Curriculum Sample Template
Max. 8 Pages

Grade Level	9	**Content Area**	Humanities Block -English (Writing)
Course Title (grades 9-12 Only)	**This I Believe: Analyzing and Responding to Eli Wiesel's 1986 Nobel Peace Prize Acceptance Speech**		
Length of Unit	4 lessons, 7 class periods in Humanities Block.	**Time of Year**	Block 3 of 10 After reading *Night* and studying persuasion.
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 Eli Wiesel's book, *Night*. Students had ample contextual information covered before during and after reading the book.Students received sufficient background information regarding the liberation of Buchenwald concentration camp, used credible resources to learn about the Holocaust, viewed the PBS biography video *Eli Wiesel: First Person Singular* and were given links to additional resources. Colors and symbols of stigmatization were studied as the students researched the different colors and symbols used to symbolize the Nazi party's list of undesirable people. The students gained an understanding of how other people can arbitrarily judge other people as inferior. This provided students with a deeper context with which to delineate and evaluate the argument and specific claims in the text of Eli Wiesel's Acceptance speech for the Nobel Peace Prize in 1986. 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 argument and specific claims in a text, assessing whether the reasoning is valid and the evidence is relevant and sufficient; and to recognize when irrelevant is introduced. This prepared the students to delineate and evaluate Eli Wiesel's 1986 Nobel Prize Acceptance Speech. Students have ongoing familiarity with the requirements and standards for pair/share and collaborative groups, Socratic Circles, Word Wall, charts, Cornell notes, AVID reading and writing strategies, *True Colors* and have already created a class blog for discussion purposes.		
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.*	Students use collaborative groups, pair/share, class blog, Socratic circles, and AVID writing strategies to use higher order thinking to analyze and respond to Eli Wiesel's 1986 Nobel Peace Prize Acceptance Speech to address Quadrant D expectations. Each student will write an informative/explanatory essay to examine and convey complex ideas, concepts, and information clearly and accurately through the effective selection, organization, and analysis of contentas they continue to educate themselves about the consequences of bigotry and hatred so that never again will anyone suffer the atrocity, the injustice and the agony of the Holocaust.		

Standard Number and Description *List the Number* and full description for the required Standard.*	**Writing** 9.W.2 Write informative/explanatory texts to examine and convey complex ideas, concepts, and information clearly and accurately through the effective selection, organization, and analysis of content a. 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. b. Develop the topic with well-chosen, relevant, and sufficient facts, extended definitions, concrete details, quotations, or other information and examples appropriate to the audience's knowledge of the topic. c. 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. Use precise language and domain-specific vocabulary to manage the complexity of the topic. e. 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. 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)
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.*	Each student will write an informative essay that explains and supports his/her personal philosophy and core values that guide his/her daily life and submit it to NPR's *This I believe*. Each student will use the rubric provided to guide the work.
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 10 or higher. Exceeds=12 points Meets= 10-11 points Approaches=8-9 Falls Far Below=7 or lower. Feedback is given in one-to-one conferencing using the writing 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. Teacher will mentor student(s).
Materials/Resources Needed	Computers, Microsoft Office, Internet, LED Projector and screen, markers, colored pencils, paper, handouts with resources, graphic organizers, copies of Eli Wiesel's 1986 Nobel Peace Prize Acceptance Speech, class blog, cell phones, Word Wall, rubrics.

* ***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)*

This I Believe Analyzing and Responding to Eli Wiesel's 1986 Nobel Peace Prize Acceptance Speech		
In this unit, students use collaborative groups, pair/share, class blog, Socratic circles, and AVID writing strategies to use higher order thinking to analyze and respond to Eli Wiesel's 1986 Nobel Peace Prize Acceptance Speech. Each student will write an informative/explanatory essay to examine and convey complex ideas, concepts, and information clearly and accurately through the effective selection, organization, and analysis of content as the student continues to educate himself/herself about the consequences of bigotry and hatred so that never again will anyone suffer the atrocity, the injustice and the agony of the Holocaust.		
Lesson (add as needed)	**Instruction**	**Student Activities**
1.	Socratic Circle	Students participate in a Socratic Circle. They discuss the beliefs and values found in Eli Wiesel's acceptance speech.
2	Teacher states the standard and asks students for examples of when they might need to apply this standard. Teacher prepares students for writing assessment. Teacher reviews Socratic Circle discussion points. Teacher reviews the aspects of *True Colors* as transition into homework assignment.	Students brainstorm ways to use the standard. Each student writes a short summary of the Socratic Circle discussion. For homework, students will list on paper some of their beliefs and values that they learned when using *True Colors.* They will make a graphic organizer of beliefs and values found in Eli Wiesel's acceptance speech by creating their own categories.
3	Teacher hands out a copy of the essay for students to read. Teacher plays Wiesel's essay, *A God who Remembers,* written for NPR's *This I Believe.* Teacher models how to understand the essay by using the Avid strategy, Charting the Text. Teacher opens up class blog to share students' work and ideas. Teacher assigns other essays to "Chart the Text" for understanding of beliefs and core values and how to select important details,	As a class, students will listen to Wiesel's essay, *A God who Remembers,* written for NPR's *This I Believe* Students will "Chart the Text" for understanding. Students will discuss the beliefs and values expressed in the essay through the class blog. For homework, Students will access, read, and Chart the Text" for each of the following essays from NPR, This I Believe

	quotes, and facts. Teacher processes homework through small collaborative group discussion and then introduces NPR and its program, *This I Believe (*Based on a 1950s radio program of the same name, Americans from all walks of life share the personal philosophies and core values that guide their daily lives.) Teacher provides individual feedback to students on their homework assignments. To prepare the students for the writing prompt, the teacher goes over the writing (9.W.2) standard. The teacher uses the Avid strategy "Responding to a Writing Task"; practicing strategies that allow students more practice in analyzing a prompt. Teacher assigns homework using the AVID strategy "Responding to a Writing Prompt." Teacher reviews and responds to homework assignment.	Joel Schmidt: *Resilience Is a Gift* Roald Hoffmann: *The Tense Middle* Elvia Bautista: *Remembering All the Boys* Students share their homework within small collaborative groups. Students not only share their findings but talk about the process and what helped each one to arrive at their conclusions. Students review the writing (9.W.2) standard for clarification and focus. Students use the AVID graphic organizer, "Analyzing a Prompt as they read the writing prompt: Write an essay that explains and supports your personal philosophy and core values that guide your daily life and submit it to NPR's *This I believe.* For homework each student fills out the AVID graphic organizer, Responding to a Writing Prompt."
4	Teacher provides rubric assessment for students. Teacher leads the students through the specifics for writing the essay Writing Prompt: Write an essay that explains and supports your personal philosophy and core values that guide your daily life and submit it to NPR's *This I believe.* The essay follows these guidelines the standards and NPR: • Please limit your essay to approximately 500 words. • Tell a story that illustrates how your personal belief was shaped. • Please refrain from writing an opinion piece about a public issue. We want the story of your belief, not an editorial about a current event.	In collaborative groups Students discuss rubric assessment for clarification and focus. Students will access the NPR website and go over the *Essay Submission Form (*http://thisibelieve.org/agree/) and *This I Believe Essay-Writing Guidelines (*thisibelieve.org/guidelines/) and the submission agreement.

	• Tell us what you *do* believe, not what you don't believe. • Read our essay-writing guidelines. • Proofread your essay before you submit it, as we do not accept corrections or changes after we receive your essay. Teacher monitors during this time. Students are allowed 3 days to write their essays and submit them to NPR. Prepare the class to submit their essays.	Each student follows the writing process (prewriting activities, rough drafts, revisions, and final copy). The student uses the rubric assessment to guide the process.
5	Teacher evaluates the essays. Teacher helps the students plan a Public presentation of their "This I Believe Essays"	Each student shares the completed essay with his/her parents/guardians. They read the submission agreement. The parents/guardians approves sharing their essays with NPR. Students work in collaborative groups to plan their presentation of their 'This I Believe Essays." For a public forum night at school.

Summative Assessment

Each student will write an informative essay that explains and supports their own personal philosophy and the core values that guide his or her daily life. Each essay will be submitted to NPR's *This I Believe.* Use the rubric provided to guide the work and follow the requirements from *This I Believe* listed below. Teacher will grade the essay. Parent/guardian will need to read, approve and then submit the work to *This I Believe*. Each student will place the final essay in his or her USB portfolio.

The *This I Believe* requirements are:

Please limit your essay to approximately 500 words.

Tell a story that illustrates how your personal belief was shaped.

Please refrain from writing an opinion piece about a public issue. We want the story of your belief, not an editorial about a current event.

Tell us what you *do* believe, not what you don't believe.

Read our essay-writing guidelines.

Proofread your essay before you submit it, as we do not accept corrections or changes after we receive your essay.

Paste Answer Key/Scoring Rubric Here:

Teacher will score all papers. All students must achieve mastery with a score of 10 or higher. Exceeds=12 points Meets= 10-11 points Approaches=8-9 Falls Far Below=7 or lower. Feedback is given in one-to-one conferencing using the writing 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. Teacher will mentor the student(s).

Writing Rubric				
Prompt: Write an essay that shares and supports your personal philosophy and the core values that guide your daily life and submit it to NPR's *This I Believe* **Teacher will score all papers**. All students must achieve mastery with a score of 10 or higher. Exceeds=12 points Meets= 10-11 points Approaches=8-9 Falls Far Below=7 or lower. Students who have not achieved mastery are given time to achieve mastery. Teacher will mentor student(s).				
Rubric Component	**Exceeds** **4**	**Meets** **3**	**Approaches** **2**	**Falls Far Below** **1**
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 are 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	Paper follows designated guidelines, uses evidence appropriately and	Paper follows designated guidelines. For the most part,	Writer uses generalizations to	Uses irrelevant details or lacks supporting

with well-chosen, relevant, and sufficient facts, extended definitions, concrete details, quotations, or other information and examples appropriate to the 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)	effectively, providing sufficient evidence and explanation to convince. Uses proper citations/footnotes. Uses varied transitions among ideas and concepts. Uses precise and domain-specific vocabulary accurately. Ideas are organized into coherent paragraphs with strong introduction, clear thesis and meaningful conclusion.	uses evidence appropriate and effectively, providing sufficient evidence and explanation to convince. Uses proper citations/footnotes. Uses varied transitions to link major sections of the text. Uses precise and domain-specific vocabulary. Ideas are organized and have a logical introduction, body and conclusion.	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. Often has lapses in logic. Some formatting guidelines are followed. Transitions are simplistic and provide weak connections. Uses some domain-specific vocabulary and precise language. Provides a sense of introduction, body and conclusion.	evidence entirely. May be unduly brief. Contains no proper citations/footnotes, Evidence of research is insufficient for the paper size. Does not use transitions to connect ideas. Does not use precise language and domain-specific vocabulary. Lacks coherence in organizing ideas and misses introduction, body or conclusion.
Grammar, Punctuation, and Spelling (a 4 is mandatory)	Free of spelling, punctuation, and grammatical errors. Demonstrates grade level appropriate conventions.	(a 4 is mandatory)	(a 4 is mandatory)	(a 4 is mandatory)