Curriculum Sample Template
Max. 8 Pages

Grade Level	6	**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.*	Students will have read from a variety of non-fiction and informational texts in order to distinguish between different points of view and varying purposes in such texts. Students will also have been trained in the elements of Socratic discussion (i.e., listening carefully to classmates; restating others' points before commenting on them; posing questions to peers; supporting viewpoints with direct references to words or statements from a text; articulating a viewpoint without demeaning those of contrasting views). Literary terms such as *personification* should be understood by students.		
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.*	The Socratic method as outlined and described by The Great Books program and Michael Strong's text *The Habit of Thought* will be implemented throughout the lesson. Writing exercises will be used along with reading activities, to reinforce the connection between the different language arts, and to allow less vocal students to make their views known.		
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 Grade: 6 Strand: Reading Standards for Informational Text (RI) Cluster: Integration of Knowledge and Ideas Standard: #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	Recollections of "Black Sunday" (Dust Bowl) from Pauline Winkler Grey (available from Kansas Historical Society archives at http://www.kansasmemory.org/item/211072/page/1; article "The 75th Anniversary of Black Sunday" from *The Southern Plains Cyclone* (Oklahoma newsletter of the NOAA; available from http://www.srh.noaa.gov/media/oun/newsletter/spring2010.pdf; Copies of Okie accounts: Apetz brothers and Florence Thompson: available from http://www.livinghistoryfarm.org/farminginthe30s/water_06.html.		

**** 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).*

APPROVED 03/11/2013

Lesson (add as needed)	**Instructional Strategies**	**Student Activities**
1	This is a 3 day lesson. Day 1 Anticipatory set: teacher presents a scenario in which students imagine themselves traveling, and a snowstorm descends on the area where they are traveling. What sort of information might a weatherman give about the storm? What sort of words or phrases would he or she use? What if you were telling a friend what it was like to drive through the storm? What sort of details would you give to communicate how it felt? Would you emphasize the same details in the same way? If you were writing a book about the events surrounding the sinking of the *Titanic*, what sort of resources might you find? What would be the reasons for using different resources? Can you think of other events where different sources of information might present different information? Read the reminiscences of Pauline Winkler Grey abut "Black Sunday" (April 14, 1935).	Teacher-led discussion/ ice-breaking activity. Students take turns reading aloud paragraphs of Ms Winkler's account of "Black Sunday." Seminar discussion of account of "Black Sunday." Students articulate responses to article, evaluating tone, mood, sense of the character of Ms Winkler in terms of how she relates her story, and any significant details that create interest in her narrative.
2	Day 2 Students quietly read article from 75th anniversary of the Black Sunday" dust storm. Review new vocabulary from the article. Use context clues, roots	Silent reading. Students enter new terms into vocabulary notebook. Students volunteer responses to identify meanings of new words, attempting to define them through previous knowledge or through decoding strategies, before consulting dictionary.

	and affixes, or other strategies to decode for meaning. Verify with a dictionary. Discuss the differences between the two accounts of Black Sunday. • What is the purpose of each narrative? • What information is important to each source? • What information is contained in each account of that day? What information used in a personal reminiscence would not be appropriate in a more scientific retelling? What scientific information would not be useful for the first-person narrator to include?	**Summative Assessment #1:** Vocabulary Quiz **Summative Assessment #2**: Teacher-led Socratic discussion.
3	Day 3 Teacher distributes Summative Assessments #3 and #4	**Summative Assessment #3:** Reading Content Quiz **Summative Assessment #4**: Students will read first-hand accounts of Oklahoma migrants during the dust bowl and write a two-paragraph comparison of the perspectives.

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

Summative Assessment #1

I. Quiz on vocabulary from readings (one point each question. Vocabulary items are included on the assumption that they have been reviewed in class, after the reading of the articles):

1. Ms Winkler talks of a child who had the *presence of mind* to lie face-down in a ditch. Having *presence of mind* means that a person is
   A) unfortunate B) unwise C) lucky D) wise and aware

2. The NOAA article says that in the 1930's, "[F]armers had plowed and planted the soil for years with no consequence." In this sentence what does *with no consequence* mean?
   A) with no understanding
   B) with no success
   C) with no bad results
   D) with no

3. Complete the following sentence with the correct form of the word in parentheses: "The years without rain had a harsh (affect / effect) on land throughout states such as Texas and Oklahoma."

4. Ms Winkler says that the people of her area had *tenacity*. What does that tell us about them?
   A) they were smart farmers
   B) they did not give up easily
   C) they were saddened at the loss of their land
   D) they protected each other

5. The article from the NOAA says that Robert Geiger coined the term "Dust Bowl." In that phrase, what does the word *coin* mean? _____

Answer Key: 1) D; 2) C; 3) effect; 4) B; 5) to invent or create

Total points possible: 5 Mastery = 4 of 5 points (80%)

Summative Assessment #2: Discussion participation rubric

Summative Assessment #2 represents an activity that is approved and used by the top liberal arts academies in the Phoenix area. It is designed to be aligned with the philosophy of the school and fulfill the mission of the Socratic Method which requires the active engagement of students with each other even though they may be evaluated independently. Furthermore, this style of evaluation is cross-aligned with the evaluation system used in other classes at the school, particularly Science and Math, in order to create a consistency across the entire curriculum.

APPROVED 03/11/2013

Name	**Relevant Participation**	**Effective Textual Use**	**Consideration of Others' Contributions**	**Civil Discourse**	**Additional Comments**
Student #1					
Student #2					
Etc.					

	1	2	3	4
Relevant Participation	Student does not speak during the seminar.	Student speaks infrequently, but the quality of comments is fairly good.	Students speaks moderately frequently and offers comments that enhance understanding of the texts.	Student speaks frequently and comments clearly illuminate the point being discussed.
Effective Use of Text	Student does not refer to specific words or statements from the text.	Student occasionally refers to specific words or phrases from the text.	Student often uses the text to support analysis.	Student consistently uses the text as a basis for analysis and demonstrates careful consideration of an autho'rs language and imagery.
Consideration of Others' Contributions	Student does not refer to what others have said.	Student rarely shows that he or she has heard others; he or she occasionally repeats what others have said. Student comments do not show logical connection to preceding statements.	Student generally refers to what peers have said.	Student frequently refers directly to what others have said, preparatory to adding comments. Student asks questions directly to peers, for purposes of clarification.
Civil Discourse	Student is generally disrespectful of peers. Student does not show interest in what others have to say.	Student generally listens or speaks respectfully but occasionally shows disrespect through inappropriate reactions or distracting behavior.	Student is generally polite and respectful.	Student is exceptionally courteous and respectful even during debates and disagreements.

APPROVED 03/11/2013

Total Points Possible: 16
Mastery: 14 points (≈ 85%)

Summative Assessment #3

Quiz on information from the readings.

1. Ms Winkler lived in what state? _____

2. Ms Winkler says "Nature saved **her** worst blow," and then says of Nature, "Maybe **she** reasoned..." When a writer gives human qualities to a non-human object, what is this called?

A) personification B) simile C) alliteration D) point of view

3. Why did Ms Winkler says that she was at peace with the possibility of not surviving the storm?

A) she knew her house would be clean
B) she expected the rest of the family to survive
C) she was ill and did not expect to live long, anyway
D) she d id not wish to live in such a harsh environment

4. What is one of the reasons given in the NOAA article to argue that a "Dust Bowl" like that in the 1930's is unlikely to happen again?

A) winds are less strong then they used to be
B) farmers are more careful to protect the soil
C) climate change has brought more rain to the area
D) the government does not allow farming on that land any longer

5. Other than the dust storm itself, what was unusual about the weather on "Black Sunday"?

A) a large number of tornadoes occurred as well
B) it had snowed several days earlier
C) lightning could be seen in the middle of the cloud of dust
D) the temperature began cold and then became quite hot

Answer Key: 1) Kansas; 2) A; 3) A; 4) B; 5) D

Total points possible: 5 Mastery = 4 of 5 points (80%)

APPROVED 03/11/2013

Summative Assessment #4: Independently written paragraphs. Students will read first-hand accounts of Oklahoma migrants during the dust bowl (excerpts from the Apetz brothers and Florence Thompson) and write a two-paragraph comparison of the perspectives.

	1	2	3	4
Evaluation of the differing perspectives	Student evaluation does not demonstrate understanding of the differing points of view, language, or selection of facts.	Student evaluation demonstrates understanding of only one of the following: the differing points of view, language, or selection of facts.	Student evaluation demonstrates understanding of at least two of the following: the differing points of view, language, or selection of facts.	Student evaluation demonstrates perceptive understanding of the differing points of view, language, and selection of facts.
Student argument	The student's argument contains serious logical flaws.	The student's argument is plausible but illogically presented.	The student's argument is reasonably presented but may contain minor logical flaws.	The student's argument is well-developed and logical.
Text use	The student does not use specific textual evidence.	The student uses ineffective evidence or fails to include the required number of references to the text.	The student uses the required number of textual references; the references are acceptable but do not demonstrate a high degree of sensitivity to language or selection of facts.	The student uses textual evidence effectively throughout the essay, and in the required amount.
Grammar and style	The essay contains numerous grammatical errors and is not clearly written.	Grammatical errors detract from the clarity or the essay and the style is somewhat unclear.	The essay has some minor grammatical errors but overall is written clearly.	The essay has few, if any, grammatical errors and an exceptionally clear and elegant style.

Total Points Possible: 16
Mastery: 14 points (≈85%)

APPROVED 03/11/2013