Curriculum Sample Template
Max. 8 Pages

Grade Level	8	**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).		
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 view 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.*	8.RI.9 Grade: 8 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.		
Materials/Resources Needed	Anonymous account of the Boston massacre (sympathetic to colonists), at http://www.let.rug.nl/usa/documents/1751-1775/anonymous-account-of-the-boston-massacre-march-5-1770.php; account of the Boston Massacre incident by British Commander Thomas Gage (*Annals of America*, vol. 2, pp.205ff. Copies of Benjamin Franklin's testimony in the House of Commons 1765.		

**** 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).*

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Lesson (add as needed)	**Instructional Strategies**	**Student Activities**
1	This is a 4 day lesson. Day 1 Anticipatory set: ask students to describe a situation in which they had a different version of an event than someone else talking about it. Why do people differ in how they recall an event, if the events are the same?	Class discussion. Role-playing of two students recounting a different version of something they have witnessed (e.g., the cause(s) of an altercation between two students: who began the argument; why they argued; who did what to whom; etc.)
2	Review: what do students know of the Boston Massacre? Who were the perpetrators, as far as they understand the event? Who were the victims? How many victims were there?	Teacher led Q&A to determine level of familiarity of students with the Boston Massacre. Note: the activity should simply elicit student understanding of the event. The teacher will not at this time deal with qualifying areas of uncertainty or error.
3	Reading of two contemporary accounts of the shooting of Boston residents by British troops.	Students will take turns reading from the anonymous account of the Massacre, and then from the account of Commander Gage. For both reading selections, students should raise hands to ask about any unclear vocabulary. The class will attempt to understand those terms through the use of context clues; roots, prefixes, and suffixes; or other strategies for determining vocabulary, as appropriate.
4	Day 2 Have students analyze the text in preparation for group Socratic discussion	**Assessment #1**: Reading Quiz Students will work in pairs to identify differences between the two accounts, writing observations in notebooks in a two-column format to list where there are differences. Differences should include differences in details mentioned by each writer, and differences in style (e.g., use of emotional or highly 'clinical' language by either author)

5	Class discussion: a Socratic-style seminar which may include the following questions / discussion points: • what differences do they see between the two accounts? • Where do the details differ? • Where does either writer use language that is effective in building up emotion in the reader? • whose account do you find more interesting? • whose account do you find more believable?	**Assessment #2**: Seminar. Students will discuss what they determined regarding the differences between the two texts. In the Socratic seminar, emphasis will be placed on whether students make specific references to textual language or passages; on the level at which they clearly listen to classmates (acknowledging previous contributions; posing questions to clarify what others have said; offering support for other students' comments). Students will also assess the means and the effectiveness of the two accounts for their ostensible purposes of defending the record of British rule, or inciting anti-British sentiment in a reader.
6	Day 3 Summative Assessment #3	**Assessment #3**: Students will write a two-paragraph response to the question written below in Summative Assessment 3.
7	Day 4 Summative Assessment #4	**Assessment #4**: Students will read an excerpt from Benjamin Franklin's testimony before the House of Commons and independently write a two- paragraph response outlining the different perspectives on Britain's treatment of the colonies prior to the Revolutionary War. Students will not discuss the reading before producing their responses.

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 #1. Reading quiz: Which person's account - the anonymous author's or Commander Gates's - states the following (mark "A" for Anonymous author, and "G" for Gates (2 points per answer):

1. The soldiers were pelted only with snowballs, not ice or rocks (answer: G)
2. "The challenging [of] the inhabitants by sentinels posted in all parts of the town before the lodgings of officers...occasioned many quarrels and uneasiness." (answer: A)
3. "The soldiers ... perceiving their lives in danger, and hearing the word fire all around them, three or four of them fired one after another." (answer: G)
4. "[M]ost of them [the victims] were without so much as a stick in their hand to defend themselves" (answer: A)
5. "Captain Preston stood between the soldiers and the mob...using every conciliating method to persuade them to retire peaceably." (answer: G)
6. "[T]he mob... attacked with greater violence... calling out to them [the soldiers] to fire." (answer: G)

Total Points Possible: 12
Mastery: 10 points (≈ 85%)

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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.

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, and contributions show thoughtful consideration of word meanings and connotations.	Student consistently uses the text as a basis for analysis and demonstrates careful consideration of an author's 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.

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

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Assessment #3: Paragraph response. Write a two-paragraph summary of the differences between the two accounts of the event known as the Boston massacre. Show how these differences enhance the writer's ability to portray either side as relatively innocent or guilty of doing wrong. Note at least three areas where the two accounts are not the same. Make specific reference to data, words, or sentences that demonstrate the two writers' differing 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%)

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Assessment #4: Independent Assignment. Students will read a short excerpt of Benjamin Franklin's examination before the House of Commons and write a two-paragraph analysis of three differences between Franklin's and Parliament's perspectives on the way in which Britain treated the colonies in the period leading up to the Revolutionary War. Students should make specific reference to data, words, or sentences that demonstrate the two writers' differing perspectives. The paragraphs will be evaluated according to the same rubric and mastery level as the paragraphs concerning the Boston Massacre.