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

Grade Level	9	**Content Area**	Reading
Course Title (grades 9-12 Only)	English 9		
Expected Prior Knowledge *List the knowledge/skills mastered earlier in the year that are foundational to the mastery of the Required Standard(s).*	Students are expected to have some knowledge of figurative language, including rhetoric, tone, voice, and audience and the purposes for writing.		
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.*	This course is aligned to Arizona College and Career Ready State Standards. Students are engaged in experiences that require them to write, speak, listen, and read high-level text with rigor and complexity. Students who are engaged in small group lessons will benefit from the type of instruction described here. During this unit SDAIE strategies are being employed to engage English learners, but also for the general benefit of the entire student population. Some SDAIE strategies in reading: special attention to vocabulary; heterogeneous grouping; pair-shares to verbalize new learning; student friendly objectives; etc. Class, group, and individual discussions are throughout the lesson as well ensuring deeper understanding and that the teacher is not simply a "purveyor of knowledge." Finally, students are engaged in higher levels of cognitive thought in accordance with Bloom's Taxonomy.		
Standard Number* and Description *The standard number and description of the Required Standard(s) being instructed and assessed to mastery in the curriculum sample.*	9.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).		
Materials/Resources Needed *List all items the teacher and students will need for the entire sequence of instruction (excluding common consumables)*	*The House on Mango Street* by Sandra Cisneros, copies of selections from *The House on Mango Street*, various current articles dealing with issues brought up in *The House on Mango Street*, PowerPoint presentation for review of/introduction of academic vocabulary, copies of Say/Mean/Matter charts, academic vocabulary sheets, court cases (recent/current ones can be found at ccrjustice.org), synonym cards, connotation/denotation exercise, Positive/Negative/Neutral worksheet.		

* ***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	**Activation of Prior Knowledge**: **Teacher will** engage the students in a review of figurative language, including rhetoric, tone, voice, audience and the purposes for writing. Students will then complete a gallery walk of posters that have the main details for each item on them. **Objective:** Students will analyze the effects of the use of figurative language in literature and news articles. **Introduction to New Materials: Teacher will** show the students an excerpt from The House on Mango Street on the projector screen. In this example, the exact language used is done so to purposely send a message that requires the reader to decode. **Modeling: Teacher will** model the Say/Mean/Matter (S/M/M chart) critical reading strategy. This strategy will aid the students in analyzing the text for what the says, what the author means, and why it matters to the bigger idea of the text. The **teacher will** demonstrate the use of the S/M/M chart with the class on a section of *The House on Mango Street*, focusing on the ultimate meaning of the passage. The **teacher will** demonstrate the strategy using a related article, and look for figurative language. However in this piece, it used so that it (S) says the same thing, may (M) mean something different, and the overall (M) meaning differs. **Guided Practice: Teacher will** group students in groups of 2-3 and direct them to find similar examples of figurative language found in both texts and analyze using the S/M/M strategy that was modeled for them. The **teacher will** support the groups as they discuss the similarities and differences of meaning in both texts in regards to figurative language used. **Teacher will** circulate room, monitoring student groups, and probing them to ensure understanding. **Teacher will** adjust instruction as needed based off of this monitoring. **Independent Practice: Teacher will** direct students to independently complete the last comparison. The students will use their S/M/M chart **Assessment: Teacher will** view the S/M/M chart. This will help the teacher to assess if are successful with the task; both in a group and their own. **Closure:** The teacher will give the students a 2,1 exit ticket. Students	**Students will** complete the review sheet of the terms as they participate in the gallery walk. Students will use the posters in the gallery walk to give them a reminder of rhetoric, tone, voice, audience and the purposes for writing. **Students will** actively listen to the excerpt and take brief notes on the figurative language identified by the teacher. The students will discuss the section and what the section means to the meaning of the greater text. **Students will** observe the teacher using the critical reading strategy Say/Mean/Matter. Students will complete an example with the teacher as it is modeled. Students will use the notes for the group work. **Students will** annotate with the teacher on the diction used in both pieces, so that they can begin to recognize patterns in how the cumulative impact of specific word choices affects meaning and tone. **Students will** find similar examples of figurative language found in both texts. The Students will them analyze both texts using the critical reading S/M/M strategy. Students will engage in discussion regarding the differences in how each text uses similar techniques to achieve specific impacts on meaning and tone. **Students will** complete all but the last two rows on their S/M/M charts using their annotations with their team. **Students will** complete the last two on their own. This can be viewed by the teacher as an assessment or to help students reflect on their ability to independently achieve the objective for the lesson. **Students will** complete the exit ticket to help them reflect on their own

	will write 2 things they learned and 1 item they still have wonder about. (Or have a question about.)	learning process during the lesson.
2	**Activation of Prior Knowledge**: **Teacher** will review the S/M/M strategy and relate it to this lesson. The **teacher will** remind the students that word choice is a large factor in explaining your viewpoints in writing. **Objective:** Students will understand connotation, word choice, and mood/tone and through a series of activities. **Introduction to New Materials: Teacher will** hand out synonym cards (cards with similar denotations but different connotations) and ask students to walk around discussing with each other the different "meanings" of the words. **Teacher will** instruct students to return to their seats after several minutes, and go over what connotation is versus denotation. **Teacher will** discuss with students the importance of word choice due to connotative meanings. **Modeling**: **Teacher will** pass out a piece of text that contains several of the words that were discussed in the activity. The teacher will lead the students to examine one word at a time. In its current usage would Positive/Negative/Neutral (P/N/N) exercise sheet, which contains lists of words with similar denotations but varying connotations. This exercise will show students how to analyze the cumulative impact of specific word choices on meaning and tone by familiarizing them with recognizing connotative differences of each word. **Teacher will** model organizing the words into the correct columns (positive-negative-neutral). **Guided Practice: Teacher will** instruct students to work in groups of 2-3 to finish sorting the words into the proper categories. **Independent Practice: Teacher will** instruct students to complete the last two rows of the Connotation/Denotation exercise sheet independently. **Assessment: Teacher will** view the P/N/N chart. This will help the teacher to assess if are successful with the task; both in a group and their own. **Closure:** The teacher will give the students a 2,1 exit ticket. Students will write 2 things they learned and 1 item they still have wonder about. (Or have a question about.)	**Students will** participate in review by discussing the S/M/M strategy and reflecting on its use. **Students will** discuss their synonym cards with several partners while walking around the room. **Students will** take notes on connotation versus denotation, as well as word choice. **Students will** follow along with teacher on the P/N/N sheet. This activity helps students understand how to analyze the cumulative impact of specific word choices on meaning and tone by familiarizing them with recognizing connotative differences of each word. **Students will** complete several examples with the teacher prior to grouping with their peers. **Students will** work in groups to complete the P/N/N sheet; with the exception of the last two rows. That will be used for independent practice and assessment. **Students will** complete the Connotation/Denotation exercise sheet [this activity asks students to identify the denotation of a word or phrase as it is used in a text, as well as its technical meaning, then identify its connotative meaning and possible impact on meaning and tone due to that connotation] independently, on a separate sheet of paper. **Students will** complete the last two rows of the P/N/N chart on their own. This will help them to ensure that the strategy is cemented enough for them to work independently. Questions that come up during this time will be logged on to their exit ticket and therefore alert the teacher that the students needs more support.

		Students will complete the exit ticket to help them reflect on their own learning process during the lesson.
3	**Activation of Prior Knowledge**: **Teacher will** write a list of words on the board. **Teacher will** ask students to select two words with similar denotation, and explain the connotation of both words. **Objective:** Students will analyze word choice variation between court cases and newspaper articles and reason the author's choice of each word in relation to the text meaning. **Introduction to New Materials: Teacher will** explain the purpose of a court case abstract what elements can be found within it. **Teacher will** also review the purpose/key aspects of a newspaper article. **Teacher will** ask students to write down why they think they would have different word choice in these two different mediums. **Modeling**: **Teacher will** take an excerpt from a court case and a news article on the same court case. **Teacher will** demonstrate how the two informational pieces describe the same thing, but do so differently through language and word choice. Teacher will model how to use a Venn diagram graphic organizer to analyze. **Guided Practice: Teacher will** hand out excerpts from several different court cases and news articles to groups of 2-3 students. **Teacher will** instruct students to complete a Venn Diagram for their word choice and overall meaning between the two pieces. **Teacher will** monitor the groups and alter instruction as needed [revisiting definitions of key academic vocabulary, individualized attention during guided practice, pre-printed lists containing words from the two pieces, etc.] **Independent Practice: Teacher will** ask students to write a one-paragraph analysis of their Venn Diagram results, using specific evidence from their article and case, explaining how language is used differently. **Assessment: Teacher will** give students an exit ticket asking students to write a paragraph explaining how, taken out of context, different elements of figurative language, as well as works with multiple connotations, can take on different meanings and be interpreted by different people.	**Students will** participate with the teacher, discussing connotation and denotation with partners and the class. **Students will** be engaged in reviewing the previous lesson that will also prepare them for the current lesson. **Students will** take notes using a T-Chart. On the left will be the abstract and on the right the newspaper article. **Students will** take notes as the teacher explains the purpose and elements of each. **Students will** write down why they believe a newspaper article and a court case would have different word choices (it is okay if they are incorrect; it is a hypothesis) **Students will** annotate along with the teacher on the article and court case, observing how they describe the same thing with different word choice. SW work in groups of 2-3 to annotate and complete a Venn Diagram of the author's selected word choice and intended meaning for the article and court case. **Students will** take their annotations and Venn Diagram and write a one-paragraph analysis of their findings, using specific evidence from their article and case, explaining how the language is used differently. **Student will** complete the exit ticket to summarize their learning in a different format. This can also be used for the teacher to see a summary of the what the student learned in the lesson.
4	**Teacher will** instruct students to complete the summative assessment.	**Students will** complete the summative assessment.

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.*	**1.** Read each text and analyze tone. **2.** Annotate and analyze the speech for its use of figurative language. For each example of figurative language you find, explain the figurative as well as literal meaning. **3.** In a multi-paragraph response, describe, with evidence, how the language of the two pieces differs through word choice and meaning, despite the fact that they are both describing autism. Consider: why the language varies, who the intended audience is for each piece, and their individual structures.

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.*

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

Directions: Below are two passages that are essentially the same; only some words have been changed. You must:

- Read each passage and determine what the difference in tone is between them
- Write at least one paragraph on the difference in the tone, and use evidence from the text that supports your claim
- Note at least 3 of the word choice differences, state the intended meaning of the chosen word or phases, and state whether their connotation is positive, negative, or neutral. Explain your choices.

Lawmakers are warning that President Obama's immigration executive actions could open the door for millions of illegal immigrants to qualify for hefty tax "credits" regardless of whether they've filed or paid taxes in the past. All they need is a Social Security number. Obama's November announcement paves the way for up to 4 million illegal immigrants to obtain Social Security numbers and work permits. After some initial confusion, IRS Commissioner John Koskinen told Congress this week that this would make them eligible for what's known as the Earned Income Tax Credit (EITC) providing they've been working.	Lawmakers are threatening that President Obama's immigration exclusive arrangements could open the flood gates for millions of unlawful immigrants to receive substantial tax "reimbursements" regardless of whether they've filed or paid taxes in the past. All they need is a Social Security number.Obama's November declaration sets the stage for up to 4 million illegal immigrants to be handed Social Security numbers and work permits. After some preliminary misperception, IRS Commissioner John Koskinen told Congress this week that this would make them entitled to what's known as the Earned Income Tax Credit (EITC) on condition that they've been illegally working.

Assessment Rubric:

	4	3	2	1
Tone	Tone is explicitly, accurately, and completely identified and explained through several examples of textual evidence from both pieces.	Tone is accurately identified and explained through one or two examples of textual evidence from both pieces.	Tone is identified and explained, but with no textual evidence or with only textual evidence from one piece.	Tone is not identified or explained.

Connotation	All word choice differences are identified, categorized, and explained thoroughly and accurately. Student demonstrates understanding of connotation and its effect on writing.	At least four of the word choice differences are identified, categorized, and explained accurately. Student demonstrates understanding of connotation and its effect on writing.	Three of the word choice differences are identified, categorized, and explained, although there may be limitation to the accuracy. Student demonstrates limited understanding of connotation.	Less than three of the word choice differences are identified, categorized, or explained. Student does not demonstrate understanding of connotation.

Total: _____/4 (average of both scores); Grading Scale: 1-1.9: Incomplete; 2-2.9: C; 3-3.8: B; 3.8-4: A. 2.8 is considered Mastery.

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

Directions: Read this excerpt from Martin Luther King Jr.'s "I Have a Dream" speech. Then, annotate and analyze the speech for its use of figurative language. For each example of figurative language you find, explain the figurative as well as literal meaning.

But one hundred years later, the Negro still is not free. One hundred years later, the life of the Negro is still sadly crippled by the manacles of segregation and the chains of discrimination. One hundred years later, the Negro lives on a lonely island of poverty in the midst of a vast ocean of material prosperity. One hundred years later, the Negro is still languished in the corners of American society and finds himself an exile in his own land. And so we've come here today to dramatize a shameful condition. In a sense we've come to our nation's capital to cash a check. When the architects of our republic wrote the magnificent words of the Constitution and the Declaration of Independence, they were signing a promissory note to which every American was to fall heir. This note was a promise that all men, yes, black men as well as white men, would be guaranteed the "unalienable Rights" of "Life, Liberty and the pursuit of Happiness." It is obvious today that America has defaulted on this promissory note, insofar as her citizens of color are concerned. Instead of honoring this sacred obligation, America has given the Negro people a bad check, a check which has come back marked "insufficient funds." (source: http://www.americanrhetoric.com/speeches/mlkihaveadream.htm)

Assessment Rubric:

	4	3	2	1
Annotation of Figurative Language	Student correctly and completely identifies and annotates all examples of figurative language.	Student correctly identifies and annotates most examples of figurative language.	Student identifies and annotates some examples of figurative language OR identifies and annotates most, but with errors.	Student is unable to identify or annotate examples of figurative language OR incorrectly identifies and annotates.
Analysis/Explanation of Figurative Language	Student is able to give an explicit, thorough, and accurate analysis of all figurative language examples, including both figurative and literal meanings.	Student provides a thorough, accurate analysis of most figurative language examples, including both figurative and literal meanings.	Student provides an accurate analysis of some figurative language examples, and may struggle to explain either the figurative or literal meaning.	Student is unable to provide an accurate analysis of the figurative language examples, and/or is unable to explain the literal and figurative meanings.

Total: _____/4 (average of both scores); Grading Scale: 1-1.9: Incomplete; 2-2.9: C; 3-3.8: B; 3.8-4: A. 2.8 is considered Mastery.

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

Directions: Read the Court General Order and the news article regarding Autism below. In a multi-paragraph response, describe, with evidence, how the language of the two pieces differs through word choice and meaning, despite the fact that they are both describing autism. Consider: why the language varies, who the intended audience is for each piece, and their individual structures.

Autism General Order #1	The Not-So-Crackpot Autism Theory By ARTHUR ALLEN Published: November 10, 2002
This Autism General Order #1 is being issued by the Office of Special Masters ("OSM"), to address an unusual situation facing the National Vaccine Injury Compensation Program ("Program.") This situation arises out of concern in recent years that certain childhood vaccinations might be causing or contributing to an apparent increase in the diagnosis of a type of serious neurodevelopmental disorder known as "autism spectrum disorder," or "autism" for short. Specifically, it has been alleged that cases unawareness of environment, physical abusiveness, inaccessibility, fixation, bizarre behavior, "flapping," repetitive and/or obsessive behavior, insensitivity to pain, social withdrawal, and extreme sensitivity to sounds, textures, tastes, smells, and light. National Institute of Mental Health, Publication 97-4023. 2 of autism, or neurodevelopmental disorders similar to autism, maybe caused by Measles-Mumps-Rubella ("MMR") vaccinations; by the "thimerosal" ingredient contained in certain Diphtheria-Tetanus-Pertussis ("DTP"), Diphtheria-Tetanus-acellar Pertussis ("DTaP"), Hepatitis B, and Hemophilus Influenza Type B ("HIB") vaccinations; or by some combination of the two. To date, over 400 cases alleging a causal relationship between such vaccinations and autism disorders have been filed in this court; more than300 of those cases have been filed in the past six months. Moreover, numerous civil lawsuits against vaccine manufacturers, alleging that the thimerosal ingredient caused autism, have been filed in courts around the country. One recent ruling in such a suit determined as a matter of law that such claims of vaccines against vaccine manufacturers must be dismissed and brought to this court as Program claims. See Owens v. American Home Products Corp., 2002 WL 992094 (S.D. Tex. May 7, 2002). (source:http://www.uscfc.uscourts.gov/sites/default/files/autism /Autism+General+Order1.pdf)	Neal Halsey's life was dedicated to promoting vaccination. In June 1999, the Johns Hopkins pediatrician and scholar had completed a decade of service on the influential committees that decide which inoculations will be jabbed into the arms and thighs and buttocks of eight million American children each year. At the urging of Halsey and others, the number of vaccines mandated for children under 2 in the 90's soared to 20, from 8. Kids were healthier for it, according to him. These simple, safe injections against hepatitis B and germs like haemophilus bacteria would help thousands grow up free of diseases like meningitis and liver cancer. Halsey's view, however, was not shared by a small but vocal faction of parents who questioned whether all these shots did more harm than good. While many of the childhood infections that vaccines were designed to prevent -- among them diphtheria, mumps, chickenpox and polio -- seemed to be either antique or innocuous, serious chronic diseases like asthma, juvenile diabetes and autism were on the rise. And on the Internet, especially, a growing number of self-styled health activists blamed vaccines for these increases. Like all medical interventions, vaccines sometimes cause adverse reactions. But unlike pills, vaccines come packaged with high expectations, which make them particularly vulnerable to public criticism. Vaccines don't cure people, and they are administered to healthy children, which gives them few opportunities for good press. When they work, nothing happens. When vaccinated children become ill, their parents are grief-stricken and often enraged, even if vaccines aren't proved to be at fault. All of this puts public-health advocates like Halsey on the defensive. Most attacks on vaccines, they say, are based on hysteria, bad science and dubious politics. (source: http://www.nytimes.com/2002/11/10/magazine/10AUTISM.html)

Assessment Rubric:

	4	3	2	1
Analysis	Student is able to explicitly, thoroughly,	Student analyzes the two	Student struggles to analyze the	Student is unable to analyze and

	and completely analyze the two pieces and is able to synthesize a response, with evidence, connecting them. Student demonstrates thorough understanding in their analysis of the intended audience through discussion of language, word choice, and textual structure.	pieces with evidence. Student demonstrates understanding in their analysis of the intended audience through discussion of language, word choice, and textual structure.	two pieces OR does not use any textual evidence in their analysis. Student may struggle to identify the intended audience, or is unable to articulate how they are aware of the audience in their response.	uses no textual evidence to support their claims. Student does not identify intended audience.
Cumulative Impact of Word Choice	Student is able to explicitly, thoroughly, and completely articulate their understanding of the cumulative impact of word choice through their analysis of the text by to identifying and explaining any unintended meaning of words or phrases, and how the meaning/tone may be perceived differently if they were used context/audience.	Student is able to articulate their understanding of the cumulative impact of word choice through their analysis of the text.	Student struggles to articulate their understanding of the cumulative impact of word choice through their analysis of the text.	Student is unable to thoroughly articulate their understanding of the cumulative impact of word choice through their analysis of the text.

Total: _____/4 (average of 2 scores); Grading Scale: 0-1.9: Incomplete; 2-2.9: C; 3-3.8: B; 3.8-4: A. 2.8 is considered Mastery.

Total: _____/8(average of 3summative scores); Grading Scale: 0-5.5=D, 5.6-6.6=C; 6.7-7.1=B; 7.2-8=A; 5.6 = considered Mastery.

To achieve mastery of Standard 9.RI.4, students must receive a total of 5.6 out of 8 or 70% on the summative assessment items.