**Curriculum Sample Template**
Max.8Pages

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| **Grade Level** | 9 | **Content Area** | English |
| **Course Title** (grades9-12Only) | English 9 | | |
| **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 will have already learned the difference between Primary and Secondary sources. In addition, they will have experience with the writing process and literary techniques (character, theme etc). Likewise, they will have experience working with graphic organizers. They will have knowledge of the proper way to give a peer review. | | |
| **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.* | 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.<br>9.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 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. b. 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.<br>c. 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. 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** | Highlighters, Projector, Copies of Washington's Farewell Address and the Gettysburg address; video "The Great Task" http://www.civilwar.org/education/teachers/lesson-plans/gettysburg-address-lesson-plan/the-gettysburg-address-lesson.html). | | |

****Standard Number**: For English Language Arts (Reading and Writing), use Grade, Strand, Standard (e.g.,3.RI.2).ForK-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) | **Instruction** | **StudentActivities** |
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| **1** | **Objective: SWBAT utilize a model to analyze the theme and important key words in a seminal US Document.**<br>Provide a review discussion on theme and main ideas. Show "The Great Task". Pose and discuss using a Think, Pair, Share activity. Hand out copies of The Gettysburg Address. Assess prior knowledge using a popcorn sharing activity on Lincoln. Model an analysis of the article in a "Think-Aloud" strategy. As teacher reads, model how to read and analyze. Read the questions first, highlight key words, theme, setting, etc.<br>Model, using a paragraph organizer graphic organizer, how to use the theme as a topic sentence and use evidence from the text to support this argument. | Take notes on main ideas and theme. Watch "The Great Task" while completing an Observation Inference "T Chart". Answer the questions posed by the teacher first individually, then with a partner, and finally share and discuss as a class Recite prior knowledge about Lincoln and the Gettysburg address as called on by teacher. Read along and answer the document analysis questions. Mark up the document in the same manner as the teacher, annotating when instructed. This paper will serve as a model. Complete the paragraph organizer for the theme of the text. |
| **2** | **Objective: Using their knowledge from yesterday's lesson, SWBAT analyze a seminal document to discover the theme. (This lesson will take up to 3 class periods)**<br>Inform students that we will analyzing an equally important US document. Hand out Copies of the Washington's Farewell Address. Instruct student to number each paragraph. They will be working with a partner to analyze the document just like we did yesterday. Model the first paragraph for the class. Highlight unknown words, and main ideas. Finally, write a summary of the text. Assign each pair one paragraph. Instruct that they will focus solely on that paragraph. They need to find the main idea and write a summary of the paragraph. Once students are started, circulate to provide guidance as needed.<br>Once all groups are done, facilitate as each group shares, in order, their main ideas and summaries. | Number each paragraph and find a partner to work with. Mimic the teacher during the model to be clear on the assignment. Analyze the article by reading it out loud with a partner. Highlight difficult words and main ideas. Work together to develop a summary of this section. Each group will be called to the board in the order of the document to annotate the paragraph for the class and share the summary. As each group shares, annotate your text to match the group's projection. |

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| **3** | **Using the analysis of Washington's Farewell Address, SWBAT write a five paragraph essay arguing which speech better illustrates the theme of a unified country.**<br>Discuss as a class that the two have a theme in common. What is the common theme? (A Unified Nation) How did the circumstances behind these documents differ? Pose questions to the students about the farewell address for a discussion. Hand out more paragraph organizers. Have students use the organizer from Gettysburg Address as a model. Circulate as the class completes the organizer as a prewriting. Give students the writing prompt for Format, Audience, and Topic analysis. This will serve as a summative assessment and will be completed individually. | Discuss the theme with the class. Answer the posed questions in a discussion format. Complete the paragraph organizer for Washington's Farewell address. Cite specific textual evidence to support the theme and topic sentence. Analyze the Prompt using FAT. Draft the essay that will serve as the first summative assessment for this unit. |
| **4** | **Objective: Using the skills developed in this unit, SWBAT analyze a seminal US document for themes and main ideas and write a summary.**<br>Facilitate and circulate as students complete a summative covering the standards in this unit for their summative assessments. | Students will take a multiple choice summative assessment (their second) over The Gettysburg Address and Washington's Farewell Address, and analyze a document for theme and main ideas and write a summary for their third summative assessment. |

***Paste Summative Assessment Here:***

1. **Essay Writing Prompt:** Using The Gettysburg Address and Washington's Farewell address, argue in an essay which better illustrates the theme of a unified nation first by explaining how both demonstrate this theme, then cite evidence to support your choice of one or the other.

**2. Multiple Choice Assessment:**

1. Abraham Lincoln's reason for coming to the Gettysburg battlefield was to
    a. declare an end to the Civil War.
    b. dedicate a national memorial to the fallen soldiers.
    c. campaign for re-election.
    d. tell the listeners about the history of the United States.
2. What was the unfinished task President Lincoln presented to the American people in the Gettysburg Address?
    a. to win the war.
    b. to abolish slavery.
    c. to establish the principles of the Declaration of Independence as the goal of the United States.
    d. to punish the South.
3. With which of the following statements would President Lincoln be most likely to disagree?
    a. The rebellion of the Southern states was an effort to overthrow the principle that all men were created equal.
    b. The causes of emancipation and preserving the Union are independent of each other.
    c. At the core of the Declaration of Independence are the principles of human equality and government by consent.
    d. Defending the American Union is the highest tribute the living in attendance at Gettysburg could pay to the dead.
4. In the Gettysburg Address, President Lincoln said that Union soldiers had sacrificed their lives to ensure that "government of the people, by the people, for the people shall not perish from the earth." What type of government was Lincoln referring to?
    a. democracy
    b. aristocracy
    c. oligarchy
    d. monarchy
5. Lincoln motivated his audience to continue the war by
    a. emphasizing the differences between North and South.
    b. encouraging the American people to be angry enough to crush the enemy.
    c. telling the American people why the Southern states were wrong.
    d. offering the American people pride, purpose, and hope.
6. Both the Gettysburg Address and Washington's Farewell Address share the theme of
    a. freeing the slaves
    b. unifying the nation
    c. expanding international trade
    d. limiting the power of Congress
7. In his Farewell Address, George Washington urged the American people to
    a. Limit a president to two terms in office
    b. Value and maintain a sense of national unity
    c. Create a defensive alliance with European countries
    d. Abolish slavery in the united states
8. The loyalty to the interests of one's own region or section of the country, rather than to the country as a whole is called

a. Loyalism
b. Sectionalism
c. Bipartisanism
d. Patriotism

9. The following quote, "It serves to distract the Public Councils, and enfeeble the Public Administration....agitates the Community with ill-founded jealousies and false alarms; kindles the animosity of one....against another....it opens the door to foreign influence and corruption...thus the policy and the will of one country are subjected to the policy and will of another." demonstrates Washington's warning against
    a. State governments
    b. Too much power in congress
    c. Other nations
    d. Political parties
10. Which of the following best describes the TONE of Washington's farewell address?
    a. Apprehensive
    b. Enlightened
    c. Warning
    d. Excitement

3. **Document Analysis:** Analyze the following excerpt through annotation, based on the practice done in class. Read the questions and complete the annotation as indicated.

We the people of the United States, in order to form a more perfect union, establish justice, insure domestic tranquility, provide for the common defense, promote the general welfare, and secure the blessings of liberty to ourselves and our posterity, do ordain and establish this Constitution for the United States of America.

1. Highlight the main idea of this document.
2. What are the 5 things that must be accomplished to achieve the main idea?
    a. _____
    b. _____
    c. _____
    d. _____
    e. _____
3. Describe the tone of the excerpt. Cite evidence that justifies your decision.

_____
_____
_____
_____
_____

4. What is the theme of this document?

_____
_____
_____
_____
_____

5. Based on the context provided, what do you think follows this excerpt? How do you know?

***Paste Answer Key/ Scoring Rubric Here: 1. Essay Rubric***

| 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 Answer Key

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

3. **Excerpt Analysis** (Partial credit may be given on questions 3-5 for correct answers without justification):
   1. Students should highlight the phrase "to establish a more perfect union".
   2. A. establish justice
      B. insure domestic tranquility
      C. provide for the common defense
      D. promote the general welfare
      E. secure the blessings of liberty to ourselves and our posterity

   3. Tone: Formal. The language used suggests a formal document
   4. Theme: to create a more perfect union. This is explicit and is described in the excerpt.
   5. Students should predict that the text of the Constitution will follow based on the last sentence of the excerpt