**Curriculum Sample Template**
Max.8Pages

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| **Grade Level** | 6 | **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 will have read *The Diary of Anne Frank* and completed various graphic organizers detailing the chronology of events in her life. Students will have knowledge of primary versus secondary sources. They will have mastered the use of the Venn Diagram. | | |
| **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.* | 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)<br>6.W.1. Write arguments to support claims with clear reasons and relevant evidence.<br>a. Introduce claim(s) and organize the reasons and evidence clearly.<br>b. Support claim(s) with clear reasons and relevant evidence, using credible sources and demonstrating an understanding of the topic or text.<br>c. Use words, phrases, and clauses to clarify the relationships among claim(s) and reasons.<br>d. Establish and maintain a formal style.<br>e. Provide a concluding statement or section that follows from the argument presented. | | |
| **Materials/Resources Needed** | Cahill Kathleen. "The Diary of Anne Frank: Biography" PBS. Retrieved from http://www.pbs.org/wgbh/masterpiece/annefrank/frank.html, Diary of Anne Frank Graphic Organizers;<br>Elias, Buddy. Interview by Allison Kugel. "Anne Frank's Last Living Relative, First Cousin Buddy Elias, Gives Insight Into Anne's Life and Her Famous Diary." *PR.com*. 06 May 2008. ANNE FRANK-Fonds (AFF), Basel. May . Print. http://www.pr.com/article/1099.;<br>*Why go into hiding?*. 2010. Video. The Secret Annex OnlineWeb. 29 Apr 2013. <http://www.annefrank.org/en/Subsites/Home/>. | | |

****StandardNumber**:ForEnglishLanguageArts(ReadingandWriting),useGrade,Strand,Standard(e.g.,3.RI.2).ForK-8Math,useGrade,Domain,Standard(e.g.,6.EE.7).ForHSMath,useConceptualCategory-Domain,Standard(e.g.,A-REI.6).ForScience,useGrade,Strand,Concept,PO(e.g.,4.1.3.1).*

| **Lesson** (add as needed) | **Instruction** | **StudentActivities** |
|---|---|---|
| **1** | **Objective: After a short lecture, SWBAT identify and define different types of informational text by creating a Vocabulary wall.**<br><br>Teacher will hand out graphic organizers. Lecture by giving the vocabulary word, definition and have students draw an image in their notes to represent each word: Biography, Memoir, Magazine, Brochure, Textbook, Encyclopedia, Newspaper, Internet, Interview.<br>Next, model for students how to create a word and definition sheet for our Vocabulary wall. Monitor and assist as needed. Student groups will be responsible for writing and coloring the word in neat and legible handwriting, creating a simple definition and drawing an image. | Students will take notes and draw images on the provided graphic organizers. They will practice as the teacher models how to create a word and definition sheet. Next, they will get into groups to create an entry for the Vocabulary wall. Student groups will be responsible for writing and coloring the word in neat and legible handwriting, creating a simple definition and drawing an image |
| **2** | **Objective: Using the Vocabulary wall as a guide, SWBAT analyze an article and identify what type of informational text is being used.**<br><br>Instruct students to take out their Anne Frank graphic organizers. Using these as a model, pose a journal question: What type of text was *The Diary of Anne Frank?* Once students have responded, select a few to share their answers and justifications. Then, hand out the article "The Diary of Anne Frank: Biography" (PBS). Place students in reading pairs. Once groups complete the reading activity, pose the same journal question for the article. Have students create a Venn diagram in groups for the two texts. Then, place a Venn diagram on the Projector and have each reading pair share an item for the class. | Students respond the journal topic, citing what type of text the book is and how they know, based on the Vocabulary wall definitions. In pairs, students will "Pair Read": One student will read while the other one writes a summary. They wills witch off paragraphs until they have the entire article summarized. Following, they will complete another short journaling activity for the Biography they just read (Students will not see the word biography on their text). Next, in their pairs, students will create a Venn diagram, citing similarities and differences in the text based on how the text was written. Each group will share at least one item with the class. |

| | | |
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| **3** | **Objective: Using their Venn diagrams as prewriting, SWBAT write an essay in which they decide which text had a stronger impact based on the type of text used.**<br><br>Allow students to use the Venn diagrams from yesterday as a pre-write. Instruct that they will use their knowledge of writing to decide which text they liked better, the memoir or the biography, and justify their reasons using evidence from each text. They must provide two reasons why the text they picked was better and one reason explaining why they did not like the other text. This must be in complete sentences and must have a topic sentence and use the text as support. This will be the first summative exam on Anne Frank and comparing texts. | Students will decide which text they preferred and cite two reasons why it was better and one reason why it was not. They will write this short paper in class as the first summative assessment. This is an individual paper. |
| **4** | **Objective: After completing short research, SWBAT compare and contrast an encyclopedia on Anne Frank found online to the content of the biography.**<br><br>Instruct that students will have another opportunity to practice comparing and contrasting. Have students recall from memory the chronology of the events in the biography they read yesterday in a Think Pair Share activity. Then, students will use their computers to find an encyclopedia article about Anne Frank. Monitor and assist as students find articles; giving them options for websites to go to if they are stuck. They will also write down in chronological order the important events of the article. Then, pose a journal question in which they cite the similarities and differences between the two. | Students will recall from memory and record the chronological events in a think pair share activity. They will write their timeline on one side of a T Chart. Next, they will complete research to find a short encyclopedia article. They will write the chronology for the encyclopedia article on the opposite side of the T Chart. Then, they will complete a journal entry comparing and contrasting the two articles by citing examples. |
| **5** | **Objective: Using a 3D virtual tour and an interview, SWBAT to identify what type of source is being used and compare and contrast the perspective in each as a summative assessment.**<br><br>Show the 3D virtual tour of the Anne Frank House. Then, distribute the interview article so students can complete the remainder of the second assessment. Finally, pass out the third summative assessment, a Galileo assessment using different texts in which students answer multiple choice questions. | Students complete Summative Assessment Two (below) 1-5 for the 3D tour video. Next, they will read and excerpt and complete test questions 6-10. Finally, they will take the Galileo assessment, summative assessment three. |

***Paste Summative Assessment Here:***

1. Writing: Based on the texts we examined in class, *The Diary of Anne Frank* or the Biography, argue which one you think better illustrated the Anne Frank story, citing evidence from the text. Cite 2 examples to support your argument and one example as to why you think the other text was ineffective. You must include a topic sentence and specific evidence. You may use your Venn diagram for ideas, however you must write the essay individually.
2. 3D Tour Clip (**Why go into hiding?.** ***2010. Video. The Secret Annex OnlineWeb. 29 Apr 2013. <http://www.annefrank.org/en/Subsites/Home/>.)***
   1. What type of text is this video? How do you know?
   2. What restrictions are placed on Jews, specifically, Anne and Margo?
   3. What prompts the family to go into hiding?
   4. How does Anne utilize her energy?
   5. What does she describe in her diary?

**PR.com (Allison Kugel): Being that your mother and Anne Frank's father, Otto Frank, were brother and sister and you and Anne first cousins, I imagine you spent quite a bit of your early childhood together. Can you tell me what you remember about Anne Frank's personality, her sense of humor, and things she enjoyed as a young girl?**

Buddy Elias: Anne explains her character best in her Diary, but my memories of her are all positive, as we were very fond of each other. Margot, her sister, was more my age. Anne was my playmate whenever we were together. Margot was a reader, and not so playful as Anne. Anne and I were two really wild kids. She always knew what to play, and getting dressed up and playing actors was one of her favorite games. I had a puppet theatre and the last time we were together I had a grandmother puppet, a crocodile [puppet] and a Jack in the Box. I handled the puppets. The crocodile wanted to eat grandmother, but Jack came up and killed the crocodile. Anne loved that! Then she told me to put on a dress of our *real* grandmother, Otto's and my mother's mother, and a hat and her high heeled shoes and imitate her, which I did. Anne had a wonderful laugh. She was a very happy and playful girl. She could get angry too, of course. Reasons every child gets angry; not getting what she would like. With her it was always fun. That was our last meeting before the war. It must have been 1938.

**PR.com: Before the war, what kind of work did your parents do and what kind of work did Otto Frank do?**

Buddy Elias: My father became representative of a German firm in Switzerland before Hitler came to power. He moved in 1929, and my mother and me followed in 1931. That saved us. My father was a merchant, but worked also as a banker in Otto Frank's father's bank while he was still in Germany. Otto worked also at the bank of his father, but studied some time in Heidelberg, where he met Nathan Strauss of the famous American Strauss family [who owns] Macy's. They became friends and Otto spent some time in New York working at Macy's. When

**PR.com: Being that you were now residing in Switzerland when Germany was taken over by the Nazi party, did you, your brother or your parents experience any discrimination, or were you at all subjected to any threats whatsoever?**

Buddy Elias: Until the war broke out we lived a most pleasant life in Switzerland. Naturally, anti-Semitism was also present here, but it was not threatening or dangerous. It changed when war broke out. We were never sure that the German army would not invade Switzerland, and we were always afraid. Of course I experienced anti-Semitism in school, but not too often or too badly. Discriminated we were in so far, as we tried to become Swiss citizens, but that was impossible for Jews then. Only if they had a lot of money it was possible. The [Swiss] population was largely in favor of the Allies, but a minority [was] for Hitler, and one of the highest men in the Swiss government was responsible for German Jews to get the letter "J" put in their passport.

**PR.com: Was Anne a good student in school, and did she always demonstrate a flare for writing and language? Did she always keep a journal even before the war?**

Buddy Elias: Margot was brilliant in school, Anne not so. She loved history and writing stories, and hated mathematics. Yes, she always wrote letters or anything she felt like writing. She also wrote essays and short stories

while in hiding. But she did not start her diary until her 13th birthday, which was one month before they went into hiding.

**PR.com: What did Anne talk about wanting to be when she grew up? What were her dreams?**

Buddy Elias: As a small child, as most kids that age, she wanted to become a movie star. Later she wanted to be a journalist or author.

**PR.com: How did you get word that she and her family were arrested and sent to Auschwitz? And when did you finally find out about their whereabouts and that Otto Frank was the only survivor?**

Buddy Elias: We were not informed about their arrest. The first we heard after the war was a telegram we received from The Red Cross telling us, "We'll arrive soon in Marseille in good health. Otto." We thought it would be the whole family, but Otto had to inform us that he was alone. He had heard on the way back that his wife *(Edith Frank)* had perished, but he had great hopes to be reunited with his children. He found out one month later that Margot and Anne perished in Bergen-Belsen.

**PR.com: What about Anne Frank do you think is most crucial for the world to know about her and her life?**

Buddy Elias: She gave the Holocaust a name. You can ask the world over, "Can you name one victim of the Holocaust by name?" And everybody will say, "Yes, Anne Frank." Besides, she has written a most humanistic and unforgettable book in a wisdom you can rarely find in a child of that age. "Once we will be human beings again, and not just Jews." She has taken a stand for the rights for women. She hoped that humanity could sometime live in peace, no matter what religion, nationality or color of skin. Especially young people can identify with Anne Frank the world over. On a lecture tour in Japan I witnessed incredible love all over for her. There exists a rose [named] after Anne Frank. This flower is planted all over Japan as a sign of peace. There exists even a Christian church called the "Anne Frank Rose Church." And in Fukuyama, a Holocaust Museum is dedicated mainly to Otto Frank and Anne Frank.

6. What type of text is the above? How do you know?
7. How is Buddy's description of Anne different from the video?
8. How does Buddy describe Anne? Give 2 examples.
9. What information does Buddy Stress?
10. What is similar about the two texts? Different? Draw a Venn Diagram to illustrate.

3. Answer the multiple choice questions below. Then, write a paragraph in which you compare and contrast the content of the two articles and how they describe the Arizona Flag, citing 2 similarities and 4 differences. Finally, argue which article you think gives a better description of the Arizona flag and why, giving 2 examples from the text.

"Arizona's Flag"

The Arizona flag is very beautiful, but it is even more interesting if you know how this flag was created. When Arizona first became a state in 1912, it did not have a flag. The idea for a flag came from Arizona's Rifle Team. They went to the national rifle contest. They noticed that other states had flags. When they got home, they asked if Arizona could also have a flag. The young state's chief administrative official, Colonel Charles W. Harris, agreed. He designed a flag. He designed the lower half to be solid blue. On the upper half, 13 red and yellow bars formed a sunset. Instead of a sun, though, he placed a copper star in the center of the flag. He gave that design to Nan D. Hayden to sew. She has since become known as Arizona's Betsy Ross. Not everyone liked the flag. Many Arizona leaders fought against it. Even the governor refused to accept it. Finally, on February 17, 1917, the Arizona government accepted it as the official state flag.

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"Sunset Flag"

Arizona's flag brings to mind the beautiful sunsets the state is known for. Thirteen red and gold rays stream out of the center of the flag. However, in place of a sun sits a copper star. The star honors Arizona's role as chief producer of copper in the United States, while the 13 rays represent the original American colonies. The colors of the rays reflect the flag of Spain, which was carried through the state by Spanish explorers. The lower half of the flag is a field of blue. It is the same shade used in the American flag, known as "Liberty Blue," and it stands for freedom. Several people helped give Arizona its flag. Colonel Charles W. Harris is credited as the lead designer.

His friend, Carl Hayden, assisted with the design. They wanted the flag to reflect Arizona's history and values. Hayden's wife, Nan Hayden, sewed the first state flag in 1911. Today, Arizona's flag is recognized for the beauty of its design. In a 2001 poll, the "sunset flag" was rated as one of the 10 best flags of North America. However, it was not an instant hit when it was first presented to Arizona legislators. Many of them voted against the flag. In addition, Governor Thomas Campbell refused to sign the bill establishing the state flag. He offered no reasons for his refusal to sign. Since a bill becomes a law in Arizona if the governor does not veto it, Arizona got its flag anyway.

Answer each of the questions as they relate to the above texts, "Arizona's Flag" and "Sunset Flag".

1. In which text can you find out when Arizona became a state?
   A. only in "Arizona's Flag"
   B. only in "Sunset Flag"
   C. in both texts
2. In which text can you find out what the copper star in the center of Arizona's flag stands for?
   A. only in "Arizona's Flag"
   B. only in "Sunset Flag"
   C. in both texts
3. In which text can you find out who sewed Arizona's first flag?
   A. only in "Arizona's Flag"
   B. only in "Sunset Flag"
   C. in both texts
4. In which text can you find out which colors are used in the Arizona flag?
   A. in both texts only in "Arizona's Flag"
   B. only in "Sunset Flag"
   C. in both texts
5. In which text can you find out when Arizona adopted its state flag?
   A. only in "Arizona's Flag"
   B. only in "Sunset Flag"
   C. in both texts
6. In which text can you find out what the blue color in Arizona's flag represents?
   A. only in "Arizona's Flag"
   B. only in "Sunset Flag"
   C. in both texts
7. In which text can you find out who helped Colonel Harris design Arizona's flag?
   A. only in "Arizona's Flag"
   B. only in "Sunset Flag"
   C. in both texts
8. In which text can you find out what Colonel Harris wanted Arizona's flag to reflect?
   A. only in "Arizona's Flag"
   B. only in "Sunset Flag"
   C. in both texts
9. In which text can you find out what the top half of Arizona's flag represents?
   A. only in "Arizona's Flag"
   B. only in "Sunset Flag"
   C. in both texts
10. In which text can you find out what Nan Hayden's nickname was?
   A. only in "Arizona's Flag"
   B. only in "Sunset Flag"
   C. in both texts

***Paste Answer Key/ Scoring Rubric Here:***

1. 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. | Introduce claim(s) and organize the reasons and evidence clearly. | Claim is introduce, but topic sentence needs development and organization needs revision. | 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 clear reasons and relevant evidence, using 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 clarify the relationships among claim(s) and reasons. | 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 (Argument) | 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 the argument presented. | Concluding statement is weak and needs further development. | Conclusion is missing or incomplete. |

***2: Partial credit will be awarded if students answer part of the question but fail to answer completely.***

1. (2 points) Biography;  The Video describes Anne's life as described using historical events, but is told by someone other than Anne.
2. (4 points) They have a curfew, can't ride trams, or own businesses and Anne and Margo have to go to a special school for Jews.
3. (2 points) He doesn't want to wait for the family to get killed; Margo is called up for a labor camp in Germany.
4. (1 point) She writes in her diary
5. (8 points)Life in the annex, fear, arguments, pettiness, inconvenience, lack of privacy, annoyances, hunger
6. (2 points) Interview; the format is question and answer
7. (2 points)Buddy gives a personal description of her personality and character, where as the video is more background information
8. (2 points) answers vary, must give 2 examples from the interview.
9. (2 points) Anne as a person and her importance to history
10. (5 points)Vary, must include a minimum of 5 differences and 3 similarities.

3. Answer key for "Arizona Flag" Questions

1. a
2. b
3. c
4. c
5. a
6. b
7. b
8. b
9. c.
10. a

Written Portion (***Partial Credit may be awarded to students who answer part of the prompt or do not list the appropriate amount of similarities and differences, or say what they liked better but fail to cite examples.)***: Answers vary. Students must cite at least 2 similarities and 4 differences from the articles provided. Then, they must chose the one they think better described the flag and why, citing at least 2 examples from the text.