Curriculum Sample Template
Max. 8 Pages

Grade Level	Sixth Grade	**Content Area**	Reading
Course Title (grades 9-12 Only)			
Expected Prior Knowledge *The knowledge/skills mastered earlier in the year foundational to the mastery of the required Standard in the current sample.*	Scholars will be able to read grade-level text fluently. Scholars will be able to express ideas through writing and speaking in full sentences. Students will understand there are many different genres of text, and there are a variety of texts on the same topic. Scholars will understand what a fact is, and what an opinion is. Students will have content knowledge of the Industrial Revolution from the Social Studies area.		
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 aligns to the Core Knowledge Sequence. The domain of Social Studies will be concurrently taught in Writing and Social Studies at the sixth grade level; content from these subjects will be used as much as possible in the texts for Reading lessons. The skill of comprehending opinion and author's point of view text is revisited at increasingly higher levels of rigor as set forth in the ADE 2010 ELA Standards (CCSS). The content knowledge of Social Studies is spiraled throughout the Core Knowledge Sequence from Kindergarten to 6th grade. As described in the Program of Instruction, Cooperative Learning will take place throughout this unit. Each lesson includes a combination of teacher-led instruction, small group interaction, independent practice, and ongoing assessment. Small group instruction using the RTI model is applied throughout this unit.		
Standard Number and Description *List the Number* and the full description for the Required Standard or Science Performance Objective listed in section A.6.*	6.RI.9 Compare and contrast one author's presentation of events with that of another (e.g., a memoir written by and a biography on the same person).		
Materials/Resources Needed	Tablets, White board and markers, camera document, scholar journals, Social Studies textbook, variety of resource texts on Industrial Revolution and inventors of the time.		

* ***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	**Lesson**: Scholars will read two different articles about the Industrial Revolution to compare and contrast two points of view. **Anticipatory Set**: The teacher will instruct the scholars to select two texts about the Industrial Revolution from the class library. **Assessment Item 1:** The teacher will pass out the assessment to the scholars and instruct them to use the reading strategies they have learned in 4th and 5th grade to compare and contrast the two articles about the Industrial Revolution. **Guided Practice**: The teacher will collect the assessments and ask the scholars to get into their learning groups. In the small groups the teacher will instruct each scholar the purpose of this unit is to focus on the author's point of view and presentation of information and events. Modeling: The teacher will present two text items on the Articles of Federation on the document camera and analyze the how the author presented the events and the timeline used. Scholars will use colored Post It Notes to write down similarities and differences on the author's point of view. In the small groups use the notes to create a graphic organizer. **Independent Practice**: Each scholar will write a summary comparing and contrasting the viewpoints. The teacher will meet with each scholar to review the summaries and check for understanding. **Closure:** Collect the summaries	1. The scholars will select two articles on the Industrial Revolution and read them. 2. Listen to the teacher explain the requirements of the assessment and ask any questions that may arise. 3. Take the assessment item 1 and turn into the teacher for scoring. 4. The scholars will get into their small groups. 5. Observe and participate in the small group as the teacher compares and contrasts the two different points of view on the articles. As each point is discussed the scholar will write note on Post It Notes. As the teacher moves to the next group for instruction the scholars will post their notes on the graphic organizer and see the varying viewpoints from the author's. 6. When all of the notes have been posted each scholar will review the notes and write a summary comparing and contrasting the points of view. 7. The scholars will meet individually with the teacher to review and edit the summary with the teacher. 8. Turn in the summaries.

2	**Lesson:** Scholars will apply the author's point of view to analyzing people and events. **Anticipatory Set**: The teacher will post writing a prompt on the board. Describe what you know about Anne Frank in your journals. **Guided Practice**: The teacher will ask each scholar to name one thing they know about Anne Frank. Write the responses on the board to illustrate to the scholars that every person has a different point of view. The same for author's. There are several biographies from different authors about the same person. Distinguish between a autobiography and a biography. The teacher will ask scholar to work with a partner. Each scholar will read a biography of Anne Frank and write notes on the author's point of view and presentation of information. When the scholars are finished they will discuss their article with each other. **Independent Practice**: The scholars will each write a summary comparing and contrasting author's point of view on the two articles. As a pair, they will present their analysis to the class. **Assessment Item 2:** The teacher will pass out the assessment and review the requirements and directions. Each scholar will take the assessment and turn it into the teacher. **Closure**: Review main points of analyzing author's point of view and presentation.	1. The scholars will write in their journal about everything they know about Anne Frank. **2.** They will share one thing with the class. **3.** The scholars will review all of the ideas and see how everyone has a different idea or point of view about Anne. 4. The scholars will listen and comprehend the difference between autobiographies, biographies or memoirs. Every author has a different perspective that will be present in the writing. 5. Scholars will work with a partner to compare and contrast author's point of view as they analyze the text. Each scholar will read one biography and take notes on the author's point of view and presentation of the information. 6. The scholars will share information 7 Independently, the scholars will use the notes and partner descriptions to write a summary comparing and contrasting the points of view. 8. Each pair will present their summaries to the class. 9. Take the assessment item 2 10. Listen to teacher review main points on for the unit assessment
3	**Unit Assessment**: The teacher will pass out the assessment to each scholar. Review the requirements and answer questions of clarification. Collect the assessments for scoring. Any scholar not scoring an 80% on any assessment will require addition instruction from the teacher or individual tutoring.	1. The scholars will listen to the directions of the assessment and ask clarifying question in necessary. 2. The scholars will take the unit 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.

Assessment Item 1:
This assessment is a pre-test to determine if the scholars have the prior knowledge to master this standard. The scholars will read two articles on the Industrial Revolution by two separate authors. Analyze the two texts and compare and contrast the author's viewpoints and account of events in the text.

Scoring: The assessment will be worth 20 points. Each question that is answered correctly will earn 4 points. There are five questions for a total of 20 points.

Mastery: The assessment is worth 20 points. Mastery will be determined by a score of 16. When converted to a percentage the score is 80%. 80% mastery aligns with the Program of Instruction

Sixth Grade Assessment 1

Name _____

Directions: Select two articles on the Industrial Revolution. (One must be an online article)
Read both articles and compare and contrast the information and viewpoints of the two authors.

1. Write the title and author of each text selected.
2. What are the similarities in points of view?
3. Were there any differences in the author's account of events (timeline) that took place?
4. List two conflicting viewpoints or discrepancies that were accounted for by each author.
5. Briefly describe how each author presented the information.

Rubric:

1. Correct titles and authors must be written	4 points
2. Must reference both author's point of view	4 points
3. Yes or No	4 points
4. Must list two events or state there was not a discrepancy	4 points
5. The description must reference both authors presentation	4 points

Mastery 16 /20

Assessment Item 2:
This assessment is designed to assess the scholar's ability to analyze the author's viewpoints and presentation of information. The assessment consists of the scholar selecting a "famous person" and reading two different texts by different authors and writing a summary comparing and contrasting the viewpoints and presentation of information. The assessment will be worth 10 points and scored using the rubric the follows.
Scoring: The assessment will be worth 30 points. Points will be earned for comparing and contrasting the authors' viewpoints and presentation of information. Each topic will be worth 10 points for a total of 30 points.

30 points = 100% 27 = 90% 24 = 80% 21 = 70% 18 = 60%

Mastery: A score of 24 will determine mastery. 24 points converts to 80% which aligns with the Program of Instruction.

Sixth Grade Assessment Item 2

Name_____

Directions:
Throughout this unit many famous people have been discussed, (e.g. inventors, presidents, generals, etc.) select your favorite "famous person" of the Industrial Revolution and read two articles about that person; each article must be written by a different author. You may select a biography and a memoir or autobiography or two biographies of your "famous person". Analyze the author's viewpoints and presentation of the person and write a brief summary comparing and contrasting the two authors.

Rubric: **Famous Person**

	10 points	**5 points**	**1 point**	**Score**
Identify the article and author	Both authors were accurately identified	One author was accurately identified	The authors or articles were not clearly identified	
Authors viewpoints	There was a clear comparison and contrast of both authors' viewpoints.	One authors' viewpoint was clearly more dominant that the other and the text was not written as a comparison	The viewpoints were not clearly discussed.	
Authors presentation	Compare and contrast the presentation of facts,	The authors presentation was not clearly identified or	The was not a clear comparison of the authors	

	examples and opinions from each author	one author was discussed more than the other	presentation	

Mastery: 24 / 30

Assessment Item 3:

This assessment will assess the scholar's ability to master the standard:

> 6.RI.9 Compare and contrast one author's presentation of events with that of another (e.g., a memoir written by and a biography on the same person)

The scholar will read to articles by different authors on the same topic and analyze, compare and contrast the author's presentation and viewpoints of the information. The assessment is worth 100 point. Points will be earned for the depth of analysis the scholar show toward analyzing the authors work. The Six Traits of Writing rubric will be used to score the depth and completeness of understanding author's point of view.

Scoring: The assessment will be worth 100 points. The score from the rubric will be converted to a percentage of 100. The scoring scale is as follows:

6 = 100 points 5 = 90 points 4 = 80 points (mastery) 3 = 70 points 2 = 60 points

Mastery: A score of 80 points will determine mastery. 80 points converts to 80% which aligns with the Program of Instruction

Sixth Grade Reading Unit Assessment

Name_____

Directions:

Read two texts on the cotton gin and compare and contrast the authors' approach to the topic.
Write a summary analyzing the authors' approach, viewpoints and presentation of information.
Answer the following questions as a guide of information to be presented in the final summary.

1. Name the text and the authors of both articles.
2. Describe the authors' viewpoints in each article.
3. What was the author's approach?

Was it focused on the original cotton gin or the invention from Eli Whitney?
Did either author offer a point of view of why the Eli Whitney cotton gin was successful?

4. Analyze both texts and identify any conflicting information reported by either author on the topic.
5. Describe the authors' view point on the advantages and disadvantages and impact the cotton gin had on society during the Industrial Revolution.

Rubric: The Six Trait Writing Rubric for Ideas and Content will be used to score the complexity and completeness of the scholar responses. See the rubric below.

6th Grade Scoring Rubric

Writing Trait	Criteria	F F Below 1-2 points	Approaches 3 points	Meets 4 points	Exceeds 5-6 points	Score
Ideas and Content	1. The topic is clearly introduced. 2. The topic is developed using relevant facts, definitions, concrete details, quotations or other information used as examples related to the topic 3. The essay conveys ideas, concepts and information relevant to the topic					
Organization	4. Information is clarified through strategic use of definition, examples, comparison, cause / effect or classification 5. Uses appropriate transitions to clarify relationships among the ideas and content. 6. Essay is formatted for easy reading and understanding by using headings / title and multimedia resources. 7. There is a recognizable concluding sentence or statement that summarizes the text.					
Voice	8. Establishes and maintains a formal style					
Word Choice	9. Correct use of linking words where appropriate					
Sentence Fluency	10. Uses precise language and domain specific vocabulary to inform about or explain the topic. 11. Sentences convey ideas and information smoothly and clearly					

Total Score _____ / 6

A score of 6 = 100%; 5.0-5.9 = 90%; 4.0-4.9 = 80%; 3.0-3.9 = 70%; 2.0-2.9 = 60%