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

Grade Level	10th	**Content Area**	Reading
Course Title (grades 9-12 Only)	English 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 are familiar with connotation and denotation; they understand what an argument is and some of its elements. Students know figurative language. Students also understand writing structure.		
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.*	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)*	Finding The Theme PowerPoint (and close note for the PowerPoint) and/or "How to Find a Theme" video, Rhetorical Devices PowerPoint, Tone Words handout, Rhetoric/Tone/Purpose Practice handout, "Great Dictator" speech copies, Rhetorical Device Analysis Graphic Organizer, "The Mexican American and the Church" speech copies, video of George W. Bush's address to the nation on 9/11/01, copies of the Bush speech		

* ***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** ask students questions about speeches they remember, such as: "What made that speech memorable?"; "Did the speaker use figurative language? Did they repeat themselves?"; "If you were to give a speech, how would you grab your audience's attention and keep it?" **Objective:** Students will learn how to identify point of view, tone, and rhetorical devices, and apply their knowledge to analysis. **Introduction to New Materials: Teacher will** pass out the Finding the Theme Close Notes and go over the PowerPoint with the class. Based off the teachers assessment of the class's understanding, teacher can also opt to play the "How to Find a Theme Video" [best if there is a large EL or SpEd population in the class]. **Teacher will** hand out "Tone Words" handout and review it with the students. TW ask the class questions about the words and relate it to connotation vs. denotation. **Teacher will** go over Rhetorical Devices PowerPoint with the class [includes: alliteration, allusion, analogy, anaphora, antithesis, appositive, hyperbole, metaphor, oxymoron, parallelism, simile, and understatement.] The teacher has samples of advertisements for the students to discuss rhetorical devices. **Modeling: Teacher will** go over examples from the Rhetoric/Tone/Purpose Practice handout. **Teacher will** model for students how to analyze the elements in the worksheet. The teacher uses colored highlighters to point out examples. **Guided Practice: Teacher will** group students into groups of 2-3 to complete the handout together. **Teacher will** monitor the student groups and adjust instruction as needed. **Independent Practice: Teacher will** give the students additional practice that mimics the group work. Students are asked to do this	**Students will** respond to teacher's questions and think about their past experience with speeches recognizing that speeches are a valuable part of historical communication and a great of the message is contained in the word choices made by the speaker. **Students will** complete the Close Note activity, and take additional notes if shown the video. The PowerPoint and Close Notes will help the students identify elements of theme throughout a text. This will prepare them for identifying the elements of rhetoric used. **Students will** discuss the tone words in a small group, brainstorming where they have used these words used previously. **Students, in the same group, will** discuss the perceived connotation or denotation of the words as they recall hearing them. **Students will** take notes on rhetorical devices. Students will return to the group and discuss where these elements have been used in common marketing that they've seen. (For example, a certain State Farm advertisement uses a metaphor) The students will discover that these elements are also present in text. **Students will** follow what the teacher is doing on the handout [allows students to see how an author's use of 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] **Students will** work in their groups to complete the practice. They will highlight the elements of rhetoric that they find and explain its usage. **Students will** complete several more highlights and explanations without the support of the group.

	without the support of their team. **Assessment: Teacher will** give an exit ticket, asking students to list and explain 3 rhetorical devices and explain their understanding of theme.	**Students will** complete the exit ticket reviewing the elements of today's learning. (3 Devices/Explanations)
2	**Activation of Prior Knowledge: Teacher will** review point of view, tone, and rhetorical devices with the class. **Teacher will** pass the exit ticket back to the students. **Objective:** Students will learn how to identify theme, tone, and rhetorical devices, and apply their knowledge to analysis of different speeches. **Modeling: Teacher will** read Charlie Chaplin's speech from "The Great Dictator" to the class. **Teacher will** pause and discuss with the class elements of theme, rhetorical devices, and any figurative language used. **Teacher will** model annotation of the speech for these elements. **Guided Practice: Teacher will** put students in groups and instruct them to complete the Rhetorical Device Graphic Organizer together. **Teacher will** monitor student groups and adjust instruction as needed [revisiting definitions of rhetorical devices, individualized attention during guided practice, pre-printed vocabulary lists containing words from the speech, etc.] **Independent Practice: Teacher will** hand out copies of "The Mexican-American and the Church" speech by Caesar Chavez. **Teacher will** instruct students to read and annotate the speech, then complete another copy of the Rhetorical Device Analysis Graphic Organizer independently. **Teacher will** monitor and assist students as necessary. **Assessment: Teacher will** ask students to write a one-paragraph, identifying the point of view of the Caesar Chavez speech, and analyzing of the effect that his use of rhetoric had.	**Students will** review their exit ticket from yesterday's class and listen to the teacher's brief review. **Students will** follow along with their own copies of the speech and annotate with the teacher**. Students will** find examples and analyze their use as evidenced by the text message. **Students will** work in their groups to complete the Rhetorical Device Analysis Graphic Organizer, which asks them to determine the author's point of view or purpose, and use their annotations of rhetorical devices to connect the point of view or purpose to use of rhetoric. **Students will** independently read and annotate the speech, then complete the Rhetorical Devices Analysis Graphic Organizer (same as with guided practice, done on a different speech) **Students will** complete the exit ticket summarizing the rhetorical elements found in the text used for their independent practice in paragraph format versus the graphic organizer.
3	**Activation of Prior Knowledge: Teacher will** talk about the Chaplin and Chavez speeches with the class and emphasize how the rhetoric was used to advance the speakers' points of view. **Objective:** SW apply their understanding of rhetoric to the analysis of speeches and their ability to construct a rhetorical argument. **Guided Practice: Teacher will** play video of George W. Bush's Address to the Nation on 9/11/01, and instruct students to listen to the speech with their eyes closed, paying attention to the rhetorical devices, pacing, tone, and point of view Bush presents in his speech. **Teacher will** then replay the video, and have students annotate on a copy of the speech for those elements they listened for. **Teacher will** lead class in a discussion after.	**Students will** participate in discussion adding in their thoughts on how rhetoric was helpful in advancing the speakers' points of view. **Students will** listen to the speech with their eyes closed, paying attention to the rhetorical devices, pacing, tone, and point of view Bush presents in his speech. Students will then read along with the speech and annotate for the elements they listened for. Students will participate in discussion by sharing their annotations.

	Independent Practice: Teacher will ask students to write a short speech on either: school uniforms, mandatory military service, or cell phone usage in schools. They will need to clearly identify their point of view, and use at least three rhetorical devices of their choosing (underlined for easy identification) correctly. **Assessment: Teacher will** give students an exit ticket asking them to explain how they used their rhetorical devices to advance their point of view, and why they felt that was the most effective device to do so.	**Students will** write their short speech on their selected topic applying the knowledge and use of rhetoric. **Students will** use three devices and in their speech and underline them. **Students will** complete exit ticket to summarize the purpose of the use of rhetoric and how it was most effectively used in their writing.
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. *Analyze* this excerpt from Hillary Clinton's Address to the United Nations Commission on the Status of Women. In your analysis, *identify* her point of view, and at least three rhetorical devices she uses throughout the excerpt. You must also *explain*, with evidence, how Clinton uses her rhetoric to advance her point of view. Feel free to annotate the speech. 2. *Analyze* Franklin D. Roosevelt's speech, "For a Declaration of War." In your analysis, *identify* his point of view, and at least three rhetorical devices he uses throughout the excerpt. You must also *explain*, with evidence, how Roosevelt uses his rhetoric to advance his point of view. Feel free to annotate the speech. 3. Write a speech on *censorship on the Internet*. Your point of view should be easily identifiable. You must use *at least* allusion, metaphor, and hyperbole OR understatement in your speech. You speech must be at least two paragraphs in length, and achieve your purpose.

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: *Analyze* this excerpt from Hillary Clinton's Address to the United Nations Commission on the Status of Women. In your analysis, *identify* her point of view, and at least three rhetorical devices she uses throughout the excerpt. You must also *explain*, with evidence, how Clinton uses her rhetoric to advance her point of view. Feel free to annotate the speech.

Excerpt from Hillary Clinton's Address to the United Nations Commission on the Status of Women Delivered 12 March 2010, United Nations, New York

Fifteen years ago, delegates from 189 countries met in Beijing for the Fourth World Conference on Women. It was a call to action -- a call to the global community to work for the laws, reforms, and social changes necessary to ensure that women and girls everywhere finally have the opportunities they deserve to fulfill their own God-given potentials and contribute fully to the progress and prosperity of their societies.

For many of us in this room today, that was a call to action that we have heeded. I know some of you have made it the cause of your life. You have worked tirelessly, day in and day out, to translate those words into realities. And we have seen the evidence of such efforts everywhere.

In South Africa, women living in shanty towns came together to build a housing development outside Cape Town all on their own, brick by brick. And today, their community has grown to more than 50,000 homes for low income families, most of them female-headed.

In Liberia, a group of church women began a prayer movement to stop their country's brutal civil war. It grew to include thousands of women who helped force the two sides to negotiate a peace agreement. And then, those women helped elect Ellen Johnson Sirleaf president, the first woman to lead an African nation.

In the United States, a young woman had an idea for a website where anyone could help a small business on the other side of the world get off the ground. And today, the organization she co-founded, Kiva, has given more than $120 million in microloans to entrepreneurs in developing countries, 80 percent of them women.

So as we meet here in New York, women worldwide are working hard to do their part to improve the status of women and girls. And in so doing, they are also improving the status of families, communities, and countries. They are running domestic violence shelters and fighting human trafficking. They are rescuing girls from brothels in Cambodia and campaigning for public office in Kuwait. They are healing women injured in childbirth in Ethiopia, providing legal aid to women in China, and running schools for refugees from Burma. They are rebuilding homes and re-stitching communities in the aftermath of the earthquakes in Haiti and Chile. And they are literally leaving their marks on the world. For example, thanks to the environmental movement started by Nobel Laureate Wangari Maathai, 45 million trees are now standing tall across Kenya, most of them planted by women.

And even young girls have been empowered to stand up for their rights in ways that were once unthinkable. In Yemen, a 10-year-old girl forced to marry a much older man made headlines around the world by marching into court and demanding that she be granted a divorce, which she received. And her courage helped to shine a spotlight on the continuing practice of child marriage in that country and elsewhere.

Now, these are just a few of the stories, and everyone here could stand up and tell even more. These are the stories of what women around the world do every day to confront injustice, to solve crises, propel economies, improve living conditions, and promote peace. Women have shown time and again that they will seize opportunities to improve their own and their families' lives. And even when it seems that no opportunity exists; they still find a way. And thanks to the hard work and persistence of women and men, we have made real gains toward meeting the goals set in Beijing.

Today, more girls are in school. More women hold jobs and serve in public office. And as women have gained the chance to work, learn, and participate in their societies, their economic, political, and social contributions have multiplied. In many countries, laws that once permitted the unequal treatment of women have been replaced by laws that recognize their equality, although for too many, laws that exist on the books are not yet borne out in their daily lives.

But the progress we have made in the past 15 years is by no means the end of the story. It is, maybe, if we're really lucky, the end of the beginning. There is still so much more to be done. We have to write the next chapter to fully realize the dreams and potential that we set forth in Beijing. Because for too many millions and millions of girls and women, opportunity remains out of reach. Women are still the majority of the world's poor, the uneducated, the unhealthy, the unfed. In too many places, women are treated not as full and equal human beings with their own rights and aspirations, but as lesser creatures undeserving of the treatment and respect accorded to their husbands, their fathers, and their sons.

Assessment Rubric:

	4	3	2	1
Analysis	Demonstrates exemplary, informed, and inventive understanding of the passage, its intent, and the rhetorical strategies the author employs.	Demonstrates a full examination of the author's point and the rhetorical strategies used to enhance the central idea.	Demonstrates uneven or insufficient understanding of how rhetorical strategies create an author's point. Often, the writer merely lists what he or she observes in the passage instead of analyzing effect.	Demonstrates little discussion of rhetorical strategies or incorrect identification and/or analysis of those strategies.
Use of evidence	Consistently uses concrete details/evidence and provides thoughtful commentary; very thorough and interesting interpretation and explanation of evidence used	Frequently uses concrete details/evidence and provides quality commentary; somewhat thorough and interesting interpretation and explanation of evidence used	Rarely uses concrete details/evidence and/or does not provide commentary; lacking interesting interpretation and/or explanation	Does not use evidence to support analysis.

Total: _____/4 (average of 2 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: *Analyze* Franklin D. Roosevelt's speech, "For a Declaration of War." In your analysis, *identify* his point of view, and at least three rhetorical devices he uses throughout the excerpt. You must also *explain*, with evidence, how Roosevelt uses his rhetoric to advance his point of view. Feel free to annotate the speech.

Franklin D. Roosevelt's Declaration of War
Delivered to Congress on December 8, 9141

Mr. Vice President, Mr. Speaker, members of the Senate and the House of Representatives: Yesterday, December 7th, 1941 - a date which will live in infamy - the United States of America was suddenly and deliberately attacked by naval and air forces of the Empire of Japan. The United States was at peace with that nation, and, at the solicitation of Japan, was still in conversation with its government and its Emperor looking toward the maintenance of peace in the Pacific.

Indeed, one hour after Japanese air squadrons had commenced bombing in the American island of Oahu, the Japanese Ambassador to the United States and his colleague delivered to our Secretary of State a formal reply to a recent American message. And, while this reply stated that it seemed useless to continue the existing diplomatic negotiations, it contained no threat or hint of war or of armed attack.

It will be recorded that the distance of Hawaii from Japan makes it obvious that the attack was deliberately planned many days or even weeks ago. During the intervening time the Japanese Government has deliberately sought to deceive the United States by false statements and expressions of hope for continued peace. The attack yesterday on the Hawaiian Islands has caused severe damage to American naval and military forces. I regret to tell you that very many American lives have been lost. In addition, American ships have been reported torpedoed on the high seas between San Francisco and Honolulu.

Yesterday the Japanese Government also launched an attack against Malaya.

Last night Japanese forces attacked Hong Kong.

Last night Japanese forces attacked Guam.

Last night Japanese forces attacked the Philippine Islands.

Last night the Japanese attacked Wake Island. And this morning the Japanese attacked Midway Island. Japan has therefore undertaken a surprise offensive extending throughout the Pacific area. The facts of yesterday and today speak for themselves. The people of the United States have already formed their opinions and well understand the implications to the very life and safety of our nation.

As Commander-in-Chief of the Army and Navy I have directed that all measures be taken for our defense, that always will our whole nation remember the character of the onslaught against us. No matter how long it may take us to overcome this premeditated invasion, the American people, in their righteous might, will win through to absolute victory. I believe that I interpret the will of the Congress and of the people when I assert that we will not only defend ourselves to the uttermost but will make it very certain that this form of treachery shall never again endanger us. Hostilities exist. There is no blinking at the fact that our people, our territory and our interests are in grave danger. With confidence in our armed forces, with the unbounding determination of our people, we will gain the inevitable triumph. So help us God. I ask that the Congress declare that since the unprovoked and dastardly attack by Japan on Sunday, December 7th, 1941, a state of war has existed between the United States and the Japanese Empire.

Assessment Rubric:

	4	3	2	1
Analysis	Demonstrates exemplary, informed, and inventive understanding of the passage, its intent, and the rhetorical strategies the author employs.	Demonstrates a full examination of the author's point and the rhetorical strategies used to enhance the central idea.	Demonstrates uneven or insufficient understanding of how rhetorical strategies create an author's point. Often, the writer merely lists what he or she observes in the passage instead of analyzing effect.	Demonstrates little discussion of rhetorical strategies or incorrect identification and/or analysis of those strategies.
Use of evidence	Consistently uses concrete details/evidence and provides thoughtful commentary; very thorough and interesting interpretation and explanation of evidence used	Frequently uses concrete details/evidence and provides quality commentary; somewhat thorough and interesting interpretation and explanation of evidence used	Rarely uses concrete details/evidence and/or does not provide commentary; lacking interesting interpretation and/or explanation	Does not use evidence to support analysis.

Total: _____/4 (average of 2 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: Write a speech on *censorship on the Internet*. Your point of view should be easily identifiable. You must use *at least* allusion, metaphor, and hyperbole OR understatement in your speech. You speech must be at least two paragraphs in length, and achieve your purpose.

Assessment Rubric:

	4	3	2	1
Position	The position is clear, and provides a strong comprehensive statement of the author's position on the topic.	The position is a clear statement of the author's position on the topic.	A position is present, but does not make the author's position clear.	There is no position taken on the issue.
Sequencing	Arguments and support are provided in a explicit and logical order that makes it easy and interesting to follow the author's train of thought.	Arguments and support are provided in a fairly logical order that makes it reasonably easy to follow the author's train of thought.	A few of the support details or arguments are not in an expected or logical order, distracting the reader and making the essay seem a little confusing.	Many of the support details or arguments are not in an expected or logical order, distracting the reader and making the essay seem very confusing.
Sentence Structure	All sentences are well-constructed with varied structure.	Most sentences are well-constructed and there is some varied sentence structure in the essay.	Most sentences are well constructed, but there is no variation is structure.	Most sentences are not well-constructed or varied.

Total: _____/4 (average of 3 scores); 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 10.RI.6, students must receive 5.6 out of 8 or 70% on the summative assessment items.