Curriculum Sample Template
Max. 8 Pages

Grade Level	8th 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 have common understanding of signs/symbols used for annotating text • Students are able to interpret information presented visually, orally or quantitatively in informational text • Students are able to draw inferences		
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.*	Reading Standards for Informational Text (RI) Integration of Knowledge and Ideas #9- Analyze a case in which two or more texts provide conflicting information on the same topic and identify where the texts disagree on matters of fact or interpretation.		
Materials/Resources Needed	Copies of the following newspaper articles, The Great Chicago Fire and the Web of Memory; copies of Written Document Analysis Worksheet from http://www.archives.gov/education/lessons/worksheets/document.html ; Google Chrome Books; Post-it notes; highlighters		

* ***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: landmarks, destruction, perspectives, analysis, conflicting, evidence, 1. Teacher shares the learning target for lesson: Recognize how two or more text can provide conflicting information on the same topic. 1. Teacher distributes copies of a street map of Chicago and shows students on a world map where Chicago is located. 2. Teacher shows video clip "The Great Chicago Fire" http://www.schooltube.com/video/c7e5b29bcdea49398218/ and pauses to have students share with a precision partner how they would feel if they were living in the city at the time when the fire took place. 3. Teacher distributes copies of the two newspaper accounts on the Great Chicago Fire of 1871. 4. Teacher guides in class discussion of the two newspaper accounts. 5. Teacher distributes copies of the written document analysis worksheet and models how to complete the form for one of the newspaper accounts. Teacher asks students to complete the written document analysis worksheet for the other newspaper account that they read. 6. Teacher explains exit slip.	Bellringer: Students cut out Landmarks in the Chicago of today that are related to the Great Fire of 1871. 1. Students independently read the following two newspaper accounts of the Great Chicago Fire of 1871, The Great Chicago Fire and the Web of Memory. 2. Students annotate text while reading. 3. Students participate in a class discussion to clarify any student misunderstandings and questions from annotations. 4. After reading, students complete the written document analysis worksheet for each article. 5. Students pair with a partner to answer the following questions about the newspaper articles: •Do the reporters agree in their description of where the fire began and how it spread? •Do they mention the same landmarks of destruction and havens of safety? •Do they disagree on any questions of fact? •Compare the reporters' selection of episodes: •Do they highlight similar incidents? •Do they focus on similar scenes of human interest? •Do they share a vocabulary for evoking these dramatic moments? •Are the reporters addressing different audiences? •Aiming at different effects? •Offering different perspectives on the significance of the fire? Exit slip: What features of a document are included in the written document analysis? Why would it be important to know how to analyze a written document?
2	Vocabulary: 1. Teacher shares the learning target for lesson:	Bellringer: Students glue the landmarks from lesson 1 that they learned about onto their street map of Chicago.

	Identify where two or more texts disagree on matters of fact or interpretation. 2. Teacher gives students the link to eyewitness accounts (narratives) of the Chicago Fire and asks students to select two eyewitness accounts to read and complete a written document analysis form for each. 3. Teacher asks students to explore the impact of reflection and memory on the two eyewitness accounts by answering the following questions: •What evidence is there that these eyewitness accounts are factually unreliable? •Is there reason to consider them more reliable than the newspaper reports? •How do these accounts seem "tinted" by memory? •What indications are there that the writers have shaped their experiences into stories, introduced elements of plotting and characterization to organize and add meaning to the event? •How do they compare with the news accounts in this respect? •For what reason do you consider these memoirs more accurate as portrayals of the unvarnished facts, or not? 4. Teacher facilitates class discussion on how a historian might use these eyewitness narratives of the Chicago Fire. Class discussion questions: •What kinds of historical evidence do they provide that is unavailable through the newspaper reports? •To what extent can these personal views of the fire be combined into one account? •How might the age of these witnesses, at the time of the fire and when they composed their memoirs, affect historical assessment of their accounts? •How would a witness who was older at the time of the fire have noted different incidents, or expressed a different attitude toward this disaster? •How would these witnesses have provided different reports if they had written their accounts while still teenagers?	1. Students pick up Google Chrome book and two copies of the written document analysis sheet. 2. Students go to link: http://www.greatchicagofire.org/eyewitnesses/anthology-of-fire-narratives 3. Students access two eyewitness accounts of the Chicago Fire of 1871, read them, and complete a written document analysis sheet for each. 4. Students work with a precision partner to explain their analysis of the each eyewitness accounts. Exit slip: Students complete the following on a Post-it: By completing a written analysis sheet on two eyewitness accounts, I've learned_____.

3	Vocabulary: 1. Teacher shares the learning target for lesson: Analyze how authors emphasize different evidence when writing about the same topic. 2. Teacher introduces the case analysis graphic organizer and rubric for scoring. 3. Teacher models how to complete graphic organizer using 2 different eyewitness accounts on Hurricane Katrina. 4. Teacher facilitates as students work in precision partnerships to complete the graphic organizer. 5. Teacher leads class discussion on the analysis of how the two eyewitness accounts that they completed the written document analysis sheet for.	Bellringer: Students add any additional landmarks to their street map of Chicago. 1. Students take out their written analysis sheets from lesson 3. 2. Students work with a precision partner to complete the case analysis graphic organizer using their notes and written analysis sheets of the two eyewitness accounts for the Great Chicago Fire of 1871. 3. Students contribute to class discussion on the consistent vs. conflicting information and matters of fact from the eyewitness accounts. 4. Students write a paragraph that explains the analysis of how two eyewitness accounts provided conflicting information make references to the matters of fact from the texts. Exit slip: Students submit their analysis paragraph and complete the following on a Post-it: If I were a news reporter covering this event, how would you have reported the information differently?
4	Teacher hands-back analysis paragraphs to students with feedback and explains expectation for summative assessment.	Students complete the summative assessment.

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

Each student will receive a printed copy of two eyewitness reports (Perspective: September 11 and WTC Terrorism Experience) from the 9/11 event in New York City on September 11, 2001.

Case Analysis Quiz

Strand: Reading Standards for Informational Text (RI)

Cluster: Integration of Knowledge and Ideas

Standard: #9 – Analyze a case in which two or more texts provide conflicting information on the same topic and identify where the texts disagree on matters of fact or interpretation.

Essential Question: How can two eyewitness reports on the same event provide conflicting information?

Read the two eyewitness reports from the 9/11 event in New York City, that occurred on September 11, 2001, and complete the following graphic organizer. Use the information from these eyewitness accounts and analyze how they provide conflicting information.

Case Analysis		
Eyewitness Report #1 _____		Eyewitness Report #2 _____
Concerns/Controversies/Contradictions:	**Consistent/Agreed Upon Facts:**	**Concerns/Controversies/Contradictions:**

Analysis: Explain how the 9/11 eyewitness accounts provide conflicting information on the same topic and identify where the texts disagree on matters of fact or interpretation.

Rubric for Scoring Case Analysis Graphic Organizer

	Inadequate **10 points**	**Developing** **15 points**	**Proficient** **20 points**	**Mastery** **25 points**
Identifies conflicting information	Identifies 0 or 1 matter of fact or interpretation from text that represents conflicting information	Identifies 2 matters of fact or interpretation from texts that represent conflicting information	Identifies 3 matters of fact or interpretation from texts that represent conflicting information	Identifies more than 3 matters of fact or interpretation from texts that represent conflicting information
Identifies consitent information	Identifies 0 or 1 matter of fact or interpretation from text that represents consistent information	Identifies 2 matters of fact or interpretation from texts that represent consistent information	Identifies 3 matters of fact or interpretation from texts that represent consistent information	Identifies more than 3 matters of fact or interpretation from texts that represent consistent information
Analyzes conflicting information	Vague or no explanation of how the texts provide conflicting information	Limited explanation of how the texts provide conflicting information by identifying and referencing 1 matter of fact or interpretation from the the text	Detailed explanation of how the texts provide conflicting information by identifying and referencing 2 matters of fact or interpretation from the the text	Very detailed explanation of how the texts provide conflicting information by identifying and referencing 3 or more matters of fact or interpretation from the the text

Scoring summary for summative assessment: 100 points total **Raw score = _____/100 points** **_____%**	The 9 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