Curriculum Sample Template
Max. 8 Pages

Grade Level	11th grade	**Content Area**	Reading
Course Title (grades 9-12 Only)	American Literature		
Expected Prior Knowledge *The knowledge/skills mastered earlier in the year foundational to the mastery of the required Standard in the current sample.*	Students will have experience with constructing a literary analysis paragraph. Students will have familiarity with basic informational text features and main ideas. Students should be familiar with the reading process and comprehension. Students will understand the link between literature and history.		
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.*	In order to succeed in STEM curricula, students must have a solid grasp of informational texts. Being able to decode and understand expository articles allows students the opportunity of reading to learn, rather than learning to read. This unit also contributes to students' ability to teach themselves new skills through reading. Specifically, this unit's instruction includes objective-driven instruction and daily formative assessments. All lessons include a Marzano high-yield strategy (ie summarizing and Venn diagrams), a Socratic seminar, or a Kagan cooperative learning structure (ie gallery walk, think-pair-share).		
Standard Number and Description *List the Number* and the full description for the Required Standard or Science Performance Objective listed in section A.6.*	11.RI.9—Analyze seventeenth-, eighteenth-, and nineteenth-century foundational U.S. documents of historical and literary significance (including The Declaration of Independence, the Preamble to the Constitution, the Bill of Rights, and Lincoln's Second Inaugural Address) for their themes, purposes, and rhetorical features.		
Materials/Resources Needed	Throughout the lessons, teachers are instructed to use texts for modeling, guided practice, and independent practice. Texts can be found here: http://jchsmediacenter.wikispaces.com/CCSS+Text+Exemplars.		

* ***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)	**Instructional Strategies**	**Student Activities**

1	**Objective:** Students will ("SW") summarize the themes, key points, and concepts of historical and literary documents. **Activation of Prior Knowledge:** Teacher will ("TW") ask students to brainstorm everything they remember about summarizing. TW write down what students respond with. **Key Points**: 1) Strong summaries include relevant details, theme analysis, and concepts. 2) If a reader only sees the summary, they should be able to understand the text. 3) Many themes are universal and transcend time and context. 4) Great summaries help us to compare and analyze later on. **Introduction to New Material ("INM")/Modeling:** TW use "Common Sense" to model how to find the key details, themes, and concepts of a text. TW go over many themes that flow throughout literary and historical texts. TW think aloud as he/she reads through the text. **Guided Practice:** TW group students and provide an article to each group. TW instruct students to write a great group summary, paying attention to details, themes, and concepts. TW facilitate class sharing. **Independent Practice:** TW give a copy of a text to each student. TW instruct students to write a thorough summary of the article. **Assessment:** TW collect summaries and read through, providing feedback.	SW read through objective and write down. SW think-pair-share to brainstorm. SW record key points. SW actively observe modeling and take notes. SW read through articles and create group summaries. SW check one another's work. SW use notes to write a summary of the new text. SW review their summaries and submit to teacher.
2	**Objective:** SW analyze the author's purpose, point of view, context, and bias of seminal documents. **Activation of Prior Knowledge:** TW review yesterday's summaries, going over the class's strong and weak points. **Key Points**: 1) Author's purpose is the reason the author created the piece. 2) Point of view (POV) tells us about the article and the author. 3) Bias occurs when an author has a clear opinion that affects the content of the text. 4) Understanding author's purpose, POV and bias lets us understand deeper concepts and significance of texts. **INM/Modeling:** TW read segments of "What to the slave is the Fourth of July?" while thinking aloud about the author and context. TW model how to take notes on an author's purpose, POV and motivation. TW write bullet points on the author, as learned by the text. **Guided Practice:** TW instruct students to re-examine yesterday's text. TW ask students to describe the point of view and identify any	SW record daily objective. SW take notes on class's performance. SW compare these results to their individual summaries. SW write down key points in notes. SW actively observe teacher and take notes. SW participate in think-pair-share to determine point of view and bias.

	points of bias. TW facilitate a think-pair-share and discussion. **Independent Practice:** TW give students an article, instructing them to read it and describe the author by analyzing POV, purpose, and bias. **Assessment:** TW collect student analysis and read through, providing feedback.	SW read article, pinpointing POV, author's purpose, and bias. SW write down how they determined POV, purpose, and bias. SW submit these findings with their analysis.
3	**Objective:** SW analyze 17th, 18th, and 19th century documents by dissecting and discussing their significance, themes, and concepts. **Activation of Prior Knowledge:** TW ask students to share the themes and concepts that seem to be repeated throughout stories, speeches, movies, etc. TW facilitate a class discussion on the universality of certain text topics. **INM/Modeling:** TW read through a segment of text. TW think aloud what themes and concepts arise in the article. TW model rhetorical features analysis. TW use self-questioning strategies to model. TW think aloud what significance the text held when written, as well as still today. **Guided Practice:** TW provide students with a section of The Declaration of Independence. TW instruct students to find some themes and concepts within the text. TW then put students in groups. TW instruct groups to compare their individual findings, and discuss how those themes and concepts add to the text's significance. **Independent Practice:** TW provide students with a text. TW instruct students to find the themes, concepts, and overall significance of the text. **Assessment:** TW ask students to reflect on their IP. TW collect student work.	SW write down daily objective in notes. SW participate in class discussion. SW actively watch modeling to see what teacher expects during article analysis. SW take notes on types of rhetorical features. SW work individually on finding themes and concepts. SW them combine with class members to compare their findings and discuss the greater significance of the text. SW share group thoughts with the class. SW work individually to find the themes, concepts, and overall significance of the text. SW write down the answer to, "How did I do when working on my own? What did I struggle with? What was easy?" SW submit this reflection along with their analysis.
4	**Objective:** SW construct a literary analysis paragraph. **Activation of Prior Knowledge:** TW go over findings from yesterday's assessment. TW address strengths and weaknesses. **Key Points**: 1) Literary analysis is often expressed through writing. 2) A literary analysis paragraph is succinct and clear, offering significant textual evidence and support. 3) Literary analysis paragraphs must also maintain a formal style. **INM/Modeling:** TW model how to create a literary analysis paragraph using yesterday's reading from T.S. Eliot. TW think aloud, offering clear guidance on how to create succinct sentences and	SW record daily objective. SW participate in reflection. SW record key points in notes. SW actively observe modeling and take any notes.

	significant evidence. **Guided Practice:** TW provide brief texts (ie Gettysburg Address) and paragraph templates to class. TW instruct students to work in partners to create a literary analysis paragraph. TW facilitate class sharing and discussion. **Independent Practice:** TW provide students with a text. TW instruct students to read carefully and create a literary analysis paragraph. TW support struggling learners. **Assessment:** TW collect work and provide feedback.	SW work in partners to create analysis paragraphs. SW share paragraphs and discuss as a class. SW independently create a literary analysis paragraph. SW submit paragraph.
5	TW instruct students to complete the summative assessment.	SW complete the 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.

1. Directions: Please read the following text and respond to the following questions in a well-written, multi-paragraph response:

1) What are the key themes and concepts in this text?
2) What is the author's purpose and how do you know?
3) Analyze the rhetorical features of this text, providing textual evidence.
4) What is the significance of this text, both in its original context and in modern times?

Abraham Lincoln's Second Inaugural Address:

At this second appearing to take the oath of the Presidential office there is less occasion for an extended address than there was at the first. Then a statement somewhat in detail of a course to be pursued seemed fitting and proper. Now, at the expiration of four years, during which public declarations have been constantly called forth on every point and phase of the great contest which still absorbs the attention and engrosses the energies of the nation, little that is new could be presented. The progress of our arms, upon which all else chiefly depends, is as well known to the public as to myself, and it is, I trust, reasonably satisfactory and encouraging to all. With high hope for the future, no prediction in regard to it is ventured.

On the occasion corresponding to this four years ago all thoughts were anxiously directed to an impending civil war. All dreaded it, all sought to avert it. While the inaugural address was being delivered from this place, devoted altogether to saving the Union without war, urgent agents were in the city seeking to destroy it without war--seeking to dissolve the Union and divide effects by negotiation. Both parties deprecated war, but one of them would make war rather than let the nation survive, and the other would accept war rather than let it perish, and the war came.

One-eighth of the whole population were colored slaves, not distributed generally over the Union, but localized in the southern part of it. These slaves constituted a peculiar and powerful interest. All knew that this interest was somehow the cause of the war. To strengthen, perpetuate, and extend this interest was the object for which the insurgents would rend the Union even by war, while the Government claimed no right to do more than to restrict the territorial enlargement of it. Neither party expected for the war the magnitude or the duration which it has already attained. Neither anticipated that the cause of the conflict might cease with or even before the conflict itself should cease. …

With malice toward none, with charity for all, with firmness in the right as God gives us to see the right, let us strive on to finish the work we are in, to bind up the nation's wounds, to care for him who shall have borne the battle and for his widow and his orphan, to do all which may achieve and cherish a just and lasting peace among ourselves and with all nations.

Summative Assessment Rubric:

	4	3	2	1
Author's Purpose	Student accurately determined author's purpose, supporting answer with examples.	Student accurately determined author's purpose.	Student partially explained author's purpose, but either missed information or did not provide examples.	Student did not analyze author's purpose.
Themes & Concepts	Student identifies and describes themes and concepts within the text. Student reads carefully to find the details that add to these themes and concepts.	Student identifies some themes and concepts. Student read the text to find some details that add to these themes and concepts.	Student misdiagnoses, or otherwise misses themes and concepts. Student misses key details that add to these.	Student doesn't describe themes and concepts.
Analysis	Student discusses how the details that create the themes and concepts add to the overall significance of the text. Student discusses context and universality.	Student discusses themes and concepts and how they are a part of the text's significance.	Student identifies the themes but either misses the significance, or doesn't link the themes and concepts to the significance..	Student does not analyze the text(s).
Rhetorical Features	Rhetorical features are thoroughly explained and analyzed. Textual evidence is provided.	Rhetorical features are explained. Some textual evidence is used.	Student attempted to explain rhetorical features, but either missed information or did not thoroughly support.	Student either did not explain rhetorical features, or did so without any support.

Total: _____/16; Grading Scale: 0-11=Incomplete; 12-13=C; 14=B; 15-16=A. 80%=Mastery.

2. Analyze the following speech by Martin Luther King, Jr. and discuss its themes, concepts, and significance.

I say to you today, my friends, that in spite of the difficulties and frustrations of the moment, I still have a dream. It is a dream deeply rooted in the American dream. I have a dream that one day this nation will rise up and live out the true meaning of its creed: "We hold these truths to be self-evident: that all men are created equal."

I have a dream that one day on the red hills of Georgia the sons of former slaves and the sons of former slave owners will be able to sit down together at a table of brotherhood. I have a dream that one day even the state of Mississippi, a desert state, sweltering with the heat of injustice and oppression, will be transformed into an oasis of freedom and justice.

I have a dream that my four children will one day live in a nation where they will not be judged by the color of their skin but by the content of their character.

Assessment Rubric:

	4	3	2	1
Analysis	Analysis is thorough and only contain important evidence. Accounts are objective, clear, and relevant.	Analysis contains some important evidence, but leave some out or have too much. Accounts are objective and somewhat clear.	Analysis is lacking appropriate amount of evidence. Accounts are unclear and irrelevant.	Analysis is incomplete or does not make sense. Little to no evidence, or based on opinion.
Themes & Concepts	Student identifies and describes themes and concepts within the text. Student reads carefully to find the details that add to these themes and concepts.	Student identifies some themes and concepts. Student read the text to find some details that add to these themes and concepts.	Student misdiagnoses, or otherwise misses themes and concepts. Student misses key details that add to these.	Student doesn't describe themes and concepts.
Significance	Student discusses how the details that create the themes and concepts add to the overall significance of the text. Student discusses context and universality.	Student discusses themes and concepts and how they are a part of the text's significance.	Student identifies the themes but either misses the significance, or doesn't link the themes and concepts to the significance..	Student does not analyze the text(s).

Total: _____/12; Grading Scale: 0-8=Incomplete; 9-10=C; 9-10=B; 11-12=A. 80%=Mastery.

3. Read and analyze the following segment of Franklin Roosevelt's "Four Freedoms" speech and discuss its themes, concepts, and significance.

> Since the permanent formation of our Government under the Constitution, in 1789, most of the periods of crisis in our history have related to our domestic affairs. Fortunately, only one of these—the four-year War Between the States—ever threatened our national unity. Today, thank God, one hundred and thirty million Americans, in forty-eight States, have forgotten points of the compassin our national unity.
> It is true that prior to 1914 the United States often had been disturbed by events in other Continents. We had even engaged in two wars with European nations and in a number of

undeclared wars in the West Indies, in the Mediterranean and in the Pacific for the maintenance of American rights and for the principles of peaceful commerce. But in no case had a serious threat been raised against our national safety or our continued independence. What I seek to convey is the historic truth that the United States as a nation has at all times maintained clear, definite opposition, to any attempt to lock us in behind an ancient Chinese wall while the procession of civilization went past. Today, thinking of our children and of their children, we oppose enforced isolation for ourselves or for any other part of the Americas.

Assessment Rubric:

	4	3	2	1
Analysis	Analysis is thorough and only contain important evidence. Accounts are objective, clear, and relevant.	Analysis contains some important evidence, but leave some out or have too much. Accounts are objective and somewhat clear.	Analysis is lacking appropriate amount of evidence. Accounts are unclear and irrelevant.	Analysis is incomplete or does not make sense. Little to no evidence, or based on opinion.
Themes & Concepts	Student identifies and describes themes and concepts within the text. Student reads carefully to find the details that add to these themes and concepts.	Student identifies some themes and concepts. Student read the text to find some details that add to these themes and concepts.	Student misdiagnoses, or otherwise misses themes and concepts. Student misses key details that add to these.	Student doesn't describe themes and concepts.
Significance	Student discusses how the details that create the themes and concepts add to the overall significance of the text. Student discusses context and universality.	Student discusses themes and concepts and how they are a part of the text's significance.	Student identifies the themes but either misses the significance, or doesn't link the themes and concepts to the significance..	Student does not analyze the text(s).

Total: _____/12; Grading Scale: 0-8=Incomplete; 9-10=C; 9-10=B; 11-12=A. 80%=Mastery.