Curriculum Sample Template

Grade Level	12th	Content Area	Reading
Course Title	Composition & Literature IV		
Length of Unit	4 Class Periods	Time of Year	2nd Semester
Expected Prior Knowledge	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 (e.g., 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 reasoningin Plessy v. Ferguson, 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 12th Grade Literature Textbook (as reference), Wikipedia Online Class Word Wall, access to Computer Lab http://easybib.com/StreetLaw.org, Student's vocabulary/objective journals . Oxford Dictionary of Philosophy Self Created 11-12 Reading Standard Rubric, Teacher created "12.RI.8" Day 1-3 PowerPoint, Teacher created Day 1 fictional court case objective homework sheet		

Lesson	Instruction	Student Activities
1	**Day One Objective:** Students will delineate and evaluate the reasoning in Brown v. Board of Education. Explain to students that for the next several days they will be learning to analyze United States court cases that represent influential moments in history, in order to evaluate the arguments presented. Further explain that "today we will look at Brown v. Board of Education 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 and reasoning. Teacher will ask students to share their answers. The teacher willwrite 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 aBrown v. Board of Education 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 students to take Cornell notes on the PowerPoint titled: "Standard 12.RI.8" Day 1. The teacher covers clear background information and examples in the PowerPointfrom Brown v. Board of Education regarding how to select, delineate, and evaluate arguments in U.S. seminal texts. Modeling:The teacher models for students how to select, insert, delineate, and create an evaluative statement using the Brown v. Board of Education court case.Using the using the Intel Visual Ranking Tool, the teacher will show students how to select the U.S. seminal text argument (circle it), delineate the argument (underline it), and evaluate it (put exclamation marks by strong arguments or questions marks by weak arguments). Guided Practice:Teacher will ask students to repeat steps of modeled example. Teacher will have students work in pairs. Teacher will select one pair to come in front of the class and guide them regarding how to interact with the text as the instructor modeled using another argument in the Brown v. Board of Education seminal U.S. text. This will be on the teacher's computer and projected for the class to observe. Teacher will give feedback as needed. Checking for Understanding: Teacher will ask another pair of students to repeat the steps. Teacher will then ask a third pair of students to mimic the modeled and guided practice activity on the board for all students to see. Independent Practice: Students will work in their small cooperative learning groups picking,	• Students write the objective, in their objective journal. • Students will complete their vocabulary activities in their vocabulary journal/Wikipedia Class Word Wall site. • Students view a political cartoon and participate in class discussion about Brown v. Board of Education. • Students take Cornell notes on 12.RI.8" Day 1 PowerPoint (Tier 3 sts. may have main points provided – partially completed notes) •Students observeteacher modeling of how to select the U.S. seminal text argument delineate the argument, and evaluate it using the Intel Visual Ranking Tool. • Student pairs repeat the modeled steps for Brown v. Board in front of the class. • Students will work in small groups to examine Brown v. Board focusing on Day 1 objectives. Students use their objective journal to evaluate themselves on how well they can explain and master today's objective. Students will complete their homework at home.

	delineating, and evaluating Brown v. Board of Education arguments. Teacher will walk around to answer questions and give helpful feedback. Closure -The teacher will direct students to use their objective journal to evaluate themselves on how well they can explain and master today's objective. Homework: Students will complete a teacher-generated worksheet with an excerpt from a fictional court case in order to practice the day's objective.	
2	**Day Two Objective:** Students will evaluate the application of constitutional principles and use of legal reasoning in Brown v. Board of Education. 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 explains to the students, "By the end of today's lesson, you will be able toevaluate the application of constitutional principles and use of legal reasoning in Brown v. Board of Education." Anticipatory Set: 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: constitutional principals and legal reasoning. Teacher will ask students to share their answers. The teacher willwrite 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 will continue to take Cornell notes on the teacher created PowerPoint titled: "12.RI.8" Day 2. The teacher covers clear examples in the PowerPointfrom Brown v. Board of Education (building on yesterday's objective), and adding how to evaluate the application of constitutional principals and legal reasoning used in U.S. seminal texts. Modeling: Through a think aloud, instructor will model how to evaluate the application of constitutional principals and legal reasoning used in U.S. seminal texts using the Intel Visual Ranking Tool Guided Practice: Teacher will ask students to get in the same groups from yesterday's activity. Teacher will ask one pair to come in front of the class and guide them regarding how to evaluate the application of constitutional principals and legal reasoning used in the Brown v. Board of Education argument. Checking for Understanding: Teacher will ask another pair of students to repeat the steps regarding how to evaluate the applications of constitutional principals and legal reasoning used in the Brown v. Board of Education court case. Teacher will give guidance where needed. Independent Practice: Students will work in their pairs evaluating Brown v. Board of Education constitutional principals and legal reasoning (one example from each group). The teacher will walk	• 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 sts. may have main points provided – partially completed notes) • Students observe modeling by teacher and individual student groups on how to evaluate the application of constitutional principals and legal reasoning. • Student pairs repeat the modeled steps for Brown v. Board in front of the class. • Students work in pairs to examine Brown v. Board focusing on Day 2 objectives. • Students use their objective journal and explain in their own words how to evaluate constitutional principals and legal reasoning used in U.S. seminal texts. • Students will complete their homework at home.

	around to answer questions and give helpful feedback. Closure/Formative Assessment- The teacher will direct students to use their objective journal and explain in their own words how to evaluate constitutional principals and legal reasoning used in U.S. seminal texts. Homework: Students will evaluate their answers for the legal reasoning and constitutional principals used in the Brown v. Board of Education court case.	
3	**Day Three Objective:** Students will evaluate the premises, purposes and arguments in works in the Brown v. Board of Education . 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 explains to the students, "By the end of today's lesson, you will be able toevaluate the premises, purposes and arguments in works in the Brown v. Board of Education document." Anticipatory Set: Teacher will ask 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 and public advocacy. Teacher will ask students to share their answers. The teacher willwrite 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 will continue to take Cornell notes on the teacher created PowerPoint titled: "12.RI.8" Day 3PowerPoint Teacher covers clear examples in the PowerPointfrom Brown v. Board of Education (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. Modeling: Instructor will model how to evaluate the premises, purposes, and arguments used in U.S. seminal texts. Guided Practice: Teacher will ask students to get in their pairs from this week's activity. Teacher will ask one pair to come in front of the class and guide them regarding how to evaluate the premises, purposes, and arguments used in the Brown v. Board of Education argument. Checking for Understanding: Teacher will ask another pair of students to repeat the steps regarding how to evaluate the applications of the premises, purposes, and arguments used in the Roe v. Wade court case. Independent Practice: Students will work in pairs evaluating Brown v. Board of Education premises, purposes, and arguments (one example each, from each group). The teacher will walk around to	• 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 sts. may have main points provided – partially completed notes) • Students observe modeling by teacher. • Student pairsrepeat the modeled steps for Brown v. Board in front of the class. • Students work in pairs to examine Brown v. Board focusing on Day 3 objectives. • Studentsuse their objective journal to explain in their own words how to evaluate premises, purposes, and arguments used in U.S. seminal texts. • Students will complete their homework at home and/or come to tutoring for extra help/test preparation or mastery skill attainment. • Students will complete their homework at home.

	answer questions and give helpful feedback. Closure/Formative Assessment-Students will 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 12.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 tiers 2 and 3 after school interventions which offers students more practice and personalized mastery skill assistance.	
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 will listen to teacher directed instructions, obtain a copy of their summative assessment, and complete it by the end of the class period (40 min.).

12th 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 Plessy v. Ferguson, and write a comprehensive and 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?

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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 Plessy v. Ferguson in order to delineate and evaluate the reasoning in seminal U.S. texts, including the application of constitutional principles, use of legal reasoning, and the premises, purposes and arguments in works of public advocacy. The student will write a well thought out 3 paragraph essay utilizing legal reasoning in order to evaluate the premises, purposes, and arguments in the court case.	
Use constitutional principals and legal reasoning in order to delineate and evaluate the premises in the court case.	Mastery Student Response Should Include: • "In 1890, Louisiana passed a statute called the Separate Car Act, which stated "that all railway companies carrying passengers in their coaches in this state, shall provide equal but separate accommodations for the white, and colored races, by providing two or more passenger coaches for each passenger train, or by dividing the passenger coaches by a partition so as to secure separate accommodations…' The penalty for sitting in the wrong compartment was a fine of $25 or 20 days in jail" (Streetlaw.org).
Use constitutional principals and legal reasoning in order to delineate and evaluate the purposes in the court case.	Mastery Student Response Should Include: • "…Plessy argued that the Separate Car Act violated the Thirteenth and Fourteenth Amendments to the Constitution" (Streetlaw.org).
Use constitutional principals and legal reasoning in order to delineate and evaluate the arguments in the court case.	Mastery Student Response Should Include: • "John Howard Ferguson was the judge presiding over Plessy's criminal case in the district court. He had previously declared the Separate Car Act "unconstitutional on trains that traveled through several states." However, in Plessy's case he decided that he state could choose to regulate railroad companies that operated solely within the state of Louisiana. There, Ferguson found Plessy guilty and declared the separate Car Act constitutional" (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.)