Curriculum Sample - 10th Reading
Max. 8 Pages

Grade Level	10	**Content Area**	English Language Arts
Course Title (grades 9-12 Only)	Honors English Language		
Length of Unit	Two 55-minute classes (not including assessment)	**Time of Year**	First Quarter, concurrently with AP/Honors U.S. History course content
Expected Prior Knowledge *The knowledge/skills mastered earlier in the year foundational to the mastery of the required Standard in the current sample.*	Students will have mastered comparison/contrast techniques used in a variety of mediums.		
Alignment to Program of Instruction *Briefly outline methods of instruction found in this sequence of lessons that align to the Program of Instruction described in A.3.*	This course in taught concurrently with AP/Honors U.S. History. The school's program of instruction stresses alignment with research-supported instructional techniques, including Hunter's Essential Elements of Instruction. Brief instruction to lesson components will set the premise for guided practice in which students access prior knowledge, ask questions, and answer their own questions through activities and reflection.		
Standard Number and Description *List the Number* and full description for the required Standard.*	10.RI.9 Reading Standards for Informational Text (RI) Integration of Knowledge and Ideas #9 - Analyze seminal U.S. documents of historical and literary significance (e.g., Washington's Farewell Address, the Gettysburg Address, Roosevelt's Four Freedoms speech, King's "Letter from Birmingham Jail"), including how they address related themes and concepts.		
Summative Assessment *Describe a cumulative and comprehensive activity, clearly separate from instruction and guided or independent practice, which allows each student to individually demonstrate mastery of the required Standard. A copy of the summative assessment must be attached to the curriculum sample.*	Students will compare-contrast two historically significant primary sources (Declaration of Independence and a related medium of their choice). Students will respond to a series of questions evaluating techniques used in each medium, including appeal, audience, form, and style, within the context of the time period of the sources.		
Scoring Scale and Mastery Level *Explain how the assessment is scored, to include points per question, how points are awarded, total points possible, criteria necessary to*	A rubric will be used to score the summative assessment. The rubric has five categories. Categories 1, 2, and 5 are on a scale of 1-4. Category 3 is on a 1-2 scale. Category 4 is on a 1-3 scale. These categories correspond to the questions on the summative assessment. The highest possible score is 34 (17 points for each document), and the grades are as follows: A=30-34; B=28-29; C=23-27; D=20-22; F=0-21. Mastery will be set at 28/34 or higher.		

demonstrate mastery, and grading scale. A copy of the answer key and scoring rubric (whichever applicable) must be attached to the curriculum sample.	
Materials/Resources Needed	Overhead images of media related to 9/11 (for instruction and guided practice) Activity Handouts: Pledge of Allegiance and historical information regarding Pledge, a variety of visual images/art work from time period, evaluation activity worksheet Summative Assessment Handouts: Declaration of Independence, Internet access via school and/or home, evaluation of media assessment

- ***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, Standard (e.g., 6.EE.7). For HS Math, use Conceptual Category-Domain, Standard (e.g., A-REI.6). For Science, use Grade, Strand, Concept, PO (e.g., 4.1.3.1).*

Lesson (add as needed	**Instruction**	**Student Activities**
1	Explain concept of historical context (the impact of a time period on language/rhetoric and images behind historically significant documents and media). To demonstrate understanding of concepts, class will participate in verbal brainstorming the impact of 9/11 on laws, language/rhetoric, and images. Teacher and students will identify specific laws (e.g. Patriot Act, airline security, 9/11 images and examples of impact on rhetoric and visual media, like cultural sensitivities). On board, identify appeals, audiences, structure, form, and style used in examples provided by students in class discussion. Students will be encouraged to consider how they view and personally respond to media presented on overhead.	Individual activity: Students will journal on what they know of the historical significance of the Pledge of Allegiance and the time period in which it was written. Students will list at least three questions on what they want to learn about the Pledge and/or the time period in which it was written.
2	Review prior lesson and journal entry in preparation for activity.	Pair activity: Using an evaluation of media worksheet, students will discuss techniques used in the Pledge of Allegiance and one other related medium to identify appeal, audience, structure, form, style, and connect time period and events to rhetoric and visual images. Individual activity: Students will journal on what they learned, specifically answering their questions from prior journal entry.

Paste Summative Assessment Here:

Student will be provided with a copy of the Declaration of Independence. Students will be directed to use the Library of Congress web site (www.loc.gov) to locate relevant media. Student will find an alternative medium in the form of art, poetry, personal letters, music, etc. from the same time period to respond to the following questions.

Declaration of Independence	Other Medium Print out copy of source with URL or Print full URL here:_____ _____ _____
1. What are the key words and how do they inspire attention?	1. What are the key words or images and how do they inspire attention?
2. What is the appeal used? Explain why this appeal is effective.	2. What is the appeal used? Explain why this appeal is effective.
3. Who is the audience?	3. Who is the audience?
4. What is the form and style used?	4. What is the form and style used?
5. How does this document affect you personally?	5. How does this medium affect you personally?

Paste Answer Key/Scoring Rubric Here:

Declaration of Independence

	1	2	3	4
Key words	Student identifies key words.	Student identifies key words and provides basic explanation of how these inspire attention.	Student identifies key words and provides solid explanation of how these inspire attention.	Student identifies key words and provides a thorough explanation of how these inspire attention.
Appeal	Student does not demonstrate understanding of the appeal used.	Student identifies appeal and provides minimal explanation.	Student identifies appeal and provides sufficient explanation.	Student identifies appeal and provides a thorough, well-thought out explanation.
Audience	Student does not demonstrate an understanding of the audience.	Student identifies the audience.		
Form and Style	Student does not demonstrate an understanding of either form or style.	Student identifies either form or style.	Student identifies both form and style.	
Personal effect	Student provides minimal explanation of their personal effect.	Student provides a complete explanation of their personal effect.	Student provides a thorough explanation of their personal effect.	Student provides a thorough explanation of their personal effect with support from the text.

Other medium

	1	2	3	4
Key words	Student identifies key words.	Student identifies key words and provides basic explanation of how these inspire attention.	Student identifies key words and provides solid explanation of how these inspire attention.	Student identifies key words and provides a thorough explanation of how these inspire attention.
Appeal	Student does not demonstrate understanding of the	Student identifies appeal and provides minimal explanation.	Student identifies appeal and provides sufficient explanation.	Student identifies appeal and provides a thorough, well-thought out

	appeal used.			explanation.
Audience	Student does not demonstrate an understanding of the audience.	Student identifies the audience.		
Form and Style	Student does not demonstrate an understanding of either form or style.	Student identifies either form or style.	Student identifies both form and style.	
Personal effect	Student provides minimal explanation of their personal effect.	Student provides a complete explanation of their personal effect.	Student provides a thorough explanation of their personal effect.	Student provides a thorough explanation of their personal effect with support from the text/image/etc.

Each category is equally weighted. The highest possible score is 34 (17 points for each document), and the grades are as follows: A=30-34; B=28-29; C=23-27; D=20-22; F=0-21. Mastery will be set at 28/34 or higher.