**Curriculum Sample Template**
Max.8Pages

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|---|---|---|---|
| **Grade Level** | 11 | **Content Area** | English |
| **Course Title** (grades9-12Only) | English 11 | | |
| **Expected Prior Knowledge**<br>*The knowledge/skills mastered earlier in the year foundational to the mastery of the required Standard in the current sample.* | Students have knowledge of how to analyze text and strategies used (highlighting, summarizing, etc). In addition, they are familiar with writing essays and scripts. | | |
| **Alignment to Program of Instruction**<br>*Briefly outline methods of instruction found in this sequence of lessons that align to the Program of Instruction described in A.3.* | As project based learning is a key feature in the school's mission, students will apply knowledge gained in English to complete projects and solve real world issues, and some may even be cross curricular. Lessons are aligned to both the program of instruction and common core standards by scaffolding knowledge, engaging students and requiring them to use higher depths of knowledge to demonstrate mastery and solve real world problems. | | |
| **Standard Number and Description**<br>*List the Number*and full description for the required Standard.* | 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.<br>11.W.1 - Write arguments to support claims in an analysis of substantive topics or texts, using valid reasoning and relevant and sufficient evidence. a. Introduce precise, knowledgeable claim(s), establish the significance of the claim(s), distinguish the claim(s) from alternate or opposing claims, and create an organization that logically sequences claim(s), counterclaims, reasons, and evidence. b. Develop claim(s) and counterclaims fairly and thoroughly, supplying the most relevant evidence for each while pointing out the strengths and limitations of both in a manner that anticipates the audience's knowledge level, concerns, values, and possible biases. c. Use words, phrases, and clauses as well as varied syntax to link the major sections of the text, create cohesion, and clarify the relationships between claim(s) and reasons, between reasons and evidence, and between claim(s) and counterclaims. d. Establish and maintain a formal style and objective tone while attending to the norms and conventions of the discipline in which they are writing. e. Provide a concluding statement or section that follows from and supports the argument presented. | | |
| **Materials/Resources Needed** | "Pathos, Ethos and Logos in Advertising" Youtube Video; Highlighters, copies of the Declaration of Independence, video camera, projector | | |

****StandardNumber**:ForEnglishLanguageArts(ReadingandWriting),useGrade,Strand,Standard(e.g.,3.RI.2).ForK-8Math,useGrade,Domain,Standard(e.g.,6.EE.7).ForHSMath,useConceptualCategory-Domain,Standard(e.g.,A-REI.6).ForScience,useGrade,Strand,Concept,PO(e.g.,4.1.3.1).*

| Lesson | Instruction | Student Activities |
|---|---|---|
| 1 | **Objective: After participating in a differentiated instruction activity, SWBAT take notes and brainstorm usage of Aristotelian Appeals.** Use dictionary.com and the projector to help students define key vocabulary. Assign Vocabulary to each group and model a "See no Say Activity". Watch the video "Pathos, Ethos and Logos in Advertising". Lecture, using a PowerPoint to assist, on Aristotelian appeals. Monitor student brainstorm on Aristotelian Appeals. | Define key vocabulary using Dictionary.com. Participate in the "See-No-Say" activity by breaking down the vocabulary into a simple definition and creating a gesture. Share with the class until all vocabulary terms have a gesture. Take notes on the video and lecture. Brainstorm when they have witnessed Aristotelian Appeals in their everyday life and discuss them in a think pair share activity. |
| 2 | **Objective: Using analysis techniques, SWBAT analyze the Declaration of Independence for Theme, Purpose and Rhetoric.** Hand out copies of "The Declaration of Independence". Assign cooperative groups. Instruct that they are to determine the overall theme of the document. In addition, they need to identify rhetoric by highlighting each type in a different color (Ethos in Pink, Pathos in Yellow and Logos in Blue). On a separate sheet of paper, they need to explain how they know it is rhetoric. Circulate, monitoring student progress and assisting as necessary. | Read "The Declaration of Independence", working with a cooperative group. In each group, one will read for Ethos, one for Pathos, and one for Logos. Students will highlight according to their role and annotate, explaining how they determined the selected text correlates to their reading role. Then, they will discuss with each other. |
| 3 | **Objective: Using their analysis, SWBAT draft an essay that argues how rhetoric was used to convince colonists to engage in revolution.** Place a copy of the Declaration of Independence on the projector. Informally assess and question as students annotate the Declaration as a class. Lead a Socratic Discussion of the theme and purpose of the declaration. Hand out paragraph organizers. Monitor as students complete paragraph organizers individually. These will become prewriting. Students will then write an essay as the first summative assessment of their analysis of The Declaration of Independence. Upon completion, monitor as students complete a multiple choice assessment (summative assessment two). | Students will annotate the Declaration on the projector based on the group work they completed in analyzing the document. Discuss theme and purpose in a Socratic Seminar. They will individually complete paragraph organizers and use these to write the following essay for their first summative assessment: Thomas Jefferson utilized rhetoric in the Declaration of Independence. In an argumentative essay, describe how and why Jefferson used Ethos, Pathos and Logos, how these advanced the theme how they convey the purpose of the document. Citing an example of each to support your claims.<br>Upon completion, students will take a multiple choice summative assessment (summative assessment two) over The Declaration of Independence. |
| 4 | **Objective: Using at least 2 types of rhetoric, SWBAT create a 1 minute advertisement convincing people to engage in revolution based on the Declaration of Independence.** Pose the Question for students to respond to via a journal entry: How is the Declaration of Independence an advertisement? Give instructions on the project for this unit. This commercial will be completed individually and will act as the third summative assessment for the unit. Review scripts for approval. | Complete journal entry based on the question posed by the teacher. Determine which forms of rhetoric will be used. Write and submit a script for approval. Film commercial and write a 1 page evaluation of the commercial, explaining how and why the evidence used is rhetoric and how it conveys a message of revolution to the audience. |

***Paste Summative Assessment Here:***

1. **Essay Prompt**: Thomas Jefferson utilized rhetoric in the Declaration of Independence. In an argumentative essay, describe how and why Jefferson used Ethos, Pathos and Logos, how these advanced the theme how they convey the purpose of the document. Citing an example of each to support your claims.

2. **Multiple Choice Assessment**: Full credit is awarded to students who select the appropriate answer AND accurately explain how they determined that answer (3 points). Partial credit **will only be awarded** to the "How do you know?" portion if students do not fully or accurately explain their reasoning, but the answer illustrate that students are proficient in understanding the assigned task.

   Section 1: Select the Aristotelian Appeal used in each excerpt of the Declaration of Independence.

   1. "But when a long train of abuses and usurpations, pursuing invariably the same Object evinces a design to reduce them under absolute Despotism, it is their right, it is their duty, to throw off such Government,"
      a. Ethos
      b. Pathos
      c. Logos
      How do you know?
      _____
      _____

   2. "When in the Course of human events, it becomes necessary for one people to dissolve the political bands which have connected them with another, and to assume among the powers of the earth, the separate and equal station to which the Laws of Nature and of Nature's God entitle them, a decent respect to the opinions of mankind requires that they should declare the causes which impel them to the separation."
      a. Ethos
      b. Pathos
      c. Logos
      How do you know?
      _____
      _____

   3. We hold these truths to be self-evident, that all men are created equal, that they are endowed by their Creator with certain unalienable Rights, that among these are Life, Liberty and the pursuit of Happiness.
      a. Ethos
      b. Pathos
      c. Logos
      How do you know?
      _____
      _____

   4. "The history of the present King of Great Britain is a history of repeated injuries and usurpations, all having in direct object the establishment of an absolute Tyranny over these States. To prove this, let Facts be submitted to a candid world."
      a. Ethos
      b. Pathos
      c. Logos
      How do you know?
      _____
      _____

   5. "He has erected a multitude of New Offices, and sent hither swarms of Officers to harass our people, and eat out their substance."
      a. Ethos
      b. Pathos
      c. Logos
      How do you know?
      _____
      _____

   6. "We, therefore, the Representatives of the united States of America, in General Congress, Assembled, appealing to the Supreme Judge of the world for the rectitude of our intentions, do, in the Name, and by Authority of the good People of these Colonies,"
      a. Ethos
      b. Pathos
      c. Logos
      How do you know?
      _____

_____

7. "And for the support of this Declaration, with a firm reliance on the protection of divine Providence, we mutually pledge to each other our Lives, our Fortunes and our sacred Honor."
    a. Ethos
    b. Pathos
    c. Logos

    How do you know?

    _____

    _____

Section 2: Select the best answer for each question.

8. An appeal to emotion is
    a. Ethos
    b. Pathos
    c. Logos
9. An appeal to ethics is
    a. Ethos
    b. Pathos
    c. Logos
10. An appeal to logic is
    a. Ethos
    b. Pathos
    c. Logos
11. The theme of the Declaration of Independence is
    a. People have the right to overthrow an abusive system
    b. The Government has the final say
    c. Men are equal

**3. Project Assignment Sheet:** The Declaration of Independence in a Commercial

In class, we have worked together to analyze "The Declaration of Independence". To assess this knowledge, you must apply your analysis and create an advertisement that uses each of the Aristotelian Appeals to advertise the Declaration of Independence.

Your goal, in a creative and entertaining way, is to convince people who will not/cannot read the Declaration for whatever reason to revolt. You should capture the essence of the document and use rhetoric to convince people that they need to break away from the British tyranny.

The following are required of your commercial:

1. A script and storyboard to be submitted for approval before filming
2. Length: 1-2 Minutes
3. 3 Aristotelian Appeals**
4. Describes the overall theme of the document
5. Explains the purpose of the document
6. A one page written evaluation that describes how and why the appeals used will convince people to revolt

** Appeals in this instance are not from the document, rather, you must use appeals to establish YOUR ethos, invoke PATHOS in your audience, and provide LOGOS for revolting**

You will be assessed based on a rubric provided. You must complete the rubric in a self assessment before submitting it for a grade. Submissions without a self assessment AND approved script/storyboard will not be graded.

***Paste Answer Key/Scoring Rubric Here***

1. **Rubric for Essay**

| Category | Level 4:<br>Achieves Standards at a<br>High Level | Level 3:<br>Performance at Standard | Level 2:<br>Performance below<br>Standard | Level 1:<br>Demonstrates<br>Minimal Success |
|---|---|---|---|---|
| Voice, Word Choice and Conventions | Essay contains a formal style that is beyond the grade level. There are no mistakes in norms or conventions. | Establish and maintain a formal style and objective tone while attending to the norms and conventions of the discipline in which they are writing. | Voice and word choice are below average. Paper has no more than 6 grammar or spelling mistakes. | Voice and Word choice are completely informal. Multitude of grammar mistakes. |
| Introduction, Argument and Organization | Claims and counter claims are clearly established and argued upfront. Organization is impeccable and keeps the reader engaged. No confusion is found in organization. | Introduce precise claim(s), distinguish the claim(s) from alternate or opposing claims, and create an organization that establishes clear relationships among claim(s), counterclaims, reasons, and evidence. | Claim is broad or imprecise, with no attempt to distinguish relationships among claim(s), counterclaims, reasons, and evidence | Paper lacks an appropriate claim and organization. |
| Textual Evidence | Claims and counterclaims are developed beyond expectations in that the audience is always taken into consideration. | Develop claim(s) and counterclaims fairly, supplying evidence for each while pointing out the strengths and limitations of both in a manner that anticipates the audience's knowledge level and concerns. | Claims and counter claims are underdeveloped; evidence is significantly vague or does not anticipate the audiences knowledge. | Essay lacks textual evidence. |
| Fluency | Words, phrases and clauses are above grade level. Cohesion and relationships are clearly established and link the claim to the counterclaim in an organized manner. | Use words, phrases, and clauses to link the major sections of the text, create cohesion, and clarify the relationships between claim(s) and reasons, between reasons and evidence, and between claim(s) and counterclaims. | Words, phrases and clauses lack cohesion consistently throughout the paper. Many relationships in the paper are not supported by the words, phrases and clauses | Words, phrases and clauses do not support cohesion or relationships for the paper. |
| Conclusion | Conclusion is clear, properly discussing the argument and leaves the reader thinking about the claim. | Provide a concluding statement or section that follows from and supports the argument presented. | Concluding statement or section is extremely weak and fails to support the argument. | Paper lacks concluding statement or section. |

2. **Multiple Choice Assessment Answer Key(25 Points)**
    1. B—powerful word choice, (abuses, usurpations, Despotism, it is their right, it is their duty) stir emotional responses
    2. A—gives credibility to the author
    3. C—the use of the word “that” and the structure make it easy for the reader to believe the text and stirs emotions by making them feel as though their rights are being violated.
    4. C—it is only logical to rebel, especially with the presentation of facts
    5. B—powerful words evoke emotion and remind the reader why they are rebelling
    6. A—establishes credibility for the authors
    7. B—connotation and word choice allows the readers to become emotionally connected with the signers.
    8. B
    9. A
    10. C
    11. A

3. **Project Rubric**

**Declaration of Independence/Rhetoric Commercial**

Student Name: _____

| CATEGORY | **4** | **3** | **2** | **1** |
|---|---|---|---|---|
| **Script and Storyboard** | Script and Storyboard were submitted on time and approved. They go above and beyond to create an effective advertisement and demonstrate thorough planning and are free from grammar and spelling mistakes. | Script and Storyboard were submitted on time and approved. They create an effective advertisement and demonstrate some planning has occurred. Less than 3 grammar and spelling mistakes. | Script and storyboard were late. They do not show planning and have more than 3 spelling or grammar mistakes. | Script and storyboard were submitted late, but are vague and do not effectively create an advertisement as required. |
| **Duration of presentation** | The commercial was between 1 and 2 minutes and did not seem hurried or too slow. | The commercial was between 1 and 2 minutes but seemed SLIGHTLY hurried or too slow. | The commercial was between 1 and 2 minutes but seemed OBVIOUSLY hurried or too slow. | The commercial was too long or too short. |
| **Use of Aristotelian Appeals** | Commercial uses all three appeals accurately. It is clear when they are used and they are effective at conveying the appropriate response from the audience. | Three appeals are used, but one may be inaccurately demonstrated or ineffective. | One appeal is missing OR they are all there, but used inaccurately rendering them ineffective. | Two or more appeals are missing from the commercial. |
| **Theme and Purpose** | Theme and purpose are described/explained in a manner appropriate for the audience AND the tone of the commercial. | Theme and purpose are described, but done so as an afterthought or do not reflect the tone of the commercial. | Theme and purpose are inaccurately described and placement is very awkward in context with the commercial. | Theme and purpose are not explained. |
| **Awareness of Audience** | All students in group can clearly explain why they felt the vocabulary, audio and graphics they chose fit their intended audience. | All students in group can explain why they felt the vocabulary, audio and graphics they chose fit their intended audience. | There was some awareness of the audience, but not all of the students can describe how the vocabulary, audio and graphics they chose fit their intended audience | Limited attention to audience in designing newscast AND/OR one or fewer members of the group can explain how the element relate to the audience. |

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| **Point of View - Purpose** | Commercial establishes a purpose at the beginning and maintains that focus throughout! Cohesive Commercial. | Establishes a purpose at the beginning, but occasionally wanders from that focus. | The purpose is somewhat clear but many aspects of the Commercial seem only slightly related. | It was difficult to figure out the purpose of the Commercial. |
| **Speaks clearly** | Speaks clearly and distinctly all of the time and mispronounces no words. | Speaks clearly and distinctly all of the time but mispronounces 1 or more words. | Speaks clearly and distinctly most of the time and mispronounces no words. | Does NOT speak clearly and distinctly most of the time AND/OR mispronounces more than 1 word. |
| **Enthusiasm** | Facial expression and body language show a strong interest and enthusiasm about the topic throughout the Commercial, but it is not overdone. | Facial expression and body language show a strong interest and enthusiasm about the topic throughout the Commercial, but it is somewhat overdone. | Facial expression and body language show some interest and enthusiasm about the topic throughout the Commercial. | Facial expression and body language depict apathy or boredom with the topic. |
| **Accuracy of Facts** | All facts are based on the Declaration and are accurately reported. | Almost all facts are reported accurately. | One fact is reported accurately. | No facts are reported accurately OR facts were not based on the Declaration. |