Curriculum Sample Template – 8 Pages Max. (12 pages for integrated ELA sample)

Grade Level	12	**Content Area**	Reading
Course Title (grades 9-12 Only)	Reading 12		
Expected Prior Knowledge *List the knowledge/skills mastered earlier in the year that are foundational to the mastery of the Required Standard(s).*	• Students will have background knowledge on the Holocaust, World War 2, genocide, and crimes against humanity, both from this class and a collaboration with a Social Studies class • Students will have already read, discussed and written about the historical significance of the Holocaust, including the book "The Boy in the Striped Pajamas" by John Boyne. • Students will have multiple prior lessons on how to identify point of view, author's purpose, various uses of rhetoric, and analysis of style and content as they relate to meaning and interpretation • Students will have already completed a unit on persuasive writing and will understand the definition of the terms: rhetoric, rhetorical devices, tone, and point of view, style, and content.		
Alignment to Program of Instruction *Describe how the methods of instruction found in this sequence of lessons align to the Program of Instruction described in the application package.*	The sequence of lessons aligns with the Program of Instruction in multiple ways. All new and key vocabulary is pre-taught and/or reviewed prior to each lesson. Content and language objectives are posted and copied by all students each day, with a brief class discussion on meaning and importance. The sequence of these objectives allow for scaffolding to occur as increasingly difficult and complex tasks are required of students. The students are actively engaged with what it may have been like to live through a genocide as they write a reflection on this from the point of view of someone actually experiencing it. Project based learning occurs when students are planning, drafting, editing, revising, evaluating, and completing their letters to Wiesel (with an option to mail them), after they view Oprah Winfrey's interview with Elie Wiesel at Auschwitz..		
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)*	• Lap-top cart with a computer for each student • Copies of "Eight Stages of Genocide" by Gregory H. Stanton (1998) for Genocide Watch • Access to internet to view "Oprah and Elie Wiesel at Auschwitz" • Class set of the novel "Night" by Elie Wiesel • Summative assessment, with print outs of the grading rubric and Wiesel quotes		

* ***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, Cluster, Standard (e.g., 6.EE.B.7). For HS Math, use Conceptual Category-Domain, Cluster, Standard (e.g., A-REI.C.6).*

Lesson (add as needed)	**Instructional Strategies -** *List and describe teacher actions, lesson by lesson, which will provide students with opportunities to engage the grade-level rigor defined by the Required Standard(s). Indicate alignment of instructional strategies to specific component(s) or*	**Student Activities -** *Describe the activities, lesson by lesson, in which students will engage to allow them to master the grade-level rigor defined by the Required Standard(s). Indicate alignment of student activities to specific component(s) or content/skill(s) of the Required*

	content/skill(s) of the Required Standard/component.	*Standard/component.*
1	**Learning Objective:** Students will be able to (SWBAT) determine the purpose and meaning of the "Eight Stages of Genocide" document and apply the general concepts to specific genocides (or crimes against humanity) in history. **Language Objective:** SWBAT define the term "genocide" verbally and in writing as it relates to specific incidences in history, as well as be able to generalize to other examples. **Pre-teach/review key vocabulary:** These vocabulary words/terms will be listed and defined on a reference hand-out sheet: Holocaust, genocide, classification, symbolization, dehumanization, organization, polarization, preparation, extermination, denial, crimes against humanity, point of view, author's purpose, rhetoric **Access Prior Knowledge:** Teacher will lead a class discussion about what students already know about the Holocaust, World War 2, and genocides around the world, encouraging students to cite examples from previous, related lessons. **Distribute** copies of the "Eight Stages of Genocide" by Gregory H. Stanton (1998) for Genocide Watch and read the document, out loud, as a class. Teacher will pause reading after each stage for discussion with the class on meaning and connections to known examples in history. **Write**: Teacher will direct students to look back over the 8 stages and choose 1 to write a 1-2 paragraph reflection on, from the point of view of someone who may have lived through a genocide or crimes against humanity. **Formative assessment:** The teacher will review students' notations on the vocabulary sheets, students' written comments on what they already know about the Holocaust, genocide, and other crimes against humanity. Reflection paragraphs will be reviewed for students' understanding of point of view. The teacher will informally make mental and written notes about students' gaps in knowledge about the key concepts of the lessons/unit.	Students will copy the learning and language objectives from the board into their class journals as teacher reads them out loud and explains/discusses their meaning and significance. Students will go over the vocabulary words/terms listed on the class hand-out. Students will be encouraged to add their own thoughts, etc. in the extra space provided between each word/term. Students will write down at least one important thing they know (in their class journal) about genocide (any from history), the Holocaust, and other crimes against humanity. This will be done just before the class-wide discussion to access prior knowledge. Students will actively participate in the discussion. Students and teacher will read the "Eight Stages of Genocide", out loud, as a class. For each stage, students will share more of their notations and/or connections as they relate to the document and its concepts. Students will write a 1-2 paragraph reflection on one of the 8 stages from the point of view of someone who may have lived through a genocide or crimes against humanity. Students will share these with the class on a voluntary basis and participate in a discussion about them.

2 2 *class periods total*	**Content Objective:** SWBAT determine the purpose and point of view in the film "Oprah and Elie Wiesel at Auschwitz". **Language Objective:** SWBAT identify the film's purpose and write a letter to Wiesel reflecting on his experiences there, citing examples from the film. **Review** key vocabulary (see lesson 1) **Introduce:** Teacher will introduce the film, taking time to provide background on the various concentration camps in Germany, with a focus on Auschwitz. Ask students to try to imagine being/living there themselves as Wiesel did. Tell students they will be asked to write a letter to Wiesel, empathizing with his experiences after viewing the film. Encourage them to take notes during the film. **View** "Oprah and Elie Wiesel at Auschwitz" on YouTube.com (approximately 1 hour) **Discuss**, as a class, what it must have been like to live in Auschwitz. Encourage students to add more notes/ideas to use in their letters. Teacher will direct students to write a letter to Wiesel that expresses their empathy for his experiences (point of view), referencing specific incident(s) or circumstances at the camp. Provide examples and remind them that "empathy" is to be able to feel another person's experiences or point of view. **Formative assessment**: Teacher will collect the students' letters and check for accuracy of being able to take another point of view and check for content that contributes to the power of their ideas.	Students will copy the learning and language objectives from the board into their class journals as teacher reads them out loud and explains/discusses their meaning and significance. Students will review the vocabulary words/terms listed on the class hand-out. Students will be encouraged to add their own thoughts, etc. in the extra space provided between each word/term. Students will view the film and take notes on life in Auschwitz. Students will write a 3-5 paragraph letter to Wiesel expressing their empathy for his experiences (point of view), referencing specific incident(s) or circumstances at the camp. Optional: Students share the letters with the class, on a voluntary basis, or exchange them with partners and participate in a discussion about how the content contributes to the power/meaning of their letters.
3 *5-8 class periods total*	**Content Objective:** SWBAT determine the purpose and point of view in the novel "Night". **Language Objective:** SWBAT write at least 5 dialectical journal entries daily, with at least one focused on how the style and content contribute to the power of the narrative. **Introduce** the novel "Night", reminding students that this was written by the man in the Oprah film about his experiences as a prisoner of war in Auschwitz as a teenager. **Introduce/Review** how to write dialectical journals. Provide a handout with an example and a list of the various code types that can be used.	Students will copy the learning and language objectives from the board into their class journals as teacher reads them out loud and explains/discusses their meaning and significance. Students will write a comment in their class notebooks about what it might have been like to be a teen in a WW2 concentration camp.

	Teacher will emphasize the "comment" code and advise students that they are to write at least 5 journal entries for each day of reading, with at least one of these being a comment about how style/content contribute to the narrative. **Distribute** class set of the novel "Night" by Elie Wiesel **Read** aloud, as a class, the novel. Teacher will direct this process, stopping at strategic points in the story to lead a discussion on the significance of what is happening and how style and content are contributing to the power of what is being described. **Write:** Teacher will direct all students to write at least 5 dialectical journal entries for each day of reading, providing suggestions for entries at crucial points in the reading and pausing if necessary. **Formative assessment:** Teacher will review dialectical journal entries each day to check for understanding about how style/content contribute to the narrative. Re-teach these concepts as needed at the beginning of each subsequent class session.	Students will practice some dialectical journal entry comments together after reading the first few pages of the novel. Students will take turns reading the novel aloud and will write at least 5 dialectical journal entries per day, with at least 1 of them being a comment on how style and content are contributing to the power of what is being described. Students will actively participate in the class discussions during the pauses in the reading directed by the teacher.
S.A.	*Provide an opportunity for the student to complete the summative assessment items which is clearly separate from instruction and guided or independent practice, and in which the student is assessed independently. In the Student Activities column, provide a brief description of the summative assessment (S.A.) items that will allow students to demonstrate mastery of the rigor of the Required Standard(s)/components, and the context in which the items will be administered.*	A summative assessment will be given at the end of this unit. Students will be provided a list of quotes by Elie Wiesel and be asked to write about the meaning in their own words, from their point of view. Students will not have access to prior notes, but will be given copies of the quotes to choose from and the scoring rubric shown below. No talking and no cell phone or personal device use will be allowed.

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.*

Directions: **A list of quotes from Elie Wiesel is provided below. For each assessment item (1-3) choose a quote (or 2 related quotes) to write a 2-3 paragraph essay about the message/meaning, from your point of view and in your own words, as it relates to your world today. Be sure to mirror the purpose/point of view of the quote(s) and choose wording and writing styles that contribute to the power, persuasiveness, or beauty of your original writing. Write a minimum of 2-3 paragraphs for each of the 3 assessment items.**

Elie Wiesel quotes:

"Writing is not like painting where you add. It is not what you put on the canvas that the reader sees. Writing is more like a sculpture where you remove, you eliminate in order to make the work visible. Even those pages you remove somehow remain."

“The opposite of love is not hate, it's indifference. The opposite of art is not ugliness, it's indifference. The opposite of faith is not heresy, it's indifference. And the opposite of life is not death, it's indifference.”

“Because of indifference, one dies before one actually dies.”

“Indifference, to me, is the epitome of evil.”

“Only one enemy is worse than despair: indifference. In every area of human creativity, indifference is the enemy; indifference of evil is worse than evil, because it is also sterile.”

“I swore never to be silent whenever and wherever human beings endure suffering and humiliation. We must always take sides. Neutrality helps the oppressor, never the victim. Silence encourages the tormentor, never the tormented.”

“I decided to devote my life to telling the story because I felt that having survived I owe something to the dead and anyone who does not remember betrays them again.”

“I write to understand as much as to be understood”

“There are victories of the soul and spirit. Sometimes, even if you lose, you win.”

“No one is as capable of gratitude as one who has emerged from the kingdom of night.”

“A destruction, an annihilation that only man can provoke, only man can prevent.”

“Because I remember, I despair. Because I remember, I have the duty to reject despair.”

Directions: **A list of quotes from Elie Wiesel is provided above. For each assessment item (1-3) choose a quote (or 2 related quotes) to write a 2-3 paragraph essay about the message/meaning, from your point of view and in your own words, as it relates to your world today. Be sure to mirror the purpose/point of view of the quote(s) and choose wording and writing styles that contribute to the power, persuasiveness, or beauty of your original writing. Write a minimum of 2-3 paragraphs for each of the 3 assessment items. You will be graded according to the rubric provided.**

Summative Assessment Item 1 (clearly identify answer key/scoring rubric, and acceptable score):

Directions: **Choose a quote (or 2 related quotes) to write about and follow the detailed directions above.**

Summative Assessment Item 2 (clearly identify answer key/scoring rubric, and acceptable score):

Directions: **Choose a quote (or 2 related quotes) to write about and follow the detailed directions above.**

Summative Assessment Item 3 (clearly identify answer key/scoring rubric, and acceptable score): (add as needed):

Directions: **Choose a quote (or 2 related quotes) to write about and follow the detailed directions above.**

Scoring **will be based on the rubric below. Points will be awarded for each of the 3 assessment items, with a total possible point score of 60 points total.**

Point of View	**Poor - 1 Point**	**Fair - 2 points**	**Good - 3 points**	**Excellent - 4 points**
Creativity & Understanding	Writing shows limited creativity, lacks detail and vivid description. Demonstrates little or no understanding of Point of View in the writing process.	Writing shows moderate detail and has some vivid description. Demonstrates a limited understanding of Point of View in the writing process.	Writing shows great detail and vivid description. Demonstrates a deep understanding of Point of View in the writing process.	Writing shows outstanding detail, includes dialogue, and vivid description. Captures the Point of View perfectly with no errors.
Rhetoric/ wording	Word choice/rhetorical style are limited and undeveloped	Word choice/rhetorical style are adequate and support the point of view	Word choice/rhetorical style are strong, providing clear support of the point of view	Word choice/rhetorical style are excellent and have powerful, clearly stated connections with the point of view
Style / Content	Style / content have limited relationship to the original quote	Style / content have adequate connections and some references to the original quote	Style / content have strong connections and clear references to the original quote	Style / content have poignant connections and vivid references to the original quote
Clear Purpose	Purpose is vague and/or undeveloped	Purpose is adequately developed and set forth in the thesis	Purpose is clearly developed and strongly set forth in the thesis and somewhat connected to conclusion	Purpose is powerfully set forth in the thesis statement and creatively restated in the well written conclusion
Power of Message	Message is uninspiring, lacks supporting details, and/or is vague	Message is somewhat inspiring, with adequate supporting details	Message is inspiring, with strong supporting details	Message is very inspiring, beautiful, and/or persuasive, with powerful supporting details

Scoring explanation: **Each assessment item will be scored separately, with a total possible score for each item up to 20 points and a cumulative total possible score of up to 60 points.**

Grade**: 0-41 points = incomplete; 42-47 points = C; 48-53 points = B; 54-60 points = A** **Note: 70% (and above) = Mastery/passing**

Final Grade: **Point Total: _____/ 60**