Curriculum Sample Template

Max. 8 Pages

Grade Level	7th Grade	**Content Area**	Reading
Course Title (grades 9-12 Only)	N/A		
Expected Prior Knowledge *The knowledge/skills mastered earlier in the year foundational to the mastery of the required Standard in the current sample.*	• Students understand Precision Partnering (**"4 Ls"** for working with a partner: *Look* (Make eye contact.) *Lean* (Turn toward your partner.) *Low Voice* (Use your private vs. public voice.) *Listen* (Authentic vs. pseudo listening) • Students understand the process of answering text-evidence based questions from prior Close Readings • Students understand the format of a compare/contrast essay		
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 unit is built on the framework of the SIOP Model and incorporates all 8 of the SIOP Model components. Sentence framing and precision partnering are instructional strategies which promote the use and mastery of academic language. Instructional technology is incorporated by teacher and students. The core curriculum is implemented with fidelity.		
Standard Number and Description *List the Number* and the full description for the Required Standard or Science Performance Objective listed in section A.6.*	Strand: Reading Standards for Informational Text (RI) Cluster: Integration of Knowledge and Ideas Standard: #9 - Analyze how two or more authors writing about the same topic shape their presentations of key information by emphasizing different evidence or advancing different interpretations of facts.		
Materials/Resources Needed	thinkcentral.com; "Literature" student text & teacher's edition; student reading logs; Texts: • Like Black Smoke: The Black Death's Journey (magazine article by Diane Childress) • A World Turned Upside Down: How the Black Death Affected Europe (magazine article by Mary Morton Cowan)		

* ***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)	**Instructional Strategies**	**Student Activities**
1	Vocabulary: *text analysis, evidence, logical reasoning, facts, statistics, examples, expert testimony and quotations, interpretation, viewpoint, explanation, compare-and-contrast organization* 1. Teacher presents the video trailer (thinkcentral.com) to introduce the selection and explains that they will be reading two articles about the same topic: the spread of disease 2. Teacher poses building background question: How do we fight disease? 3. Teacher introduces the concept of text analysis and the two major ways that writers shape their texts (by choosing which pieces of evidence to emphasize and by deciding what that evidence means.) 4. Teacher explains how authors use cause-and-effect organization/patterns to explain key points through think aloud with graphic organizer. 5. Teacher introduces the first article and sets the purpose for reading: compare articles on same topic and introduces the comparison chart to be completed during reading by students. Teacher asks students to explain how reading for information differs from reading just for fun. 6. Teacher asks students to read article in sections and stops to guide students through text analysis. 7. Teacher models how to complete comparison chart to compare the topics covered by the author in the article. 8. Teacher explains expectation for exit slip.	1. Students view video trailer and complete the following sentence frame to build background knowledge: Five guidelines that people can follow to prevent diseases from spreading are: _____I've included these guidelines because _____. 2. Students create a cause-and-effect sentence related to school or home and share their sentence in precision partners. 3. Students create comparison chart (3 column chart) in their reading log to compare "Like Black Smoke" and "A World Turned Upside Down" 4. Students discuss how reading for information differs from reading just for fun. 5. Students read "Like Black Smoke" and pause throughout to analyze text and answer text evidence based questions. 6. Students use facts from the article to identify topics covered by the author to complete their comparison chart columns "topics covered" and "Like Black Smoke" in their reading log. 7. Exit slip: Draw and complete a cause-and-effect chain that addresses the spread of the plague. List the page number(s) of the text that supports your cause-and-effect chain.
2	Vocabulary: *text analysis, evidence, logical reasoning, facts,*	1. Students read first 4 lines of 2nd article "A World Turned

	statistics, examples, expert testimony and quotations, interpretation, viewpoint, explanation, compare-and-contrast organization 1. Teacher revisits building background question: How do we fight disease? 2. Teacher revisits the how authors use cause-and-effect organization/patters to explain key points and shares 2 or 3 exit slips from lesson #1. 3. Teacher reviews comparison chart and prompts students to add the 3rd column to chart to compare the 2nd article. 4. Teacher guides students through reading the article and stopping at various points in the text to have students analyze text based on the author's use of cause-and –effect organization 5. Teacher poses question for student discussion: Evaluate whether the writer provided enough background information to help them understand the impact of the plague on Europe. 6. Teacher models how to add topics covered into the comparison chart. 7. Teacher explains expectation for exit slip.	Upside Down: How the Black Death Affected Europe" and hold class discussion on how those who survive the disease affected by the loss? 2. After discussion, students paraphrase the main idea/topic that this article will explore and write it in their reading log. 3. Students add the title of the 2nd article to their comparison chart in their reading log. 4. Students read the 2nd article and pause throughout to answer text analysis questions based on the author's use of cause- and –effect organization 5. Students paraphrase by completing the following sentence frame: Complete the following sentence frame: The bubonic plague spread from Asia to western Europe by _____. It was referred to as the Black Death. The Black Death brought about depopulation which caused _____ and _____. 6. Students critique and share their responses in a class discussion. 7. Students complete their comparison chart in their reading log and work with a precision partner to evaluate their chart and provide clarification. 8. Exit slip: Complete the following sentence frame: The following topics were emphasized in each article: (topic) , (topic) , and (topic) . I think the article that provided the most effective discussion concerning the spread of the disease is (title of article). To support my opinion, the article states (details from the articles that support your opinion.)
3	Vocabulary: *text analysis, evidence, logical reasoning, facts, statistics, examples, expert testimony and quotations, interpretation, viewpoint, explanation, compare-and-contrast* 1. Teacher hands back exit slips for lesson 2 and promotes students to share with precision partner. 2. Teacher introduces the writing prompt: Write to compare and contrast "Like Black Smoke" and "A World Turned	1. Students share exit slip with precision partner and give each other feedback. 2. Students paraphrase the task of the prompt with a precision partner. Students create an outline for written response using their notes and reading logs. 3. Students develop draft from outline.

	Upside Down." Point out how each author addresses Black Death and the spread of disease by using key information and emphasizing different evidence. Make use of cause-and-effect organization. Support your response with details from the two articles. 3. Teacher shares and models outline for essay and draft.	4. Exit slip: Students submit their essay outline
4	1. Teacher hands back student outlines with feedback. 2. Teacher guides class discussion on analyzing how the authors shaped their presentation of the same topic using key information and emphasizing different evidence. 3. Teacher holds small group writing conferences with students to guide draft; guides students to include details from the articles to support their response.	1. Students review teacher feedback on their outline. 2. Students add notes to reading log on the analysis of how the authors shaped their presentation of the same topic using key information and emphasizing different evidence. 3. Students complete draft. 4. Exit slip: students submit their reading log and draft of essay and complete the following on a Post-it: One detail from the article that supports the similarities of the articles is _____. One detail from the article that supports the differences of the articles is_____.
5	1. Teacher hands back reading logs with feedback to students. 2. Teacher explains expectation for summative assessment.	1. Students complete summative assessment and submit it for grading.

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

Text Analysis Quiz

Strand: Reading Standards for Informational Text (RI)

Cluster: Integration of Knowledge and Ideas

Standard: #9 - Analyze how two or more authors writing about the same topic shape their presentations of key information by emphasizing different evidence or advancing different interpretations of facts.

Essential Question: What key information and evidence do the authors present to shape their presentation on professional athletes' income?

Read the following editorial excerpts. Complete the comparison chart and answer the questions that follow. Use the vocabulary bank as a resource.

from "Pro Athletes' Salaries Aren't Overly Exorbitant" by Mark Singletary

The historical argument for paying exorbitant salaries to athletes is the brevity [shortness] of their careers. All of these athletes are a busted knee, concussion or torn rotator cuff away from the end of their career, and very few sports offer guaranteed contract that go beyond the season when the injury occurs.

Our fans are important to the economic health of our ball club. My teammates and I are responsible for finding and keeping fans. If I am a star, it can rightly be assumed the fans come to see me play.

When the fans come to see the stars perform, the value of the franchise increases. I'm pretty smart and understand all this and how it relates to me. I also know what I make and how that relates to others that play my game.

So, it seems to me that even though I love the game, even though just playing the game is huge compensation [payment] and very, very satisfying I want things to be fair.

Fair is fair. And fair is that the athletes deserve what the fans are willing to pay.

The owners probably don't care what the athletes make, as long as the can pass the cost on to sponsors and ticket buyers. The intelligence in sports ownership is the ability to predict exactly where the fans and sponsors lose interest.

Until that time, it seems fair to allocate as much as possible to the players that make the games entertaining.

from "Do Professional Athletes Get Paid Too Much?" by Justin Hjelm

For nearly a century, superstar athletes have demanded and received salaries grossly out of proportion with the average income of their times. What makes modern times different and more disturbing is that even the role players in professional sports are pulling in an exorbitant amount of money.

Fifty years ago, only the 40-home-run outfielder would make a huge salary. Now, however, the utility infielder who comes in as a defensive replacement three times a week makes ten times more than the average working man.

Nolan Ryan broke ground in 1979, becoming the first athlete to receive a $1-million-a-year contract. It took over a century for baseball to reach this milestone income figure, and just 25 years later a $1 million contract offer is considered an insult.

The contracts of professional athletes have gone unchecked for too long, and now athletes are among the wealthiest people in our nation.

Athletes are paid far too much for simply playing games. Essentially, as anyone can tell you, sports are entertainment. We pay to see these athletes perform at the highest level. It is a sad commentary on our societal values that these entertainers are raking in seven-figure salaries while teachers, police officers, and fire fighters make less than one percent of the income of some athletes. Entertainment is a necessary thing, but it is not needed nearly as much as countless other occupations are.

What kind of message are we sending our children with these backward values?

Vocabulary bank		
evidence	logical reasoning	facts
statistics	examples	expert testimony and quotations
interpretation	viewpoint	explanation

	“Pro Athletes’ Salaries Aren’t Overly Exorbitant”	**“Do Professional Athletes Get Paid Too Much?”**
Who is the writer and what interest does he or she have in the topic?	1.	2.
What is the writer’s viewpoint of conclusion?	3.	4.
What types of evidence does the writer use?	5.	6.
Give one example of evidence that the writer uses in his article.	7.	8.

9. How do the writer’s interpretations of the same fact or facts differ? Give an example of how the writers’ interpretations of the same fact(s) differ.

Answer Key for Text Analysis Quiz

	"Pro Athletes' Salaries Aren't Overly Exorbitant"	**"Do Professional Athletes Get Paid Too Much?"**
Who is the writer and what interest does he or she have in the topic?	1. The writer is Mark Singletary, a professional athlete. He has high interest in the salaries of pro athletes, because he is one himself. He ties compensation to an athlete's performance, which is tied to ticket sales from fans and sponsorships.	2. The writer is Justin Hjelm, a fan/working man. He also high interest in the salaries of pro athletes, because he feels it's unjust that athletes make so much money.
What is the writer's viewpoint of conclusion?	3. The writer's viewpoint is that it's only fair that athletes get paid as much as possible since they are providing the entertainment. He repeats the word *fair* five times.	4. Hjelm sees pro athletes' salaries as unfair and uses the terms: grossly, disturbing, exorbitant and sad to support his viewpoint. He also states three times that athletes get paid "too much."
What types of evidence does the writer use?	5. Singletary emphasizes the facts that athletes' careers are short and that the entertainment they provide brings in large amounts of money.	6. Hjelm emphasizes the fact that athletes' salaries are out of proportion to those of average people.
Give one example of evidence that the writer uses in his article.	7. The writer states, "All of these athletes are a busted knee, concussion or torn rotator cuff away from the end of their career, and very few sports offer guaranteed contract that go beyond the season when the injury occurs."	8. The writer states, "It is a sad commentary on our societal values that these entertainers are raking in seven-figure salaries while teachers, police officers, and fire fighters make less than one percent of the income of some athletes."

9. How do the writer's interpretations of the same fact or facts differ? Give an example of how the writers' interpretations of the same fact(s) differ. Singletary and Hjelm agree that sports are entertainment, and that the business of entertainment brings in large amounts of money. Singletary interprets this fact to mean that sports are worth the money they bring in. Hjelm interprets the same fact as meaning that our society's values are misguided.

Scoring summary for summative assessment: 100 points total questions 1-8 weighted at 10 points each question 9 weighted at 20 points **Raw score = _____/100 points**	The 100 points possible assessment will reflect the school's grading scale: 90 -100 = A – Mastery 80 – 89 = B - Mastery 70 – 79 = C – Needs Screening for Remediation 60 – 69 = D – Needs Remediation 0 – 59 = F – Needs Intensive Remediation