Curriculum Sample Template
Max. 8 Pages

Grade Level	11	**Content Area**	Junior Humanities Block (English)
Course Title (grades 9-12 Only)	**Washington's *Farewell Speech* Current or Outdated, Influential or Irrelevant?**		
Length of Unit	5 lessons, 9 class periods	**Time of Year**	Block 6 of 10
Expected Prior Knowledge *The knowledge/skills mastered earlier in the year foundational to the mastery of the required Standard in the current sample.*	Students finished the unit on Speeches and Speech Making. Students have a broad overview of important speeches in the world that spoke to the needs and changes of the times. Students studied the structure and standards of good speeches and practiced delivery of parts of their favorite speeches. In studying George Washington's *Farewell Speech*, ample, appropriate contextual information was covered before during and after the time the speech was given: Students received sufficient background information regarding the questions of "Why government?", "Why government by consent?", "George Washington and religious liberty, problem of slavery, the Rule of Law, and civic virtue". Understands how the world is organized politically. An emphasis was placed of the study and understanding of foreign policy. Students finished the Unit on Persuasion that included pathos, ethos and logos, propaganda, a study of fact and opinion; it included delineating and evaluating the reasoning in seminal U. S. texts, including the application of constitutional principles and use of legal reasoning and the premises purposes, and arguments in works of public advocacy. This prepared the students to delineate and evaluate Washington's *Farewell speech to the Virginia Convention, 1776.* Students have ongoing familiarity with the requirements and standards for Pair/Share and Collaborative groups, Socratic Circles; Prezi's and have already created a class blog for discussion purposes and AVID reading and writing strategies.		
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.*	In this lesson students will connect George Washington's *Farewell Address* to later presidential foreign policy messages. Groups of students will then investigate excerpts from later presidential foreign policy messages. The groups will compare and contrast their assigned document with Washington's *Farewell Address* and present their findings to the class. In closing the class will conduct a Socratic Seminar analyzing past U.S. policy and chart a course for future U.S. foreign policy. They will develop a brochure that compares/contrasts Washington's stand on foreign policy with other presidents thus addressing the higher level taxonomy and application of critical thinking skills.		
Standard Number and Description *List the Number* and full description for the required Standard.*	**11.RI.8** Reading for Integration of Knowledge and Ideas#8- Delineate and evaluate the reasoning in seminal U. S. texts, including the application of constitutional principles and use of legal reasoning (e.g., in U.S. Supreme Court majority opinions and dissents) and the premises, purposes and arguments in works of public advocacy (e.g. The Federalist, presidential addresses).		
Summative Assessment *Describe a cumulative and comprehensive*	Each student creates a brochure that 1) summarizes the key points of *George W. Bush's 2003 State of the*		

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.	*Union Address* and 2) compares and contrasts George Washington's stand on foreign policy with those of President Bush. 3) Shows evidence of reading for integration and key ideas. 4) delineates and evaluates the reasoning in the speech 5) shows the application of constitutional principles 6) use of legal reasoning and the premises, purposes and arguments in works of public advocacy. Student uses the rubric provided to guide his or her work. Student posts the brochure to his or her USB portfolio.
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 brochures. All students must achieve mastery with a score of 17 (85%) or higher. Exceeds=20 points Meets=17-19 points Approaches=16-15 Falls Far Below=15 or lower. Feedback is given in one-to-one conferencing using the "Reading Rubric for Unit 2" " Students who have not achieved mastery will be given time to achieve mastery level. Teacher will mentor student(s)
Materials/Resources Needed	A copy of the following texts: Washington's *Farewell Address*, *Monroe Doctrine, Roosevelt Corollary, Wilson's Fourteen Points, Truman Doctrine, Kennedy's Inaugural Address* Rubrics for the Socratic seminar and class blog, The Document Analysis Worksheet (DAW) of the National Archives http://www.archives.gov/education/lessons/worksheets/index.html, YouTube video version of Washington's *Farewell Address* http://www.youtube.com/watch?v=v4rE9IkieUg, Washington's foreign policy American President A Reference Resource http://millercenter.org/president/washington/essays/biography/5, computers with Microsoft Office, Publisher, Internet, students' USB portfolios.

* ***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).*

Washington's *Farewell Speech* Current or Outdated, Influential or Irrelevant		
In this lesson students will connect George Washington's *Farewell Address* to later presidential foreign policy messages. As a group the class will discuss the influence Washington's message had on the nation and its posterity. Groups of students will then investigate excerpts from later presidential foreign policy messages. The groups will compare and contrast their assigned document with Washington's *Farewell Address* and present their findings to the class. In closing the class will conduct a Socratic Seminar analyzing past U.S. policy and chart a course for future U.S. foreign policy.		
Lesson (add as needed)	**Instruction**	**Student Activities**
1	Myth v Fact: Ask students what they remember about George Washington's life Remind students that George Washington lived sixty-seven years. Give a mini lesson on the impact of Washington	Students blog what they remember about George Washington's life Students take Cornell notes over mini-lecture

	Students view the YouTube video version of Washington's *Farewell Address* http://www.youtube.com/watch?v=v4rE9IkieUg Students receive a copy of the text of Washington's *Farewell Address.* Teacher reviews the AVID strategy "Charting the Text." Teacher and class discuss the main ideas that they have underlined or highlighted.	Students view the YouTube video version of Washington's *Farewell Address* http://www.youtube.com/watch?v=v4rE9IkieUg Students receive a copy of the text of Washington's *Farewell Address.* They fill out the AVID graphic organizer "Charting the Text." Students pair/share their notes noting the most important concepts and statements they have found and highlighted or underlined. The class blogs their findings.
2	Provide copies of background materials for students to review Washington's foreign policy read American President A Reference Resource http://millercenter.org/president/washington/essays/biography/5 Students re read *Washington's Farewell Address* and are asked to locate the section of the speech that deals with his views on foreign policy. "...The Great rule of conduct for us, in regard to foreign Nations is in extending our commercial relations to have with them as little *political* connection as possible. So far as we have already formed engagements let them be fulfilled, with perfect good faith. Here let us stop . . . Tis our true policy to steer clear of permanent Alliances, with any portion of the foreign world. So far, I mean, as we are now at liberty to do it, for let me not be understood as capable of patronizing infidelity to existing engagements (I hold the maxim no less applicable to public than to private affairs, that honesty is always the best policy). I repeat it therefore; let those engagements be observed in their genuine sense. But in my opinion, it is unnecessary and would be unwise to extend them. Taking care always to keep ourselves, by suitable establishments, on a respectably defensive posture, we may safely trust to temporary alliances for extraordinary emergencies."George	Students locate, read and take Cornell notes over Washington's foreign policy. They read American President A Reference Resource http://millercenter.org/president/washington/essays/biography/5 and the part of the speech that deals with his views on foreign policy. They sum up his stand on foreign policy. Students will divide into 5 collaborative groups. Students will refer to their AVID graphic organizer "Studying the Historical and Rhetorical Contexts that they created in U.S. History that each

	Washington says *to expand our trading relations* with other nations, but have as *little political connection* as possible with foreign nations. Provide students with excerpts from the following texts: *Monroe Doctrine* *Roosevelt Corollary* *Wilson's Fourteen Points* *Truman Doctrine* *Kennedy's Inaugural Address* Teacher models how to analyze evidence for Washington's Inaugural Address	student did over the five presidents. Each group will receive excerpts from the following texts: *Monroe Doctrine* *Roosevelt Corollary* *Wilson's Fourteen Points* *Truman Doctrine* *Kennedy's Inaugural Address* Homework each student completes an AVID graphic organizer, "Analyzing Evidence" for each of the 5 documents
3	Teacher processes homework and gives a mini lecture that compares and contrasts Washington's stand on foreign policy with those of the other presidents. Discuss and complete the "Document Analysis Worksheet (DAW)" of the National Archives http://www.archives.gov/education/lessons/worksheets/index.html After the discussion the class answers the question: How has Washington's *Farewell Address* enhanced or contributed to Washington's legacy? Students present their findings.	Students take Cornell notes over the mini lecture and add to their homework notes. Students will divide into 5 collaborative groups to read, to discuss and to complete the "Document Analysis Worksheet (DAW)" of the National Archives. Student groups will present a 2-3 minute Prezi that compares and/or contrasts with Washington's stand on foreign policy with those of the other presidents Students present their 2-3 minute Prezi's. Students take Cornell notes.
4	Students summarize key points from all presentations in preparation for Socratic Seminar and assignment. The rubric for preparing a chart is provided. Students ask questions about the Chart Project (Allow 3 days for students to complete the brochure in class and for homework.)	Each student creates a well-documented chart that summarizes the key points of the *Monroe Doctrine*, *Roosevelt Corollary*, *Wilson's Fourteen Points*, *Truman Doctrine, and Kennedy's Inaugural Address.* The brochure will compare George Washington's stand on foreign policy with those of *George W.*

	For homework, students review notes, re-read texts for Socratic Seminar.	*Bush's 2003 state of the Union Address.* Students will blog about the rubric and project for understanding and clarity. For homework, students review notes and re-read texts for Socratic Seminar.
5	In a Socratic Seminar, students will discuss the following questions: 1. What has Washington's influence on U.S. policy been throughout history? 2. How closely has the U.S. followed Washington's advice? 3. Should the U.S. follow Washington's advice in the future? 4. What legacy did George Washington leave in terms of American foreign policy?	In a Socratic Seminar, students will discuss the following questions: 1. What has Washington's influence on U.S. policy been throughout history? 2. How closely has the U.S. followed Washington's advice? 3. Should the U.S. follow Washington's advice in the future? 4. What legacy did George Washington leave in terms of American foreign policy?
6	Teacher assigns the assessment and goes over rubric and standard. Create a brochure that 1) summarizes the key points of *George W. Bush's 2003 State of the Union Address* and 2) compares and contrasts George Washington's stand on foreign policy with those of President Bush. Use the rubric provided to guide your work. Post your brochure to his or her USB portfolio and be prepared to present the final work to the class Teacher will monitor students in creating the brochure. Over a three day period while in class and for homework, students will complete their brochure. Students will post their brochure in their USB portfolio. (Allow three days for the assignment to be completed. Teacher will evaluate brochures and provide final feedback.	Students go over assessment prompt: Create a brochure that 1) summarizes the key points of *George W. Bush's 2003 State of the Union Address* and 2) compares and contrasts George Washington's stand on foreign policy with those of President Bush. Use the rubric provided to guide your work. Post your brochure to your USB portfolio and be prepared to present the final work to the class. Over a three day period while in class and for homework, each student will complete his/her brochure. Students will post their brochures in their USB portfolio.

Paste Summative Assessment Here:

Each student creates a brochure that 1) summarizes the key points of *George W. Bush's 2003 State of the Union Address* and 2) compares and contrasts George Washington's stand on foreign policy with those of President Bush. 3) Shows evidence of reading for integration and key ideas. 4) delineates and evaluates the reasoning in the speech 5) shows the application of constitutional principles 6) use of legal reasoning and the premises, purposes and arguments in works of public advocacy. Student uses the rubric provided to guide his or her work. Student posts the brochure to his or her USB portfolio.

Paste Answer Key/Scoring Rubric Here:

Teacher will score all brochures. All students must achieve mastery with a score of 17 (85%) or higher. Exceeds=20 points Meets=17-19 points Approaches=16-15 Falls Far Below=15 or lower. Feedback is given in one-to-one conferencing using the "Reading Rubric for Unit 2" " Students who have not achieved mastery will be given time to achieve mastery level. Teacher will mentor student(s).

Reading Rubric for Unit 1: Washington's *Farewell Speech* Current or Outdated, Influential or Irrelevant?					
Score	**Content**	**Organization**	**Development**	**Style**	**Correctness**
Exceeds 4	Response to topic is insightful and original. Brochure reflects depth of thought. Excellent analysis of reading is evident.	Information sequence is logical; transitions clarify relationships of ideas.	Information is unified and coherent. Ideas are well-developed with significant and persuasive evidence. Relevant points are skillfully integrated.	Points are skillfully constructed, varied, and distinctive. Word choice is fresh and precise. Chart is well constructed visually appealing.	Consistent use of standard grammar, punctuation, and spelling.

Meets 3	Response to topic is thoughtful, and purpose is clear. Close reading is evident.	Points are focused. Sequence of information is logical; transitions are generally smooth.	Information is unified and coherent. Points are developed with effective evidence and support. Points are generally relevant and well integrated.	Points are generally concise, varied, and fluent. Graph is well constructed, neat.	Mandatory score of 4
Approaches 2	Response to topic is appropriate but needs more sustained thinking. Brochure is not fully developed. Analysis of reading is superficial.	Organization is apparent but not consistent.	Points are generally developed but have occasional lapses in coherence or unity. Some ideas may be underdeveloped; some key points may need support. Adequate attempt is made to incorporate quotes.	Points are appropriate but may show little complexity or variety and some awkwardness. Word choice is generally clear and idiomatic with occasional vague or inappropriate wording. Graphics are not well constructed, no visual appeal.	Mandatory score of 4

Falls Far Below 1	Topic is addressed inadequately. Ideas lack development. Understanding of reading is not demonstrated. Inappropriate topic. Little thought evident.	Organization is haphazard; information is illogical. Some points are repetitive or irrelevant.	Information lacks coherence and is too brief. Ideas are overly generalized, ramble, and lack supporting details. Points made are insufficient, excessive, or inaccurate. Short, undeveloped points. No transitions. Incoherence. Some points are inappropriate, inaccurate, or absent.	Awkward wording, obscure train of thought. Word choice is vague, repetitive, incorrect, and unidiomatic. Excessive slang. Awkward and obscure train of thought. Word choice is vague and repetitive, incorrect. Excessive slang. Brochure is poorly constructed with little design appeal.	Repeated grammatical and other serious errors. Serious deviations.