**Curriculum Sample Template**
Max.8Pages

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|---|---|---|---|
| **Grade Level** | 10 | **Content Area** | English |
| **Course Title** (grades9-12Only) | English 10 | | |
| **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 knowledge from previous lessons on the power of the Supreme Court, the types of opinions given by the Supreme court, how to read and analyze an argument and other court documents which will have been addressed in a cross curricular study with the history department. In addition, they will have understanding of figurative language and literary techniques. | | |
| **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.* | 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).<br>10.W.3 - Write narratives to develop real or imagined experiences or events using effective technique, well-chosen details, and well-structured event sequences. a. Engage and orient the reader by setting out a problem, situation, or observation, establishing one or multiple point(s) of view, and introducing a narrator and/or characters; create a smooth progression of experiences or events. b. Use narrative techniques, such as dialogue, pacing, description, reflection, and multiple plot lines, to develop experiences, events, and/or characters. c. Use a variety of techniques to sequence events so that they build on one another to create a coherent whole. d. Use precise words and phrases, telling details, and sensory language to convey a vivid picture of the experiences, events, setting, and/or characters. e. Provide a conclusion that follows from and reflects on what is experienced, observed, or resolved over the course of the narrative | | |
| **Materials/Resources Needed** | PBS's Frontline Chronicles ObamaCare Dealmaking; Pages 1-6 of the majority opinion from the Supreme Court Case, NATIONAL FEDERATION OF INDEPENDENT BUSINESS ET AL *v*. SEBELIUS, SECRETARY OF HEALTH AND HUMAN SERVICES, ET AL, popularly known as the ObamaCare Supreme court decision; graphic organizers for the film; newspaper articles covering ObamaCare decision, Projector, highlighters (3 colors), computers<br>. | | |

**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** (add as needed) | **Instruction** | **Student Activities** |
|---|---|---|
| **1** | **Objective: SWBAT evaluate a documentary for tone and identify the types of figurative, connotative and technical language used.**<br>Lead a classroom discussion on the court case. Introduce figurative, connotative and technical language. Provide a lecture with examples so students are aware of the differences in these types of language. Show 10 minutes of the Documentary. Following, break students into groups to select examples of each type of language from the film. Lead a discussion allowing students to share their examples and correct them if necessary. Continue showing the film. Stop every 20 minutes to repeat the previous activity. | Take notes on the lecture in the graphic organizer provided. After seeing an example, students will create their own example of each type of language. Students will watch the movie and identify the language used by selecting appropriate examples. Next, each group should participate in a think pair share activity in which they identify the language and share with a partner before explaining to the class how and why their examples fit the criteria. Students will continue watching the film and identifying the types of language. |
| **2** | **Objective: Using their previous knowledge based on a documentary, SWBAT analyze a Supreme Court majority opinion for tone and compare language in both the opinion and documentary.**<br>Model for students as a review proper analysis of the first paragraph of the court document, highlighting figurative, connotative and technical language in three different colors. Specifically, instruct students to underline each instance that the word "regulate" is used and define how it is used on a separate piece of paper. Circulate and give guidance to student groups as needed as they are analyzing the majority supreme court opinion. Lead a discussion once students have completed analysis reviewing the types of language and tone involved in the article. | Participate in the teacher model by appropriately marking their document to match the teacher's example. Working in trios, students will read and evaluate the introduction to the majority opinion by utilizing reading roles—One will assess connotative, one will examine technical and the other will investigate figurative language. In addition, students will track the word "regulate" and determine how the Supreme court defines this word within the context of ObamaCare. Once complete, students will mark their discoveries on the projected copy of the opinion that is on the board. Groups will then discuss the entries and determine if they are accurate. |
| **3** | **Objective: Based on their analysis of the documentary and majority opinion, SWBAT differentiate tone in an informational piece, legal document, and public opinion by identifying figurative, connotative and technical language and continuing to track the word "regulate" throughout the articles.**<br>Instruct students to log on to the internet and find newspaper articles about ObamaCare. Specifically, they need to find articles that discuss the law and use the word "regulate". Monitor students as they research and provide guidance in analysis of articles as necessary. Once articles are analyzed, explain the one page evaluation of each text as described in the student activity section. | Students will find article that were written following the court decision and they should find both an informational article and an editorial article. They will then highlight these articles in the same manner as they did the supreme court opinion. Likewise, students will track the word "regulate" in these articles and describe the meaning within the context. Following, they will write a one page evaluation describing how the news articles differed in tone from both the documentary and supreme court opinion. In addition, they must describe how the word "regulate" is defined in each and if and how the connotation of the word is changed. |

<table>
<tr>
<td>4</td>
<td>Objective: Using the knowledge obtained in this unit, SWBAT write a RAFT and peer review group members RAFTs to determine if they meet the requirements of the teacher assignment sheet.<br>Inform students that they will be completing a RAFT (Role, Audience, Format, Topic writing piece) in which each member of the trio takes on a different role that requires them to discuss ObamaCare and use the word regulate across different tones. Monitor as students write their RAFT and provide guidance and scaffolding as necessary. Facilitate student peer reviews as necessary.</td>
<td>Students will write a RAFT within trios on one of the following topics:
<table>
<tr><td>Role</td><td>Audience</td><td>Topic</td><td>Format</td></tr>
<tr><td>Journalist</td><td>Local Community</td><td>ObamaCare</td><td>Informational news article</td></tr>
<tr><td>Judge</td><td>Legal Community</td><td>ObamaCare</td><td>Court opinion</td></tr>
<tr><td>Community Member</td><td>Local Community</td><td>ObamaCare</td><td>Editorial</td></tr>
</table>
Once complete, they will swap within their trio and peer review the other RAFTs. They are specifically looking for proper use of the word “regulate”, and the appropriate use of tone and word choice for the role assigned.</td>
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<td>5</td>
<td>Objective: Using the knowledge obtained in this unit, SWBAT demonstrate mastery of the standard by completing series of summative assessment.<br>Teacher will hand out assessments, review instruction, and monitor students while they take three summative assessments: an article analysis, a multiple choice assessment, and an essay.</td>
<td>Students will take the three summative assessments.</td>
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***Paste Summative Assessment Here:***

1. **Article Analysis**: Read the following article on ObamaCare. After a thorough analysis, answer the questions following the article. (Source: M&l special needs planning. *(2011). Retrieved from http://specialneedsplanning.net/2012/07/what-obamacare-really-does-for-individuals-with-disabilities/)*

**What Obamacare Really Does for Individuals with Disabilities**

You don't have to be a political animal to be following the news on Obamacare. And for those with disabilities, the Supreme Court's recent ruling to uphold the bill could certainly impact your life.

For the most part, the bill accomplishes the needs of people who live with disabilities – and a number of organizations such as the National Council on Disability, Easter Seals, the National Council on Independent Living and the United Spinal Association are on board and in favor.

One huge element of President Obama's Affordable Care Act is that people with pre-existing conditions can no longer be denied insurance coverage – an issue that affects more than 17 million children in the U.S. alone. In the past, the risk of this happening was very real – and it could affect the medical care and even the happiness of an individual or entire family. Take for instance, someone who worked long hours at a job they hated. If that person – or their spouse or child – had been treated for certain conditions within a given period of time, that health concern would be considered a "pre-existing condition." So if the employee wanted to find a new job, they might get the job offer – but not be eligible to get health insurance. So they stay where they are because they can't afford not to. Under the new law, it would be illegal to deny that coverage.

Obamacare also prohibits policies that put a cap on coverage limits. In previous years, some insurance policies just plain stopped when certain coverage limits were reached. This amount may be determined as an annual amount or over a lifetime, but when a patient has a disability and needs ongoing treatment, costs can add up in a hurry. So previously, after that limit was reached, the insured was on their own. And the old pre-existing condition caveat made it hard for the person to get a different insurance, many times leaving them with no insurance at all. And lastly, Obamacare increases the age of young adults on the parent's policy to 26. This is potentially a huge cost savings for young adults with or without a disability. In addition, depending on the health insurance carrier, an individual with special needs may be able to stay on that coverage for life. This last statement is not new information, but important to recognize and check out prior to the age of 26 for an individual with disabilities.

Now, insurance plans have to provide decent coverage, too. Sounds simplistic, but it's important. You want insurance that provides a certain level of care – annual physicals, mental health coverage and rehab services. Yearly check-ups help your doctor to find and keep on top of any health problems. Rehabilitation after an illness or injury gets people moving up and out and back to work sooner. And while people often think they don't need mental health coverage, all it takes is a serious illness or loss (of anything from a loved one to a job) to turn your world upside down. You might be glad you have it.

The nation's healthcare debate continues to rage on – with Democrats and Republicans each adding their own spin. And each of them has some very valid points. But one thing is clear – the ruling as upheld by the U.S. Supreme Court will certainly have a positive effect on the lives of many people currently living with a disability.

1. Based on the article, describe a minimum of 3 instances, citing evidence from the text, in which Obamacare **regulates** *patients*.

2. Based on the article, describe a minimum of 3 instances, citing evidence from the text, in which Obamacare **regulates** *insurance companies.*

3. Using your knowledge of tone, describe the targeted audience of this piece. Be sure to use evidence to explain how you came to that conclusion.

4. Describe how the word choice and tone used in the article affect the overall impact of the article on the target audience.

5. Identify and explain a minimum of 1 instance of each type of language: technical, connotative and figurate.

2. **Multiple Choice Assessment**: Answer the multiple choice questions by selecting the best answer.
   1. "One of the primary drivers behind President Obama's quest for Uncle Sam to take over one-seventh of the U.S. economy by engulfing the healthcare industry was that such a huge usurpation of the private sector would at least lead to lower insurance premiums for Americans." (Heyes, J. D. (2013, January 10). Here is your obamacare, america: Health insurers raise rates by double digits.*NaturalNews.com*. Retrieved from http://www.naturalnews.com/038627_Obamacare_health_insurance_rates_rising.html)

      Which of the following sets of words demonstrate connotative language?
      a. Uncle Sam, engulfing, huge usurpation
      b. Private sector, primary drivers, insurance premiums
      c. U.S. Economy, healthcare industry, one-seventh
      d. Uncle Sam, U.S. Economy, primary driver
   2. In California, insurance giants are proposing to increase premiums …for some policy holders, according to the companies' filings with the state for 2013. "These rate requests are all the more striking after Anthem Blue Cross in 2010 helped give impetus to the law, known as the Affordable Care Act, which passed the same year and will not be fully in effect until 2014." the *Times* reported. (Heyes, J. D. (2013, January 10). Here is your obamacare, america: Health insurers raise rates by double digits.*NaturalNews.com*. Retrieved from http://www.naturalnews.com/038627_Obamacare_health_insurance_rates_rising.html)

   3. Which of the following sets of words demonstrate technical language?
      a. Insurance giants, striking, rate requests
      b. California, Anthem Blue Cross, *Times*
      c. Increase premiums, companies filings, Affordable Care Act
      d. Give impetus, policy holders, in effect
   4. "Patients are drowning in a sea of rate hikes. The Affordable Care Act is like an earthquake shattering the foundations of capitalism. This act will require every American to lose the freedoms guaranteed in the constitution. The increase in insurance prices will prevent many Americans from being able to afford private insurance and will create a population dependent on the state."

      Which of the following sets of words demonstrate figurative language?
      a. Dependent, freedoms, rate hikes
      b. Drowning, earthquake shattering, every American
      c. Constitution, private insurance, Affordable Care Act
      d. Capitalism, Freedoms, population
   5. "Patients are drowning in a sea of rate hikes. The Affordable Care Act is like an earthquake shattering the foundations of capitalism. This act will require every American to lose the freedoms guaranteed in the constitution. The increase in insurance prices will prevent many Americans from being able to afford private insurance and will create a population dependent on the state."

      Based on the word choice provided in the example above, the tone of this excerpt is
      a. Informational
      b. Technical
      c. Opinionated
      d. Educational
   6. "You want insurance that provides a certain level of care – annual physicals, mental health coverage and rehab services. Yearly check-ups help your doctor to find and keep on top of any health problems. Rehabilitation after an illness or injury gets people moving up and out and back to work sooner." (M&l special needs planning. (2011). Retrieved from http://specialneedsplanning.net/2012/07/what-obamacare-really-does-for-individuals-with-disabilities/)

Based on the word choice provided in the example above, the tone of this excerpt is

a. Informational
b. Technical
c. Opinionated
d. Educational

7. Low-income individuals and families above 100% and up to 400% of the federal poverty level will receive federal subsidies on a sliding scale if they choose to purchase insurance via an exchange (those from 133% to 150% of the poverty level would be subsidized such that their premium cost would be 3% to 4% of income) (Greir, Peter. Healthcare Reform Bill 101: Who gets subsidized insurance. Christian Science Monitor. 20 March 2010. Retreived 23 March 2013.)

   Based on the word choice provided in the example above, the tone of this excerpt is

   a. Informational
   b. Technical
   c. Opinionated
   d. Educational

"One of the primary drivers behind President Obama's quest for Uncle Sam to take over one-seventh of the U.S. economy by engulfing the healthcare industry was that such a huge usurpation of the private sector would at least lead to lower insurance premiums for Americans." (Heyes, J. D. (2013, January Here is your obamacare, america: Health insurers raise rates by double digits.*NaturalNews.com*. Retrieved from http://www.naturalnews.com/038627_Obamacare_health_insurance_rates_rising.html)

8. Using context clues, which is the best definition for "huge usurpation"?
   a. Increase in heart rate
   b. Revolution of the lower classes
   c. Support for the private sector
   d. Severe limitation
9. Using context clues, which is the best definition for "engulfing"?
   a. Overwhelming
   b. Surrendering
   c. Supporting
   d. Facilitating
10. Low-income individuals and families above 100% and up to 400% of the federal poverty level will receive federal subsidies on a sliding scale if they choose to purchase insurance via an exchange (those from 133% to 150% of the poverty level would be subsidized such that their premium cost would be 3% to 4% of income) (Greir, Peter. Healthcare Reform Bill 101: Who gets subsidized insurance. Christian Science Monitor. 20 March 2010. Retreived 23 March 2013.)

    Using context clues, which is the best definition for "subsidies"?

    a. Punishments
    b. Tax credits
    c. Incentive
    d. deportation

11. "In California, insurance giants are proposing to increase premiums for some policy holders, according to the companies' filings with the state for 2013. "These rate requests are all the more striking after Anthem Blue Cross in 2010 helped give impetus to the law, known as the Affordable Care Act, which passed the same year and will not be fully in effect until 2014," the *Times* reported. (Heyes, J. D. (2013, January 10). Here is your obamacare, america: Health insurers raise rates by double digits.*NaturalNews.com*. Retrieved from http://www.naturalnews.com/038627_Obamacare_health_insurance_rates_rising.html)

    Using context clues, which is the best definition for "impetus"?

    a. catalyst
    b. hindrance
    c. a stabilizer
    d. an impediment

3. **Essay Prompt:** Write a narrative from the perspective of a patient affected by ObamaCare in which you use technical, connotative and figurative language to convey you "experiences" with Obamacare. Be sure to indicate to what extent Obamacare is regulatory on your health and

establish an appropriate audience using tone and word choice.

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

**Assessment 1 Answer Key**: Partial credit will not be awarded:
1. answers vary, some answer can include: “people with pre-existing conditions can no longer be denied insurance coverage”; regulates who can be covered, “it would be illegal to deny that coverage”; regulates denial of coverage to patients, “Obamacare increases the age of young adults on the parent’s policy to 26”; regulates ages of people covered
2. answers vary, some answers can include: “Obamacare also prohibits policies that put a cap on coverage limits”; regulates limits on insurance provided, “Now, insurance plans have to provide decent coverage”; regulates the type of coverage that must be provided, ““Obamacare increases the age of young adults on the parent’s policy to 26”; regulates the age at which insurance policies are no longer responsible for young adult coverage.
3. Answers may vary, however the following essence must be captured for credit The target audience of this piece is a common citizen in a normal community in the United States with the purpose of informing them on some of the major policies covered by the Affordable Care Act. The use of simple language and examples of popular issues with health care are covered provide someone with cursory knowledge of ObamaCare a deeper understanding of those topics. However, technical jargon is not used and is therefore not intended for a political or professional audience.
4. Answers may vary, however the following essence must be captured for credit: Word choice and tone allow the target audience to easily understand the major issues with the Affordable Care Act. By providing examples and using simple language, the article appropriately conveys understanding and will successfully relay meaning to the target audience.
5. technical: pre-existing conditions: readers would have to have knowledge of insurance terminology to understand this word. Figurative: political animal: metaphor for an individual driven by politics. Connotative: decent coverage: the word decent has different meanings for different people.

2. Multiple Choice Answer Key:
1. A
2. C
3. B
4. C
5. A
6. B
7. D
8. A
9. C
10. A

3. 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 |
|---|---|---|---|---|
| Introduction and Organization | Introduction and organization entice the reader to keep reading and prevent confusion at all levels. | Engage and orient the reader by setting out a problem, situation, or observation, establishing one or multiple point(s) of view, and introducing a narrator and/or characters; create a smooth progression of experiences or events | Introduction fails to fully engage or orient the reader; organization fails to create a smooth progression of experiences or events. | Essay lacks an introduction and/or clear organization |
| Development | Narrative techniques effectively develop experiences, events, or characters in a way that excels the standards and keeps the audience engaged. | Use narrative techniques, such as dialogue, pacing, description, reflection, and multiple plot lines, to develop experiences, events, and/or characters | Narrative techniques clearly underdeveloped or clear enough to develop experiences, events, and/or characters | Essay fails to provide appropriate development. |
| Sequence of Events | Sequences of events are varied and build on one another in a way that excels expectations and demonstrate mastery of each technique. | Use a variety of techniques to sequence events so that they build on one another to create a coherent whole. | Minimal techniques to sequence events are used, creating confusion or inconsistency. | Sequence of events are incoherent or paper lack variety of techniques |
| Voice and Word Choice | Words and phrases are above grade level and utilize imagery to keep the reader engaged. | Use precise words and phrases, telling details, and sensory language to convey a vivid picture of the experiences, events, setting, and/or characters. | Words, phrases, details, and language fail in a majority of the paper to convey a vivid picture of the experiences, events, setting, and/or characters. | Words, phrases, details, and language fail to convey a vivid picture of the experiences, events, setting, and/or characters. |
| Conclusion | Conclusion is effective at reflection and allows the reader to make their own evaluations of the ideas presented in the narrative. | Provide a conclusion that follows from and reflects on what is experienced, observed, or resolved over the course of the narrative | Conclusion needs significant development to demonstrate reflection and continuity from what is experienced, observed, or resolved over the course of the narrative. | Essay lacks a conclusion. |