group Rubric, Vocabulary/objective journals, Oxford Dictionary of Philosophy, Roe v. Wade political Cartoon link http://search.yahoo.com/mobile/s;_ylc=X1MDMjE0MjQ3ODk0OARfcgMyBG5fZ3BzAzEEb3JpZ2luA3NlYXJjaC55YWhvby5jb20EcXVlcnkDcm9lIHZzIHdhZGUgcG9saXRpY2FsIGNhcnRvb24Ec2FvAzE-?ei=UTF&_tsrc=apple&r=web_filter&fr2=p&p=roe+vs+wade+political+cartoon#slider=open, Self Created 11-12 Reading Standard Rubric, Teacher created "Standard 11.RI.8" Day 1-3 PowerPoint		

Lesson	Instruction	Student Activities
1	**Day One Objective:** Students will delineate and evaluate the reasoning in Roe v. Wade. Explain to students that for the next several days they will be learning to analyze United States documents that represent influential moments in history in order to evaluate the arguments presented. Further explain that "today we will look at Roe v. Wade specifically to identify the argument and evaluate the reasoning used in the court presentation. Anticipatory Set: Teacher assesses and accesses students' prior knowledge by asking them to define in their vocabulary journal the following words: seminal, delineate, and reasoning. Teacher will ask students to share their answers, as he/she writes the dictionary definitions of the words on the board for students to add to their journal. Students are required to use the vocabulary words throughout the lesson, and they will be added to the class Wikipedia Word Wall. The teacher projects a Roe v. Wade political cartoon on the board and asks students if they are aware of what this court case is about from looking at the cartoon. The teacher entertains responses and this generates a discussion for the lesson. Direct Instruction:The teacher directs the students to take Cornell notes on the teacher-created PowerPoint titled: "Standard 11.RI.8". The teacher covers clear background information and examples in the PowerPointfrom Roe v. Wade regarding how to select, delineate, and evaluate arguments in U.S. seminal texts using the Intel Visual Ranking Tool. Modeling:Next, the teacher models how to select, insert, delineate, and create an evaluative statement for a court case using the Intel Visual Ranking Tool. Students are encouraged to ask questions for clarification as the teacher carefully monitors their understanding. Guided Practice:The teacher puts students into small cooperative learning groups, and selects one group to come to the teacher's computer (projecting on the classroom screen)to practice selecting, inserting, delineating, and evaluating a Roe v. Wade argument. Checking for Understanding:Next, the teacher asks another group of students to repeat the steps. The teacher will then ask a third group of students to come up to the teacher computer and insert another argument, delineate it, and insert an evaluative comment. Independent Practice: Students will work in their small cooperative learning groups picking, delineating, and evaluating Roe v. Wade arguments. The teacher will walk around to answer questions and give helpful feedback. The teacher can also access student work on the Intel website as an additional avenue to give group feedback during class and that night before they come into class the	• Students write the objective, in their objective journal. • Students complete their vocabulary activities in their vocabulary journal/Wikipedia Class Word Wall site. • Students view a political cartoon and participate in class discussion about Roe v. Wade. • Students take Cornell notes on "Standard 11.RI.8" Day 1 PowerPoint (Tier 3 may have partially completed notes.) • Students observe modeling by the teacher. • Student groups use the Intel Visual Ranking Tool as guided practice for Roe v. Wade. • Students work in cooperative learning groups and rank the Roe v. Wade legal arguments using legal reasoning using the Intel online tool. • Students use their objective journal for explaining the process for selecting, delineating, and evaluating an argument in U.S. seminal texts. Then in pairs, they share their responses with a partner. • Students will complete their homework at home.

	next day. Closure/Formative Assessment: Direct students to use their objective journal for explaining the process for selecting, delineating, and evaluatingan argument in U.S. seminal texts. Then in pairs, have students share their responses with a partner. The teacher will walk around to check students' comprehension and give feedback. Teacher selects one pair to share with the class, and others student pairs take turns sharing as well. Homework: Students will start to fill out the Intel Small Group Debate rubric/graphic organizer to evaluate the strength in selecting, delineating, and evaluating Roe v. Wade's arguments.	
2	**Day Two Objective:** Students will evaluate the application of constitutional principles and use of legal reasoning in Roe v. Wade. The teacher guides the students in reviewing their homework responses to the previous lesson and uses this discussion as a springboard for presenting today's objective.Teacher will also share helpful feedback observed on the Intel Visual Ranking Tool website. Teacher explains to the students, "By the end of today's lesson, you will be able to evaluate the application of constitutional principles and use of legal reasoning in Roe v. Wade." Teacher will ask students to review yesterday's vocabulary. Teacher will then assess and access students' prior knowledge by asking them to define in their vocabulary journal the following words: constitution, principal, legal reasoning. Teacher will ask students to share their answers and write down the dictionary definitions of the words on the board for students to add to their journal. Students are required to use the vocabulary words throughout the lesson, and they will be added to the class Wikipedia Word Wall. Direct Instruction: Students are directed to continue their Cornell notes on the teacher-created PowerPoint titled: "Standard 11.RI.8" Day 2 . The teacher covers clear examples in the PowerPoint from Roe v. Wade (building on yesterday's objective), and adding how to evaluate the application of constitutional principles and legal reasoning used in U.S. seminal texts using the Intel Visual Ranking Tool. Modeling: Through a think aloud, the teacher models how to evaluate the application of constitutional principles and legal reasoning used in U.S. seminal texts and then show students how to record evaluation in the Intel Visual Ranking Tool. Guided Practice: Teacher will ask students to get in the same small cooperative learning groups from the previous lesson. The teacher will ask one group to come in front of the class and guide them regarding how to evaluate the application of constitutional principles and legal reasoning used in the Roe v. Wade argument.	• Students participate in the teacher-led discussion in reviewing the homework. • Students write the objective, in their objective journal, and complete the vocabulary activities in their vocabulary journal/Wikipedia Class Word Wall site. • Students take Cornell notes on "Standard 11.RI.8" Day 2 PowerPoint (Tier 3 may have partially completed notes.) • Students observe modeling by teacher and individual student groups on how to evaluate the application of constitutional principles and legal reasoning. • Students continue working in small cooperative learning groups, placing reasons under each argument while using the Intel Visual Ranking Tool. • Students use their objective journal and explain in their own words how to evaluate constitutional principles and legal reasoning used in U.S. seminal texts. (T. have tier 2 and 3 sts. verbalize thinking and get T. feedback before writing.)

	Checking for Understanding: The teacher will ask another group of students to repeat the steps regarding how to evaluate the applications of constitutional principles and legal reasoning used in the Roe v. Wade court case. Independent Practice: Students will work in their small cooperative learning groups evaluating Roe v. Wade constitutional principles and legal reasoning (one example from each group). The teacher will walk around to answer questions and give helpful feedback. The teacher can also access student work on the Intel website as an additional avenue to give group feedback during class and that night before they come into class the next day. Closure/Formative Assessment: The teacher directs students to use their objective journal and explain in their own words how to evaluate constitutional principles and legal reasoning used in U.S. seminal texts. Homework: Students will be asked to evaluate their answers for the legal reasoning and constitutional principles used in the Roe v. Wade case.	• Students will complete their homework at home.
3	**Day Three Objective:** Students will evaluate the premises, purposes and arguments in works in the Wade v. Roe documents. The teacher guides the students in reviewing their homework responses to the previous lesson and uses this discussion as a springboard for presenting today's objective.Teacher will also share helpful feedback observed on the Intel Visual Ranking Tool website. Teacher explains to the students, "By the end of today's lesson, you will be able to evaluate the premises, purposes and arguments in works in the Wade v. Roe document." The teacher asks student to review Day 1 and Day 2 vocabulary. Teacher will then assess and access students' prior knowledge by asking them to define in their vocabulary journal the following words: premises, purposes, and public advocacy. Teacher will ask students to share their answers and write down the dictionary definitions of the words defined on the board to add to their journal. Students are required to use the vocabulary words throughout the lesson, and they will be added to the class Wikipedia Word Wall. Direct Instruction: Students will continue to take Cornell notes on the teacher created PowerPoint titled: "Standard 11.RI.8" Day 3 PowerPoint Teacher covers clear examples in the PowerPoint from Roe v. Wade (building on Day 1 and Day 2's objective), and adding how to evaluate the premises, purposes, and arguments used in U.S. seminal texts using the Intel Visual Ranking Tool. Modeling: Through a think aloud, instructor will model how to evaluate the premises, purposes, and arguments used in U.S. seminal texts and record thinking in the Intel Visual Ranking Tool. Guided Practice: Teacher will ask students to get in the same small cooperative learning groups from this week's activity. Teacher will ask one group to come in front of the class and guide them regarding	• Students participate in the teacher-led discussion in reviewing the homework. • Students write the objective, in their objective journal, and complete the vocabulary activities in their vocabulary journal/Wikipedia Class Word Wall site. • Students take Cornell notes on "Standard 11.RI.8" Day 3 PowerPoint. (Tier 3 may have partially completed notes.) • Students observe modeling by teacher. • Students complete their Intel Visual Ranking Online Tool project for Roe v. Wade by giving each other's groups feedback on their arguments. • Students use their objective journal to explain in their own words how to evaluate premises, purposes, and arguments used in U.S. seminal texts. (T. have tier 2 and 3 sts. verbalize

	how to evaluate the premises, purposes, and arguments used in the Roe v. Wade argument. Checking for Understanding: Teacher will ask another group of students to repeat the steps regarding how to evaluate the applications of constitutional principles and legal reasoning used in the Roe v. Wade court case. Independent Practice:The teacher will direct students to work in their small cooperative learning groups evaluating Roe v. Wade premises, purposes, and arguments (one example each, from each group). The teacher will walk around to answer questions and give helpful feedback. The teacher can also access student work on the Intel website as an additional avenue to give group feedback during class and that night before they come into class the next day. Closure/Formative Assessment-The teacher directs students to use their objective journal to explain in their own words how to evaluate premises, purposes, and arguments used in U.S. seminal texts. Homework: Students will review the week's objectives and ensure they know the weekly vocabulary and how to effectively: A) Select the argument utilized in a seminal U.S. text. B) Delineate the argument. C) Evaluate its reasoning. D) Evaluate the application of constitutional principles and the use of legal reasoning. (from yesterday's lesson) E) Evaluate the premises, purposes and arguments in works of a public advocacy. Teacher directs students to study for their "Standard 11.RI.8" summative assessment occurring the next day. Teacher states: "I will be available for additional help and feedback for students who need, or want extra help based off of today's practice test." This incorporates RTi tier 2 and 3 after school interventions that offers students more practice and personalized mastery skill assistance.	thinking and get T. feedback before writing.) • Students will complete their homework at home and/or come to tutoring for extra help/test preparation or mastery skill attainment.
4	**Day Four Objective:**Students will delineate and evaluate the reasoning in Griswold v. Connecticut, including the application of constitutional principles and use of legal reasoning, and the premises, purposes, and arguments in works of public advocacy. Teacher will deliver summative assessment.	Student listen to teacher directed instructions, obtain a copy of their summative assessment, and complete it by the end of the class period (40 min.).

11th Grade Summative Assessment for 11-12.RI.8

The students will demonstrate analysis of informational text by evaluating the application of constitutional principles and use of legal reasoningin Griswold v. Connecticut, in order to delineate and evaluate the premises, purposes, and arguments utilized in the court case's decision.

Student Directions: Read Griswold v. Connecticut,and write a comprehensiveand well thought out 3-paragraph essay utilizing constitutional principals and legal reasoning to delineate and evaluate the premises, purposes, and arguments utilized in the court case's decision. You may use the following outline to help organize your thinking.

A. What is the argument in the text? What specific claims are made in support of the argument? How does the argument use constitutional principles?

-
-
-

B. Using specific claims in the case, evaluate whether the author's legal reasoning is valid, and whether the evidence is relevant and sufficient.

C. In your evaluation, include the premises, purposes, and arguments in the case.

D. Provide a statement about whether the arguments were effective in presenting constitutional principals in order to justify the court decision.

Possible Mastery Responses:

Students will read Griswold v. Connecticut, and write a comprehensive and well thought out - paragraph essay utilizing constitutional principals and legal reasoning in order to delineate and evaluate the premises, purposes, and arguments utilized in the court case's decision.	
Use constitutional principals and legal reasoning in order to delineate and evaluate the premises in the court case.	Mastery Student Response May Include: • From the late 19th century to the mid 20th century most states adopted laws to outlaw abortion due to the unsanitary, dangerous conditions woman were subjected to.Although there is no explicit right to privacy in the Constitution, it is acknowledged (Streetlaw.org).
Use constitutional principals and legal reasoning in order to delineate and evaluate the purposes in the court case.	Mastery Student Response May Include: • "The Supreme Court rules that a Connecticut statue outlawing access to contraception violated the U.S. constitution because it invaded the privacy of married couples to make decisions about their families" (Streetlaw.org).
Use constitutional principals and legal reasoning in order to delineate and evaluate the arguments in the court case.	Mastery Student Response May Include: • "In that ruling, the Court identified privacy as a transcendent value, fundamental to the American way of life, and to the other basic rights outlined in the Bill of Rights" (Streetlaw.org)

Reading Standards Rubric
Grades 11-12

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 (The Federalist, presidential addresses).

Criteria	Check the appropriate score for each criteria:	Teacher Feedback: (What works/what could be better)
The student clearly and accurately delineates and evaluates whether the author's argument utilizes constitutional principals.	o 4 o 3 o 2 o 1	
The student correctly and effectively utilizes specific claims in the text to evaluate whether the author's legal reasoning is valid, and whether the evidence is relevant and sufficient.	o 4 o 3 o 2 o 1	
The student correctly and accurately identifies premises, purposes, and arguments in the case.	o 4 o 3 o 2 o 1	
The student clearly assess whether the textual arguments were effective in presenting constitutional principals in order to justify the court decision.	o 4 o 3 o 2 o 1	
	Mastery Totals	=

Criteria/Points
4= Student Exceeds Mastery of the Standard
3= Student Meets Mastery of the Standard
2= Student Approaches Mastery of the Standard
1=Student Falls Far Below in Mastery of the Standard

90-100%= 4
80-89%= 3
70-79%= 2
69%-60=1

(Calculating the Score: Total the score and divide that total by the number of criterion items listed on the Rubric. This number over 4 equals the score for the assessment. It can be no higher than 4/4.)