Curriculum Sample Template
Max. 8 Pages

Grade Level	10	**Content Area**	Sophomore Humanities(English)
Course Title (grades 9-12 Only)	**Equal Treatment, Equal Access: Raising Awareness About People with Disabilities and Their Struggle for Equal Rights** source ADL website http://www.adl.org/education/curriculum_connections/fall_2005/fall_lesson_5_2005.asp?cc_section=lesson_5		

Length of Unit	5 Class periods in the Humanities Block	**Time of Year**	Block 2 of 10
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.*	The purpose of this Unit is for students to examine how past prejudicial attitudes and social exclusion of people with disabilities led to the rise of a nationwide, grassroots movement for the recognition of equal rights, equal access and equal treatment of people with disabilities. Students will consider how ablest assumptions are rooted in past stereotypical portrayals of disability, and will be challenged to reflect on their own assumptions and attitudes towards people with disabilities. Students will also learn about current day issues concerning the disability community, and will work in concert with disability advocates to take action in their own community on a disability rights issues. (Humanities Project)Students will analyze stereotypical portrayals of people with disabilities in the media from past to present. Students will consider the influence of age-old stereotypes of people with disabilities on current attitudes today. Students will examine their attitudes and assumptions towards people with disabilities Students will learn about the disability rights movement, and research the role of key leaders and organizations in the movement. Students will assess the accessibility of their school for the full inclusion of people with disabilities. Students will learn terminology and communication guidelines on disability. Students will research current issues facing the disability community, and take action in their community on a disability rights issue. The method of instruction is directly linked to Quadrant D emphasizing the application of higher levels of Blooms Taxonomy.		
Standard Number and Description *List the Number* and full description for the required Standard.*	**Reading** Reading for Integration of Knowledge and Ideas 10.RI.8 Delineate and evaluate the argument and specific claims in a text, assessing whether the reasoning is valid and the evidence is relevant and sufficient; identify false statements and fallacious reasoning		
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*	Students will write a paper that delineates and evaluates the arguments and specific claims in Sebelius's speech, *The 21st anniversary of theAmericans with Disabilities Act.* Has legislation helped people with disabilities?Students will analyze and evaluate whether Sebelius's reasoning is valid, her evidence is relevant and sufficient, and identify any false statements and fallacious reasoning she may have used in her speech.		

curriculum sample.	
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 demonstrate mastery, and grading scale. A copy of the answer key and scoring rubric (whichever applicable) must be attached to the curriculum sample.*	Teacher will score all papers. All students must achieve mastery with a score of 25 or higher. Exceeds=31-32 points Meets= 25-30 points Approaches=18-24 Falls Far Below=17 or lower. Feedback is given in one-to-one conferencing using the" Unit 2 Reading Rubric" If a student has not achieved mastery then peer collaboration with a student who has mastered the project takes place. Students who have not achieved mastery are given time to achieve mastery. No credit is given for scores below 25 (83%).
Materials/Resources Needed	Documents needed for particular days (listed in lessons), computers with Microsoft Office, Internet, students' USB portfolios and electric journals, cell phones with Internet for class blog, LED projector and screen, overhead/Elmo, Word Wall, chart, paper, markers rubrics for activities and writing rubric.

Equal Treatment, Equal Access: Raising Awareness About People with Disabilities and Their Struggle for Equal Rights		
The purpose of this lesson is for students to examine how past prejudicial attitudes and social exclusion of people with disabilities led to the rise of a nationwide, grassroots movement for the recognition of equal rights, equal access and equal treatment of people with disabilities. Students will consider how ablest assumptions are rooted in past stereotypical portrayals of disability, and will be challenged to reflect on their own assumptions and attitudes towards people with disabilities. Students will also learn about current day issues concerning the disability community, and will work in concert with disability advocates to take action in their own community on a disability rights issue.Students will analyze stereotypical portrayals of people with disabilities in the media from past to present. Students will consider the influence of age-old stereotypes of people with disabilities on current attitudes today. Students will examine their attitudes and assumptions towards people with disabilities. Students will learn about the disability rights movement, and research the role of key leaders and organizations in the movement. Students will assess the accessibility of their school for the full inclusion of people with disabilities. Students will learn terminology and communication guidelines on disability.		
Lesson (add as needed)	**Instruction**	**Student Activities**
1.	Begin the lesson with a journal assignment. Distribute copies of the Disability Culture Series: Disability Portrayal and the Media Today and Disability Glossary (Student Version) handouts for each student to read as a homework assignment, and ask students to respond to the following questions in their journals: (a)What kinds of stereotypes or assumptions have you heard about people with disabilities? (b) What have been some of your personal experiences with people with disabilities?	Students read Disability Culture Series: Disability Portrayal and the Media Today and Disability Glossary (Student Version)Students write in their electronic journal (a)What kinds of stereotypes or assumptions have you heard about people with disabilities? (b) What have been some of your personal experiences with people with disabilities? This is saved in their USB portfolios. Students finish assignment for homework.
2	Hold a class discussion using the following questions: What is a disability? What types of disabilities could a person have? What is the	Students blog on the questions What is a disability? What types of disabilities could a person have? What is the difference between a

	difference between a “disability” and a “handicap”? Explain to students that the word "handicap" was commonly used to refer to people with disabilities, but that it is an offensive term and should no longer be used. The origin of the word "handicap" is literally a person with "cap in hand", or beggar. Because of this negative association, it is disrespectful to call a person with a disability "handicapped". The more appropriate and respectful term is "person with a disability". Explain to students that a disability describes a person’s mental or physical impairment, whereas a handicap describes a barrier in the environment that limits that person’s opportunity to enjoy in everyday activities, such as not having ramps or elevators in a school for a student who uses a wheelchair. Distribute copies of the handout History of the Treatment of Disability Portrayed in Pictures and Words, 1849 – 1939 to each student. In their groups, ask students to analyze the images in the handout, and discuss one or more of the following questions. (a)What feelings or thoughts do these images evoke for you? (b) What are the messages being portrayed through these images? (c)Who is missing or not represented in these pictures? (d) What do these messages indicate about the treatment and perceptions of people with disabilities prior to 1940? (e) In what ways has the historical treatment of people with disabilities affected the attitudes and behaviors towards people with disabilities today? Hold a class discussion to review group responses to the questions listed above.	“disability” and a “handicap”? In collaborative groups, students read, History of the Treatment of Disability Portrayed in Pictures and Words, 1849 – 1939. Students analyze the images in the handout, and discuss one or more of the following questions. (a)What feelings or thoughts do these images evoke for you? (b) What are the messages being portrayed through these images? (c)Who is missing or not represented in these pictures? (d) What do these messages indicate about the treatment and perceptions of people with disabilities prior to 1940? (e) In what ways has the historical treatment of people with disabilities affected the attitudes and behaviors towards people with disabilities today? Students review group responses through a class discussion and by taking Cornell notes over the responses.
3	Start up - Slide Show - History of Disability Rights & Self-Determination in Pictures and Words (Post-1940). As students are viewing each image in the slide show, ask them to write down any words that come to mind to describe their thoughts and reactions to the images. Hold a class discussion using the following questions (and if possible, allow the last photograph of the slide show to remain displayed as students respond to the following questions): (a). What are the messages being portrayed through the words and images in these pictures, and how are they similar or different to those from 1849-1939? (b). How do the images in this slide show differ from decade to decade? (c. How do these	Students view Slide Show - History of Disability Rights & Self-Determination in Pictures and Words (Post-1940). While viewing each image in the slide show, students write down any words that come to mind to describe their thoughts and reactions to the images. Students blog on the following questions): (a). What are the messages being portrayed through the words and images in these pictures, and how are they similar or different to those from 1849-1939? (b). How do the images in this slide show differ from decade to decade? (c. How do these images portray a shift in attitudes from exclusion and charity, to self-determination and independence of people with disabilities? (d). In what

	images portray a shift in attitudes from exclusion and charity, to self-determination and independence of people with disabilities? (d). In what ways do these images challenge stereotypes about people with disabilities?	ways do these images challenge stereotypes about people with disabilities? For homework students write in their electronic journals responding to the following question: Are all buildings, classes, extracurricular activities and educational services accessible to people with disabilities in your school?
4	As a class group assignment, or as a journal assignment, distribute copies of the handout Assessing Your School Environment for Access to People with Disabilities for each student to read and review. Ask students to respond to the following question in their groups: Are all buildings, classes, extracurricular activities and educational services accessible to people with disabilities in your school? Explain to students that they are going to have an opportunity to study the evolution of the disability rights movement through the eyes of disability activists and the organizations that lobbied for key civil rights legislation for people with disabilities. Distribute the following handouts to each student: (a) Group Research Project: History of the Disability Rights Movement (b)Communication Guidelines on Disability Divide students into their original groups of four. Assign each group one of the following disability rights organizations to research (each group should research a different organization):a. Disabled in Action (1970) b. Center for Independent Living in Berkeley, California (1972)c. American Coalition of Citizens with Disabilities (1975-1983) d. Disability Rights Education and Defense Fund (1979) e. American Disabled for Accessible Public Transit (1983) f. World Institute on Disability (1983) In their groups, students should determine their timeline for conducting research and completing tasks as a group. Remind students to research any of the questions that remain unanswered from earlier in the lesson Once completed, have students prepare and present a 5 - 10 minute presentation of their individual group research projects. Groups should present in chronological order, following the development of the	Students work in collaborative groups. As a group assignment, students read:Assessing Your School Environment for Access to People with Disabilities for each student to read and review. Students respond to the following question in their groups: Are all buildings, classes, extracurricular activities and educational services accessible to people with disabilities in your school? Students will study the evolution of the disability rights movement through the eyes of disability activists and the organizations that lobbied for key civil rights legislation for people with disabilities. Each student receives copies: (a) Group Research Project: History of the Disability Rights Movement (b)Communication Guidelines on Disability Students return to their collaborative groups. Each group is assigned one of the following disability rights organizations to research:a. Disabled in Action (1970) b. Center for Independent Living in Berkeley, California (1972)c. American Coalition of Citizens with Disabilities (1975-1983) d. Disability Rights Education and Defense Fund (1979) e. American Disabled for Accessible Public Transit (1983) f. World Institute on Disability (1983) In their groups, students determine their timeline for conducting research and completing tasks as a group. Remind students to research any of the questions that remain unanswered from earlier in the lesson. Students prepare and present a 5 - 10 minute presentation of their individual group research projects. Groups should present in chronological order, following the development of the disability rights

	disability rights movement and the founding of the disability rights organizations listed above. (Allow three days for the presentation)	movement and the founding of the disability rights organizations listed above. Students take Cornell notes.
5	Give students a copy of a speech, *The 21st Anniversary of the Americans with Disabilities Act,delivered by* Kathleen,Sebelius, and Secretary of U.S. Department of Health and Human Services on July 26, 2011, in Washington, D.C. www.hhs.gov/secretary/about/speeches/sp20110726.html In her speech, *The 21stAnniversary of theAmericans with Disabilities Act*, Secretary of U.S. Department of Health and Human Services, Kathleen Sebelius, gives a timeline that shows the benefits to people with disabilities. "She ends her speech," So, even as we look back with pride and joy at everything that we've accomplished in the last 21 years; I know we are also looking forward. We must continue to ask what steps we can take to make the vision of/the Americans with Disabilities Act a reality." Are the claims in the text credible? Is her reasoning valid and her claims sufficient? Assign the paper: Students will write a paper that delineates and evaluates the arguments and specific claims in Sebelius's speech, *The 21st anniversary of theAmericans with Disabilities Act*. Has legislation helped people with disabilities?Students will analyze and evaluate whether Sebelius's reasoning is valid, her evidence is relevant and sufficient, and identify any false statements and fallacious reasoning she may have used in her speech. Provide a copy of the rubric.	Students read a copy of a speech,*The 21st Anniversary of the Americans with Disabilities Act,delivered by* Kathleen,Sebelius, Secretary of U.S. Department of Health and Human Services on July 26, 2011, in Washington, D.C www.hhs.gov/secretary/about/speeches/sp20110726.html

Summative Assessment

Write a paper that evaluates and analyzesSebelius's speech, *The 21st anniversary of theAmericans with Disabilities Act*. Has legislation helped people with disabilities?Explain her main points and determine if her assumptions are true, her evidence is convincing and if there are any statements that you determine are not accurate or poorly supported. Use the Unit 2 Reading Rubric to guide your work.

Paste Answer Key/Scoring Rubric Here:

Teacher will score all papers. All students must achieve mastery with a score of 25 or higher. Exceeds=31-32 points Meets= 25-30 points Approaches=18-24 Falls Far Below=17 or lower. Feedback is given in one-to-one conferencing using the" Unit 2 Reading Rubric" If a student has not achieved mastery then peer collaboration with a student who has mastered the project takes place. Students who have not achieved mastery are given time to achieve mastery. No credit is given for scores below 25 (83%).

Unit 2 Reading Rubric

Equal Treatment, Equal Access: Raising Awareness About People with Disabilities and Their Struggle for Equal Rights

Students will write a paper that delineates and evaluates the arguments and specific claims in Sebelius's speech, *The 21st anniversary of theAmericans with Disabilities Act.* Has legislation helped people with disabilities?

Rubric Component	Exceeds 4	Meets 3	Approaches 2	Falls Far Below 1
Identifies and summarizes the problem/question at issue.	Accurately identifies the problem/question and provides a well-developed summary.	Accurately identifies the problem/question and provides a brief summary.	Identifies the problem/ question and provides a poor summary or identifies an inappropriate problem/question.	Does not identify or summarize the problem/question accurately if at all.
Identifies and assesses the quality of supporting data/evidence	Provides a well-developed examination of the evidence and questions its accuracy, relevance, and completeness. Clearly distinguishes between fact and opinion.	Examines evidence and questions the quality. Distinguishes between fact and opinion.	Merely repeats information provided. Does not justify position or distinguish between fact and opinion.	Does not identify or assess the quality of supporting evidence.
Identifies and considers the influence of the context on the issue	Accurately identifies and provides a well-developed explanation of contextual issues with a clear sense of scope.	Accurately identifies and provides an explanation of potential contextual issues.	Does not explain contextual issues; provides inaccurate information; or merely provides a list.	Does not identify or consider any contextual issues.
Demonstrates higher level thinking by interpreting the author's meaning or the potential bias	Accurately identifies the author's meaning and/or potential bias and provides a well-developed explanation.	Accurately identifies meaning and/or bias and provides a brief explanation.	Does not explain, provides inaccurate information, or merely lists potential bias or inferred meanings.	Does not explain, provides inaccurate or little information.

Identifies and evaluates conclusions, implications, and consequences	Accurately identifies conclusions, implications, and consequences with a well-developed explanation. Provides an objective reflection of own assertions.	Accurately identifies conclusions, implications, and consequences with a brief evaluative summary.	Does not explain, provides inaccurate information, or merely provides a list of ideas; or only discusses one area.	Does not identify or evaluate any conclusions, implications or consequences.
Content and Development a. student will introduce a topic; organize complex ideas, concepts, and information to make important connections and distinctions; include formatting (e.g., headings), graphics (e.g., figures, tables), and multimedia when useful to aiding comprehension	Uses academic English, excels in responding to assignment, interesting, demonstrates sophistication of thought, central idea/thesis is clearly communicated and worth developing, recognizes some complexity of its thesis: may acknowledge its contradictions, qualifications, or limits and follow out their logical implications. Understands and uses effective examples and details, chooses words for their precise meaning and uses an appropriate level of specificity. Sentence style fits paper's audience and purpose. Sentences are varied, yet clearly structured and carefully focused, not long and rambling.	Uses academic English, a solid paper, responding appropriately to assignment, clearly states a thesis/central idea, but may have minor lapses in development, begins to acknowledge the complexity of central ideas, but may not evaluate them critically. Attempts to define terms, not always successfully, language is clear and precise; sentences display consistently strong, varied structure.	Does not use academic English, Content is not comprehensive, major points are addressed, but not well supported, language lacks clarity	Does not respond to the assignment, lacks a thesis or central idea, and may neglect to use examples or supporting details where necessary, content is incomplete, major points are not clear and /or persuasive, contains many awkward sentences, misuses words, employs inappropriate language, language impedes clarity
Organization and Structure b. Student will develop the topic with well-chosen, relevant, and sufficient facts, extended definitions, concrete details, quotations, or other information and examples appropriate to the	Paper follows designated guidelines, uses evidence appropriately and effectively, providing sufficient evidence and explanation to convince, uses. proper citations/footnotes	Paper follows designated guidelines. For the most part, uses evidence appropriate and effectively, providing sufficient evidence and explanation to convince, uses. proper citations/footnotes	Writer uses generalizations to support points, uses examples, but they may be obvious or not relevant, often depends on unsupported opinion or personal experience, or assumes that evidence speaks for itself, incomplete citations/footnotes,	Uses irrelevant details or lacks supporting evidence entirely, may be unduly brief, contains no proper citations/footnotes, evidence of research is insufficient for the paper size

audience's knowledge of the topic. c. Student will use appropriate and varied transitions to link the major sections of the text, create cohesion, and clarify the relationships among complex ideas and concepts. d. Student will use precise language and domain-specific vocabulary to manage the complexity of the topic. e. Student will establish and maintain a formal style and objective tone while attending to the norms and conventions of the discipline in which they are writing. f. Student will provide a concluding statement or section that follows from and supports the information or explanation presented (e.g., articulating implications or the significance of the topic)			often has lapses in logic, some formatting guidelines are followed.	
Grammar, Punctuation, and Spelling(a 4 is mandatory**)**	Peer/spell-checked, free of spelling, punctuation, and grammatical errors	(a 4 is mandatory)	(a 4 is mandatory)	(a 4 is mandatory)