**Curriculum Sample Template**
Max. 8 Pages

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| **Grade Level** | 7 | **Content Area** | English |
| **Course Title** (grades9-12Only) | | | |
| **Expected Prior Knowledge**<br>*The knowledge/skills mastered earlier in the year foundational to the mastery of the required Standard in the current sample.* | Students are able to select main ideas and important details from various types of text, and have had a unit on persuasive writing. Students will know what the parts of an essay are and understand how to set up an introduction, body and conclusion. | | |
| **Alignment to Program of Instruction**<br>*Briefly outline methods of instruction found in this sequence of lessons that align to the Program of Instruction described in A.3.* | As project based learning is a key feature in the school's mission, students will apply knowledge gained in English to complete projects and solve real world issues, and some may even be cross curricular. Lessons are aligned to both the program of instruction and common core standards by scaffolding knowledge, engaging students and requiring them to use higher depths of knowledge to demonstrate mastery and solve real world problems. | | |
| **Standard Number and Description**<br>*List the Number* and full description for the required Standard.* | 7.RI.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.<br><br>7.W.1 Write arguments to support claims with clear reasons and relevant evidence. A. Introduce claim(s), acknowledge alternate or opposing claims, and organize the reasons and evidence logically. B. Support claim(s) with logical reasoning and relevant evidence, using accurate, credible sources and demonstrating an understanding of the topic or text. C. Use words, phrases, and clauses to create cohesion and clarify the relationships among claim(s), reasons, and evidence. D. Establish and maintain a formal style. E. Provide a concluding statement or section that follows from and supports the argument presented. | | |
| **Materials/Resources Needed** | Materials and Resources Needed: Copies of the articles: “What’s in Your Bowl? New Report Fingers the Least-Nutritious Cereals” by Catherine Guthrie, “Cafeteria Cams Track Students’ Calorie Consumption at School” by Meredith Melnick, and “School Buses No Place for Junk Food Ads” by Nancy Huehnergart. Students will also require copies of the Supporting an Opinion worksheet, the Developing a Line of Argument- Multiple Perspectives: Point/Counterpoint worksheet, the 7th Grade Writing Rubric, highlighters, papers and pens. | | |

****Standard Number**:For English Language Arts(Reading and Writing),use Grade, Strand, Standard (e.g.,3.RI.2). ForK-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 | Instruction | Student Activities |
|---|---|---|
| **1** | **Objective: After a Think-Pair-Share activity, SWBAT differentiate between facts and opinions as demonstrated in a journaling activity.** Teacher will pose the question, "What is the best type of cereal?" to students. Instruct students to write down one cereal and three reasons as to why it is the best. Then, lead a think- pair-share activity. Make a list on the board as to the reasons students came up with. Pose the question: Which are facts and which are opinions? Monitor and instruct in the difference between fact and opinion as students circle the facts in blue and the opinions in red. Then, have students complete a journaling activity in which they explain why opinions are not valid support for a technical argument. | Students write down their favorite cereal and three reasons why they believe it is the best. Next, they will share their opinions with a partner, explaining their reasoning. Pair will then share their reasons with the class. Next, they will take turns walking to the board and circling one answer based on whether they believe it is fact or opinion. Students will take notes on teacher instruction of the difference. Finally, students will complete a journal entry explaining why opinions are not support for a technical argument. |
| **2** | **Objective: After reading an article, SWBAT identify the argument of an article and evaluate whether the reasoning is sound and the evidence is relevant and sufficient to support the claims.**<br><br>Hand out article "What's in Your Bowl? New Report Fingers the Least-Nutritious Cereals" by Catherine Guthrie. In small groups, instruct students to read the article, highlighting the main idea and underling supporting facts. Then, lead students in a discussion of the article. Ensure all students have the correct main idea. Then, pose the following question: How do both authors interpret the facts about this topic? Which is more believable? Then, lead students in a Socratic Seminar in which they discuss the two articles and compare and contrast how the topic is presented in both articles. Students will take their first summative assessment, in which they take a multiple choice quiz evaluating standard 7.RI.9. | Students participate in a shared reading of an article entitled "What's in Your Bowl? New Report Fingers the Least-Nutritious Cereals" by Catherine Guthrie, highlighting the main idea and underlining supporting details. Participate in a discussion of the articles from today and yesterday. Then, write in their journal deciding which article is more believable and how facts were presented in each, citing evidence from the text. Participate in a Socratic seminar to argue their journal claim and provide a solution if there needs to be more evidence. Next, take the first summative assessment. |

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| **3** | **Objective: After reading and analyzing an article, SWBAT establish an argument deciding who has the right to decide what students eat by participating in a debate.**<br>Teacher leads class in a review of yesterday's activities. Teacher leads class in reading Time Healthland article, "Cafeteria Cams Track Students' Calorie Consumption at School" by Meredith Melnick. After reading the article, the teacher invites students to discuss who has the right to decide what students eat. Does the school have a responsibility to do this? Students discuss the question in their groups, finding support within the article.<br>After the teacher models debating technique for the class, students debate the issue of responsibility for food choices according to their groups. Next, assign a graphic organizer for comparing the three texts. | Student will take their first summative assessment. Students participate in a read aloud of the Time Healthland article, "Cafeteria Cams Track Students' Calorie Consumption at School" by Meredith Melnick, Highlighting the main idea and important details. Students discuss who has the right to decide what students eat. Does the school have a responsibility to do this? Students discuss the question in their groups, finding support within the article. Students debate the issue of responsibility for food choices according to their groups. Next, they will complete a graphic organizer in which they determine the main arguments, the evidence supported for each, and how these items cause the argument presented about the same topic to be altered for each article. |
| **4** | **Objective: In a summative assessment, SWBAT write an essay with arguments to support claims with clear reasons and relevant evidence**.<br>Instruct students that they will use the topic from yesterday, "Who has the right to decide what students eat? Does the school have a responsibility to do this?" and turn that into an essay. Students will be given a rubric and will be expected to complete this individually, finishing for homework if necessary. This is the second summative assessment. | Students will write an essay in which they argue, "Who has the right to decide what students eat? Does the school have a responsibility to do this?" and provide sufficient evidence to support their claims. |
| 5 | **Objective: In a final summative assessment, SWBAT identify the argument of an article and evaluate whether the reasoning is sound and the evidence is relevant and sufficient to support the claims by annotating the article and writing a paragraph.**<br>Teacher hands out the article, "School Buses No Place for Junk Food Ads" by Nancy Huehnergart. Instruct students that this is independent work and will count as a test grade. Monitor and facilitate as students take their third summative assessment. | Student will take a third summative assessment. |

***Paste Summative Assessment Here:***

**1. Multiple Choice Quiz:**
Read each question carefully.

**"Asthma?"**

Do you have mild to moderate asthma? You may be able to participate in a research study of an investigational medication to treat asthma. To participate, all study patients must be 18 to 70 years of age and have mild to moderate asthma. (Are you wheezing, coughing, having chest tightness and or shortness of breath? These are symptoms of asthma.) Qualified participants will receive a complete asthma exam, medication, and payment for time and travel. For more information, call LMDA—Legal Medical Directorate Association. 555-LMDA.

**"What is Asthma?"**

(from the National Institutes of Health Web site)

Asthma is a chronic disease that affects your airways. The airways are the tubes that carry air in and out of your lungs. If you have asthma, the inside walls of your airways are inflamed. The inflammation makes the airways very sensitive, and they tend to react strongly to things that you are allergic to or find irritating. When the airways react, they get narrower. Less air flows through to your lung tissue. This causes symptoms like wheezing, coughing, chest tightness, and trouble breathing, especially at night and in the early morning. Asthma cannot be cured, but most people with asthma can control it so that they have few and infrequent symptoms and can live active lives. When your asthma symptoms become worse than usual, it is called an asthma episode or attack. During an asthma attack, muscles around the airways tighten up, making the airways narrower so less air flows through. Inflammation increases, and the airways become more swollen and even narrower. Cells in the airways may also make more mucus than usual. This extra mucus also narrows the airways. These changes make it harder to breathe. Taking care of your asthma is an important part of your life. Controlling it means working closely with your doctor to learn what to do, staying away from things that bother your airways, taking medicines as directed by your doctor, and monitoring your asthma so that you can respond quickly to signs of an attack. By controlling your asthma every day, you can prevent serious symptoms and take part in all activities. If your asthma is not well-controlled, you are likely to have symptoms that can make you miss school or work and keep you from doing things you enjoy. Asthma is one of the leading causes of children missing school.
"What is Asthma?" National Institutes of Health. http://www
.nhlbi.nih.gov/health/dci/Diseases/Asthma/Asthma_WhatIs.html.

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from "Asthma" and "What is Asthma?"

1. Which information is found in "What is Asthma?" but not in "Asthma"?
    a. that asthma patients are between 18 and 70 years old
    b. that asthma is a leading cause of school absences
    c. that asthma patients often are unaware they have the disease
    d. that there is a new, effective cure for most cases of asthma

from "Asthma?" and "What is Asthma?"

2. Which information is found in "What is Asthma?" but not in "Asthma?"
    a. The LMDA may be able to help those with asthma.
    b. Asthma can be controlled but not cured.
    c. An investigational study is being held to test a new medication for asthma.
    d. In order to control asthma, it is almost always necessary to take medication.

**"Become an Advertising Salesperson!"**

Are you friendly, self-driven, and aggressive? Do you LOVE to SELL? We at Landing Advertising are looking for great people to join our team. We have fulltime positions, great pay, and health benefits. You must have strong people skills, computer skills, and be able to spell correctly. You must also have THE DESIRE TO SUCCEED! Experience in sales is not necessary. If you are the right person for us, call 555-SELL for an interview. Or email us at info @ sales.net

from "Asthma?" and "Become an Advertising Salesperson!"

3. Which best describes a similarity in each text?
    a. Both texts seek to hire employees.

b. Both texts seek to enroll students.
c. Both texts seek to find suitable candidates.
d. Both texts seek to find solutions to medical problems.

from "Asthma?" and "What is Asthma?"

4. Which best describes a similarity in these texts?
    a. Both texts list some common symptoms of asthma.
    b. Both texts mention some current studies about asthma.
    c. Both texts mention the ages of most people who have asthma.
    d. Both texts list some ways to control asthma.

from "Asthma?" and "What is Asthma"

5. Which best describes a different idea of these texts?
    a. "Asthma?" informs about a research study; "What is Asthma?" gives general information about the condition.
    b. "Asthma?" explains how to diagnose yourself; "What is Asthma?" informs about how many people suffer from the condition.
    c. "Asthma?" informs about how to treat the condition without using medication; "What is Asthma?" informs about how to receive free treatment for the condition.
    d. "Asthma?" informs about how to receive help from others who have the condition; "What is Asthma?" tells about a new investigational study.

1. **Essay:** Who has the right to decide what students eat? Does the school have a responsibility to do this? Based on the prompt, write an argument to support your claim, with clear reasons and relevant evidence.

2. **Article Analysis**: Read the following article. Decide what the argument is by highlighting it. Then, underline the supporting evidence. Finally, write a short paragraph in which you explain whether or not the evidence provided is sound, relevant and sufficient to support the claims. Then, select one article we reviewed in class. Compare and Contrast the two articles citing what evidence is shared between the two, what evidence presented is different, and how the topic of both is interpreted based on that facts presented in each.

From: Huehnergarth, Nancy. "SCHOOL BUSES NO PLACE FOR JUNK FOOD ADS." *Albany Times Union*10 June 2011, n. pag. Web. 12 May. 2013. <http://nfhconsulting.com/2012/08/27/school-buses-no-place-for-junk-food-ads/>.

New York's school buses could become traveling billboards if state Sen. Mark Grisanti, R-Buffalo, and Assemblyman Steven Englebright, D-Suffolk County, get their way. They have introduced a bill that would amend education law to allow school buses to carry advertising.

Alcohol and tobacco advertising would be prohibited, of course. But New York's children, who are in the midst of an obesity epidemic, could be subjected to a blizzard of ads for sugary cereals, fast food, soda and other products -- courtesy of your local school board. Cities with populations of more than a million (New York City) would be exempt from the law, but the rest of the state could opt to collect this ill-advised advertising revenue.

It's understandable that schools are searching for new revenue sources while state education funding is being reduced. But it makes no sense to allow districts to hawk unhealthy foods or other products to New York's children. The state has the 18th-highest rate in the nation of overweight youths (ages 10-17) at 33 percent, according to Trust for America's Health. And 80 percent of overweight/obese adolescents become overweight/obese adults, putting them at an increased risk for chronic diseases like diabetes, heart disease, asthma, hypertension and some cancers.

To put into perspective how excited junk food and fast food marketers must be to have a possible new venue for reaching almost every kid in the state, note the enormous sums they already spend to target children. A 2006 Federal Trade Commission study of 44 companies found that food and beverage marketing to children and adolescents totaled some $1.6 billion. Approximately $870 million was spent on food marketing directed to children under 12.

New York's potential new school bus marketing would be visible to a captive audience of children at least twice daily. Plus, products advertised on a school bus will have that school district's implicit endorsement, whether the district intends it or not.

Marketers in all industries are keen to reach young audiences because this targeted marketing works. A Yale Rudd Center study that focused on McDonald's, which advertises heavily to the toddler to teen set, found 40 percent of parents report that their child asks to go to McDonald's at least once a week, while 15 percent of preschoolers ask to go every day.

Over the past decade, thanks to increased awareness and stronger nutrition standards, school districts across the state have been eliminating junk food and junk food advertising, and turning down contracts with companies like Pepsi and Coca-Cola.

It would be a huge step backward to create a new opportunity for predatory marketers to get to kids during the school day. The Campaign for a Commercial-Free Childhood notes that advertising on buses won't even make a dent in schools' deficits.

School bus advertising in a Colorado Springs district with more than 27,000 students only generates $40,000, according to the news website Cincinnati.com. By selling ad space on its 103 buses, the Thompson School District in Colorado generated about $3,000 a year -- about 20 cents a student, according to School Transportation News. Ypsilanti, Mich., stopped placing ads on school buses when revenue fell far short of projections, Advertising Age reported.

We urge legislators to take a stand against predatory marketing by opposing S.3229/A.7701. Our schools should be free of advertising. We should not try to fund them at the expense of our children's health.

Paragraph:_____
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Compare and Contrast:

a. Evidence Shared:_____
_____

b. Evidence that is different:_____
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c. How the topic is interpreted differently:
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***Paste Answer Key/ Scoring Rubric Here:***

**1.** Multiple Choice Quiz (No Partial Credit)

1. B, 2. B, 3. C, 4. A, 5. A

**3. Article Analysis:**

Main Idea/Argument: Students should highlight the following sentence, "But it makes no sense to allow districts to hawk unhealthy foods or other products to New York's children." (10 points, no partial credit)

Evidence: Can vary, however students must underline a minimum of 3 pieces of evidence (15 points, credit awarded only if evidence supports claim. Partial credit awarded if less than 3 pieces of evidence are selected to support the claim)

Paragraph: 25 Points: Vary. Students must describe if the evidence they selected is sound, whether or not there is enough evidence and if there is relevant evidence. Partial credit can be awarded if students answer only part of the required paragraph prompt.

Compare and Contrast: Varies. Students must provide accurate evidence from both articles, write in complete sentences, and decide how the topic is treated differently, citing evidence to support their claims. Partial credit is awarded if only part of the question is answered or if a claim is made but no evidence is presented.

2. **Essay Rubric**

| Category | Level 4:<br>Achieves Standards at a High Level | Level 3:<br>Performance at Standard | Level 2:<br>Performance below Standard | Level 1:<br>Demonstrates Minimal Success |
|---|---|---|---|---|
| Introduction and Organization | Introduction has a clear topic sentence and organization is exceptional at providing a logical flow. Alternate claim is addressed and explained. | Introduce claim(s), acknowledge alternate or opposing claims, and organize the reasons and evidence logically. | Claim is introduce, but topic sentence needs development and organization needs revision. Alternate claim is not addressed. | Introduction lacks a topic sentence and organization is confusing. |
| Textual Evidence | Evidence provided goes above the standard and implies deeper understanding of the texts being compared. | Support claim(s) with logical reasoning and relevant evidence, using accurate, credible sources and demonstrating an understanding of the topic or text | Evidence is used out of context and does not demonstrate a clear understanding of the text as evidence seems "thrown into" the argument. | Lacks textual evidence to support claims. |
| Word Choice | Uses exceptional word choice above grade level; paper flows smoothly with transitions that establish clear relationships. | Use words, phrases, and clauses to create cohesion and clarify the relationships among claim(s), reasons, and evidence. | Words, phrases and clauses identify some relationships, but do not provide a clear and consistent flow. | Word choice, phrases and clauses do not establish a relationship and are well below grade level. |
| Style | Style is academic and formal throughout, always utilizing appropriate conventions and fluency. | Establish and maintain a formal style. | Style lacks formality in more than 2 areas as evidenced by word choice and conventions. | Paper does not maintain a formal style. |
| Conclusion | Conclusion not only provides a clear ending, but keeps the reader thinking about the topic argued and/or effectively convinces the reader of the argument. | Provide a concluding statement or section that follows from and supports the argument presented. | Concluding statement is weak and needs further development. | Conclusion is missing or incomplete. |