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

Grade Level	10	**Content Area**	Reading
Course Title (grades 9-12 Only)	Reading 10		
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 Civil Rights Movement and Martin Luther King's key roles in it. • Students will have multiple prior lessons on how to identify point of view and author's purpose, including at least 2 other documents written by King. • S's will have already substantially completed a full unit on persuasive writing and will understand the definition of the terms: rhetoric, rhetorical devices, tone, and point of view. • Students will have already read, discussed and written about the historical significance of the Supreme Court decision, *Brown v. Board of Education.*		
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 align 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 King's "Dream" speech through multi-media exposure to the text (written document and live historic video footage) so that they can also hear the emotional delivery of the speech as it is used to advance the purpose. Project based learning occurs when students are planning, drafting, editing, revising, evaluating, completing and delivering their own "dream" speeches.		
Standard Number* and Description *The standard number and description of the Required Standard(s) being instructed and assessed to mastery in the curriculum sample.*	10.RI.6 Determine an author's point of view or purpose in a text and analyze how an author uses rhetoric to advance that point of view or purpose.		
Materials/Resources Needed *List all items the teacher and students will need for the entire sequence of instruction (excluding common consumables)*	• King, Jr., Martin Luther. "I Have a Dream" address delivered at the March on Washington, D.C., for Civil Rights on August 28, 1963." (1963). Historic video footage of the march and speech • Rubrics: Oral Presentation Rubric (OPR) and Author's Purpose Rubric • Print out of full text of speech with 50th anniversary article from U.S. Constitution Online • Analysis worksheet to be completed as the article and speech are read and viewed in the class • Class set of copies of the 3 speeches for the summative assessment: "Tribute to Dogs" by George Graham Vest**,** President Franklin Roosevelt's January 6, 1941 State of the Union address, and Chief Joseph's 1879 speech to Congress • Summative assessment, with print outs of the analysis rubric and the 3 speeches to be analyzed		

* ***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 content/skill(s) of the Required Standard/component.*	**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 Standard/component.*
1	**Content Objective:** Students will be able to (SWBAT) determine the purpose and point of view in Martin Luther King, Jr.'s, "I Have a Dream" speech and analyze how King uses rhetoric to advance his position. **Language Objective:** SWBAT define the terms "rhetoric" and "point of view" verbally and in writing as it relates to King's speech, as well as be able to generalize to other texts. **Pre-teach/review key vocabulary:** These vocabulary words/terms will be listed and defined on a reference hand-out sheet: Declaration of Independence, Civil Rights Movement, equal rights, peaceful demonstration, activism, segregation, point of view, author's purpose, and rhetoric. **Access Prior Knowledge:** Teacher will direct students to write down at least one important thing they know (in their class journal) about the Civil Rights Movement and/or Martin Luther King. Teacher will then lead a class discussion about what students already know about these issues. Specifically, ask what they remember from the other pieces read before that were written by King (see *Expected Prior Knowledge*). **Distribute** copies of the full text of speech with 50th anniversary article from U.S. Constitution Online. **Read** the article out loud, as a class. **View** historic video footage of the march and speech. Be sure to	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 the Civil Rights Movement and/or Martin Luther King. This will be done just before the class-wide discussion to access prior knowledge. Students will provide written and oral examples from previous, related lessons. Students and teacher will read the short U.S. Constitution Online article about the 50th anniversary of King's speech together, out loud, as a class. Students will be asked to share more of their notations and/or memories as they relate to the article/speech. After viewing the speech, students will write 2-3 comments about King's purpose and point of view, identifying the part of the text

	show it with English subtitles as a scaffolding tool for language learners and for others who learn/remember more easily with written words than from spoken words. Immediately after viewing the video, lead a class discussion on King's purpose and point of view and why he was so passionate about his "dream". **Write:** Teacher will direct students to write 2-3 comments about King's purpose and point of view, identifying the part of the text being referenced. An outline worksheet could be provided to guide student responses. Lead a class-wide discussion on their written comments. Offer to read a comment anonymously for language learners or others reluctant to share. Encourage students to agree/disagree and add multiple perspectives, always with supporting evidence. Relate comments provided to ways that rhetoric is being used to advance the author's point of view and purpose and ask students to write their own analysis of this for one of their comments. Advise them that it is essential to include evidence of that rhetoric from the text. **Formative assessment:** The teacher will review students' notations on the vocabulary sheets, students' written comments on what they already know about the Civil Rights Movement and/or King's speech, and students' comments on King's purpose and 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.	being referenced. An outline worksheet could be provided to guide student responses. Students will actively participate in a class-wide discussion on their written comments. Other students or the teacher may offer to read a comment anonymously for language learners or others reluctant to share. Students may agree/disagree and add multiple perspectives, always providing supporting evidence. Students will relate comments provided to ways that rhetoric is being used to advance the author's point of view and purpose. Students will then write their own analysis of this for one of their comments. The analysis will include evidence of that rhetoric from the text.
2	**Content Objective:** SWBAT determine their own purpose and point of view in an original speech that they plan and write and be able to analyze how the use of rhetoric can advance their position. **Language Objective:** SWBAT write a clear thesis statement that clearly sets forth their purpose and point of view. **Brainstorm**, as a class, for possible "dream" speech topics and write them on the board. Take 1 or 2 of the best and model writing a speech outline and thesis statement. Discuss ways to be sure that the thesis statement clearly set forth purpose and point of view and include these. **Distribute** speech outline worksheets and direct students to	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 actively participate in the brainstorming and outlining exercises. Student volunteers can track the discussion on the board (or otherwise visually) for the class.

	brainstorm their own speech on it. Note that the length of the speech should be no longer than 5 paragraphs and should take no longer to present than 3 minutes. There should be sections in which students are asked to specifically identify their purpose, point of view, and thesis statement. **Introduce and distribute** the Oral Presentation Rubric (OPR) and discuss all the terms used in it, in particular what the term "elocution" means, and then use it to evaluate King's dream speech. Relate the categories of the rubric, *Enthusiasm*, *Subject Knowledge*, and *Organization* to examples of the use of rhetoric in King's speech to advance his purpose and point of view. Advise students to keep all the OPR categories in mind as they begin to write and revise their own speeches. **Re-visit** outlines already created and edit/revise with all the categories of the OPR in mind. Direct students to pair up and exchange their speech ideas with each other and check for clear thesis statements, supporting ideas, and effective use of rhetoric to convey clear purpose and point of view. **Formative assessment:** Teacher will check in with students at each phase of the speech outlining process and note changes/improvements students make after each step is completed. Identify and prioritize student gaps in understanding that need additional instruction/support.	Students will choose a "dream" topic of choice that they feel passionate about and identify their purpose and point of view first. Then, students will brainstorm through their outline and write their thesis statement last, checking to be sure the outline content supports their thesis, purpose, and point of view. Students will evaluate King's dream speech by writing "MLK" in the score box of choice, rating all aspects listed on the Oral Presentation Rubric (OPR). Students will use the rubric to evaluate, edit and revise their outline. Then they will work in pairs to exchange their speech ideas with each other, rating them on OPR forms, and provide feedback for further editing. They will check for clear thesis statements, supporting ideas, and effective use of rhetoric to convey clear purpose and point of view.
3	**Content Objective:** SWBAT determine their own purpose and point of view in an original speech that they plan and write and be able to analyze how the use of rhetoric can advance their position. **Language Objective:** SWBAT evaluate their thesis statement to determine if it clearly sets forth their purpose and point of view and then draft, edit, revise, polish and write a final draft of the speech. **Review** the OPR and direct students to use it to evaluate their outlines. Tell them to check to see if they have any thoughts/revisions to include before beginning the first draft of	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 their outlines using the OPR and make additional evidence/revisions before beginning their first draft of their speech. Students will pay particular attention to how the

	their speeches. Tell them to pay particular attention to how the categories of the rubric, *Enthusiasm, Subject Knowledge*, and *Organization* are measuring whether or not their speech effectively uses rhetoric to advance purpose and point of view **Direct students to write** the first draft of the speech, pair up and critique using the OPR checking for effective use of rhetoric to promote clear purpose and point of view. Then, direct them to revise, edit and write the final draft. **Formative assessment:** Teacher will be sure to check in with all students as they write their drafts, make revisions, and write the final speech. Teacher will provide feedback and suggestions while referencing the point being made on the OPR	categories of the rubric, *Enthusiasm, Subject Knowledge*, and *Organization* are measuring whether or not their speech effectively uses rhetoric to advance purpose and point of view Students write the first draft of their speech, then pair up to critique the draft using the OPR, checking for effective use of rhetoric to promote clear purpose and point of view. Then, write the final draft of the speech.
4	**Content Objective:** SWBAT determine their own purpose and point of view in an original speech that they plan and write and be able to analyze how the use of rhetoric can advance their position. **Language Objective:** SWBAT orally present their "dream" speech to the class and receive an average of 70% or greater scores (averaged), as rated by all the other students. **Review** the OPR and direct students to write the initials of the presenter in the score box level they perform at for each of the aspects listed. Tell them that these scores will be averaged (along with teacher scores) to award a grade for the presentations given. **Direct** students to practice their speech with a small group or partner. Tell them provide feedback for improvement in delivery using aspects from the OPR. **Create** a sign-up sheet for students to choose their placement in order of performances and direct students to take their turn (one-by-one) to deliver their "dream" speech to the class. Remind them to place student performer initials in the score box being awarded for the various aspects of the speech. At the end of each speech, lead a brief class discussion and ask for peer comments on relative strengths and areas for improvement based on the OPR.	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 become very familiar with all the aspects of the OPR and be able to accurately assign a score for any of the aspects to themselves or to other speakers. Students will practice delivering their speech with partners or small groups and critique each other using the aspects on the OPR. Students will take turns presenting their speeches. All students will evaluate all speakers (including themselves) using the OPR. Students will actively participate in a discussion on speaker strengths and areas for improvement, being as objective as possible, right after each speech.

	Formative assessment: Averaged scores submitted by all students and teacher. Convert scores to a percentage grade, with passing being 70% or greater.	
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 and students will be given copies of other well-known speeches (some excerpts) and be asked to analyze them for author's purpose and to consider how rhetoric is used to advance it. Students will not have access to prior notes, but will be given copies of the scoring rubric shown below, along with copies of the speeches to be evaluated. No talking and no cell phone or personal device use will be allowed as they write.

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: **Provide students with a copy of each of the 3 speeches below, along with a copy of the scoring rubric. Explain the rubric and let them know it will be used to score each of the 3 written products produced, for a possible score of up to 16 points for each speech summarized, or 48 total points possible. Passing scores must be 35 points total or higher. Ask students to prepare a summary of each narrative, retelling the main ideas in sequence and identifying the author's purpose/main idea. For each speech analyzed, students must provide at least one example of the effective use of rhetoric to advance that point of view or purpose, citing evidence from the text.**

Author's Purpose Analysis – Essay Scoring Rubric

	Level 4 4 pts.	Level 3 3 pts.	Level 2 2 pts.	Level 1 1 pts.
Retells the important ideas of a story / speech	Level 4 Retells the important ideas that are precise, specific and relevant	Level 3 Retells the important ideas that are generally specific and relevant, but may be somewhat predictable	Level 2 Retells the important ideas that are general, but sometimes repetitive	Level 1 Retelling of important ideas has little to do with the actual text
Sequencing	Level 4 Puts all the ideas in a logical, sequential order	Level 3 Puts most of the ideas in a logical, sequential order	Level 2 Puts some the ideas in a logical, sequential order	Level 1 Ideas are not relevant or ordered
States the main idea / author's purpose	Level 4 States the main idea/author's purpose in a clear and concise way	Level 3 States the main idea/author's purpose	Level 2 States the main idea/author's purpose, but not clearly	Level 1 States an idea, but it is not the main idea/author's purpose
	Level 4	Level 3	Level 2	Level 1

Provides example of use of rhetoric to advance point of view or purpose, citing evidence	Clear example provided of use of rhetoric to advance purpose and point of view, with accurate reference to evidence in text	General example provided of use of rhetoric to advance purpose and point of view, with some reference to evidence in text	Vague example provided of use of rhetoric to advance purpose and point of view, with vague reference to evidence in text	Inaccurate or no example provided of use of rhetoric to advance purpose and point of view, with inaccurate or no reference to evidence in text

Scoring explanation: **The above rubric will be used to score each of the 3 summaries to be written for each of the 3 speeches below.**
Grade: **0-34 points = incomplete; 35-38 points = C; 39-43 points = B; 44-48 points = A** **Note: 70% (35 and above) = Mastery/passing**
Final Grade: **Point Total: _____/48**

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

George Graham Vest Speech - Tribute to Dogs

(c. 1855) after winning a case against a man who killed a dog

Gentlemen of the Jury: The best friend a man has in the world may turn against him and become his enemy. His son or daughter that he has reared with loving care may prove ungrateful. Those who are nearest and dearest to us, those whom we trust with our happiness and our good name may become traitors to their faith. The money that a man has, he may lose. It flies away from him, perhaps when he needs it most. A man's reputation may be sacrificed in a moment of ill-considered action. The people who are prone to fall on their knees to do us honor when success is with us, may be the first to throw the stone of malice when failure settles its cloud upon our heads.

The one absolutely unselfish friend that man can have in this selfish world, the one that never deserts him, the one that never proves ungrateful or treacherous is his dog. A man's dog stands by him in prosperity and in poverty, in health and in sickness. He will sleep on the cold ground, where the wintry winds blow and the snow drives fiercely, if only he may be near his master's side. He will kiss the hand that has no food to offer. He will lick the wounds and sores that come in encounters with the roughness of the world. He guards the sleep of his pauper master as if he were a prince. When all other friends desert, he remains. When riches take wings, and reputation falls to pieces, he is as constant in his love as the sun in its journey through the heavens.

If fortune drives the master forth, an outcast in the world, friendless and homeless, the faithful dog asks no higher privilege than that of accompanying him, to guard him against danger, to fight against his enemies. And when the last scene of all comes, and death takes his master in its embrace and his body is laid away in the cold ground, no matter if all other friends pursue their way, there by the graveside will the noble dog be found, his head between his paws, his eyes sad, but open in alert watchfulness, faithful and true even in death.

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

President Franklin Roosevelt's January 6, 1941 State of the Union *address is better known as the "Four Freedoms" speech because of its closing words, which are excerpted here. The goals Roosevelt outlined were later incorporated into the United Nations Declaration of Human Rights.*

In the future days, which we seek to make secure, we look forward to a world founded upon four essential human freedoms. The first is freedom of speech and expression -- everywhere in the world. The second is freedom of every person to worship God in his own way -- everywhere in the world. The third is freedom from want, which, translated into world terms, means economic understandings which will secure to every nation a healthy peacetime life for its inhabitants -- everywhere in the world. The fourth is freedom from fear, which, translated into world terms, means a world-wide reduction of armaments to such a point and in such a thorough fashion that no nation will be in a position to commit an act of physical aggression against any neighbor -- anywhere in the world.

That is no vision of a distant millennium. It is a definite basis for a kind of world attainable in our own time and generation. That kind of world is the very antithesis of the so-called "new order" of tyranny which the dictators seek to create with the crash of a bomb. To that new order we oppose the greater conception -- the moral order. A good society is able to face schemes of world domination and foreign revolutions alike without fear.

Since the beginning of our American history we have been engaged in change, in a perpetual, peaceful revolution, a revolution which goes on steadily, quietly, adjusting itself to changing conditions without the concentration camp or the quicklime in the ditch. The world order which we seek is the cooperation of free countries, working together in a friendly, civilized society.

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

Native American Chief Joseph's Speech 1879, Washington D.C.

Chief Joseph, originally known as Hin-mah-too-yah-lat-kekt, was the leader of a Native American tribe in Oregon, USA who became famous as the voice of his people. For centuries, the United States Government and white Europeans before them had been forcibly and violently taking away land from the people to whom it belonged – the Native Americans who had lived there for thousands of years. On a visit to the country's capital, Chief Joseph spoke about his tribe's plight and equality for all men, irrespective of the colour of their skin.

"At last I was granted permission to come to Washington. I am glad I came. I have shaken hands with a good many friends, but there are some things I want to know which no one seems able to explain. I cannot understand how the Government sends a man out to fight us, as it did General Miles, and then breaks his word. Such a government has something wrong about it. I cannot understand why so many chiefs are allowed to talk so many different ways, and promise so many different things. I have seen the Great Father Chief (President); the Next Great Chief (Secretary of the Interior); the Commissioner Chief; the Law Chief; and many other law chiefs [Congressmen] and they all say they are my friends, and that I shall have justice, but while all their mouths talk right I do not understand why nothing is done for my people. I have heard talk and talk but nothing is done. Good words do not last long unless they amount to something. Words do not pay for my dead people. They do not pay for my country now overrun by white men. They do not protect my father's grave. They do not pay for my horses and cattle. Good words will not give my people a home where they can live in peace and take care of themselves.

All men were made by the same Great Spirit Chief. They are all brothers. The earth is the mother of all people, and all people should have equal rights upon it. When I think of our condition, my heart is heavy. I see men of my own race treated as outlaws and driven from country to country, or shot down like animals.

I know that my race must change. We cannot hold our own with the white men as we are. We only ask an even chance to live as other men live. We ask to be recognized as men. We ask that the same law shall work alike on all men. Let me be a free man, free to travel, free to stop, free to work, free to trade where I choose, free to choose my own teachers, free to follow the religion of my fathers, free to talk, think and act for myself."