Curriculum Sample Template

Grade Level	10	**Content Area**	Reading
Course Title (grades 9-12 Only)	Humanities II		
Expected Prior Knowledge *The knowledge/skills mastered earlier in the year foundational to the mastery of the required Standard in the current sample.*	Students can recognize how analogy, allusion and/or word choice chosen by the text's author affects overall meaning and tone of the text. Students should also be able to explain how the author uses key words or repeats words to develop an argument. Appendix A of The Common Core for English Language Arts expects a text complexity Lexile measure of 1080L-1305 at the 9-10th grade band.		
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 sample also demonstrates the three distinctive features of SySTEM Phoenix's Program of instruction: 1) Integration: English and Social Studies standards are taught in a mutually reinforcing manner. Students utilize "Thinking Like a Historian" to foster deep thinking. 2) Problem-Based Learning: The standard is introduced to students within the context of a real-world problem that they continually hook their new knowledge into in order to create a viable solution or make an evaluative judgment 3) All final written products are authentic documents that students will present to an audience of stakeholders.		
Standard Number and Description	10.RI.4 - Determine the meaning of words and phrases as they are used in a text, including figurative, connotative, and technical meanings; analyze the cumulative impact of specific word choices on meaning and tone (e.g., how the language of a court opinion differs from that of a newspaper).		
Materials/Resources Needed	Growing Up Refugee, http://www.mediathatmattersfest.org/watch/12/growing_up_refugee Hoping to America, http://www.helium.com/items/128718-short-stories-immigration Amadou Diallo Case newspaper: http://www.nytimes.com/1999/02/05/nyregion/officers-in-bronx-fire-41-shots-and-an-unarmed-man-is-killed.html http://topics.nytimes.com/topics/reference/timestopics/people/d/amadou_diallo/index.html Cato: http://www.cato.org/pubs/briefs/bp-056es.html Center for Immigration Studies Reports: http://www.cis.org/steinlight/hatecrimestats "How to Read a Court Case" packet: excerpts from "How to Read a Legal Opinion: A Guide for New Law Students" http://www.volokh.com/files/howtoreadv2.pdf and "How to Read a Court Decision" http://libguides.roosevelt.edu/content.php?pid=29579&sid=1728550 How and Why to write a vignette: http://www.jpsm.umd.edu/qdet/final_pdf_papers/round%20three/morrison.pdf: Graphic Organizers: Research Logs, Fact/Opinion t-charts, Essay outline, Paragraph Outline		

* ***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	***1. Essential Question:*** How do cultural differences contribute to conflict in society? ***2. Launch/Introduction:*** **The Case:** You are a Coordinator for the Department of Refugee & Immigrant Relief in the city of Phoenix. With increasing numbers of refugees moving to the city, you are interested in increasing awareness about the obstacles this population faces. A local publication is calling for writing about the refugee experience. Your task is to research how refugee populations and how they are portrayed in the media in order to create a brochure. Your challenge is to make language choices that will elicit a sympathetic reaction from your readers. ***4. Summarize/Debrief:*** Teacher will engage students in the following discussion: "How would you describe the tone of this video? How did you feel when it finished? What kind of mood does it have? Is it sultry? The video represents what you want your brochures to do, put a face and a story to the refugees in the US." Teacher will then present students with tasks to begin examining structures of writing by reading several texts. ***6. Vocabulary/Tier 2 Language****:* Context clues, literal/denotative or connotative meaning, jargon, genre-specific or technical meaning, figurative or non-literal meaning (e.g. simile, metaphor, personification, hyperbole, analogies, idiom), literary devices (e.g. alliteration, repetition, rhythm, rhyme, dialogue), tone, world complexity and cumulative effect, archaic language.	3. Students will watch the video "Growing Up Refugee." Students will write down observations about language choices, meaning, and tone. 5. Each group will be given an emotion (i.e. happy, apathetic, angry, confused, etc.) that they are to use to "act out" the sentence: "I just saw someone smash into Mrs. Huff's car in the parking lot." Teacher will ensure students observe *how the impact of tone and diction conveyed verbally does not translate to the written word.* ***8. Closure:*** Students will write 3-5 sentences about what they feel the impact of diction and tone on writing in general. Explain how they intend to use this tool in their case. ***9. Formative Assessment:*** Given a sentence, students rewrite the sentence with specific word choices to alter the tone. *Students will be assessed on ability to use specific word choices to alter the tone of a piece of writing.*
2	***2. Introduction:*** Today you will analyze newspaper articles for patterns in word choice and tone. ***3. Summarize/Debrief:*** Teacher will guide students to share observations about the newspaper articles. The teacher will ensure the following learning targets are formalized: *student can analyze the cumulative impact of word choice (including*	***1. Accessing Prior Knowledge:*** Students will create working definitions of the following terms: figurative, connotative, technical language. ***2. Investigate/Explore***: Individually students will read 3 different newspaper articles about the same event and look for patterns in word choice and tone. Students will use "??" to mark anything they don't

	titles, detail, etc.) on meaning and tone. 5. ***Modeling/Presentation:*** Teacher will model how to develop a newspaper article into a short story, using word choices, and exchanging quotes and facts for revealing dialogue. The teacher will ensure the following learning targets are formalized: *Student can determine the meaning of words and phrases as they are used in a text, including figurative, connotative, and technical meanings.*	understand and "F", "C", or "T" to mark figurative, connotative, or technical language. ***4. Formative Assessment:*** *Students will be assessed for understanding of the language, meaning, and tone in a news report. (Lack of emotion, use of facts, and eye witness or expert quotes without much to infer*) 6. In their case groups, students will work to transform a newspaper article into a short story, using careful and precise word choices. Students will include in their story both denotative/ connotative jargon, genre-specific or technical meaning when appropriate, and descriptions will be detailed using words that invoke senses or emotion. Students will share their examples with the class. ***7. Formative Assessment:*** Students will determine the impact and meaning of specific words and phrases in a news story. Students will exchange technical/connotative language for figurative language to translate the newspaper article into a short story. As well, students will determine the meaning of words and phrases in a short story and use technical language to translate it into a news article. *Students will be assessed on ability to determine the meaning of words and phrases as they are used in a text, including figurative, connotative, and technical meanings.*
3	***2. Introduction:*** Today you will read several examples of vignettes, which are brief descriptions, accounts or episodes. Based on language and word choice, you will determine what the vignette was based on (a story, a newspaper article, informational text or persuasive text) and its purpose. ***3. Modeling/Presentation*** Teacher will model how to create a vignette using newspaper articles. The articles will be news stories related to world events. ***6. Debrief/Summarize:*** Teacher will guide discussion about the effects of language and word choice on meaning and tone. Teacher will prompt students to justify their answers about the vignette's origin and purpose with text-based evidence.	***1. Stimulus:*** Given the article, "How to Make a Paper Airplane," students will follow the directions to create the airplane. Students will then underline any technical language and determine its meaning based on context clues. ***Formative Assessment:*** Students will rewrite the article for a five year old. *Students will be assessed on ability to analyze the impact of word choices on meaning and tone.* ***4. Investigate/Explore:*** Each team will receive a distinct vignette to review for structure, information, visuals, brevity or depth. Students will gather as many details as possible to discover the purpose of them in the brochures. Teams will then use a Jigsaw structure to reorganize into new teams (no two members should have analyzed the same vignette). Each student will share their particular vignette and guide fellow team members to identify word choices that reveal the vignette's origin and purpose. 5. Given a list of technical language and facts, students will work together to develop a vignette. When finished, in large

		group teams will share their vignette. ***7. Formative assessment:*** Students will read both a vignette about and a critique of a particular piece of artwork. Students will analyze how specific word choices affect the overall tone and meaning in each text. *Student will be assessed on ability to analyze the cumulative impact of specific word choices on meaning and tone*
4	***1. Introduction:*** Teacher will present students with the full print of the U.S. Supreme Court case *Korematsu v. United States* (1983). The teacher will guide students to source this document. ***4. Modeling/Presentation:*** The teacher will model for students how to analyze the court case using the "How to Read a Court Case" packet. Teacher will observe/support students to recognize the structure of a court case.	2. Teams will read the entire document and do a preliminary analysis using their "Reading Like a Historian" graphic organizer. 3. Students will to begin to analyze technical and connotative words as well as their impact on the tone of the court case. 5. Each group member will be assigned a different section of the "How to Read a Court Case" packet to dissect. Each team member will Jigsaw their portion and answer the following questions to share with their teams: 1. Structure of the writing: How are the sentences constructed with evidence and clarity? 2. What data is included in the text? 3. Word choices: How precise is the emotion? 4. Vocabulary: How complex are the words? Do you need a legal dictionary for the legal terms? How are words and their meanings contextualized? ***6. Formative Assessment:*** Students will determine the meaning of specified technical words from the Court Cases and provide precise details about the connotative language used to describe the government's actions. *Students will be assessed on ability to determine the meaning of words and phrases as they are used in a text, including connotative and technical meanings.*
5	***1. Introduction:*** Teacher will present students with multiple primary sources: newspaper articles from the Crisis, Munson Report to the President before internment of the Japanese, and an apology made by the U.S. Government. 3. Teacher will guide/support students to analyze the technical, connotative, and figurative meanings of words in the text and how these word choices contribute the overall tone and how the case is presented.	2. Teams will review and source each document to determine the different contexts in which it was written. ***4. Investigate/Explore:*** After discussion, each group will be assigned one document to read and analyze. Each group will then assign a portion of the document for each person to dissect. Each team member will Jigsaw their portion and answer the following questions to share with their teams: 1. Structure of the writing: How are the sentences constructed with evidence and clarity? 2. What data is included in the text? 3. Word choices: How precise is the emotion? 4. Vocabulary: How complex are the words? Do you need a legal dictionary for the legal terms? How are words and their meanings contextualized?

		Formative Assessment: Students will analyze specified words common to each document. Students will compare/contrast details about the connotative language used to describe the government's actions. *Students will be assessed on ability to determine how the meaning of words and phrases change depending on how they are used in a text.*
6		***1. Summative Assessment:*** Students will take summative assessment. ***2. PBL Casework:*** Students will incorporate figurative, connotative, and/or technical language into their narratives to refine the meaning and tone of their writing for the "Grade 10 Writing" PBL Case.

Summative Assessment Items: *Attach here.* For each summative assessment item, include an answer key or scoring rubric describing how points are to be awarded.

Type I:

Lexile Measure 1130 L

1. Read the excerpt below from "Law, Justice, and the Holocaust". Then, answer the question that follows:

"In the course of this state-sponsored tyranny, the Nazis left countless lives shattered and millions dead. The most significant perpetrators of these crimes are well known: Hitler, Adolf Eichmann, Heinrich Himmler, and Reinhard Heydrich, as well as the SS, among others. But less known are the contributions of "ordinary" people—doctors, lawyers, teachers, civil servants, officers, and other professionals throughout German society— whose individual actions, when taken together, resulted in dire consequences. Put simply, the Holocaust could not have happened without them."

In the paragraph above the word tyranny most closely means:

A. Celebrations of wealth
B. Hard or rigorous tests
C. Good fortune
D. Cruel or destructive behavior

2. Read the excerpt below from Thomas Paine's "The Crisis". Then, answer the question that follows:

"If ever a nation was made and foolish, blind to its own interest and bent on its own destruction, it is Britain. Britain, as a nation, is, in my inmost belief, the greatest and most ungrateful offender against God on the face of the whole earth. Blessed with all the commerce she could wish for, and furnished, by a vast extension of [land], with the means of civilizing both the eastern and western world, she has made no other use of both than proudly to idolize her own "thunder," and rip up the [intestines] of whole countries for what she could get."

In the final line of the paragraph, the author's uses the metaphor of Britain determined to rip up the [intestines] of whole countries for what she could get. This represents:

A. Britain creating new governments of conquered countries
B. Britain ripping up the land of conquered countries to take valuable natural resources
C. Britain bringing foreign slaves to the countries it conquers
D. Britain helping build new roads and buildings in conquered countries.

3. Read the excerpt below from Martin Luther King, Jr.'s "I've Been to the Mountaintop". Then, answer the question that follows:

"… the world is all messed up. The nation is sick. Trouble is in the land; confusion all around. That's a strange statement. But I know, somehow, that only when it is dark enough can you see the stars. And I see God working in this period of the twentieth century in a way that men, in some strange way, are responding. Something is happening in our world. The masses of people are rising up. And wherever they are assembled today, whether they are in Johannesburg, South Africa; Nairobi, Kenya; Accra, Ghana; New York City; Atlanta, Georgia; Jackson, Mississippi; or Memphis, Tennessee -- the cry is always the same: 'We want to be free.'"

Based on the speaker's word choice and descriptions, his tone can best be described as:

A. Disgusted
B. Apathetic
C. Hopeful
D. Embarrassed

SOLUTION

1. D
2. B
3. C

Scoring: This item represents a level 2 mastery of the standard. To achieve this level, students must answer 80% or more of the questions correctly. The student must demonstrate:

Student can determine the meaning of words and phrases as used in a text including: figurative, connotative, and

SySTEM Schools, Inc.

Type II:

Lexile Measure 1240 L

The following excerpts are from the speech delivered by President John F. Kennedy for his inauguration on January 20, 1961. This speech was delivered during the heart of the Cold War while there was significant tension over the nuclear arms race between the United States and the former Soviet Union. Read the excerpts and then answer the question that follows.

Inaugural Address

Vice President Johnson, Mr. Speaker, Mr. Chief Justice, President Eisenhower, Vice President Nixon, President Truman, reverend clergy, fellow citizens: We observe today not a victory of party, but a celebration of freedom—symbolizing an end, as well as a beginning—signifying renewal, as well as change. . . .

Let every nation know, whether it wishes us well or ill, that we shall pay any price, bear any burden, meet any hardship, support any friend, oppose any foe, to assure the survival and the success of liberty.

This much we pledge—and more.

To those old allies whose cultural and spiritual origins we share, we pledge the loyalty of faithful friends. United there is little we cannot do in a host of cooperative ventures. Divided there is little we can do—for we dare not meet a powerful challenge at odds and split asunder.

To those new states whom we welcome to the ranks of the free, we pledge our word that one form of colonial control shall not have passed away merely to be replaced by a far more iron tyranny. We shall not always expect to find them supporting our view. But we shall always hope to find them strongly supporting their own freedom—and to remember that, in the past, those who foolishly sought power by riding the back of the tiger ended up inside. . . . […]

In the long history of the world, only a few generations have been granted the role of defending freedom in its hour of maximum danger. I do not shrink from this responsibility—I welcome it. I do not believe that any of us would exchange places with any other people or any other generation. The energy, the faith, the devotion which we bring to this endeavor will light our country and all who serve it. And the glow from that fire can truly light the world.

In paragraph 5, President Kennedy states "those who foolishly sought power riding the back of the tiger ended up inside." Analyze what Kennedy means and how this metaphor relates to his argument. Support your response using information from the passage.

SOLUTION

1. Answers will vary, however, satisfactory answers will:
- Give sufficient evidence of the ability to analyze figurative language and its impact on meaning
- Include specific explanations that make clear reference to the text
- Fully support the explanations with clearly relevant details form the text.

Scoring[1]: This item represents a level 3 mastery of the standard. To achieve this level, students must answer 80% or more of the questions correctly. The student must demonstrate:

Student can analyze the cumulative effect of word choices on meaning and tone.

[1] Words in red are specific to 9-10th grade band.

Type III:

Lexile Measure 1190 L

Read the following excerpts and answer the questions below.

["…U.S. Supreme Court
TINKER v. DES MOINES SCHOOL DIST., 393 U.S. 503 (1969)
393 U.S. 503
TINKER ET AL. v. DES MOINES INDEPENDENT COMMUNITY SCHOOL DISTRICT ET AL.
CERTIORARI TO THE UNITED STATES COURT OF APPEALS FOR THE EIGHTH CIRCUIT.
No. 21.
Argued November 12, 1968.
Decided February 24, 1969.

Petitioners, three public school pupils in Des Moines, Iowa, were suspended from school for wearing black armbands to protest the Government's policy in Vietnam. They sought nominal damages and an injunction against a regulation that the respondents had promulgated banning the wearing of armbands. The District Court dismissed the complaint on the ground that the regulation was within the Board's power, despite the absence of any finding of substantial interference with the conduct of school activities. The Court of Appeals, sitting en banc, affirmed by an equally divided court. Held:
1. In wearing armbands, the petitioners were quiet and passive. They were not disruptive and did not impinge upon the rights of others. In these circumstances, their conduct was within the protection of the Free Speech Clause of the First Amendment and the Due Process Clause of the Fourteenth. Pp. 505-506.
2. First Amendment rights are available to teachers and students, subject to application in light of the special characteristics of the school environment. Pp. 506-507.
3. A prohibition against expression of opinion, without any evidence that the rule is necessary to avoid substantial interference with school discipline or the rights of others, is not permissible under the First and Fourteenth Amendments. Pp. 507-514…

…The District Court recognized that the wearing of an armband for the purpose of expressing certain views is the type of symbolic act that is within the Free Speech Clause of the First Amendment. See West Virginia v. Barnette, 319 U.S. 624 (1943); Stromberg v. California, 283 U.S. 359 (1931). Cf. Thornhill v. Alabama, 310 U.S. 88 (1940); Edwards v. South Carolina, 372 U.S. 229 (1963); Brown v. Louisiana, 383 U.S. 131 (1966). As we shall discuss, the wearing of armbands in the circumstances of this case was entirely divorced from actually or potentially disruptive conduct by those participating in it. It was closely akin to "pure speech" [393 U.S. 503, 506] which, we have repeatedly held, is entitled to comprehensive protection under the First Amendment. Cf. Cox v. Louisiana, 379 U.S. 536, 555 (1965); Adderley v. Florida, 385 U.S. 39 (1966)…..]

Scenario I: 200 copies of the Review were destroyed in response to the publication of a parody piece on Ebonics. These events—and a string of similar instances that have taken place on college campuses nationwide in recent years— illustrate that the ideal of free speech, so simple in theory, is often controversial in practice.
Scenario II: School officials forced student Alan Newsom to quit wearing his National Rifle Association T-shirt, which depicted three silhouettes of men holding guns and bore the message "NRA Sports Shooting Camp." The school policy prohibited "messages on clothing, jewelry, and personal belongings that relate to … weapons."
Scenario III: Ryan and Laetitia Coleman applied to the City of Mesa, Arizona for a business permit to open a tattoo shop. They considered themselves "body artists" and owned a similar business (Angel Tattoo) in Nice, France. The City required tattoo parlors, body piercing and pawn shops to be licensed. The City Council voted against the Colemans explaining it wasn't appropriate for the neighborhood .

Based on the excerpt of the Tinker v Des Moines case, define "pure speech." Then, determine if the concept of "pure speech" applies to each of the three scenarios. Justify your answers.

SOLUTION: Though student answers may vary, Scenario III is the most like "pure speech." The tattoo parlor represents self-expression, which should not be impeded. Scenario I and Scenario II are both freedom of speech cases. While the parody piece is an example of protected speech, the destruction of property raises other issues. In Scenario II, issues arise about if the image could be interpreted as a threat.

Scoring: This item represents a level 4 mastery of the standard. To achieve this level, students must answer 80% or more of the questions correctly. The student must demonstrate:

Student can determine the meaning of words and phrases as they are used in a text, including figurative, connotative, and technical meanings. Student can analyze the cumulative effect of word choices on meaning and tone as well as judge the application of the definition in real-world contexts.