Curriculum Sample Template

Max. 8 Pages

Grade Level	11th Grade	**Content Area**	English Language Arts (Reading)
Course Title (grades 9-12 Only)	English 5-6		
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 expected to have prior knowledge of and/or skills mastered to: 11.L.3, 11.L.4a, 11.L.4c, 11.L.4d, 11.L.5, 11.L.6 Demonstrate understanding of language to use words correctly in different subject areas. 11.RI.1, 11.RI.6, 11.RI.7 Understand historical context. 11.RI.1, 11.RI.9 Analyze primary sources. Indentify and analyze emotional appeals and rhetorical devices. (11.RI.5, 11.RI.6)		
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.*	English Language Arts (Reading) lessons focus on vocabulary acquisition, reading analysis, and writing in multiple modes. Direct Instruction includes lecture (structured overview, review); small-group (peer partners); and teacher-directed (read aloud, active reading strategies) learning activities. Formative assessments include summaries and reflections, Cornell Notes and graphic organizers, and collaborative activities. Summative assessments designed for student mastery of content.		
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	Primary Source Documents The Declaration of Independence; the Preamble to the U.S. Constitution, the Bill of Rights, Lincoln's First Inaugural Address, Lincoln's Second Inaugural Address Pencils, Paper, Spiral Notebook (Vocabulary Study Guide), Dictionary, Thesaurus		

* ***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	**Text Analysis: Persuasive Rhetoric** a. Teacher will present a structured overview of (a) types of arguments: deductive and inductive; (b) persuasive techniques: logical, emotional, and ethical appeals; (c) rhetorical devices: rhetorical question, antithesis, repetition, and parallelism; and (d) logical fallacies: circular reasoning, generalization, non sequitur.	a. Students will prepare Cornell Notes for (a) types of arguments; (b) persuasive techniques; (c) rhetorical devices; and (d) logical fallacies. b. Students will work with peer partner to create a graphic organizer of examples for each of the above using the proposition "The School Day Should be Longer".
2	**Informational Text: The Declaration of Independence** a. Teacher will present a structured overview of the purpose and themes of the document. b. Teacher will introduce vocabulary in context by reading sentences using the vocabulary words. c. Teacher will select students to read aloud and prompt students to identify textual evidence supporting the purpose and themes of the document.	a. Students will prepare Cornell Notes for the purpose and themes of the document. b. Students will document the meaning of vocabulary in context and to write a sentence using the words in their Vocabulary Study Guide. c. Students will prepare a graphic organizer to cite textual evidence supporting the purpose and themes of the document. d. Students will work with peer partner to prepare a graphic organizer for (a) type of argument; (b) persuasive techniques; and (c) rhetorical devices of the document. e. **Summative Assessment**: Students will complete The Declaration of Independence Quiz.
3	**Informational Text: Preamble to the Constitution** a. Teacher will present a structured overview of the purpose and themes of the Preamble. b. Teacher will introduce vocabulary in context by reading sentences using the vocabulary words. c. Teacher will select students to read aloud and prompt students to identify the six goals of the U.S. Constitution.	a. Students will prepare Cornell Notes for the purpose and themes of the Preamble. b. Students will document the meaning of vocabulary in context and to write a sentence using the words in their Vocabulary Study Guide. c. Students will prepare a graphic organizer to identify and explain the meaning of the six goals of the U.S. Constitution. d. Students will work with peer partner to prepare a graphic organizer for examples of the six goals that exist today.
3		e. **Summative Assessment**: Students will complete Extended Response Questions to analyze purpose, theme, and rhetorical features.

4	**Text Analysis: Foundational U.S. Documents** a. Teacher will present a structured overview of process for preparing an informative essay to analyze foundational U.S. documents.	a. **Summative Assessment**: Students will prepare an informative essay to analyze the connection between the six goals of the Preamble and the rights espoused in the Bill of Rights of the U.S. Constitution.
5	**Informational Text: Lincoln's Second Inaugural Address** a. Teacher will present a structured overview of the purpose and themes of Lincoln's Inaugural Addresses. b. Teacher will read aloud Lincoln's First Inaugural Address and prompt students to identify textual evidence supporting the purpose and themes of the first address. c. Teacher will introduce vocabulary in context by reading sentences from the selection using the vocabulary words. d. Teacher will select students to read aloud Lincoln's Second Inaugural Address and prompt students to identify textual evidence supporting the purpose and themes of the second address.	a. Students will prepare Cornell Notes for the purpose and themes of Lincoln's Inaugural Addresses. b. Students will use active reading strategies during the read aloud and prepare a graph organizer to cite textual evidence supporting the purpose and themes of the first address. c. Students will document the meaning of vocabulary in context and to write the sentence using the words in their Vocabulary Study Guide. d. Students will prepare a graph organizer to cite textual evidence supporting the purpose and themes of the second address. e. Students will work with peer partner to prepare a graphic organizer for (a) type of argument; (b) persuasive techniques; (c) rhetorical devices; and (d) logical fallacies of each address. f. **Summative Assessment:** Students will complete Lincoln's Inaugural Addresses Quiz.

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. **The Declaration of Independence Quiz:** Assessment is scored on a 25 point scale, each question is worth 5 points and partial credit may be given for questions #2, #4, and #5. Students will score 20 out of 25 points (80%) to demonstrate mastery.
2. **Extended Response Questions (Preamble to the U.S. Constitution):** Assessment is scored on a 15 point scale, each question is worth 5 points and partial credit may be given for questions #1, #2, #3. Students will score 12 out of 15 points (80%) to demonstrate mastery.
3. **Informative Essay (Preamble to the Constitution and the Bill of Rights):** Assessment is scored on a 5-point rubric scale for analysis and synthesis of foundational U.S documents. Students will score 4 out of 5 (80%) to demonstrate mastery.*
4. **Lincoln's Inaugural Addresses Quiz:** Assessment is scored on a 45 point scale, each question is worth 5 points and partial credit may be given for questions #3, #4, #7, #8, and #9. Students will score 36 out of 45 points (80%) to demonstrate mastery.

*assessment independent from instruction

For the summative assessment items indicated above, partial credit will be awarded as follows:

5 points for correct answer supported with clear, relevant, detailed and fully explained examples.
4 points for correct answer supported with MOSTLY clear, relevant, detailed and fully explained examples.
3 points for correct answer supported with SOME clear, relevant, detailed and fully explained examples.
2 points for correct answer supported with no examples.
1 point for incorrect answer supported with examples.
0 points for incorrect answer supported with no examples.

The Declaration of Independence Quiz

Score: _____

Answer the questions in complete sentences.

1. What is the purpose of the document?
2. What are the three themes of the document?
   Give an example of each theme using textual evidence from the document.
3. What is the type of reasoning used by the author?
4. What persuasive techniques are used by the author?
   Give an example of each technique using textual evidence from the document.
5. What rhetorical devices are used by the author?
   Give an example of each device using textual evidence from the document.

Answer Key

1. To persuade colonists to support the formation of a new government.
2. The rights the colonists are entitled to possess, the grievances committed by the king against the colonists, and the actions to be taken by the colonists to resolve the grievances. Examples will vary.
3. Inductive reasoning
4. Logical appeals, emotional appeals, and ethical appeals. Examples will vary.
5. Repetition and parallelism. Examples will vary.

ELA-Reading-11th

Extended Response Questions
(Preamble to the U.S. Constitution)

Provide a response to the questions that address the purpose and themes of the Preamble on the subject of promises made by the government to the people.

1. Identify one goal of the Preamble which has been consistently upheld in the United States. Provide two examples in history to support your response.
2. Identify one goal of the Preamble which has not been consistently upheld in the United States. Provide two examples in history to support your response.
3. Identify one goal of the Preamble which has been of recent importance in the United States today. Provide two examples of current events to support your response.

Answer Key

1. Accept answers supported by two relevant examples in history.
2. Accept answers supported by two relevant examples in history.
3. Accept answers supported by two relevant current events.

ELA-Reading-11th
Informative Essay
(Preamble to the Constitution and the Bill of Rights)

Prepare an essay analyzing how the six goals of government espoused in the Preamble to the Constitution are upheld in each of the ten rights assigned in the Bill of Rights. Textual evidence and relevant examples should support your analysis. Prepare a graphic organizer to use as your planning/prewriting document.

Informative Essay Rubric

Standard	Score	Description
Analyze foundational U.S. documents (11.RI.9)	5	Introduction indentifies the documents in an engaging way; key points are thoroughly supported with well-chosen evidence and examples from the documents; insightful analysis with powerful concluding section.
	4	Introduction identifies the documents effectively; key points are effectively supported with well-chosen evidence and examples from the documents; original analysis with strong concluding section.
	3	Introduction identifies the documents but could be more engaging; most key points are supported with relevant evidence and examples from the documents; adequate analysis and concluding section.
	2	Introduction identifies the documents adequately but not interestingly; some key points are supported with relevant evidence and examples from the documents; obvious analysis with a somewhat weak concluding section.
Score: _____	1	Introduction identifies the documents, but the focus is unclear; textual evidence and examples in support of the key points is missing or unrelated to same; little analysis with weak concluding section that ends abruptly.

Lincoln's Inaugural Addresses Quiz

Score: _____

Answer the questions in complete sentences.

1. What is the purpose of the first inaugural address?
2. What is the type of reasoning used in the first address?
3. What persuasive techniques are used in the first address?
   Give an example of each technique using textual evidence from the document.
4. Give two examples of rhetorical questions used in the first address.
5. What is the purpose of the second inaugural address?
6. What is the type of reasoning used in the second address?
7. What persuasive techniques are used in the second address?
   Give an example of each technique using textual evidence from the document.
8. Give one example of an antithesis statement used in the second address.
9. What logical fallacies are used in the second address?
   Give an example of each fallacy using textual evidence from the document.

Answer Key

1. To preserve the Union and prevent the Civil War.
2. Deductive reasoning
3. Logical appeals and ethical appeals. Examples will vary.
4. Examples will vary.
5. To reconcile the divided country after peace is obtained.
6. Inductive reasoning
7. Emotional appeals. Examples will vary.
8. Examples will vary.
9. Circular reasoning and generalizations. Examples will vary.