Curriculum Sample Template
Max. 8 Pages

Grade Level	9th Grade	**Content Area**	Reading
Course Title (grades 9-12 Only)	English 9A		
Expected Prior Knowledge *The knowledge/skills mastered earlier in the year foundational to the mastery of the required Standard in the current sample.*	• Students understand how to work in precision partnerships effectively.		
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.*	This unit is built on the framework of the SIOP Model and incorporates all 8 of the SIOP Model components. Sentence framing and precision partnering are instructional strategies which promote the use and mastery of academic language. Instructional technology is incorporated by teacher and students. The core curriculum is implemented with fidelity.		
Standard Number and Description *List the Number* and the full description for the Required Standard or Science Performance Objective listed in section A.6.*	Reading Standards for Informational Text (RI) Integration of Knowledge and Ideas #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	• Chromebooks • Copies of JFK's Inaugural Address (text and video) • Copies of Obama's 2008 Acceptance Speech (text and video) • Summative assessment • Butcher paper and markers • Venn diagrams • Pink, green, and purple markers for student pairs		

* ***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	1. Guides students through a 'close reading' protocol of JFK's Inaugural Address: *1st **read** – facilitate student annotation of text *Have students **write & discuss** first impressions *2nd **read** –model prosody during teacher read-aloud *3rd **read** –teacher read aloud (again) and annotation modeling *Ask **text-dependent questions** *Prompt students to Write about it 2. Screen JFK's Inaugural Address so that students have a chance to experience it first-hand. 3. Facilitate a whole-class list of the key themes/concepts of the speech and require text-based evidence for each item. 4. Prompt a discussion that has students compare/contrast the elements of the live speech vs. written text.	1. Participate in a 'close reading' protocol of JFK's Inaugural Address: *1st **read** – annotate text ***Write & discuss** first impressions *2nd **read** – students find more info during teacher read-aloud *3rd **read** – students improve their annotation attempt during teacher-read aloud with annotation modeling *Answer **text-dependent questions** ***Write** about it 2. View/listen to JFK's Inaugural Address first-hand. 3. Generate a whole-class list of key themes/concepts of the speech and provide text-based evidence for each item. 4. Participate in a discussion to compare/contrast the experiences of watching/listening to vs. reading the speech. Have students speculate the causes of these experiential differences.
2	1. Guides students through a 'close reading' protocol of President Obama's 2008 Acceptance Speech: *1st **read** – facilitate student annotation of text *Have students **write & discuss** first impressions *2nd **read** –model prosody during teacher read-aloud *3rd **read** –teacher read aloud (again) and annotation modeling *Ask **text-dependent questions** *Prompt students to Write about it 2. Screen Obama's speech so that students have a chance to experience it first-hand. 3. Facilitate a whole-class list of the key themes/concepts of the speech and require text-based evidence for each item. 4. Prompt a discussion that has students compare/contrast the elements of the live speech vs. written text.	1. Participate in a 'close reading' protocol of President Obama's 2008 Acceptance Speech: *1st **read** – annotate text ***Write & discuss** first impressions *2nd **read** – students find more info during teacher read-aloud *3rd **read** – students improve their annotation attempt during teacher-read aloud with annotation modeling *Answer **text-dependent questions** ***Write** about it 2. View/listen to Obama's speech first-hand. 3. Generate a whole-class list of key themes/concepts of the speech and provide text-based evidence for each item. 4. Participate in a discussion to compare/contrast the experiences of watching/listening to vs. reading the speech. 1. Have students speculate the causes of these experiential differences.

3	1. Prompt students, with partners, to create a Venn Diagram that represents the similarities and differences of these two speeches. Students will use green marker to denote concepts/themes and pink marker to denote literary devices (imagery, repetition, etc.) 2. Prompt students, with partners, to research the historical contexts in which both of these speeches were given and add those similarities/differences to the Venn Diagram in purple marker. 3. Teacher will select three partnerships to share their Venn Diagrams with the whole class and explain their determinations. Teacher will facilitate student-to-student conversations about each presentation. Teacher will guide students to select findings from each presentation that can contribute to a whole-class Venn Diagram. 4. Teacher will ensure that the responses have reflected on unification of the nation, responsibilities vs. rights, improvement, and opportunities of emerging generations. **Assign Homework: Write an analysis of the way in which Obama and JFK's speeches address related themes, concepts, and issues.**	1. In pairs, students create color-coded Venn diagrams to represent similarities/differences of these two speeches (green=concepts/themes; pink=literary devices; purple=historical context) 2. Selected partnerships present their findings and explain their justifications. 3. Students cooperatively determine findings from partner presentations to a whole-class Venn Diagram. **Homework: Write an analysis of the way in which Obama and JFK's speeches address related themes, concepts, and issues.**
4	1. Teacher facilitates peer editing day. Teacher ensures that papers are read an equitable amount of times by readers with diverse writing skill sets. 2. Teacher has students reflect on their peer evaluations and create written responses that they submit with their drafts and P-Q-P forms.	1. Students critique the papers of their peers, using the P-Q-P format. Students provide constructive feedback that is tied to the whole-class Venn Diagram. 2. Students review the P-Q-P feedback from their peers and write a workshop reflection that evaluates the responses they received. Students submit their drafts, P-Q-P feedback, and reflections.
5	1. Administer the summative assessment.	1. Complete the summative assessment independently.

Analysis Summative Assessment

Reading Standards for Informational Text (RI)
Integration of Knowledge and Ideas
#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.

Essential Student Question: Can you analyze significant US documents for how they address related themes and concepts?

***Students will be provided copies of the short texts of Abraham Lincoln's "Gettysburg Address" and Steve Levy's "9-11 Memorial Speech" and will use those texts to answer the questions below:**

1. Both of these speeches begin by couching their messages in similar contexts. Which best describes this similarity?
   a. Both begin with an allusion to the Declaration of Independence and its promise of equality.
   b. Both begin with recognition of lives lost in that very place.
   c. Both begin with discussions of war.
   d. Both begin by paying homage to our Founding Fathers.

sol·emn (sŏl'əm)
adj.
1. Deeply earnest, serious, and sober.
2. Somberly or gravely impressive. See Synonyms at serious.
3. Performed with full ceremony: *a solemn High Mass.*
4. Invoking the force of religion; sacred: *a solemn vow.*
5. Gloomy; somber.

hal·lowed (hăl'ōd)
adj.
1. Sanctified; consecrated: *a hallowed cemetery.*
2. Highly venerated; sacrosanct: *our hallowed war heroes.*

2. Lincoln refers to Gettysburg as 'hallowed' ground. Levy calls the 9-11 site 'solemn'. Using the definitions of these words above3, how do both of these speakers characterize the place from which they are speaking?
   a. They use the connotation of sadness implicit in both words to communicate the tragedy of lives lost.
   b. They use the denotation of these archaic words to impart the timelessness of these events in our history.
   c. They use the connotation of religion to convey the spiritual, personal significance of both 9-11 and the Civil War.
   d. They use adjectives to provide figurative descriptions of the physical places they occupy.

3. How do both speakers explicitly state that we, as a nation, should use these tragedies in a productive way?
   a. Both charge Americans with striving to better help each other.
   b. Both tell listeners that these tragedies should be used to strengthen our commitment to freedoms.
   c. Both suggest that we use these sad events as an opportunity to reflect on our common goals.
   d. Both say that those who gave their lives should be remembered and admired for their sacrifice.

4. Levy clearly pays homage to, at the beginning of his remarks, the 'sons, daughters, grandsons, granddaughters, husbands, wives, co-workers, friends, bankers, brokers, pilots, flight attendants' who lost their lives at Ground Zero. Who does Lincoln say 'hallowed' the ground at Gettysburg?
   a. politicians who failed to take decisive action and abolish slavery
   b. abolitionists who struggled to resolve the slavery question peaceably.
   c. soldiers who fought and lived (or died) to resolve the Civil War.
   d. citizens who did not properly realize the promise of our Forefathers: "All men are created equal"

5. How are the contexts of 9-11 and the Civil War markedly different?
   a. The Civil War's victims were willing soldiers; 9-11 victims were civilians.
   b. Yankee soldiers were fighting for freedom; 9-11 terrorists were fighting for religion.
   c. The Civil War was at a time of national security; 9-11 was at a time of national insecurity
   d. International terrorists were responsible for 9-11; domestic terrorists were responsible for the Civil War.

6. Both speakers have a common purpose for their speeches. What is it?
   a. to call citizens to action against violence
   b. to help Americans solidify their understanding of history
   c. to guide listeners through the grieving process
   d. to honor and remember those who have died

7. How do both speakers feel about the importance of their words that day?
   a. that their weight will be remembered for centuries to come
   b. that their words are small compared to the losses endured there and offer little comfort
   c. that it is their duty to move the entire nation through processing their losses
   d. that it is important to reflect on mistakes that led to such loss of life

8. Civil War soldiers, 9-11 first responders, and passengers on Flight 93 are all characterized as brave/courageous by Lincoln and Levy. What earns them this distinction?
   a. They volunteered to confront danger and put themselves in harm's way for the well-being of others.
   b. They were all formally trained as fighters for their military and/or civilian professions.
   c. They all had the opportunity to choose to walk away from a lethal fight – but did not.
   d. They all fought tenaciously to save themselves despite insurmountable odds.

9. What words best summarize the common concepts of these speeches?
   a. senselessness, violence
   b. grief, call-to-arms
   c. patriotism, remembrance
   d. venom, sadness

10. Both speeches conclude with a common idea. What is it?
   a. That we never forget the sacrifices of the people who lost their lives in these places.
   b. That we collectively rise up against violence and terrorism.
   c. That we remember those lost in our hearts and minds as we move forward.
   d. That we best honor our dead by working hard to move forward and promote freedom.

Analysis Summative Assessment Answer Key

1. B 2. C 3. B 4. C 5.A 6.D 7. B 8. A 9. C 10. D

Analysis Scoring Guide:

Raw rubric points available: **10 points total**

Raw score_____X 10 = Final Score out of 100 points

The 100 points possible assessment will reflect the school's grading scale:

90 -100 = A – Mastery

80 – 89 = B - Mastery

70 – 79 = C – Needs Screening for Remediation

60 – 69 = D – Needs Remediation

0 – 59 = F – Needs Intensive Remediation