Curriculum Sample Template

Max. 8 Pages

Grade Level	12	**Content Area**	Senior Humanities (English)
Course Title (grades 9-12 Only)	**Looking Back, Reaching Forward: Exploring the Promise of *Brown v. Board of Education* in Contemporary Times(Students explore the ways in which segregated schooling conflicts with core democratic values)** (source ADL website http://www.adl.org/education/brown_2004/lesson2.asp)		
Length of Unit	Unit 2, 4 Lessons 12 class periods in Senior Humanities Block	**Time of Year**	Block 6 of 10 corresponding with Social Studies /Government study of Civil Rights
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 purpose of this lesson is for students to explore the ways in which school desegregation was approached in the immediate aftermath of the *Brown* decision and over the subsequent decades. Students analyze Justice Felix Frankfurter's 1955 Draft Decree to enforce *Brown* to learn about the Court's intentions with regard to school desegregation and the significance of the phrase, "with all deliberate speed." Students then examine actual school segregation photos and school integration timelines spanning several decades in order to better understand the barriers that existed and the strategies employed to fulfill *Brown's* mandate. Students will analyze primary documents to determine the Supreme Court's intentions with regard to the implementation of the *Brown v. Board of Education* decision. Students will explore historical records to learn how school desegregation was put into practice in the decades following the *Brown* decision. Students will better understand the barriers and opportunities that existed with regard to school integration in the U.S. from the 1950s through the 1980s. Addresses Quadrant D in the program of instruction.		
Standard Number and Description *List the Number* and full description for the required Standard.*	**Writing**12.W.2. Write informative/explanatory texts to examine and convey complex ideas, concepts, and information clearly and accurately through the effective selection, organization, and analysis of content a. Introduce a topic; organize complex ideas, concepts, and information so that each new element builds on that which precedes it to create a unified whole; include formatting (e.g., headings), graphics (e.g., figures, tables), and multimedia when useful to aiding comprehension. b. Develop the topic thoroughly by selecting the most significant and relevant facts, extended definitions, concrete details, quotations, or other information and examples appropriate to the audience's knowledge of the topic. c. Use appropriate and varied transitions and syntax to link the major sections of the text, create cohesion, and clarify the relationships among complex ideas and concepts. d. Use precise language and domain-specific vocabulary, and techniques such as metaphor, simile, and analogy to manage the complexity of the topic. e. Establish and maintain a formal style and objective tone while attending to the norms and conventions of the discipline in which they are writing. f. Provide a concluding statement or section that follows from and supports the information or explanation presented (e.g., articulating implications or the significance of the topic)		
Summative Assessment	Write a college level essay titled, "Looking Back, Reaching Forward: Exploring the Promise of *Brown v. Board of*		

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.	*Education* in Contemporary Times" Examine the ways in which segregated schooling conflicts with core democratic values through an analysis of *Fisher and Mendoza v. Tucson Unified School District* that explores the ways in which school desegregation was approached in the aftermath of the *Brown v. Board of Education* decision. The student will use the Writing Rubric for Unit 2 as a guide to expectations and mastery. Essays must include all elements of the writing standard.
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 demonstrate mastery, and grading scale. A copy of the answer key and scoring rubric (whichever applicable) must be attached to the curriculum sample.*	Teacher will score all essays using the writing rubric for Unit 2. All students must achieve mastery with a score of 10(83%) or higher. Exceeds=12 points Meets=10-11 points Approaches=7-9 Falls Far Below=6 or lower. Feedback is given in one-to-one conferencing using the "Writing Rubric for Unit 2" If a student has not achieved mastery then peer collaboration with a student who has mastered the project takes place. Students who have not achieved mastery are given time to achieve mastery. Teacher will mentor student(s).
Materials/Resources Needed	Documents and videos needed for particular days (listed in lessons), computers with Microsoft Office, Internet, students' USB portfolios and electric journals, cell phones with Internet for class blog, LED projector and screen, overhead/Elmo, Word Wall, chart, paper, markers.

* ***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).*

Looking Back, Reaching Forward: Exploring the Promise of *Brown v Board of Education* in Contemporary Times

(Students explore the ways in which segregated schooling conflicts with core democratic values)

The purpose of this lesson is for students to explore the ways in which school desegregation was approached in the immediate aftermath of the *Brown* decision and over the subsequent decades. Students analyze Justice Felix Frankfurter's 1955 Draft Decree to enforce *Brown* to learn about the Court's intentions with regard to school desegregation and the significance of the phrase, "with all deliberate speed." Students then examine actual school segregation photos and school integration timelines spanning several decades in order to better understand the barriers that existed and the strategies employed to fulfill *Brown's* mandate. Students will analyze primary documents to determine the Supreme Court's intentions with regard to the implementation of the *Brown v. Board of Education* decision. Students will explore historical records to learn how school desegregation was put into practice in the decades following the *Brown* decision. Students will better understand the barriers and opportunities that existed with regard to school integration in the U.S. from the 1950s through the 1980s.

Lesson (add as needed)	**Instruction**	**Student Activities**
1	Write the phrase, "with all deliberate speed," on the board. Ask students if they know what these words signify, or if they can reason the connection to the *Brown v. Board of Education* decision. Mini Lecture outlines: after the 1954 decision declaring school	Students blog what they know about the phrase "with all deliberate speed". Students take Cornell notes over mini lecture.

	segregation unconstitutional, the Supreme Court heard arguments the following term about how best to end segregation. The famous words-originally from a 1911 decision by Oliver Wendell Holmes-were included in the Court's final decree. Teacher distributes Justice Felix Frankfurter's Draft Decree to enforce the *Brown v. Board of Education* decision from April 8, 1955. Teacher provides copies of AVID Reading strategy. Instruct students to apply the graphic organizer and mark the text for transitions, conclusions and critical statements. Mini Lecture: This lecture outlines that though the legalistic language and handwritten notes may be hard to decipher, ask students what words or phrases stand out, and what they can learn about the Justice's intentions with regard to integration. Highlight language such as, "must be given effect immediately" (in point 3), and note that the phrase, "may be delayed for a reasonable period not to exceed one school cycle of 12 years," has been crossed out in the same point. Point 5, which initially included the language, "with all appropriate speed," has been completely crossed out and replaced with handwritten notes at the bottom that include the phrase, "with all deliberate speed," which is part of the final language adopted by Chief Justice Earl Warren. Inform students that the NAACP-the African American civil rights organization that prosecuted Brown and many other segregation cases-recommended the Court use the word "forthwith" to encourage a rapid desegregation timeline. Ask students to define forthwith (at once; immediately) and to consider why the Court may have chosen not to include that language. Tell students that the Court recognized the great challenges ahead of them and struggled to find language that would be both strong and realistic. In the end, Chief Justice Warren chose "with all deliberate speed" as the standard because of its connection to the venerated Oliver Wendell Holmes and because "there were so many blocks preventing an immediate solution of the thing in reality that the best we could look for would be a progression of action." Point out that over time, however, opponents of integration used the standard to delay compliance with Brown, and in 1964 Justice Hugo Black stated in a desegregation opinion that "the time for mere 'deliberate speed' has run	Students read Justice Felix Frankfurter's Draft Decree to enforce the *Brown v. Board of Education* decision from April 8, 1955. Using the AVID graphic organizer each student completes “Marking the Text”. Students highlight in different colored markers the transitions (yellow), conclusion (light green) and critical statements (light blue) made. This will be used later. Students take Cornell notes over mini lecture.

	out." (allow three days) Ask students to define key terms and find others that are pivotal in understanding the text.	Students pair/share using Cornell notes they define the following vocabulary words: barrier, boycott, busing, compliance, court-order, decree, de facto segregation, de jure segregation, demonstration, desegregation, equalization, forthwith, integration, interposition, lawsuit, magnet school, massive resistance, NAACP, persecution, protest, re-segregation, segregation, sit-in, unconstitutional, unitary, "with all deliberate speed". Students complete assignment on their own for homework. Words are added to Word Wall.
2	Provide the students with AVID graphic organizer. Project and distribute copies of the following School Desegregation Photos: ▪ Black Students Integrate Little Rock's Central High School (Arkansas, 1957) ▪ African American Students Enter High School with Military Escort (Arkansas, 1957) ▪ Nearly Empty Desegregated School (New Jersey, 1962) ▪ Mother Removing Child from Desegregated School (Alabama, 1963) ▪ Only African American Student Attending School (Boston, 1974) Allow students time to view each photo and to describe what they observe. Based on the photos and their knowledge of the era, ask students to identify some of the "blocks" and "actions" that Chief Justice Warren may have been referring to, and record their responses on the chart. Post a sheet of chart paper divided into two columns labeled "Blocks" and "Progression of Action." Ask students to consider Chief Justice Warren's words: "There were so many blocks preventing an immediate solution of the thing in reality that the best we could look for would be a progression of action." Ask students to think about what "blocks" or barriers to school integration may have existed following the Brown decision and what "progression of action" or steps may have been taken	Students view each photo and describe what they observe by using the AVID graphic organizer "Reading Pictures, Images, Graphs and Other Visuals" Based on the photos and their knowledge of the era, ask students to identify some of the "blocks" and "actions" that Chief Justice Warren may have been referring to, and record their responses on the chart. Students participate in "Blocks" and Progression of Action"

	to end school segregation Explain to students that they will be examining school integration timelines from various parts of the country that will provide them with a greater sense of the barriers communities faced and the steps taken to achieve desegregation. Divide the class into six groups and provide each group with one copy of the handouts, School Integration Post-Brown: Barriers and Opportunities and Glossary of School Integration Terms. In addition, provide each group with copies of one of the Timelines of School Integration. Direct each group to choose a recorder. Instruct the groups to read their timelines together and to identify examples of barriers to school integration and steps taken to implement desegregation. The recorder is responsible for taking notes on the Barriers and Opportunities handout and for transcribing this information on to the class chart initiated earlier. Each group chooses an event from the timelines to dramatize for the class. Encourage students to select events that capture a significant episode in school desegregation history, and use the role plays as a vehicle for discussing important concepts (allow three days for this activity). Teacher concludes this activity by gathering the class and reviewing the chart of barriers and actions. Attention is drawn to trends that exist and highlight similarities and differences across various communities. Allow students to ask clarifying questions and to expand upon the information they have recorded. Ask students to select several examples of excellent metaphor, simile and analogy used in the writings. (Allow 5 days for this activity.)	Students are provided each group copies of the handouts, School Integration Post-Brown: Barriers and Opportunities and Glossary of School Integration Terms, Timelines of School Integration.Students use the AVID graphic organizer "Writing in the Margins: Clarifying Ideas" Each student fill out the graphic organizer for each text. Students divide into six collaborative groups and are provided each group with one copy of the handouts, School Integration Post-Brown: Barriers and Opportunities and Glossary of School Integration Terms, Timelines of School Integration. Each group chooses a recorder. Each student shares his notes with the group. Each group discusses timelines together and identifies examples of barriers to school integration and steps taken to implement desegregation. The recorder is responsible for taking notes on the Barriers and Opportunities handout and for transcribing this information on to the class chart initiated earlier. Each recorder sums up the points for the class Each group chooses a different event from the timelines to dramatize for the class. Students select events that capture a significant episode in school desegregation history, and use the role plays as a vehicle for discussing important concepts. After each dramatization students move to their collaborative groups and discuss and take Cornell notes over the important concepts portrayed. Students review the "Chart of Barriers and Actions" in collaborative groups. Students write an essay on the trends that exist and the similarities and differences as present in the chart. " Students highlight in different colored markers their transitions (yellow), conclusion (light green) and statements (light blue) made. Students select examples of metaphor, simile and analogy. Students pair share their selections then report out to the class.

3.	Teacher prepares for writing assessment. Teacher uses the rubric to assist students in preparing to write the essay assessment. Teacher reviews elements of writing emphasizing content and development. Teacher monitors content and development in essays by conducting small group writer workshop sessions with students. Students will be guided how to edit and strengthen their essays. Teacher prepares for assessment. A review of the elements of good writing. Emphasis is placed on organization and structure. . (allow 4 days to complete)	Students review and practice elements of good writing as they use the rubric to guide them Students will participate in writer workshop sessions to edit and improve their writing . Students refer to their reflection journal entry: "Fifty years after the historic court ruling, do you think segregation and unequal opportunity are still problems in U.S. schools?" This was from Unit 1. Using the writing rubric students make adjustments to their reflections. Students rewrite the journal entry as a practice essay. Emphasis is on content and development. Students practice elements of organization and structure by writing effective transitions, strong conclusions and clarity in writing statements by evaluating and writing essays. Students refer to notes they took over Justice Felix Frankfurter's Draft Decree to enforce the *Brown v. Board of Education* decision from April 8, 1955. Using the AVID graphic organizer each student completes "Marking the Text". Students highlighted in different colored markers the transitions (yellow), conclusion (light green) and statements (light blue made. Students blog on their effectiveness. Students exchange essays they wrote (Students reviewed the "Chart of Barriers and Actions" in collaborative groups. Students wrote an essay on the trends that exist and the similarities and differences as presented in the chart.) ". Students highlighted in different colored markers the transitions (yellow), conclusion (light green) and statements (light blue made. They give each other relevant feedback.
	Teacher evaluates reflective essays and meets with students in writers workshops to identify areas for improvement. Teacher prepares students for essay assessment Teacher provides the prompt for the essay and the rubric assessment. (Allow four days to complete.)	Students refer to notes, presentations, and collaborative discussion and write a reflective essay on an event (not the one they participated in) that captures a significant episode in school desegregation history. ". Students highlight in different colored markers the transitions (yellow), conclusion (light green) and statements (light blue) made. Students fill out the AVID graphic organizers , "Analyzing a Writing Prompt" and "Responding to a Writing Prompt" Essay Prompt: Write a college level essay titled, "Looking Back, Reaching Forward: Exploring the Promise of *Brown v. Board of Education* in Contemporary Times" Examine the ways in which

		segregated schooling conflicts with core democratic values through a thorough analysis of *Fisher and Mendoza v. Tucson Unified School District* that explores the ways in which school desegregation was approached in the aftermath of the *Brown v. Board of Education* decision. The student will use the Writing Rubric for Unit 2 as a guide to expectations. Essays must include all elements of the standard.

Paste Summative Assessment Here:

Summative Assessment for Writing
Write a college level essay titled, "Looking Back, Reaching Forward: Exploring the Promise of *Brown v. Board of Education* in Contemporary Times" Examine the ways in which segregated schooling conflicts with core democratic values through an analysis of *Fisher and Mendoza v. Tucson Unified School District* that explores the ways in which school desegregation was approached in the aftermath of the *Brown v. Board of Education* decision. The student will use the Writing Rubric for Unit 2 as a guide to expectations and mastery. Essays must include all elements of the writing standard.

Paste Answer Key/Scoring Rubric Here:

Teacher will score all essays using the writing rubric for Unit 2. All students must achieve mastery with a score of 10(83%) or higher. Exceeds=12 points Meets=10-11 points Approaches=7-9 Falls Far Below=6 or lower. Students who have not achieved mastery are given time to achieve mastery. Teacher will mentor student(s).

Writing Rubric for Unit 2

Looking Back, Reaching Forward: Exploring the Promise of *Brown v Board of Education* in Contemporary Times

Category	Exceeds (4 points)	Meets (3 points)	Approaches (2 points)	Falls Far Below (1 point)
Content and Development a. student will introduce a topic; organize complex ideas, concepts, and information to make important connections and distinctions; include formatting (e.g., headings), graphics (e.g., figures, tables), and multimedia when useful to aiding comprehension	Uses academic English, excels in responding to assignment, interesting, demonstrates sophistication of thought, central idea/thesis is clearly communicated and worth developing, recognizes some complexity of its thesis: may acknowledge contradictions, qualifications, or limits and follow out their logical implications. Understands and uses effective examples and details, chooses words for their precise meaning and uses an appropriate level of specificity.	Uses academic English, a solid paper, responding appropriately to assignment, clearly states a thesis/central idea, but may have minor lapses in development, begins to acknowledge the complexity of central ideas, but may not evaluate them critically. Attempts to define terms, not always successfully.	Does not use academic English. Content is not comprehensive. Major points are addressed, but not well supported. Language lacks clarity. There are central ideas but they may not be supported or critically evaluated. May use metaphor, simile or analogy.	Does not respond to the assignment. Lacks a thesis or central idea, and may neglect to use examples or supporting details where necessary. Content is incomplete, major points are not clear and /or persuasive. Contains many awkward sentences

	Sentence style fits paper's audience and purpose. Sentences are varied, yet clearly structured and carefully focused, not long and rambling. Excellent use of metaphor, simile and analogy to manage the topic.	Language is clear and precise; sentences display consistently strong, varied structure. Good use of metaphor, simile and analogy to manage the topic.		and misuses words. Employs inappropriate language. Language impedes clarity
Organization and Structure b. Student will develop the topic with well-chosen, relevant, and sufficient facts, extended definitions, concrete details, quotations, or other information and examples appropriate to the audience's knowledge of the topic. c. Student will use appropriate and varied transitions to link the major sections of the text, create cohesion, and clarify the relationships among complex ideas and concepts. d. Student will use precise language and domain-specific vocabulary to manage the complexity of the topic. e. Student will establish and maintain a formal style and objective tone while attending to the norms and conventions of the discipline in which they are writing. f. Student will provide a concluding statement or section that follows from and supports the information or explanation presented (e.g., articulating implications or the significance of the topic)	Paper follows designated guidelines, uses evidence appropriately and effectively, providing sufficient evidence and explanation to convince. Uses proper citations and footnotes Uses varied transitions to link major sections of the text and to build relationships among ideas and concepts. Uses precise and domain-specific vocabulary accurately. Ideas are organized into coherent paragraphs with strong introduction, clear thesis and meaningful conclusion.	Paper follows designated guidelines. For the most part, uses evidence appropriate and effectively, providing sufficient evidence and explanation to convince. Uses proper citations and footnotes. Uses varied transitions to link major sections of the text. Uses precise and domain-specific vocabulary. Ideas are organized and have a logical introduction, body and conclusion.	Writer uses generalizations to support points. Uses examples, but they may be obvious or not relevant. Often depends on unsupported opinion or personal experience, or assumes that evidence speaks for itself. Incomplete citations and footnotes. Often has lapses in logic. Some formatting guidelines are followed. Transitions are simplistic and provide weak connections. Uses some domain-specific vocabulary and precise language. Provides a sense of introduction, body and conclusion.	Uses irrelevant details or lacks supporting evidence entirely. May be unduly brief. Contains no proper citations and footnotes. Evidence of research is insufficient for the paper size. Does not use precise language and domain-specific vocabulary. Lacks coherence in organizing ideas and misses introduction, body or conclusion.
Grammar, Punctuation and Spelling (4 is mandatory)	Demonstrates grade level appropriate conventions. Free of spelling, punctuation and grammatical errors.	A 4 is mandatory	A 4 is mandatory	Too many errors for reader to follow the thinking.