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Course Title (grades 9-12 Only)	**Washington's *Farewell Speech* Current or Outdated, Influential or Irrelevant?**		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	Unit 2 5 Lessons across 14 periods (note: This unit parallels and follow Unit 1)	**Time of Year**	Block 7 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 had 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 with historical context and 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, works cited and internal citations.		
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. 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. Each student will write an essay that examines Washington's stand on foreign policy with another president.		
Standard Number and Description *List the Number* and full description for the required Standard.*	11. 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 so that each new element builds on that which precedes it to create a unified whole; include formatting (e.g., headings), graphics (e.g., figures, tables), and multimedia when useful to aiding comprehension. b. Develop the topic thoroughly by selecting the most significant and relevant 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 and syntax 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 and techniques such as metaphor, simile, and analogy 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 essay titled, "Washington's *Farewell Speech* Current or Outdated, Influential or Relevant?" Examine conflicts with core democratic values. The essay will analyze Regan's Berlin speech, *Tear Down that Wall* and explore the ways in which U.S. foreign policy was approached in comparison to Washington's *Farewell Address to the Virginia Convention.* As conflicts with core democratic values are discussed students will answer the question: Should the U.S. follow Washington's advice in the future? Students will use the Writing Rubric for Unit 1 as a guide to expectations and mastery. Essays must include all elements of the writing standard. Students who do not achieve mastery will be required to rewrite an essay. Teacher will mentor student(s).
Scoring Scale and Ma Using their notes from the Socratic Seminar and their brochure, students will write an essay that will examine and convey complex ideas, concepts, and information clearly and accurately through the effective selection, organization, and analysis of content. Students will choose from the following topics from the Socratic Seminar for their essay: Should the U.S. follow Washington's advice in the future? **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 essays. All students must achieve mastery with a score of 10 (83%) 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 usingthe "Writing Rubric for Unit 2. Students will use the Writing Rubric for Unit 1 as a guide to expectations and mastery. Essays must include all elements of the writing standard. Students who do not achieve mastery will be required to rewrite an essay. 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*, and George W. Bush's *State of the Union 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, Internet, students' USB portfolios. Regan's Berlin 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, 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	Teacher reviews important points from what students know. Teacher checks prior knowledge: sufficient background with historical context and 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". Understanding how the world is organized politically. An emphasis is placed on the study and understanding of foreign policy.	Students review key points about George Washington with notes from previous unit(s).Students use the classroom blog to discuss the following questions: 1) How has the U.S. influenced other nations and how have other nations influenced American politics and society? 2) What legacy did George Washington leave in terms of American foreign policy?
	Teacher presents the text. 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 read the text and highlight or underline the key points in the address. Students use AVID reading strategy and complete graphic organizer, " Teacher reviews "Charting the Text" Teacher facilitates the discussion. The class discusses the main ideas that they have highlighted. (allow 2	Students participate in activities using Cornell notetaking. 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 use the AVID reading strategy "Charting the Text" to read the text and highlight or underline the key points in the address.

	days for this) Teacher presents the writing standard and rubric. Teacher reviews the elements of good writing and emphasizes the purpose. Presents examples of effective transitions, statements and conclusions for review.	
2-4	Teacher monitors practice of transitions and conclusions by conducting writer workshop sessions with each student. Students will receive feedback to edit and strengthen their essay. Assign one essay with emphasis on use of transitions and one with emphasis on writing effective conclusions. (Allow two days for this.) Teacher provides 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 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 presidential texts to read and understand using the AVID reading strategy, "Marking the Text" Teacher	Students will write two essays as assigned and participate in writer workshop sessions to edit and improve their writing. 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 circle transitions, underline conclusion and highlight statements. In their notes students comment of the effectiveness of metaphor, simile and analogy in the writing then share out examples of best practices. Each student reads the following excerpts and completes the Avid Reading Strategy "Marking the Text" Students circle transitions, underline conclusion and highlight use of metaphor, simile and analogy. In their notes students comment of their effectiveness. *Monroe Doctrine* *Roosevelt Corollary* *Wilson's Fourteen Points* *Truman Doctrine* *Kennedy's Inaugural Address* *George W. Bush's State of the Union Address* Students are divided into 6 collaborative groups to read, discuss, and complete the "Document Analysis Worksheet (DAW)" of the National Archives for each presidential text. Student groups will present a 2-3 minute Prezi that compares and/or contrasts Washington's stand on foreign policy with those of the other

	reviews effective use of transitions, conclusions and statements. Discuss and complete the "Document Analysis Worksheet (DAW)" of the National Archives http://www.archives.gov/education/lessons/worksheets/index.h After everyone has completed all presidential text work the teacher assigns each group a particular text to work on for presentations. (allow 4 days)	presidents.
5	Students present their findings. Teacher evaluates the analysis in student blogs and provides individual feedback Teacher mentors the students as they summarize and blog key points. Teacher assigns homework: Students prepare for Socratic Seminar:	Students present their 2-3 minute Prezi's. Students take Cornell notes and then summarize the similarities and differences in foreign policy between Washington and the other presidential texts. Students blog key points. Students reviews notes and prepare for 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?
6-8	Socratic Seminar (allow 3 days) Teacher models a review lesson on use of transitions, conclusions and statements.	Students discuss 1) What has Washington's influence on U.S. policy been throughout history? 2) How closely has the U.S. followed Washington's advice? Students write a summary for question 1 and it is checked for use of transitions. Students write a summary for question 2 and it is checked for a strong conclusion.
9-11	Teacher assigns assessment essay. (allow three days)	Students fill out the AVID graphic organizers, "Analyzing a Writing Prompt" and "Responding to a Writing Prompt" to ensure understanding

		and prepare for their statement they will make in the prompt. "Washington's *Farewell Speech* Current or Outdated, Influential or Relevant?" Examine conflicts with core democratic values. The essay will analyze Regan's Berlin speech, *Tear Down that Wall* and explore the ways in which U.S. foreign policy was approached in comparison to Washington's *Farewell Address to the Virginia Convention.* As conflicts with core democratic values are discussed students will answer the question: Should the U.S. follow Washington's advice in the future? Students will use the Writing Rubric for Unit 1 as a guide to expectations and mastery. Essays must include all elements of the writing standard. Students who do not achieve mastery will be given more time. Teacher will mentor student(s). Students save their essays on their USB journals.

Paste Summative Assessment Here:

Each student will write an essay titled, "Washington's *Farewell Speech* Current or Outdated, Influential or Relevant?" Examine conflicts with core democratic values. The essay will analyze Regan's Berlin speech, *Tear Down that Wall* and explore the ways in which U.S. foreign policy was approached in comparison to Washington's *Farewell Address to the Virginia Convention.* As conflicts with core democratic values are discussed students will answer the question: Should the U.S. follow Washington's advice in the future? Students will use the Writing Rubric for Unit 1 as a guide to expectations and mastery. Essays must include all elements of the writing standard. Students who do not achieve mastery will be required to rewrite an essay. Teacher will mentor student(s).

Paste Answer Key/Scoring Rubric Here:

Teacher will score all essays. All students must achieve mastery with a score of 10 (83%) 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 usingthe "Writing Rubric for Unit 2" 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 and must rewrite an essay.

Writing Rubric for Unit 2: Washington's *Farewell Speech* Current or Outdated, Influential or Irrelevant?

Category	Exceeds (4 points)	Meets (3 points)	Approaches (2 points)	Falls Far Below (1 point)
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 and 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. Excellent use of metaphor, simile and analogy to manage the topic.	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. Good use of metaphor, simile and analogy to manage the topic.	Does not use academic English. Content is not comprehensive. Major points are addressed, but not well supported. Language lacks clarity There are central ideas but they may not be supported or critically evaluated. May use metaphor, simile or analogy.	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 and misuses words. Employs inappropriate language. Language impedes clarity.
Organization and Structure b. Student will develop the topic with well-chosen, relevant, and sufficient facts,	Paper follows designated guidelines, uses evidence appropriately and effectively, providing sufficient evidence and explanation to	Paper follows designated guidelines. For the most part, uses evidence appropriate and effectively, providing	Writer uses generalizations to support points. Uses examples, but they may be obvious or	Uses irrelevant details or lacks supporting evidence entirely, may be unduly brief, contains no proper citations/footnotes,

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)	convince. Uses proper citations/footnotes. Uses varied transitions and syntax to link major sections of the texgt and to build relationships among ideas and concepts. Uses precise and domain-specific vocabulary accurately. Ideas are organized into coherent paragraphs with strong introduction, clear thesis and meaningful conclusions.	sufficient evidence and explanation to convince. Uses proper citations and 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.	not relevant. Often depends on unsupported opinion or personal experience, or assumes that evidence speaks for itself. Incomplete citations and 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 of research is insufficient for the paper size. Does not group ideas together. 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)	Contains so many mechanical errors that it is impossible for the reader to follow the thinking.