Curriculum Sample Template
Max. 8 Pages

Grade Level	9th Grade	**Content Area**	English Language Arts (Reading)
Course Title (grades 9-12 Only)	English 1-2		
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: 9.L.3, 9.L.5, 9.L.6 Understand language used to study different subject areas. 9.RI.1, 9.RI.2, 9.RI.7 Identify various types of and synthesize information from nonfiction texts. 9.RI.4, 9.RI.6 Identify and analyze author's purpose and perspective. 9.RI.1, 9.RI.2, 9.RI.6 Identify and explain the main idea and supporting details found in primary sources.		
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 didactic questioning, visual presentation of direct instruction, 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.*	9.RI.9 Analyze seminal U.S. documents of historical and literary significance (e.g., Washington's Farewell Address, the Gettysburg Address, Roosevelt's Four Freedoms speech, King's "Letter from Birmingham Jail"), including how they address related themes and concepts.		
Materials/Resources Needed	Reading Selections *from* "Motorcycle Helmet Bill" (Testimony before the Maryland Senate by Janice Golec); *from* "The New Frontier" (Speech by John F. Kennedy); *from* "The Gettysburg Address" (Speech by Abraham Lincoln); *from* "Letter from Birmingham Jail" (Letter by Dr. Martin Luther King Jr.) Primary Source Documents I Have a Dream by Dr. Martin Luther King Jr.; The Four Freedoms by Franklin Delano Roosevelt; George Washington's Farewell Address; Abraham Lincoln's Emancipation Proclamation Pencils, Paper, 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: Argument and Persuasion** The Elements of an Argument a. Teacher will present a structured overview of the claim and support elements of an argument. b. Teacher will select students to read aloud *from* "Motorcycle Helmet Bill" and will pose didactic questions about the selection during the read aloud. c. Teacher will present a structured overview of process for preparing a basic literary analysis of persuasive texts.	a. Students will prepare Cornell Notes for the claim and support elements of an argument. b. Students will use active reading strategies during the read aloud and will answer didactic questions about *from* "Motorcycle Helmet Bill". c. Students will work with peer partner to prepare a basic literary analysis of *from* "Motorcycle Helmet Bill".
2	The Craft of Persuasion a. Teacher will present a structured overview of the types of persuasive techniques and will lead a brainstorming session to identify examples of the various types. b. Teacher will present a structured overview of the types of rhetorical structures and devices used to persuade. c. Teacher will review the process for preparing a basic literary analysis of persuasive texts.	a. Students will prepare Cornell Notes for the types of persuasive techniques and examples of the various types identified during the brainstorming session. b. Students will prepare Cornell Notes for the types of rhetorical structures and devices used to persuade. c. **Summative Assessment**: Students will prepare a basic literary analysis of *from* "The New Frontier".
3	**Informational Text: I Have a Dream** a. Teacher will select students to read aloud and prompt students to identify claims and support for such claims; persuasive techniques and examples of such techniques in the selection. b. Teacher will select students to read aloud and prompt students during the read aloud to identify examples of repetition, parallelism, and analogy in the selection. c. Teacher will present a structured overview of process for preparing an in-depth literary analysis of persuasive texts.	a. Students will use active reading strategies and will prepare Cornell Notes to document claims and support for such claims; persuasive techniques and examples of such techniques in the selection. b. Students will use active reading strategies and will prepare Cornell Notes to document the examples of repetition, parallelism, and analogy in the selection. c. Students will work with peer partner to prepare an in-depth literary analysis of "I Have a Dream".

4	**Informational Text: The Four Freedoms** a. Teacher will review the process for preparing an in-depth literary analysis of persuasive texts.	a. **Summative Assessment:** Students will prepare an in-depth literary analysis of "The Four Freedoms".
5-6	**Text Analysis: Argument and Persuasion** Analyzing and Connecting Seminal US Documents a. Teacher will read aloud *from* "The Gettysburg Address" and pose critical questions for understanding historical context; document meaning and significance; and literary value and qualities of the selection. b. Teacher will read aloud *from "*Letter from Birmingham Jail" and pose critical questions for understanding historical context; document meaning and significance; and literary value and qualities of the selection. c. Teacher will pose critical questions and visually document answers to critical questions for connecting related concepts and themes between two documents. d. Teacher will present a structured overview of process for preparing a compare and contrast essay of seminal US documents.	a. Students will use active reading strategies during the read aloud and will prepare a three-column graphic organizer to document answers to critical questions for *from* "The Gettysburg Address". b. Students will use active reading strategies during the read aloud and will prepare a three-column graphic organizer to document answers to critical questions for *from* "Letter from Birmingham Jail". c. Students will prepare a three-column graphic organizer to document answers to critical questions connecting related concepts and themes between two documents. d. Students will work with peer partner to prepare a compare and contrast essay of *from* "The Gettysburg Address" and *from* "Letter from Birmingham Jail".
7-8	Analyzing and Connecting Seminal US Documents (continued) a. Teacher will review the process for preparing a compare and contrast essay of seminal US documents.	a. Students will prepare a three column graphic organizer to document answers to critical questions from "George Washington's Farewell Address" and "Abraham Lincoln's Emancipation Proclamation". b. Students will prepare a three column graphic organizer to document answers to critical questions connecting related concepts and themes between the two documents. c. **Summative Assessment**: Students will prepare a compare and contrast essay of "George Washington's Farewell Address" and "Abraham Lincoln's Emancipation Proclamation".

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. **Basic Literary Analysis - Persuasive Text (*from* The New Frontier):** Assessment is scored on a 5-point rubric scale for analysis of persuasive text. Students will score 4 out of 5 (80%) to demonstrate mastery.*
2. **In-Depth Literary Analysis - Persuasive Text (The Four Freedoms by Franklin Delano Roosevelt):** Assessment is scored on a 5-point rubric scale for analysis of persuasive text and connections to related texts. Students will score 8 out of 10 (80%) to demonstrate mastery.*
3. **Compare and Contrast Essay (George Washington's Farewell Address & Abraham Lincoln's Emancipation Proclamation):** Assessment is scored on a 5-point rubric scale for analysis of persuasive text and connections to related texts. Students will score 8 out of 10 (80%) to demonstrate mastery.*

*assessment independent from instruction

ELA-Reading-9th
Basic Literary Analysis – Persuasive Text
(*from* "The New Frontier")

Answer the questions to identify and analyze the elements of the speech *from* "The New Frontier". Use the information from the answers to write a two to three paragraph literary analysis of the speech.

Basic Literary Analysis – Persuasive Text Questions

1. Content: Identify the topic, issue, or problem.
2. Purpose: What claim or position does the author want you to adopt? Does the author have a secondary purpose or hidden agenda?
3. Argument: What reasons and evidence does the author provide to support this claim? Does the writer raise likely objections and answer them with counter-arguments?
4. Reasoning and Logic: What factual information is conveyed by the author? What opinions are conveyed by the author? Are there logical fallacies or errors present such as non sequiturs, over simplification, over generalization, the either/or fallacy, or false causes?
5. Persuasive Techniques: Does this author rely upon more than a logical appeal of an argument to be convincing? If so, what ethical appeals, emotional appeals, appeals by association, or other persuasive techniques does this author use?
6. Evaluation: What do you believe and disbelieve about the author's argument? Are you persuaded to adopt the author's position? Why or why not?

Basic Literary Analysis – Persuasive Text Rubric

Standard	Score	Description
Analyze seminal US documents (9.RI.9)	5	Introduction indentifies the subject; questions for analysis are thoroughly answered; key points are thoroughly supported with well-chosen details, quotations, and examples from the text; closing synthesizes the ideas, summarizes the analysis, and offers a well reasoned observation about the selection.

	4	Introduction identifies the subject; questions for analysis are effectively answered; key points are effectively supported with well-chosen details, quotations, and examples from the text; closing synthesizes most ideas, summarizes the analysis, and restates an interesting observation about the selection.
	3	Introduction identifies a subject but could be more engaging; question for analysis are answered; most key points are supported with relevant details, quotations, and examples from the text; closing synthesizes a few ideas and summarizes most of the analysis, but it doesn't provide an original insight.
	2	Introduction needs to state the subject more clearly; most questions for analysis are answered; some key points are supported with relevant details, quotations, and examples; closing gives an incomplete summary of the analysis.
Score: _____	1	Introduction discusses subject, but the focus is unclear; few questions for analysis are answered; textual evidence in support of the key points is missing or unrelated to same; closing lacks a summary of the analysis.

ELA-Reading-9th
In-Depth Literary Analysis – Persuasive Text
(The Four Freedoms by Franklin Delano Roosevelt)

Answer the questions to identify and analyze the elements of the speech "The Four Freedoms". Use the information from the answers to write a five paragraph literary analysis of the speech.

In-Depth Literary Analysis – Persuasive Text Questions

Examine the Author's Form, Content, and Organization

1. What type of persuasive writing is this (letter, speech, editorial, essay, position paper)? Why do you think the author chose this form of writing?
2. What is the author's claim? What reasons and evidence does the author provide to support this claim? How does the author support the claim (facts, statistics, examples, quotations, personal experiences, and graphic aids)?
3. Does the author raise all the most likely objections and answer these with counter-arguments?
4. What method of organization does the author use to present the claim (order of importance, cause and effect, comparison and contrast)?

Examine the Author's Reasoning and Logic

1. What factual information is conveyed by the author? What opinions are conveyed by the author?
2. What is the conclusion of the author? What is the general principle used by the author to draw such conclusion? In your opinion, is the general principle really true?
3. What mode of reasoning does the author use–deductive or inductive? Are there logical fallacies or errors present such as non sequiturs, over simplification, over generalization, the either/or fallacy, or false causes?
4. Does this author rely upon more than a logical appeal of an argument to be convincing? If so, what ethical appeals, emotional appeals, appeals by association, or other persuasive techniques does this author use?

Examine the Author's Craft

1. What level of language does the writer use (informal, academic, technical, formal)? How well does the language suit the form, topic, purpose, and intended audience?
2. How would you characterize the author's tone, or attitude, toward the topic and/or toward the opposition (sarcastic, concerned, amused, or irritated)? What effect does the author's tone have on you?

3. What elements of style does the author rely upon (alliteration, allusions, repetition, parallelism, rhetorical questions, analogies)? What do these elements help the author emphasize?
4. Does the writer use any graphic information to persuade? If so, are they effective? Why or why not?

Evaluate and Critique the Author's Work

1. Is the author's claim or position clearly apparent?
2. Is the claim adequately supported with valid reasons and evidence?
3. Does the author anticipate likely objections and refute them with counterarguments?
4. Are the reasons and evidence arranged in an effective and logical order?
5. Does the author use persuasive techniques effectively? Why or why not?
6. Does the author show signs of bias, such as the presence of loaded language, unfairly weighted evidence, or the absence of alternative points of view and solutions?
7. What do you believe and disbelieve about the author's argument? Are you persuaded to adopt the author's position? Why or why not?

Connect the Author's Work with Related Themes and Concepts

1. Identify connections between this document and other documents that you have read.
2. Identify connections between this document and other historical information that you have learned.
3. Identify connections between this document and other current ideas/issues that you have studied.
4. Are there any ideas or statements in this document that seem to support ideas in other documents?
5. Are there any ideas or statements in this document that seem to contradict ideas in other documents?

ELA-Reading-9th
In-Depth Literary Analysis – Persuasive Text
(The Four Freedoms by Franklin Delano Roosevelt)

In-Depth Literary Analysis – Persuasive Text Rubric

Standard	Score	Description
Analyze seminal US documents (9.RI.9)	5	Introduction indentifies the subject; questions for analysis are thoroughly answered; key points are thoroughly supported with well-chosen details, quotations, and examples from the text; closing synthesizes the ideas, summarizes the analysis, and offers a well reasoned observation about the selection.
	4	Introduction identifies the subject; questions for analysis are effectively answered; key points are effectively supported with well-chosen details, quotations, and examples from the text; closing synthesizes most ideas, summarizes the analysis, and restates an interesting observation about the selection.
	3	Introduction identifies a subject but could be more engaging; question for analysis are answered; most key points are supported with relevant details, quotations, and examples from the text; closing synthesizes a few ideas and summarizes most of the analysis, but it doesn't provide an original insight.
	2	Introduction needs to state the subject more clearly; most questions for analysis are answered; some key points are supported with relevant details, quotations, and examples; closing gives an incomplete summary of the analysis.
Score: _____	1	Introduction discusses subject, but the focus is unclear; few questions for analysis are answered; textual evidence in support of the key points is missing or unrelated to same; closing lacks a summary of the

		analysis.
Connect seminal US documents (9.RI.9)	5	Questions for connections are thoroughly answered; key connections are thoroughly supported with well-chosen details, quotations, and examples from other documents; similar and opposing ideas from other documents are identified and discussed with impact.
	4	Questions for connections are effectively answered; key connections are effectively supported with well-chosen details, quotations, and examples from other documents; similar and opposing ideas from other documents are identified and discussed in an interesting way.
	3	Questions for connections are answered; most key connections are supported with relevant details, quotations, and examples from other documents; similar and opposing ideas from other documents are identified, but not discussed with original insight.
	2	Most questions for connections are answered; some key connections are supported with relevant details, quotations, and examples from other documents; similar and opposing ideas from other documents are identified, but not discussed.
Score: _____	1	Few questions for connections are answered; textual evidence from other documents in support of key connections is missing or unclear; similar and opposing ideas from other documents are not identified.

ELA-Reading-9th
Compare and Contrast Essay
(George Washington's Farewell Address & Abraham Lincoln's Emancipation Proclamation)

Prepare a five-paragraph essay analyzing the themes and concepts of each selection and connecting the related themes and concepts between the selections. Textual evidence, specific details and relevant examples should support your analysis. Use the graphic organizers as your planning/prewriting documents.

Compare and Contrast Essay Rubric

Standard	Score	Description
Analyze seminal US documents (9.RI.9)	5	Introduction indentifies the documents in an engaging way; key points are thoroughly supported with well-chosen details, quotations, and examples from the documents; closing synthesizes the ideas, summarizes the analysis, and offers powerful observations about the documents.
	4	Introduction identifies the documents effectively; key points are effectively supported with well-chosen details, quotations, and examples from the documents; closing synthesizes most ideas, summarizes the analysis, and restates an interesting observation about the documents.
	3	Introduction identifies the documents but could be more engaging; most key points are supported with relevant details, quotations, and examples from the documents; closing synthesizes a few ideas and summarizes most of the analysis, but it doesn't provide an original insight.
	2	Introduction identifies the documents adequately but not interestingly; some key points are supported with relevant details, quotations, and examples from the documents; closing gives an incomplete summary of the analysis.
Score: _____	1	Introduction identifies the documents, but the focus is unclear; textual evidence in support of the key points is missing or unrelated to same; closing lacks a summary of the analysis.

Connect seminal US documents (9.RI.9)	5	Insightful discussion of similarities and differences between the documents accompanied with relevant evidence; key connections are thoroughly supported with well-chosen details, quotations, and examples; similar and opposing ideas are identified and discussed with impact.
	4	Original discussion of similarities and differences between the documents accompanied with evidence; key connections are effectively supported with well-chosen details, quotations, and examples; similar and opposing ideas are identified and discussed in an interesting way.
	3	Analysis clearly states similarities and differences, but could use more evidence; most key connections are supported with relevant details, quotations, and examples; similar and opposing ideas are identified, but not discussed with original insight.
	2	Analysis states similarities and differences, but lacks sufficient evidence; some key connections are supported with relevant details, quotations, and examples; similar and opposing ideas are identified, but not discussed.
Score: _____	1	Analysis lack adequate similarities and differences and/or specific evidence; textual evidence in support of key connections is missing or unclear; similar and opposing ideas are not identified.