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

Grade Level	12	**Content Area**	Reading
Course Title (grades 9-12 Only)	English 12		
Expected Prior Knowledge *List the knowledge/skills mastered earlier in the year that are foundational to the mastery of the Required Standard(s).*	Be able to determine two or more central ideas of a text and analyze their development over the course of the text, including how they interact and build on one another to provide a complex analysis; be able to provide an objective summary of the text.		
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.*	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)*	Copies of: "Bad Food? Tax It, and Subsidize Vegetables," "Attacking the Obesity Epidemic by First Figuring Out Its Cause," and "No Lunch Left Behind;" "McDonalds Turns Progressive"; Questions about Logic; Questions about the Writer, Questions about Emotions sheets; "Reflecting on your Reading Process" hand out		

* ***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	**Objective:** Students will analyze the word choice in a text to uncover the author's purpose and power in conveying a message. **Introduction to New Material: Teacher will** ask students to complete a quick write: "Americans are at increasing risk of disease because of the unhealthy food we eat. What will it take to get us to change our eating habits?" **Teacher will** ask for students to share their thoughts. **Modeling: Teacher will** pass around a photo of fast food French fries and ask students to describe them with a single word. **Teacher will** write all the words given on the board. Once all the words are amassed, the **Teacher will** ask students to describe the overall effect of all the words listed. The **teacher will** help the students to understand that authors, just like we the list makers, organize words in a certain way. They words are chosen and ordered in order to convey a message. The teacher will refer to the article "good food" and "bad food". The teacher models how to read the article and annotate the certain words that appear to linked to one another in order to convey the author's message. **Guided Practice: Teacher will** move the students into small groups. The teacher will pass out the passage, "No Lunch Left Behind". Using this new article, students will read and annotate word choices that directly relate to the overall message of the text. Each group will also present their description of the overall message from the author. **Independent Practice: Teacher will** ask students independently to read the first section of "Bad Food?" (paragraphs 1-11 this time) and annotate word choices that directly relate to the overall message of the text. **Assessment: Teacher will** view the student's annotation. This will help the teacher to assess if are successful with the task. **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.	**Students will** complete their quick write, and share their thoughts. This quick write will help students begin to think about the topic of the article they will analyze. Students will participate in a class discussion regarding the topic and their opinions. **Students will** describe the image of French fries and the effect their word has. Students will analyze what the overall message becomes once all the descriptive words are together. Students will see an example of how word choice is an important part of conveying a message through text. **Students will** follow what the teacher is doing on the handout and annotate their copy of the article. This allows the students to see how an author's use of words (rhetoric) can enhance their point of view and/or purpose by establishing a particular tone, moving the audience into their desired mood to create the desired rhetorical effects with words choice. Students will work in small groups to annotate the word choice usage in another article. ("No Lunch Left Behind") Groups will present their description and evidence of the overall message from the author. **Students will** annotate the word choice usage in the rest of the "Bad Food" article. This time the students will work independently to annotate the word choices that lend themselves to the message of the author. **Students will** complete the exit ticket to help reflect on the concepts they have learned as well as listing questions they may still have.

	(Or have a question about.)	
2	**Objective:** Student will create a rhetorical précis to further experience the work of an author. **Introduction to New Material: Teacher will** explain what a rhetorical précis is to students. a. In a single coherent sentence give the following: name of the author, title of the work, date in parenthesis, a major claim statement, a rhetorically accurate verb (assert, refute, deny, explain, disprove) b. In a single sentence give the explanation of how the author develops and supports the major claim. c. In a sentence give a statement of the author's purpose, followed by an "in order" phrase. d. In a single sentence give the description of the intended audience and/or the relationship the author establishes with the audience. **Modeling: Teacher will** model using the a-d steps, how to create a rhetorical précis from a text. The **teacher will** use the annotations of "Bad Food?" the students completed in the previous lesson to complete their rhetorical précis. The **teacher will** review the rubric with the students so that they understand what is expected for a quality rhetorical précis. **Guided Practice:** The **teacher will** divide the students into four groups. Each group will be responsible for a step in creating a rhetorical précis for the article that was annotated yesterday, "No Lunch Left Behind". Once groups are finished, each group will share and together as a class, the rhetorical précis will be written. **Independent Practice:** The teacher will instruct the students to create a rhetorical précis from the article, "McDonalds Turns Progressive". The teacher will give the students the use the same rubric from guided practice to guide them. This is a first read for students so they will need to complete their annotation prior to completing the complete task. **Assessment: Teacher will** view the students rhetorical précis. This will help the teacher to assess if are successful with the task. **Closure:** Each student will write a higher-level question regarding the lesson today. (Which word would not be considered a rhetorically	**Students will** take notes on what a rhetorical précis is and why it helps to recognize the rhetoric in a piece of text. This a-d description of each sentence will help students understand how the author's rhetoric advances the author's point of view/purpose. **Students will** follow along with teacher modeling on how to use their annotations from the previous day to complete the rhetorical précis. **Students will** review the grading rubric with the teacher. This will help the students to see the expectations for a well-written rhetorical précis. **Students will** gather in the same groups as they did in the previous lesson. Using the annotation that they completed for the article "No Lunch Left Behind", the **group will** complete a rhetorical précis. **Groups will** share their final product with the rest of the class. **Groups will** also use the rubric to grade their own work. **Students will** independently create a rhetorical précis from the article, "McDonalds Turns Progressive". **Students will** use the same rubric from guided practice to guide them. This is a first read so **students will** need to complete their annotation prior to completing the complete task. **Students will** create a higher-level question based on the topics studied today. This question will be posed to classmates before the lesson tomorrow.

	accurate verb? refute, deny, subtle) Tomorrow's less will begin with review of the questions.	
3	**Objective:** Student will analyze the rhetorical strategies of ethos, pathos, and logos through a series of questions related to their readings. **Activate Prior Knowledge:** The teacher will pull exit slips from the previous lesson and students will discuss the questions and answers. **Modeling: Teacher will** read through and annotate "No Lunch Left Behind" and "Attacking the Obesity Epidemic" with the students. The teacher will guide the students to examples of ethos, pathos, and logos. **Guided Practice: Teacher will** group students into three groups. Each group will have a "station," and will move between stations as they complete their work. The stations will have a set of questions for students to respond to (Group 1: Questions about Logic; Group 2: Questions about the Writer; Group 3: Questions about Emotions). **Independent Practice: Teacher will** give students the "Reflecting on Your Reading Process" hand out. Students will review the terms ethos, pathos, and logos. Students will also have a set of questions to respond to as well as a passage to dissect. **Assessment:** The teacher will review the reading process handout. This will allow the teacher to check to see if the students were successful in reaching the objective. **Closure:** Students will write a sentence describing a key idea that they learned on the exit slip.	**Students will** answer and discuss the questions that they posed from the closure of the previous lesson. These questions will help students to refocus on the topic and prepare them for the current lesson topic. **Students will** follow along with the modeling and annotate the articles with the teacher for ethos, pathos, and logos. **Students will** work in groups to move through the stations. **Students will** answer the questions posed at each, using their annotated articles. Each stations will challenge students to concentrate on the pathos, logos, and ethos. **Students will** complete the "Reflecting on Your Reading Process" hand out. **Students will** need to use information from the stations to complete the handout; thus the need for students to take notes and complete the stations. **Students will** complete an exit ticket wherein they will clearly write a concept that they learned today.
4	**Teacher will** assign students their 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.** Annotate and analyze text, "Let's Make Food Issues Real", by Mark Bittman, to uncover the intended meaning that is described through the author through word choice. Annotate the article and write your analysis of the text in a one-page response. 2. Use annotations to write a complete four sentence rhetorical précis for the above article, "Let's Make Food Issues Real", Mark Bittman.

		3. Read the article, "Let's Make Food Issues Real" by Mark Bittman, to identify and analyze the use of figurative/rhetorical strategies of ethos, pathos, and logos in the above article. Complete a one-page summary of your analysis

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.*

Students will use the following passage to answer the assessment questions.

Let's Make Food Issues Real, Mark Bittman

There is some talk about the food movement's winning. I'm not even sure such a thing as a food movement exists.

Yes, we have seen some encouraging developments: a promised reduction in the use of antibiotics by Tyson Foods and McDonald's, a marginal wage increase by McDonald's for a small portion of its worst-paid workers, a reduction of the use of artificial colors by Nestlé, Kraft and others; the elimination of aspartame in some diet drinks by Pepsi (to be replaced by different artificial sweeteners, of course); a more sweeping (and credible)announcement on additives by Panera; and Chipotle's claim to have all-but-eliminated foods produced using genetic engineering. Wage increases and reduced antibiotics are welcome developments; the rest of this barely registers in its significance. Replacing aspartame with sucralose or high fructose corn syrup with sugar is rearranging the deck chairs. (The Panera move seems exceptional, but Panera is a new-wave company and has shown some principles from the start. They're not reacting to pressure from the food movement but from their enlightened chief executive, Ron Shaich.)

This isn't a case of perfect being the enemy of good enough, but one of not getting carried away by what amounts to a little greenwashing. We need to change that.I recently had occasion to review some of the columns I've written over the last four-plus years in order to collect them for my new book, "A Bone to Pick." The first one, from 2011 — "A Food Manifesto for the Future" — is a good yardstick to measure progress over that period. In it, I made a number of suggestions with which I think it's safe to say most food activists would agree. Among these were: • end subsidies to processed food • break up the Department of Agriculture and empower the Food and Drug Administration • outlaw concentrated animal feeding operations • encourage and subsidize home cooking; tax the marketing and sale of unhealthful foods • mandate truth in labeling I would create a similar list now, and would add "remove the routine use of antibiotics from food production," "radically improve and expand the school lunch program" and "ensure that there is land for people who want to grow real food on it," but it wouldn't have mattered much. I have written about those issues repeatedly, and we've seen minimal movement on any of these fronts. What *have* we seen? Some increase toward labeling foods produced with genetically engineered seeds, which — if it were to lead to greater transparency — would be a good thing. But this is not a burning issue; better to see labeling that addresses antibiotics, pesticides and treatment of workers and animals. We've also seen a strong push, via the 2010 Healthy Hunger-Free Kids Act, to improve school lunches, food-wise the most vital act of the (Michelle) Obama administration. And, as mentioned before, there have been some promises on the part of a couple of corporations to reduce antibiotic use. But the real action has been local-level success on increasing the minimum wage. And this is for obvious reasons: One, it's not strictly a food issue, though the biggest number of low-wage workers in the country is in the food system. Two, real organizers are involved. And three, the food workers and their organizers have formed alliances with traditional unions, which — if only barely — remember how to fight. That's what the rest of us need to learn: How to use basic organizing skills and how to fight. We need to prioritize one or more issues, we need to unite on those issues, and we need to gather others to apply pressure on politicians at every level and directly on corporations when possible.

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

Annotate and analyze the above text, "Let's Make Food Issues Real", by Mark Bittman, to uncover the intended meaning that is described through the author through word choice. Annotate the article and write your analysis of the text in a one-page response.

	4	3	2	1
Analysis and use of source text and rhetoric	The student: • Completely and thoroughly analyzes author's point of view or purpose in a text, and demonstrates understanding through correct usage of words to support opinion and advance the author's purpose • Completely and thoroughly analyzes the effect that altering the point of view or use of rhetoric would alter the meaning of the text and change the author's purpose.	The student: • determines an author's point of view or purpose in a text, and demonstrates understanding through correct usage of quotes to support opinion and advance own purpose • can analyze how the author uses rhetoric to advance that point of view or purpose.	The student: • can determine an author's point of view or purpose in a text, though demonstrates a limited understanding through usage of quotes (quotes may be used incorrectly or do not advance student's purpose) • attempts to analyze how the author uses rhetoric to advance that point of view or purpose, but misses the main point or purpose.	The student: • cannot determine an author's point of view or purpose OR incorrectly uses quotes while trying to advance their own purpose • is unable to analyze the author's use of rhetoric and is therefore unable to use that analysis to develop rhetoric of their own

Total: _____/4 (average of both elements) 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):

Use annotations to write a complete four sentence rhetorical précis for the above article, "Let's Make Food Issues Real", Mark Bittman.

	4	3	2	1
Sentence 1	The sentence begins with a dependent clause correctly identifying all of the following: the author's full name, genre of the work, year of publishing followed by a "that" clause with an accurate paraphrase and/or quoting of the overall message of the piece.	The sentence begins with a dependent clause identifying most of the following: author's name, genre, year of publishing, followed by a "that" clause with a somewhat accurate or partial paraphrase and/or direct quoting of the overall message of the piece.	The sentence does not or attempts to create a dependent clause containing only some of the following: author's name, genre, year of publishing. It may or may not contain a "that" clause with an inadequate or inaccurate understanding of the author's overall message of the piece.	The sentence is unclear in attempting to accomplish any of the tasks necessary for Sentence #1 of the Rhetorical Precis. It may be coherent, but neglects to list any or only some of the following: author's name, genre, year of publishing. It may or may not contain a "that" clause with a completely inaccurate understanding of the overall message.
Sentence 2	Clearly and appropriately states the "how" an author supports their premise; accurately and appropriately states at least three	States the "how" an author supports their premise; states the rhetorical verbs and strategies	Attempts to state the rhetorical strategies. May lack accurate or appropriate rhetorical verbs or may be too focused on specific	The sentence is unclear in attempting to identify the rhetorical strategies used. The sentence may be too distracting or unclear in coherency through

	rhetorical verbs and strategies that develop the overall message in its chronological order. Rhetorical strategies focus on the breadth of the author's style. This sentence reflects sophisticated insight and a clear understanding of the author's rhetorical development.	that develop the overall message, but may not encompass the overall "breadth" of the piece. This may lack a deep sense of insight in restating the overall message and/or listing the appropriate strategies, but sustains an accurate and general sense of the author's rhetorical development.	tools rather than the overall strategies. Lacks insight or a deep understanding of the author's rhetorical development.	grammatical mistakes, sentence structures, or a lack of comprehension.
Sentence 3	The sentence shows a clear statement of the author's purpose. Student shows they have a complete and thorough understanding of what the author wants his/her intended audience to do once hearing their overall message. The sentence begins with a restatement of the most apparent rhetorical verb, a restated paraphrase of the overall message, an "in order to" phrase, and a clear and accurate statement of the author's purpose.	The sentence states the author's purpose but may not have a sense of completeness. Student understands whom the intended audience is, but may not specify the targeted group's characteristics. The sentence begins with a restatement of the both the overall rhetorical strategy and overall message, an "in order to" phrase, and statement of purpose, but may lack a sense of full accuracy of the author's main idea.	The sentence is less than adequate in attempting to state the author's purpose. It lacks key characteristics associated with the audience. It does not contain an "in order to" phrase. It neglects to restate the prevalent rhetorical strategy used, nor does it show any understanding of how the author develops their assertion(s).	The sentence is simply unclear or incoherent in addressing the author's overall purpose. Major grammatical issues distract the grader from reading.
Sentence 4	The sentence shows a clear understanding of who the author's audience is. The student clearly identifies the specific characteristics of the audience to differentiate between the general target versus the actual. The student may also enrich their understanding of the audience by characterizing the author's relationship with either the subject/topic of the piece and/or the audience.	The student shows a clear understanding of who the author's intended audience is. The student clearly identifies general characteristics of the audience in attempt to differentiate them from the general categorization. The student has also stated the author's relationship between author and audience and/or identified the author's general tone toward the piece and/or topic.	The student shows a less than adequate statement in showing their understanding of who the author's intended audience is. The sentence shows no insight as to either purpose or audience.	The sentence is simply unclear or incoherent in addressing the author's intended audience. Major grammatical issues distract the grader from reading

Total: _____/4 (average all 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):

Read the article, "Let's Make Food Issues Real" by Mark Bittman, to identify and analyze the use of figurative/rhetorical strategies of ethos, pathos, and logos in the above article. Complete a one-page summary of your analysis.

	4	3	2	1
Annotation of Figurative Language	Student correctly 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 provides an explicit, thorough, accurate analysis of all figurative language examples, including both figurative and literal meanings.	Student provides an, 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 elements) Grading Scale: 1-1.9: 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 12.RI.6, students must receive 5.6 out of 8 or 70% on the summative items.