Curriculum Sample Template

Max. 8 Pages

Grade Level	10th grade	**Content Area**	Reading
Course Title (grades 9-12 Only)	World 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 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.*	10.RI.4—Determine the meaning of words and phrases as they are used in a text, including figurative, connotative, and technical meanings; analyze the cumulative impact of specific word choices on meaning and tone (e.g., how the language of a court opinion differs from that of a newspaper).		
Materials/Resources Needed	Throughout the unit, teacher will need various texts for different segments of the lessons. These Common Core-aligned texts may be found here: http://jchsmediacenter.wikispaces.com/CCSS+Text+Exemplars#ELA9-10.		

* ***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 independent practice ("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 specific text, including figurative, technical, or 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.").	SW record daily objective. SW actively listen to word changes. SW write down key points. SW listen to modeling and take notes.

	Guided Practice: TW put students in groups and provide them with 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.	SW work together to define words. SW share group's findings with the 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 describe the impact of word choice in a text. **Activation of Prior Knowledge:** TW play a segment of MLK's "I Have a Dream" speech. TW instruct students to write down words that they think have a strong impact during the speech. TW facilitate discussion afterwards. **Key Points**: 1) Authors choose words very purposefully in order to set a tone, establish meaning, and create a theme. 2) By finding words that add to the text's influence, we can then analyze the text. **INM/Modeling:** TW read a text and model how to determine which words are impactful. TW highlight words and phrases that contribute to the sound and meaning of the text. TW describe how those words impact the text. TW think aloud throughout the modeling portion. **Guided Practice:** TW display a text. TW read the text aloud and instruct students to write down words and phrases that seem impactful. TW facilitate groups as students pair up and discuss the impact those words have. **Independent Practice:** TW provide another segment of the text, or a new text. TW instruct students to identify important words/phrases, and record how those words affect the text. **Assessment:** TW collect work from IP, evaluating students and providing feedback.	SW write down objective in notes. SW listen to speech and record strong words/phrases. SW participate in class discussion after. SW write down key points. SW actively observe modeling. SW read a text as a class. SW individually record words that seem impactful. SW then work in pairs or groups to discuss which words they chose. SW discuss how those words affect the text. SW individually read through a text, highlighting important words and describing how they affect the text. SW submit their work.
4	**Objective:** Analyze word choice by evaluating how it impacts meaning and tone. **Activation of Prior Knowledge:** TW go over collected work from yesterday's IP, discussing strengths and weaknesses. **Key Points**: 1) Authors carefully choose words to impact the text's meaning. 2) Authors also choose words to create a clear tone or sound. **INM/Modeling:** TW read aloud a segment of Poe's "The Pit and the Pendulum." TW determine words that help create the tone and affect	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 Poe. SW observe teacher's think aloud and record words that teacher notes.

	the meaning. TW think aloud the whole time. **Guided Practice:** TW place segments of poems, stories, and speeches around the room. TW instruct students to peruse texts, recording which words they think further the meaning and tone. **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 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.
5	TW instruct students to complete summative assessment.	SW complete 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 a selection from “The Raven” by Edgar Allen Poe and respond to the following prompt in a well-written, multi-paragraph response:

How does Poe determine the meaning of words and phrases? Specifically, what repeated words or phrases take on their own meaning within the poem, and how to they form new or different meaning? How does this affect the poem’s tone?

…Deep into that darkness peering, long I stood there wondering, fearing,
Doubting, dreaming dreams no mortal ever dared to dream before;
But the silence was unbroken, and the darkness gave no token,
And the only word there spoken was the whispered word, `Lenore!'
This I whispered, and an echo murmured back the word, `Lenore!'
Merely this and nothing more.

Back into the chamber turning, all my soul within me burning,
Soon again I heard a tapping somewhat louder than before.
`Surely,' said I, `surely that is something at my window lattice;
Let me see then, what thereat is, and this mystery explore -
Let my heart be still a moment and this mystery explore; -
'Tis the wind and nothing more!'

Open here I flung the shutter, when, with many a flirt and flutter,
In there stepped a stately raven of the saintly days of yore.
Not the least obeisance made he; not a minute stopped or stayed he;
But, with mien of lord or lady, perched above my chamber door -
Perched upon a bust of Pallas just above my chamber door -
Perched, and sat, and nothing more.

Then this ebony bird beguiling my sad fancy into smiling,
By the grave and stern decorum of the countenance it wore,
`Though thy crest be shorn and shaven, thou,' I said, `art sure no craven.
Ghastly grim and ancient raven wandering from the nightly shore -
Tell me what thy lordly name is on the Night's Plutonian shore!'
Quoth the raven, `Nevermore.'

Much I marveled this ungainly fowl to hear discourse so plainly,
Though its answer little meaning - little relevancy bore;
For we cannot help agreeing that no living human being
Ever yet was blessed with seeing bird above his chamber door -
Bird or beast above the sculptured bust above his chamber door,
With such name as `Nevermore.'

But the raven, sitting lonely on the placid bust, spoke only,
That one word, as if his soul in that one word he did outpour.
Nothing further then he uttered - not a feather then he fluttered -
Till I scarcely more than muttered `Other friends have flown before -
On the morrow he will leave me, as my hopes have flown before.'
Then the bird said, `Nevermore.'

Startled at the stillness broken by reply so aptly spoken,
`Doubtless,' said I, `what it utters is its only stock and store,
Caught from some unhappy master whom unmerciful disaster
Followed fast and followed faster till his songs one burden bore -
Till the dirges of his hope that melancholy burden bore
Of "Never-nevermore."'

But the raven still beguiling all my sad soul into smiling,
Straight I wheeled a cushioned seat in front of bird and bust and door;
Then, upon the velvet sinking, I betook myself to linking
Fancy unto fancy, thinking what this ominous bird of yore -
What this grim, ungainly, ghastly, gaunt, and ominous bird of yore
Meant in croaking `Nevermore.'
…

	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.
Meaning	Student describes the impact that the words or phrases have on the meaning of the text. Student notes how the text would be changed without these words/phrases.	Student describes the impact that the words or phrases have on the meaning of the ext.	Student tries to describe the impact that the words have, but either misses the bigger picture, or does not defend the findings.	Student does not describe the meaning that these words and phrases have within the text.
Tone	Student describes how these words affect and form the tone of the piece. Student notes how the tone of the	Student describes how these words affect and form the tone of the piece.	Student identifies the tone, but shows no relationship between word choice and tone.	Student does not analyze how word choice affects tone.

	text would be different without these words and phrases.			

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.

The term gag rules refers to a number of rules adopted by the U.S. House of Representatives from 1836 to 1844. The rules were supposed to eliminate all petitions asking for the abolition of slavery in the District of Columbia. The rules were supported by southern congressmen and by many northern representatives who thought the antislavery petitions were **inflammatory** and could prove damaging to the continued union of the states. The former president of the United States, John Quincy Adams, was a member of the House from Massachusetts and led the long fight to abolish the gag rules. He argued that the refusal of Congress to consider certain petitions was unconstitutional. At the beginning of each session, when the House adopted its rules of procedure, Adams moved to **strike** out the offending gag rule. Finally, on December 3, 1844, he was successful, and the gag rule was abolished.

1. What is the meaning of the word inflammatory?
   A. intended to bring about peace
   B. lighting a flame
   C. likely to stir up anger or violence
   D. unintelligent; not smart
2. Which definition for the word strike is used in the passage?
   A. a pitched baseball that is missed
   B. to remove
   C. to cause a match to light through friction
   D. to hit with a hand or tool

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