Curriculum Sample Template

Max. 8 Pages

Grade Level	12th grade	**Content Area**	Reading
Course Title (grades 9-12 Only)	AP Language and Composition		
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 should have basic context clue skills, understand the reading process, and read around grade level.		
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 strong reading and writing abilities. This unit strengthens context clues and reading skills so that learners may read texts of all subjects with ease. 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.*	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	Throughout the unit, teacher will be prompted to use various texts for modeling and practice. These texts may be chosen by the teacher from this Common Core-aligned databank: http://jchsmediacenter.wikispaces.com/CCSS+Text+Exemplars#ELA11-12		

* ***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") determine the meaning of unknown words and phrases. **Activation of Prior Knowledge:** Teacher will ("TW") ask students to think of slang terms they know of. TW lead a discussion of how context matters in order to understand the meaning of words. **Key Points**: 1) Sometimes different words have different meanings depending on when and where they're used. 2) We can determine the meaning of words by using our context clues. 3) Sometimes we need to use many different context clues and compare our thoughts. **Introduction to New Material ("INM")/Modeling:** TW read a text aloud and model context clues. TW think aloud how to define a variety of words and phrases. **Guided Practice:** TW post sentences around the room, each with a tricky word somewhere. TW instruct students to walk around and record each word's definition in their notes. TW facilitate a class discussion afterwards. **Independent Practice:** TW provide students with a text in which several words/phrases are highlighted. TW instruct students to determine the meaning of those words/phrases within the text. **Assessment:** TW instruct students to reflect on their work. TW collect reflection and IP.	SW record daily objective. SW participate in slang discussion SW write down key points in their notes. SW actively observe modeling and take necessary notes. SW engage in gallery walk, defining words as they go. SW share definitions with the class. SW determine the meaning of unknown words and phrases, recording their findings. SW reflect on their work during IP. SW submit reflection and class work from IP.
2	**Objective:** SW determine the meaning of unknown words and phrases as they are used in a specific text. **Activation of Prior Knowledge:** TW show words that have changed over time (ie where "OK" comes from, or regional words like 'gnarly,' or 'wicked'). TW let students see that words change depending on their context. **Key Points**: 1) While all words have a definition, some words take on specific meanings within a text, including technical, figurative, and connotative meanings. 2) To determine this meaning, we need to define the term, and then look for how it is different in a specific text. **INM/Modeling:** TW model how to determine unknown words and phrases, like lesson 1. TW further this by thinking aloud how certain words and phrases in the text are different from other situations and texts (ie "Hm, I've heard this word before, but it meant something else. I guess the author chose to make this definition different on purpose."). **Guided Practice:** TW put students in groups and provide them with	SW record daily objective. SW actively listen to word changes. SW write down key points. SW listen to modeling and take notes. SW work together to define words. SW share group's findings with the

	texts. TW instruct students to work together in order to find the definition of words in that specific context. **Independent Practice:** TW provide students with a separate text or segment of text. TW instruct students to define unknown words and phrases as they are used in that text. **Assessment:** TW collect definitions and provide feedback for tomorrow.	class and compare answers. SW work independently to define unknown words and phrases. SW reflect on their work during IP. SW submit definitions.
3	**Objective:** SW analyze how an author defines and uses terms throughout a text. **Activation of Prior Knowledge:** TW go over findings from yesterday's assessment. TW address strengths and weaknesses. **Key Points**: 1) Authors carefully choose words to impact the text's meaning. 2) Authors also redefine words for their specific text, adding to its significance. **INM/Modeling:** TW read "The Love Song of J. Alfred Prufrock." TW model how to identify words that further the meaning and tone. TW discuss how the author defines and uses certain terms. **Guided Practice:** TW place segments of poems, stories, and speeches around the room. TW instruct students to peruse texts, recording which words authors redefined and strategically used. **Independent Practice:** TW provide students with a text. TW instruct students to read, identify words that further meaning and tone, and explain why and how. **Assessment:** TW collect work and provide feedback.	SW read and record daily objective. SW observe and participate in work reflection. SW record key points in their notes. SW listen to teacher read from T.S. Eliot. SW observe teacher's think aloud and record words that teacher notes. SW engage in gallery walk. SW record words they think further meaning and tone. SW engage in class discussion, comparing their findings to others'. SW read text, identify words that further the meaning and tone, and explain why and how. SW reflect on work during IP. SW submit reflection and work.
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 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	SW record daily objective. SW participate in reflection. SW record key points in notes. SW actively observe modeling and take any notes. SW work in partners to create analysis paragraphs. SW share paragraphs and discuss as a 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 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.

How does Madison define and use the term “faction?” How does this definition affect the text?

AMONG the numerous advantages promised by a well-constructed Union, none deserves to be more accurately developed than its tendency to break and control the violence of faction. The friend of popular governments never finds himself so much alarmed for their character and fate, as when he contemplates their propensity to this dangerous vice. He will not fail, therefore, to set a due value on any plan which, without violating the principles to which he is attached, provides a proper cure for it. The instability, injustice, and confusion introduced into the public councils, have, in truth, been the mortal diseases under which popular governments have everywhere perished; as they continue to be the favorite and fruitful topics from which the adversaries to liberty derive their most specious declamations. The valuable improvements made by the American constitutions on the popular models, both ancient and modern, cannot certainly be too much admired; but it would be an unwarrantable partiality, to contend that they have as effectually obviated the danger on this side, as was wished and expected. Complaints are everywhere heard from our most considerate and virtuous citizens, equally the friends of public and private faith, and of public and personal liberty, that our governments are too unstable, that the public good is disregarded in the conflicts of rival parties, and that measures are too often decided, not according to the rules of justice and the rights of the minor party, but by the superior force of an interested and overbearing majority. However anxiously we may wish that these complaints had no foundation, the evidence, of known facts will not permit us to deny that they are in some degree true. It will be found, indeed, on a candid review of our situation, that some of the distresses under which we labor have been erroneously charged on the operation of our governments; but it will be found, at the same time, that other causes will not alone account for many of our heaviest misfortunes; and, particularly, for that prevailing and increasing distrust of public engagements, and alarm for private rights, which are echoed from one end of the continent to the other. These must be chiefly, if not wholly, effects of the unsteadiness and injustice with which a factious spirit has tainted our public administrations.

By a faction, I understand a number of citizens, whether amounting to a majority or a minority of the whole, who are united and actuated by some common impulse of passion, or of interest, adversed to the rights of other citizens, or to the permanent and aggregate interests of the community.
There are two methods of curing the mischiefs of faction: the one, by removing its causes; the other, by controlling its effects.
There are again two methods of removing the causes of faction: the one, by destroying the liberty which is essential to its existence; the other, by giving to every citizen the same opinions, the same passions, and the same interests.
It could never be more truly said than of the first remedy, that it was worse than the disease. Liberty is to faction what air is to fire, an aliment without which it instantly expires. But it could not be less folly to abolish liberty, which is essential to political life, because it nourishes faction, than it would be to wish the annihilation of air, which is essential to animal life, because it imparts to fire its destructive agency.

<u>Assessment Rubric:</u>

	4	3	2	1
Word Usage	Student describes and defines words used within the text. Student develops the words' definition within the context of the text.	Student defines words used within the text. Student notes how the words may be used differently in other situations.	Student defines words from the text, but either misses the definition, or does not describe the words within the context of the text.	Student does not identify or define words from the text.
Analysis	Student describes how the author uses and refines terms. Student notes how the text would be different without these words and phrases.	Student describes how the author defines terms. Student notes how these terms impact the text.	Student identifies the terms, but shows no relationship between terms and text significance.	Student does not analyze how terms affect the text.
Formal Style	Formal writing style is established and maintained throughout the piece.	Mostly formal style is established and maintained throughout the piece, but may slip into informal style in parts.	Attempt is made towards establishing a formal style, but is not maintained throughout the piece.	Written in an informal style; no attempt was made towards establishing or maintaining a formal style.

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

2.-3. Read the following text and determine the meaning of the bolded words and phrases.

To the People of the State of New York:
THE power of regulating the militia, and of commanding its services in times of insurrection and invasion are natural incidents to the duties of superintending the common defense, and of watching over the internal peace of the Confederacy.
It requires no skill in the science of war to discern that uniformity in the organization and discipline of the militia would be attended with the most beneficial effects, whenever they were called into service for the public defense. It would enable them to discharge the duties of the camp and of the field with mutual intelligence and concert an advantage of peculiar moment in the operations of an army; and it would fit them much sooner to acquire the degree of proficiency in military functions which would be essential to their usefulness. This desirable uniformity can only be accomplished by confiding the regulation of the militia to the direction of the national authority. It is, therefore, with the most evident propriety, that the plan of the convention proposes to empower the Union "to provide for organizing, arming, and disciplining the militia, and for governing such part of them as may be employed in the service of the United States, RESERVING TO THE STATES RESPECTIVELY THE **APPOINTMENT** OF THE OFFICERS, AND THE AUTHORITY OF TRAINING THE MILITIA ACCORDING TO THE **DISCIPLINE** PRESCRIBED BY CONGRESS."

1. What is the meaning of the word appointment as it is used in the above text?
   A. a meeting
   B. designating
   C. equipment
   D. none of the above

2. Which definition for the word discipline is used in the passage?
   A. punishment
   B. training, according to rules
   C. behavior
   D. none of the above

Answer key: 1—B
2—B *Mastery: answering both questions correctly.*