Curriculum Sample Template
Max. 8 Pages

Grade Level	12th Grade	**Content Area**	English Language Arts (Reading)
Course Title (grades 9-12 Only)	English 7-8		
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: **12.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, including determining where the text leaves matters uncertain. **12.RI.2:** Determine two or more central ideas of a text and analyze their development over the course of the text, including how they interact and build on one another to provide a complex analysis; provide an objective summary of the text. **12.RI.3:** Analyze a complex set of ideas or sequence of events and explain how specific individuals, ideas, or events interact and develop over the course of the text. **12.RI.4:** Determine the meaning of words and phrases as they are used in a text, including figurative, connotative, and technical meanings; analyze how an author uses and refines the meaning of a key term or terms over the course of a text (e.g., how Madison defines faction in Federalist No. 10). **12.RI.5:** Analyze and evaluate the effectiveness of the structure an author uses in his or her exposition or argument, including whether the structure makes points clear, convincing, and engaging. **12.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.*	12.RI.6 Determine an author's point of view or purpose in a text in which the rhetoric is particularly effective, analyzing how style and content contribute to the power, persuasiveness, or beauty of the text.		

Materials/Resources Needed *List all items the teacher and students will need for the entire sequence of instruction (excluding common consumables).*	Reading Selections Background Information on Michael Fay Controversy; "Time to Assert American Values" Editorial *from* The New York Times; "Rough Justice: A Caning in Singapore Stirs Up a Fierce Debate About Crime and Punishment" Article by Alejandro Reyes; "On Civil Disobedience" by Mohandas Gandhi; "On Surrender at Bear Paw Mountain, 1877" by Chief Joseph; and "On Women's Right to Vote, Philadelphia 1872" by Susan B. Anthony 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	**Informational Text: Persuasive** Point of View and Purpose (1) Teacher will present a structured overview of the types of rhetorical appeals: logos, ethos, and pathos. (2) Teacher will present a structured overview of the types of rhetorical devices: repetition, parallel structure, analogy, rhetorical questions, allusions, anaphora, and metaphor. (3) Teacher will read aloud "Background Information on Michael Fay Controversy" and prompt students to determine rhetoric that supports the author's point of view or purpose.	(1) Students will prepare Cornell Notes for the types of rhetorical appeals and write an example for each type. (2) Students will prepare Cornell Notes for the types of rhetorical devices and write an example for each type. (3) Students will use active reading strategies during the read aloud and will document rhetoric that supports the author's point of view from the selection. (4) Students will read with a peer partner the editorial "Time to Assert American Values" *from* The New York Times. (5) Students will prepare a graphic organizer with a peer partner to identify and explain the rhetorical appeals and document the rhetoric that supports the author's point of view in the editorial "Time to Assert American Values" *from* The New York Times.
2	**Informational Text: In-Depth Literary Analysis** **Rough Justice: A Caning in Singapore Stirs Up a Fierce Debate About Crime and Punishment** (1) Teacher will present a structure overview of process for preparing an in-depth literary analysis of persuasive informational texts.	(1) **Summative Assessment:** Students will prepare an in-depth literary analysis of the article "Rough Justice: A Caning in Singapore Stirs-Up a Fierce Debate about Crime and Punishment" by Alejandro Reyes.

3-4	**Informational Text: Point of View and Rhetoric** Elements of an Argument (1) Teacher will present a structured overview of the elements of an argument: hook, claim, concessions and refutations, support, and call to action. **Informational Text: Persuasive Essay** **On Civil Disobedience** (1) Teacher will present the process for preparing a persuasive essay using textual evidence to support or refute an author's point of view.	(1) Students will prepare Cornell Notes for the elements of an argument and write an example for each element. (1) **Summative Assessment**: Students will prepare a persuasive essay using "On Civil Disobedience" by Mohandas Gandhi to answer the question: Is civil disobedience a moral responsibility of a citizen?
5-6	**Informational Text: Compare and Contrast Essay** **On Surrender at Bear Paw Mountain, 1877 and On Women's Right to Vote, Philadelphia 1872** (1) Teacher will present a structured overview of process for preparing a compare and contrast essay to analyze how style and content contribute to the persuasiveness of informational texts.	(1) Students will prepare a graphic organizer to identify and explain the rhetorical appeals that support the author's point of view for each selection. (2) Students will prepare a graphic organizer to document the rhetoric that supports the author's point of view for each selection. (3) **Summative Assessment**: Students will prepare a compare and contrast essay to analyze the persuasive style and content of Chief Joseph in "On Surrender at Bear Paw Mountain, 1877" and Susan B. Anthony in "On Women's Right to Vote, Philadelphia 1872"

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. **In-Depth Literary Analysis – Informational Text ("Rough Justice: A Caning in Singapore Stirs-Up a Fierce Debate about Crime and Punishment" by Alejandro Reyes):** Assessment is scored on a 5-point rubric scale for point of view and purpose. Students will score 4 out of 5 (80%) to demonstrate mastery.*
2. **Persuasive Essay – Informational Text (On Civil Disobedience" by Mohandas Gandhi):** 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.*

3. **Compare and Contrast Essay – Informational Text ("On Surrender at Bear Paw Mountain, 1877" by Chief Joseph & "On Women's Right to Vote, Philadelphia 1872" by Susan B. Anthony):** Assessment is scored on a 5-point rubric scale for analysis and synthesis of persuasive informational texts. Students will score 8 out of 10 (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 and detailed definitions, evidence and/or explanation.
4 points for correct answer supported with MOSTLY clear and detailed definitions, evidence and/or explanation.
3 points for correct answer supported with SOME clear and detailed definitions, evidence and/or explanation.
2 points for correct answer supported with no definitions, evidence and/or explanation.
1 point for incorrect answer supported with definitions, evidence and/or explanation.
0 points for incorrect answer supported with no definitions, evidence and/or explanation.

ELA-Reading-12th
In-Depth Literary Analysis – Informational Text
(Rough Justice: A Caning in Singapore Stirs-Up a Fierce Debate about Crime and Punishment" by Alejandro Reyes)

Answer the questions to determine the author's point of view and analyze how style and content contribute to the persuasiveness of the article "Rough Justice: A Caning in Singapore Stirs-Up a Fierce Debate about Crime and Punishment". Use the information from the answers to write a five paragraph literary analysis of the article.

In-Depth Literary Analysis – 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 types of empirical, logical, and anecdotal evidence is 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 common fallacies present such as hasty generalization, either/or argument, ad populum, moral equivalency, or red herrings?
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?

ELA-Reading-12th
In-Depth Literary Analysis – Informational Text
(Rough Justice: A Caning in Singapore Stirs-Up a Fierce Debate about Crime and Punishment" by Alejandro Reyes)

In-Depth Literary Analysis – Rubric

Standard	Score	Description
Point of View and Purpose (12.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-12th
Persuasive Essay – Informational Text
(On Civil Disobedience)

Prepare an essay using "On Civil Disobedience" by Mohandas Gandhi to answer the question: Is civil disobedience a moral responsibility of a citizen? Textual evidence, specific details and relevant examples should support your answer to the question. An analysis of the style and content of the selection should be included in the essay. Use a SOAPSTone graphic organizer as your planning/prewriting document.

Persuasive Essay – Rubric

Standard	Score	Description
Development of Ideas (12.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 (12.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 (12.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.

ELA-Reading-12th
Compare and Contrast Essay – Informational Text
("On Surrender at Bear Paw Mountain, 1877" by Chief Joseph and "On Women's Right to Vote, Philadelphia 1872" by Susan B. Anthony)

Prepare an essay analyzing the rhetorical style and content of the authors and synthesize their perspectives in relation to the outcomes of their argument. 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 rhetorical style and content (12.RI.6)	5	Introduction identifies 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.

Synthesize perspectives of argument (12.RI.6)	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.