Curriculum Sample Template

Grade Level	12	**Content Area**	Reading
Course Title (grades 9-12 Only)	Humanities IV		
Expected Prior Knowledge *The knowledge/skills mastered earlier in the year foundational to the mastery of the required Standard in the current sample.*	Students are able to tell when an author is using analogy, allusion and word choice chosen by the text's author and how it affects overall meaning and tone of the text. Students should also be able to explain how the author uses key words or repeats words to develop an argument. Appendix A of The Common Core for English Language Arts expects a text complexity Lexile measure of 1215L-1335 at the 11-CCR grade band.		
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.*	This sample also demonstrates the three distinctive features of SySTEM Phoenix's Program of instruction: 1) Integration: English and Social Studies standards are taught in a mutually reinforcing manner. Students utilize "Thinking Like a Historian" to foster deep thinking. 2) Problem-Based Learning: The standard is introduced to students within the context of a real-world problem that they continually hook their new knowledge into in order to create a viable solution or make an evaluative judgment 3) All final written products are authentic documents that students will present to an audience of stakeholders.		
Standard Number and Description	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 (e.g., how Madison defines faction in Federalist No. 10).		
Materials/Resources Needed	"Individual Rights v. Property Rights" http://www.examiner.com/article/individual-rights-v-property-rights-1 "Property Rights are Civil Rights " http://reason.com/blog/2010/02/10/property-rights-are-civil-righ "Teaching Connotation and Denotation" http://www.youtube.com/watch?v=XZ3LE5hD96A "Denotative and Connotative" http://www.eng.fju.edu.tw/English_Literature/terms/denotation.htm Excerpts from primary source documents: Federalist 10: http://billofrightsinstitute.org/founding-documents/primary-source-documents/the-federalist-papers/federalist-papers-no-10/ Sullivan Ballou Letter http://www.pbs.org/civilwar/war/ballou_letter.html , Letter From Gertrude http://jwa.org/teach/primarysources/letters_02_detail.html, Letter from Rebecca http://jwa.org/teach/primarysources/letters_01.html Contract for Indenture 1837 http://jwa.org/teach/primarysources/artifacts_01.html *Dred Scott v. Sanford* 1847 "Background and Summary Questions" http://www.streetlaw.org/en/Page/536/Background_Summary__Questions_ Graphic Organizers: Word Logs, Reading Like a Historian Writer's Notebook Internet and web-based resources, student computers		

* ***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	***1. Essential Question:*** What role does property have in US constitution? ***2. Launch/Introduction:*** You are a corporate executive from the music industry and have sued many people for stealing Intellectual property in the past. You know that the meaning of property has changed over time, and the American Constitution is based in property rights. You will research the evolution of this concept in order to understand where and what you may need to do to continue to grow as a corporation and make money. ***3.*** Teacher will present the 2 articles "Individual Rights v. Property Rights" (1400L) and "Civil Rights are Property Rights" (1410L). Teacher will facilitate discussion about the claims made in the articles. What are the arguments about property rights? What new language do they use that needs further clarification or research? Are these radical ideas related to property? Where and what could we do to corroborate the arguments in the articles. 8. Teacher will show the short video "Teaching Connotation and Denotation" illustrate several examples of how the meaning or nuance of a word changes depending on the context. Teacher will initiate in depth analysis of how to review the meaning of words using contextualization, which is the way we make meaning of words and ideas, focusing on the value and relationship to other words to "color" our perception of what we are discussing.	***4. Investigate/Explore:*** Students will organize into Research teams of four and work on the historical research related to connotative, figurative and technical meanings of words and understanding the use of the word "property" to better serve their client. 5. Research Teams will maintain a word log throughout the research process. While reading, students will "contextualize" words that seem to change in meaning based on the voice of the authors or over time in a piece. 6. Students will use the "Reading Like a Historian" (RLH) graphic organizer to find the author/publisher, event, date and era of a document prior to reading. Students will contextual key words by relating to key events of the era, using close reading questions, and seeking corroboration from other primary sources. 7. Research teams will participate in the discussion, using the RLH to discern the validity of the sources of the article. Students will create a list of arguments presented in the articles and find other terms used in the article that help to focus on what or how the authors want the reader to interpret the term "property." 9. Research teams will discuss the video and how they would need other words to be able to discern the meaning of simple words such as "play" or "fall" and how the images did that but that there would need to be more in text. 10. ***Differentiation/Additional Exploration:*** Using the "Denotative and Connotative" online page, students will explore excerpts of writing that exemplify these figures of speech. 11. ***Closure:*** In their Writer's Notebook (WN), students will explain how the two articles have expanded the meaning of the word "property" and formulate a plan to use contextualization to further understand this term. ***Formative Assessment:*** *Student will be assessed on the ability to determine the meaning of words and phrases as they are used in a text, including: figurative, connotative, and technical meanings.*

	1. Introduction: "Today we will trace a changing definition throughout the course of a text." 2. Teacher will read an excerpt from the book *In Defense of Women* (1410L). Teacher will then source the document, giving some background to the document.	3. Students will first label each paragraph of *In Defense of Women.* As students listen and read along they will add to their Word Logs. Language will be explicitly discussed and each team will work to better understand the meaning of each paragraph further. 4. Students will read the text a second time to find how the definition of the word "marriage" transforms throughout the entire piece. Students will create a pictorial representation of the word at multiple points in the text. 5. In large group, students will present how their pictures trace the word throughout the text. ***6. Formative Assessment:*** Given an excerpt of text with a key word that repeats, students will analyze how the word transforms throughout the piece. *Students will be assessed on their ability to analyze how a key term is interpreted, used, and refined over the course of the work.* ***7. PBL Casework:*** Students will continue to research historical definitions of the word property and analyze how the term is interpreted, used, and refined in several pieces.
2	***1. Introduction:*** "Today we will practice the skill of analyzing a word and meaning by reviewing a very famous article *Federalist 10* (1370 L)." 2. Teacher will read the document to the class. Teacher will then source the document, giving some background to the document including where it was first published, the fact that there are Anti-Federalist papers too, and the three authors who wrote it. 5. Throughout the close reading, the role of the teacher is facilitative. Teacher will engage teams in discourse about how the use of the word "faction" relates to modern day notions like lobbies and interest groups. ***6. Vocabulary/Tier 2 Language****:* Teacher will instruct the students to gather all words that they do not understand into word logs and to make meaning of them, using diagrams, other words, people or drawings. ***7. Debrief/Discuss:*** Teacher will guide a group discussion about the transformation of the word "faction" throughout the piece. Teams will share, compare, and defend their mad lib selections	3. Students will first label each paragraph of *Federalist 10*. As students listen and read along they will add to their Word Logs. Language will be explicitly discussed and each team will work to better understand the meaning of each paragraph further. ***4. Investigate/Explore:*** Teams will identify how the word "faction" is interpreted, used and refined throughout the document. Students will re-read the document using close reading strategies, while generating a list of multiple meanings for the word at particular points in the document. The word will then be replaced with the new words. Teams will re-read the document (like mad libs) to hear and dig deeper in the use of the word faction. 8. ***Formative Assessment:*** Given a series of present day issues, students will determine if they qualify as a faction as defined in *Federalist 10*. *Students will be assessed on their ability to analyze how a key term is interpreted, used, and refined over the course of the work.*

	as a nuanced definition of the word is formalized.	
3	***1. Introduction:*** "Today we will review a landmark U.S. Supreme Court case related to ideas of property." 2. Teacher will have students do an analysis of the documents related to the *Dred Scott v. Sanford* case. Teacher will engage the entire class in whole group discussion about the case using Street Law, Inc.'s "Background and Summary Questions" to support student's understanding of the case. ***5. Vocabulary/Tier 2 Language:*** Research teams will collect at least 5 legal terms related to their primary source materials and use an online legal dictionary to define the terms. Teams will share these definitions with the class. As a facilitator, the teacher will prompt students to consider how meaning of these technical words affect the overall interpretation of the document. Is it possible to understand these documents without knowing the technical definitions?	***3. Engage with the Text:*** Each research team will fill out the RLH while reading their segment of the information related to the case including Majority Decision, Minority Decision and selection of editorials related to the case. Each team member will write down their reactions after each segment of the text, reflecting on how key words were used, interpreted, and refined. 4. Research teams will present key words will pictures that depict how the definition builds or transforms. 6. After using close reading strategies to discern each document. Teams will present their text. Each team will take notes related to how the case relates to "property" and how the notion of "property" develops throughout the case. ***7. Closure:*** Each student respond to the following questions about one key term from today's readings: How was the word used, or what segment of the text was it from? Is there a negative or positive connotation to this word? Expand the meaning and give it depth and breadth by contextualizing it. ***Formative Assessment:*** *Student will be assessed on the ability to determine the meaning of words and phrases as they are used in a text, including: figurative, connotative, and technical meanings.*
4	***1. Introduction:*** "Today you will read letters written by a Civil War Soldier, Suffragettes and Indenture Contract from the mid 1800's to early 1900's. These exemplify the language, status, values and belief systems of the time." 2. Teacher will model A/B reading strategy. Teacher will facilitate students gathering of phrases using figurative, technical and connotative language. ***7. Summarize/Debrief:*** The teacher will guide a discussion about the categorization of each word and prompt students to analyze instances when the same word was placed in multiple categories. Teacher will ensure students understand the following learning target: contextualizing makes it possible for words to be categorized in more than one place.	***3. Engage with the Text:*** Each research team will fill out the RLH, sourcing before and contextualizing after they read all the primary source documents. Students will work in pairs to interact with the text. When student A reads, student B will mark text and vice versa. Once the pair has finished the entire passage, they will summarize the document in 40 words or less. ***4. Vocabulary/Tier 2 Language:*** Students will support each other, and will use word logs to gather misunderstood terminology and unknown vocabulary. 5. Pairs will return to full Research teams once they have completed all summaries. Using the list of key words and phrases gathered, students will create lists of figurative, technical and connotative language. Each group will write at least 5 examples of each kind of word on a large poster.

		6. Students will conduct a gallery walk of each team's poster, noting similarities and differences amongst categorizations. ***Formative Assessment:*** Given an excerpt of text that repeats a key word, students will categorize each instance as figurative, technical, or connotative language and discuss how the use of the word transforms throughout the piece. *Student will be assessed on the ability to: 1) determine the meaning of words and phrases as they are used in a text, including: figurative, connotative, and technical meanings and 2) analyze how a key term is interpreted, used, and refined over the course of the work.*
5		***1. Summative Assessment:*** Students will take summative assessment.

Summative Assessment Items: *Attach here.* For each summative assessment item, include an answer key or scoring rubric describing how points are to be awarded.

Type I:

Lexile Measure 1260

Read the following excerpt and answer the question below.

Diamonds in the Sky

Stars are not the only objects that glitter in the dark night sky. Scientists have discovered that diamonds are plentiful in outer space. Some of these space diamonds are called "nanodiamonds" because they are incredibly small. A nanodiamond is millions of times smaller than a grain of sugar—more or less the size of a strand of DNA. Nanodiamonds are stardust, created when ancient stars exploded long ago, disgorging their remaining elements into space. Other space diamonds are huge—the size of whole planets—while some may exist in liquid or frozen form. Scientists even suggest that planets in our own solar system may have oceans filled with chunks of frozen diamond "ice."

Diamonds are so common throughout the universe because they are a pure form of one of the universe's most common elements: carbon. Diamonds have a number of amazing properties: they are extremely hard and transparent, and can withstand radioactivity, corrosive acids, and other powerful forces. Diamonds conduct electricity more readily than copper, and are also the best natural conductor of heat that we know of—which is why diamonds feel cool to the touch. Like a prism, diamonds produce rainbows from white light. The melting point of a diamond, 7,362 degrees Fahrenheit, is higher than that of any other known substance.

Graphite and diamonds share the same chemistry—both are carbon. The difference lies in the arrangement of the carbon atoms, known as their "molecular structure." Extreme forces are required to transform dark, soft graphite—the stuff used in pencil lead—into hard, brilliant diamonds. A diamond is formed when carbon is exposed to immense pressure and extreme heat—conditions found hundreds of miles below the surface of the Earth, where most natural diamonds are formed. The heat and pressure squeeze the carbon atoms into a dense, crystalline structure. In the comic books, Superman could create a diamond by simply squeezing carbon in his bare hands, but it normally takes billions of years for carbon to become a diamond.

In space, diamonds are born more quickly. Scientists believe space diamonds often crystallize in no more than a millionth of a millionth of a second, when dust grains containing carbon smash together at extremely high speeds. Another hypothesis for how space diamonds are formed involves the shock waves released by an exploding star, which cook and compress carbon dust until it becomes a diamond...

Scientists have even discovered a diamond planet in our galaxy, 4,000 light years from earth and about five times larger than our own planet. It is heavier than Jupiter, the largest planet in our solar system. Astronomers believe that this diamond planet formed when the carbon core of a massive star collapsed and became a diamond under intense gravitational pressure.

Besides being beautiful to contemplate, space diamonds teach us important lessons about natural processes going on in the universe, and suggest new ways that diamonds can be created here on Earth.

1. Read the sentence form the text. Then answer the question.

"Nanodiamonds are stardust, created when ancient stars exploded long ago, <u>disgorging</u> their remaining elements into space."

Based on the context of the sentence, what is the most precise meaning of <u>disgorging</u>?

A. scattering randomly B. throwing out quickly C. spreading out widely D. casting forth violently

SOLUTION

1. D

Scoring: This item represents a level 2 mastery of the standard. To achieve this level, students must answer 80% or more of the questions correctly. The student must demonstrate:

Student can determine the meaning of words and phrases as they are used in a text, including: figurative, connotative, and technical meanings.

Type II:

Lexile Measure 1250

Read the following excerpt from "Historical Concept of Treason: English, American" (1959) from the Indiana Law Journal. Then, answer the questions that follow:

"Treason is essentially a violation of allegiance to the community. There have been times in the history of various legal systems when the definition of "treasonous acts" was so broad that it encompassed the whole of criminal law. In early Roman history the concept of treason was sufficiently broad to include, along with betrayal to an external enemy, any act which threatened the safety of the group. Perduellio, the earliest Roman concept of treason, was literally the act of a base or evil enemy who assumed a state of war toward his community. Perduellio, meaning "enemy," was committed by a Roman when he acted in any manner hostile to his country. […] It is generally known that perduellio was absorbed by the later law of crimen majestatis which encompassed acts injuring the honor or majesty of the Roman people. […]

Although capital punishment was the penalty for a conviction under crimen majestatis it was not always carried out. For example, it became a common practice to give the accused a period of grace between the time of sentencing and the time of execution so that he could escape from the country. The accused could attend his trial and defend himself; but if he was convicted he could still save his own life by leaving the country.

During the early reign of Edward III a knight forcibly held a man until he paid ninety pounds; this was held to be treason because the knight was guilty of attempting to exercise royal power. […]

A few years later, however, the famous statute of 25 Edward III was handed down declaring what should and should not be considered treason. This statute attempted to define the law and abolish the latitude for construction which the local courts had exercised up to that time. The statute of Edward III divided breaches of this allegiance into two categories. The minor breaches of allegiance, of private and domestic faith, were denominated petit treason. But when a subject became so disloyal as to attack the majesty itself, the statute made the offender guilty of high treason.

1. What three definitions of treason are mentioned in the article?

2. Analyze how the definition of treason throughout history has evolved over time?

SOLUTIONS

1. Trying to use royal power when it is not permitted; ruining the honor of a people; declaring war on your own community

2. Answers may vary but should include treason started as a word to describe almost any crime, which was used by rulers as they pleased, but then became defined more specifically by later rulers.

Scoring[1]: This item represents a level 3 mastery of the standard. To achieve this level, students must answer 80% or more of the questions correctly. The student must demonstrate:

Student can analyze how a key term is interpreted, used, and refined over the course of the work.

[1] Words in red are specific to 11-CRR grade band.

Type III: ***Lexile Measure 1290***

Former President Bush's "Justice Will Be Done" speech to Joint Congress after the World Trade Center and Pentagon Bombings on September 20, 2001.

> Al Qaeda is to terror what the Mafia is to crime. But its goal is not making money, its goal is remaking the world and imposing its radical beliefs on people everywhere. The terrorists practice a fringe form of Islamic extremism that has been rejected by Muslim scholars and the vast majority of Muslim clerics; a fringe movement that perverts the peaceful teachings of Islam. The terrorists' directive commands them to kill Christians and Jews, to kill all Americans and make no distinctions among military and civilians, including women and children. This group and its leader, a person named Osama bin Laden, are linked to many other organizations in different countries, including the Egyptian Islamic Jihad, the Islamic Movement of Uzbekistan.
>
> There are thousands of these terrorists in more than 60 countries. They are recruited from their own nations and neighborhoods and brought to camps in places like Afghanistan where they are trained in the tactics of terror. They are sent back to their homes or sent to hide in countries around the world to plot evil and destruction […][2]

Rumsey, Lulu. (2011) "Terrorism: A Historical Context." *History Today.*

> 9/11 remains a date which lives in infamy. The elapsing of 10 years this weekend has done nothing to diminish the event's notoriety in the eyes of the world, nor its ramifications for American foreign policy. And yet, whilst in many peoples' minds 9/11 encapsulates the very definition of terror, history has taught us that the phenomenon of terrorism has undertaken many guises since its inception.
>
> The word 'terrorism' first emerged at the end of the eighteenth century in post-revolutionary France when it was used by the *Dictionnaire de l'Académie française*to describe 'a regime of terror'. Ironically given its usage today, the term originally referred to a legitimate system of government which used terror to assert itself. Its inspiration was the fearsome *la Terreur* which devoured revolutionary France under Robespierre's doomed command between 1793 and 1794. A century later, Paris became the scene of a further development in the history of terrorism: hostage taking. In the spring of 1871 during the brief reign of the Paris Commune, the concept of hostage taking, now a commonplace attribute of current day terrorism, was born. […]

In a multi-paragraph response analyze how former President Bush's use of the word "terrorist" is interpreted, used, and refined over the course of the work. As well, analyze how the notion of terrorism as used by former President Bush relates to the evolution of the term throughout history.

RUBRIC

Level 2 (Adequate)	Level 3 (Proficient)	Level 4 (Expert)
Student inconsistently determines the meaning of words and phrases as they are used in a text. Student response lacks evidence of interpretation of key term over course of the work.	Student can determine the meaning of words and phrases as they are used in a text. Student can analyze how a key term is interpreted, used, and refined over the course of the work.	Student can determine the meaning of words and phrases as they are used in a text with nuance. Student can analyze how a key term is interpreted, used, and refined over the course of the work and evolves over time.

[2] […] indicates that the document continues in its entirety.