Curriculum Sample Template
Max. 8 Pages

Grade Level	10th Grade	**Content Area**	English Language Arts (Reading)
Course Title (grades 9-12 Only)	English 3-4		
Expected Prior Knowledge *List the knowledge/skills mastered earlier in the year foundational to the mastery of the Required Standard(s).*	Students are expected to have prior knowledge of and/or skills mastered to: **10.RI.1:** Cite strong and thorough textual evidence to support analysis of what the text says explicitly as well as inferences drawn from the text. **10.RI.2:** Determine a central idea of a text and analyze its development over the course of the text, including how it emerges and is shaped and refined by specific details; provide an objective summary of the text. **10.RI.3:** Analyze how the author unfolds an analysis or series of ideas or events, including the order in which the points are made, how they are introduced and developed, and the connections that are drawn between them. **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). **10.RI.5:** Analyze in detail how an author's ideas or claims are developed and refined by particular sentences, paragraphs, or larger portions of a text (e.g., a section or chapter). **10.L.6:** Acquire and use accurately general academic and domain-specific words and phrases, sufficient for reading, writing, speaking, and listening at the college and career readiness level; demonstrate independence in gathering vocabulary knowledge when considering a word or phrase important to comprehension or expression.		
Alignment to Program of Instruction *Describe how the methods of instruction found in this sequence of lessons that align to the Program of Instruction described in the application package.*	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 *The standard number and description of the Required Standard(s) being instructed and assessed to mastery in the curriculum sample.*	10.RI.6 Determine an author's point of view or purpose in a text and analyze how an author uses rhetoric to advance that point of view or purpose.		

Materials/Resources Needed *List all items the teacher and students will need for the entire sequence of instruction (excluding common consumables).*	Reading Selections *from* "Motorcycle Helmet Bill" (Testimony before the Maryland Senate by Janice Golec); *from* "The New Frontier" (Speech by John F. Kennedy); I Have a Dream (Speech by Dr. Martin Luther King Jr.; The Four Freedoms (Speech by Franklin Delano Roosevelt); *from* "The Gettysburg Address" (Speech by Abraham Lincoln); *from* "Letter from Birmingham Jail" (Letter by Dr. Martin Luther King Jr.) 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: Point of View and Rhetorical Appeals** Point of View (1) Teacher will present a structured overview of the components used to determine an author's point of view: diction, syntax, imagery, and tone. (2) Teacher will select students to read aloud *from* "Motorcycle Helmet Bill" and will pose didactic questions about the selection during the read aloud. (3) Teacher will present a structured overview of process for preparing a basic literary analysis of persuasive texts.	(1) Students will prepare Cornell Notes for the components used to determine an author's point of view: diction, syntax, imagery, and tone. (2) Students will use active reading strategies during the read aloud and will answer didactic questions about *from* "Motorcycle Helmet Bill". (3) Students will work with peer partner to prepare a basic literary analysis of *from* "Motorcycle Helmet Bill".
2	The Elements of Rhetoric (1) Teacher will present a structured overview of the types of rhetorical appeals used to persuade: logos, ethos, and pathos. (2) Teacher will lead a brainstorming session to identify examples of the various types of rhetorical appeals. (3) Teacher will review the process for preparing a basic literary analysis of persuasive texts.	(1) Students will prepare Cornell Notes for the types of rhetorical appeals used to persuade: logos, ethos, and pathos (2) Students will prepare Cornell Notes to identify examples of the various types of rhetorical appeals. (3) **Summative Assessment**: Students will prepare a basic literary analysis of *from* "The New Frontier".
3	**Persuasive Text: I Have a Dream** (1) Teacher will select students to read aloud and prompt students during the read aloud to identify the components of the author's point of view and cite examples of such components in the selection.	(1) Students will use active reading strategies and will prepare Cornell Notes to record components and examples of the author's point of view in the selection. (2) Students will use active reading strategies and will prepare Cornell Notes to record examples of logos, ethos, and pathos in the selection.

	(2) Teacher will select students to read aloud and prompt students during the read aloud to identify examples of logos, ethos, and pathos in the selection. (3) Teacher will present a structured overview of process for preparing an in-depth literary analysis of persuasive texts.	(3) Students will work with peer partner to prepare an in-depth literary analysis of "I Have a Dream".
4	**Persuasive Text: The Four Freedoms** (1) Teacher will review the process for preparing an in-depth literary analysis of persuasive texts.	(1) **Summative Assessment:** Students will prepare an in-depth literary analysis of "The Four Freedoms".
5-6	**Text Analysis: Point of View and Rhetorical Appeals** Analyzing Persuasive Text using SMELL (1) Teacher will present a structured overview of the SMELL method for analyzing persuasive text: Sender, Message, Emotional Strategies, Logical Strategies, and Language. (2) Teacher will select students to read aloud *from* "The Gettysburg Address" and will pose didactic questions about the SMELL method for analyzing persuasive texts during the read aloud. (3) Teacher will present the process for preparing a persuasive essay about persuasive texts.	(1) Students will prepare Cornell Notes for the SMELL method of analyzing persuasive text: Sender, Message, Emotional Strategies, Logical Strategies, and Language. (2) Students will use active reading strategies and answer didactic questions about the SMELL method during the read aloud of *from* "The Gettysburg Address". (3) Students will work with peer partner to prepare a persuasive essay of *from* "The Gettysburg Address".
7-8	**Persuasive Text: *from* "Letter from Birmingham Jail"** (1) Teacher will review the SMELL method for analyzing persuasive text. (2) Teacher will review the process for preparing a persuasive essay about persuasive text.	(1) **Summative Assessment**: Students will prepare a persuasive essay using the SMELL method for analyzing persuasive text of *from* "Letter from Birmingham Jail".

Summative Assessment Items and Scoring: *Below, provide at least three Summative Assessment items that together accurately measure student mastery of the application of the content and/or skills as defined by the grade-level rigor in the Required Standard(s). For each assessment item, provide an answer key or scoring rubric which clearly describes how assessment items are to be scored and how points will be awarded, such that mastery of the application of the content and/or skills as defined by the grade-level rigor in the Required Standard is clearly demonstrated by an acceptable score.*

1. **Basic Literary Analysis - Persuasive Text (*from* "The New Frontier" by John F. Kennedy):** 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. Students will score 4 out of 5 (80%) to demonstrate mastery.*
3. **Persuasive Essay (*from* "Letter for Birmingham Jail" by Martin Luther King Jr.):** Assessment is scored on a 5-point rubric scale for development of ideas, organization of ideas, and language facility and conventions. Students will score 12 out of 15 (80%) to demonstrate mastery.*

*assessment independent from instruction

ELA-Reading-10th
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 or position? 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?
5. Persuasive Techniques: What rhetorical appeals does this author rely upon to convince or persuade? Give examples of logos, ethos, and pathos appeals used by this author.
6. Evaluation: What do you believe and disbelieve about the author's argument? Are you persuaded to adopt the author's claim or position? Why or why not?

Basic Literary Analysis – Persuasive Text Rubric

Standard	Score	Description
Point of View and Rhetorical Appeals (10.RI.6)	5	Introduction identifies 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-10th
In-Depth Literary Analysis – Persuasive Text
(The Four Freedoms)

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 position or claim? What reasons and evidence does the author provide to support this position or claim? How does the author support the position or claim (facts, statistics, examples, quotations, personal experiences, and graphic aids)?
3. Does the author raise all of the most likely objections and answer these with counter-arguments?
4. What method of organization does the author use to present the position or 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? Why do you think the author chose this mode of reasoning?
4. What type of rhetorical appeals does the author rely upon to support the position or claim? 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? Cite examples of logos, ethos, and pathos appeals used by this author.

Evaluate and Critique the Author's Work

1. Is the author's position or claim clearly apparent?
2. Is the position or claim adequately supported with valid reasons and evidence?
3. Are the reasons and evidence arranged in an effective and logical order?
4. 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?
5. What do you believe and disbelieve about the author's argument? Are you persuaded to adopt the author's position or claim? Why or why not?

ELA-Reading-10th
In-Depth Literary Analysis – Persuasive Text
(The Four Freedoms)

In-Depth Literary Analysis – Persuasive Text Rubric

Standard	Score	Description
Point of View and Rhetorical Appeals (10.RI.6)	5	Introduction identifies 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-10th
Persuasive Essay
(*from* "Letter from Birmingham Jail")

Prepare a five-paragraph essay using the SMELL method for analyzing persuasive text. Textual evidence, specific details and relevant examples should support your analysis. Use a graphic organizer as your planning/prewriting document.

Persuasive Essay Rubric

Standard	Score	Description
Development of Ideas (10.RI.6)	5	Presents a topic with a clearly stated thesis that is focused and well developed throughout the essay; uses strategies of cause and effect to effectively develop and explain ideas; and incorporates specific and relevant facts, evidence, details, and examples to guide reader's understanding.
	4	Presents a topic with a thesis that is focused throughout the essay; uses strategies of cause and effect to develop ideas; and uses facts, evidence, details, and examples to guide reader's understanding.
	3	Presents a topic with a thesis that is mainly focused throughout the essay; uses some strategies of cause and effect to develop ideas; and uses some facts, evidence, details, and examples to guide reader's understanding.
	2	Presents a topic with a thesis that is unfocused and/or minimally developed throughout the essay; uses few strategies of cause and effect to develop ideas; contains insufficient facts, evidence, details, and examples in support of reader's understanding.
Score: _____	1	Lack an appropriate thesis in response to the prompt; lacks strategies of cause and effect to develop ideas; contains minimal or irrelevant facts, evidence, details, and examples.
Organization of Ideas (10.RI.6)	5	Introduction is effective and engaging; sequences complex ideas and uses meaningful transitions to clarify relationship among ideas; provides an insightful conclusion that follows from the explanation
	4	Introduction is clear and focused; sequences ideas and uses transitions to create coherence; provides a conclusion that connects ideas presented.
	3	Introduction is mainly clear and focused; sequences ideas and uses transition to create some coherence; provides conclusion that connects larger ideas presented.
	2	Introduction is underdeveloped and/or unfocused; presents disconnected ideas and limited use of transitions; provides an underdeveloped and/or unfocused conclusion.
Score: _____	1	Introduction a minimal or incomplete; presents a confusing organization of ideas with little or no transitions; provides a minimal or incomplete conclusion.
Use of Language (10.RI.6)	5	Uses a variety of sentence structures to enhance the explanation; uses precise diction and variety of rhetorical devices to accomplish purpose; demonstrates technical command of conventions.
	4	Uses a variety of sentence structures; uses appropriate diction and rhetorical devices; demonstrates general command of conventions with minor errors.
	3	Uses some variety of sentence structures; uses rhetorical devices; demonstrates some command of conventions with frequent errors.
	2	Uses little variety of sentence structures; uses diction that is inappropriate and limited rhetorical devices; demonstrates limited command of conventions with many errors.
Score: _____	1	Uses incorrect or inconsistent sentence structures; uses diction that is inappropriate and no rhetorical devices; misuses standard conventions that interfere with meaning.