**Curriculum Sample Template**
Max.8Pages

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| **Grade Level** | 8 | **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 mastered vocabulary and the ability to compare and contrast using a Venn Diagram. They will understand how to read and analyze informational texts for main ideas. In addition, they will understand how to write an essay with an introduction with a topic sentence, body and conclusion, including the appropriate process of prewriting, drafting, revising and publishing. They will have experience in the rules and processes for a Socratic Discussion. | | |
| **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.* | 8.RI.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.<br>8.W.1 - Write arguments to support claims with clear reasons and relevant evidence.<br>a. Introduce claim(s), acknowledge and distinguish the claim(s) from 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.<br>c. Use words, phrases, and clauses to create cohesion and clarify the relationships among claim(s), counterclaims, reasons, and evidence. d. Establish and maintain a formal style. e. Provide a concluding statement t or section that follows from and supports the argument presented. | | |
| **Materials/Resources Needed** | Copies of the following articles: Seelye, K. (2005, December 4). *Nytimes*. Retrieved from http://www.nytimes.com/2005/12/04/weekinreview/04seelye.html?pagewanted=all; Valentino-DeVries, J. (2010, May 13). *The wall street journal*. Retrieved from http://blogs.wsj.com/digits/2010/05/13/in-effort-to-boost-reliability-wikipedia-looks-to-experts/; Manjoo, F. (2009, Sep 28). Is wikipedia a victim of its own success?. Retrieved from http://www.time.com/time/magazine/article/0,9171,1924492,00.html; highlighters | | |

*****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( addas needed | Instruction | Student Activities |
|---|---|---|
| **1** | **Objective: Following close analysis, SWBAT identify conflicting arguments in a series of text by highlighting and discussing the conflict with a peer.**<br>Teacher will introduce the topic and have students brainstorm why sometimes facts are conflicted. After discussion and review of proper analysis techniques, divided students in groups of three. Each group will get a different article to analyze in a jigsaw activity. Circulate and monitor, providing guidance as needed to assist students in identifying the main arguments of their articles. Instruct students with the same article to collaborate together and ensure they are all getting the main idea. Place a graphic organizer on the board. Have students come up and complete the graphic organizer. Lead a Socratic Discussion. Finally, have students write a summary of the article they reviewed and why they think the arguments in these three articles conflict. | Students will brainstorm using a think, pair share discussion format on the topic of why facts are conflicted. Once they are divided in groups, students will work together to read and analyze the newspaper articles, highlighting the main ideas, circling words they do not know, and underlining details that support the main idea. Next, they will convene with the other students who have the same article and discuss it, making sure their articles have the same main ideas and details and discussing when their analysis does not match up. They will work here to define the vocabulary they did not know. Next, students will come up to the board. Under their article, they will write the main idea, supporting details and finally the vocabulary. Participate by completing their own version for their notes. Discuss the differences between the articles in a Socratic session. Finally, in their journals, students will write a summary of the article they reviewed and use the context of the other articles to determine why they have conflicting arguments. |
| **2** | **Objective: Using the analysis of the Wikipedia articles, SWBAT write a five paragraph essay arguing whether or not Wikipedia is an appropriate source for research papers.**<br>Introduce the essay topic to students. Model how to complete a paragraph organizer that allows for students to document their topic sentences and their evidence. Break students into pairs. Each pair must work together to draft an essay that argues whether not Wikipedia is a reliable source based on the documentation provided in previous lessons. Monitor and circulate, providing guidance as needed. Facilitate peer reviews. Review with class what is expected in a peer review. Ensure groups are switching with a pair with the opposite view point of their own paper. Ensure each group is making 20 adjustments. Instruct using lecture on MLA formatting and how to make Microsoft Word format properly. Monitor as students compete and share their final drafts on Google Docs. | Students will review assignment sheet and take notes on completing a paragraph organizer. In assigned pairs, review each of the articles from yesterday and decide what perspective to write about. Complete paragraph organizers. Write a rough draft. Review peer review techniques. Swap with another group. Read the essay once. Next, read for grammar and conventions. Next, read for content and highlight the thesis and supporting details. Give positive feedback and suggestions. Return papers. Make 20 improvements to groups own paper. Take notes on MLA formatting. Type paper into Google Docs and share with teacher. |

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| **3** | **Objective: Using a given prompt, SWBAT write a one page and analyze a peer's response for main ideas.**<br>Give students the following prompt: The school is thinking about moving to a dress code: khaki pants or knee-length shorts and skirts and a Polo shirt, tucked into the khakis. Do you agree or disagree and why? Divide class and half. One half will agree and the other will disagree. Instruct that despite their real opinion, it is important to argue both sides. Facilitate the trading of papers. Make sure students have a main idea and three supporting details. Lead a class discussion on conflicting ideas. Why do they even exist? How do we determine who is "right"? How can these skills be applied to history or the media? Students will write a response in their journals. | Students will write a one page paper based on the prompt given in the instruction portion. Once complete, they will trade papers with a partner who has the opposite view point and assess whether or not their partners paper has a main idea and three supporting details. Participate in a class discussion by first writing a response to the discussion questions in their writing journals. Then, they will share their responses with the class in a round robin sharing session. |
| **4** | **Objective: Based on the skills obtained in this unit. SWBAT take a summative assessment in which they read two articles, highlight the main ideas and conflicting viewpoints, complete a multiple choice test, and write a paper.**<br>Hand out articles on Benedict Arnold. Inform students that in order to test their skills, they will be taking a three summative assessments individually. Facilitate and monitor as students take their exam. Part one will have them annotate a text, part two will be a short answer section, and part three will be an essay. | Students will need to read each article and find the main ideas and supporting details as their first summative assessment. Then, in their second assessment, they will need to explain why, based on context, they selected those details. Next they will write an essay individually based on a prompt identifying the differences between the two viewpoints as their third summative assessment. |

***Paste Summative Assessments Here:***

1. Read the two articles provided. Highlight the main idea in each one. In addition, circle a minimum of three supporting details. Using the context of each, explain why you selected those details.

A. Once upon a time, a man born and raised in Norwich commanded the most important victory in the history of America.
In October 1777, he lay badly wounded in the back of a wagon as he was taken to an Albany, N.Y., hospital. He had been wounded the day before on the battlefield. His left leg, from about his knee to his hip, was shattered. They would save the leg, but there was no way to repair the bone. So, this general, Benedict Arnold, would be held down as they cut his leg and sawed the bone, removing about three inches of it. There was no anesthesia and no painkillers for the long recovery.
I wonder if we Americans fully realize the price that was paid for our freedom. Today, Benedict Arnold is known universally as a traitor, yet there are many historians who agree that, without Benedict Arnold on our side, we would have lost the American Revolution.

**Best general**
Arnold was Washington's best field general and one of America's greatest patriots. Before he betrayed America, he was betrayed often and by many, such as Gen. Horatio Gates, who was officially in command of the Battle of Saratoga. He had a quarrel with Arnold several days before and ordered Arnold confined to quarters.
On Oct. 7, 1777, British Gen. Johnny Burgoyne, with thousands of British and Hessian troops, came onto the battlefield of Saratoga.
The battle was going badly under Gates. It was then that Benedict Arnold disobeyed the order and proclaimed, as his secretary recorded, "None but God Almighty

will keep me from battle this day. If I have no command, I will fight in the ranks with the men." As he rode with his big, white horse onto the field of battle, cheers went up from the men.
It was then that he met another general whose name is very famous in Norwich, Gen. Ebenezer Learned, whose family, under the management of Ralph Learned, has operated B.P. Learned Insurance. General Learned commanded the Connecticut brigade, which included the men from New London and Norwich. Arnold requested General Learned to let him command his troops, and Learned granted permission.

**Arnold's victory**
On Oct. 17, 1777, Burgoyne was forced to formally surrender to Gates, who allowed the British to lay down their arms and return to England. However, Congress canceled Gate's order, and the British troops were captured and imprisoned.

The effect of the American victory at Saratoga was enormous.

Gates, who was a cowardly, incompetent general, became the hero of Saratoga when the victory belonged to Benedict Arnold. In fact, as Burgoyne surrendered and presented his sword to Gates, he proclaimed, "The victory belongs to Benedict Arnold."
Gates reported to George Washington that he (Gates) had commanded the victory, and he said Benedict Arnold was nothing more than a nuisance when, in fact, under Gates, the battle would have been lost.

Arnold's serious leg wound healed somewhat that winter of 1777. Arnold lived in Albany, at the home of Philip Schuyler, general and governor of New York.
The life of Benedict Arnold seems an embarrassment to Norwich, though elsewhere in the country, for example in Maine and New York, his valor on the battlefield is celebrated.
He did other things beyond treason.

**Most important battle**
The New York Times claimed, in their millennium issue, that Saratoga was the most important battle of the last 1,000 years. It convinced the French to join in the Revolution and guaranteed our victory. Without question, Norwich's Benedict Arnold won that most important battle in America's history.
Being crippled, because of his wounded leg, he was commanded to manage the city of Philadelphia, where he met and married a beautiful 18-year-old named Peggy Shippen.
When Arnold returned his loyalty to England with Peggy, King George III awarded Peggy Shippen a royal pension for life "for her service in the Colonies for the benefit of the Crown." He married the most highly paid spy in the American Revolution, and I believe it was her coaxing that convinced Benedict Arnold that he was unappreciated and wrongly charged with many crimes and that he should return his loyalty to England.

So, there we have it. The man whose valor saved the nation, and whose treason did little to hurt America but did instill hatred throughout America. Arnold did burn New London. It should be pointed out that none of the citizens of New London were killed, and every house with a woman without a man was protected by Arnold's troops. Every man who fought in Arnold's army that day had, like Arnold himself, first fought for America and freedom but had returned their loyalties to England. New London was attacked by men, born and raised in America, under the command of Arnold.

While Arnold was in charge of the entire New London-Groton operation, the British troops were under command of Lt. Col. Edmund Eyre, a veteran British army officer. Though Arnold was in command of the entire attack, he tried desperately to call off the attack on Groton's Fort Griswold.
Despite the obvious treason, Norwich's Benedict Arnold did win for America the most important battle in all of U.S. history, and, by so doing, won the American Revolution by bringing the French into the battle.

From: Stanley, Bill. "Without Arnold, Revolution would have been lost." *NorwichBulletin.cm* 15 Jan 2011,Retreived from: http://www.norwichbulletin.com/billstanley/x1254710972/Bill-Stanley-Without-Arnold-Revolution-would-have-been-lost?zc_p=0#axzz2P2oqptRw.

**B. Hidden History of the American Revolution: Part IV**
**The Traitor**
**By Thomas Fleming**

The most unlikely hidden turning point of the American Revolution was the treason of General Benedict Arnold. After George Washington, Arnold was the most admired American general. In a battle, no one could react faster or attack more fiercely than this stocky argumentative soldier from Norwich, Conn.
Arnold had been one of the first to volunteer to fight in 1775. He had helped capture vital Fort Ticonderoga in northern New York. He took the lead in the 1775 invasion of Canada. When the Americans were forced to retreat in 1776, Arnold built a fleet and fought a larger British fleet to a standstill on Lake Champlain. This forced the enemy to abandon its plan to seize northern New York that year.
The next year, when the British invaded New York, General Arnold was one of the battlefield leaders in the crucial victory at Saratoga. As one soldier who served under him said, with Arnold it was never "Go, boys." It was always "Follow me, boys!" He risked death repeatedly, leading his men from the front.
Arnold had suffered an agonizing leg wound in an attack on Quebec in 1776. The same leg was shattered again when he led a frontal assault during the battle of Saratoga. The two wounds left him barely able to walk.
A Reckless Lifestyle
In the summer of 1778, Washington put Arnold in command of the garrison in Philadelphia. There Arnold was soon quarreling with several members of the government of Pennsylvania. A widower, Arnold had married beautiful 20-year-old Peggy Shippen, daughter of a prominent Philadelphia family. Arnold rented a splendid mansion and spent money recklessly to provide Peggy with every luxury. The
Pennsylvanians said this lavish lifestyle offended many poor citizens. Arnold dismissed their complaints.
Deeply in debt, Arnold began secretly investing in private businesses and sometimes used army wagons to transport goods. His critics complained to Washington. Meanwhile, his wife was telling him it was time to quit the American side of the Revolution. Peggy Shippen was a secret loyalist.
Washington's Support
In May 1779, Arnold began a correspondence with the British, using one of his wife's loyalist friends as a courier. The chief of British intelligence, Major John Andre, had been friendly with Peggy when the British occupied Philadelphia from 1777 to 1778. Arnold asked Andre how much the British would pay him to switch sides.
Washington wanted Arnold to serve under him as commander of the left wing of the Continental Army. The French were shipping an army and fleet to America, and Washington hoped to take the offensive against the British. But Arnold said his wounded leg was still too weak. Instead, he asked for command of the fortress of West Point, on the Hudson River in New York.
Washington reluctantly agreed. He had no idea Arnold was hoping to surrender this key bastion and its garrison to the British for 20,000 pounds--the equivalent of more than a million dollars today.

On Sept. 20, 1780, Washington conferred with the French commander and his generals in Hartford, Conn.
The meeting was discouraging. The French refused to budge even a mile from Newport and the protection of their fleet. They claimed that they were supposed to receive reinforcements from France that would make them strong enough to act. But no one knew when these troops and warships would arrive.
On the way back to his headquarters, Washington decided to visit General Arnold at West Point. Perhaps he was still hoping to persuade him to take a fighting command. Washington sent an aide to tell Arnold when he would arrive.
While Washington was conferring with the French, Arnold was having intense conversations with Major Andre at a loyalist's house not far from West Point. The

traitor gave Andre a set of papers containing the layout of the fortress, the size of the garrison, the number and positions of its cannon and everything else the British needed to know for a swift conquest. In Westchester County, just north of the city, Andre was seized by three militiamen. They forced him to strip and found Arnold's confidential papers concealed in his boot. At an American outpost, Andre confessed he was a British officer. The colonel in command sent Arnold's papers to General Washington. The officer also sent a messenger to General Arnold, telling him about Andre's capture. Arnold himself was still above suspicion.

Early the next day, Sept. 25, two of General Washington's aides arrived at Arnold's headquarters, across the river from West Point. They found Arnold at breakfast and told him the commander in chief was on his way.
While Arnold was still at the breakfast table, the messenger arrived with the letter from the outpost, describing Andre's capture. Arnold coolly told the messenger to say nothing about this news to anyone. He strolled upstairs to his bedroom, where his wife was caring for their infant son. He told Peggy the plot was blown and he was about to flee. When General Arnold reached the British sloop Vulture, he scrambled aboard and urged his oarsmen to join him. He promised them money and promotions in the British army. Every one of these ordinary soldiers said no. General Arnold ordered the Vulture's sailors to seize them as prisoners of war.
Soon a letter from Arnold reached Washington. He claimed that he had switched sides out of "love for my country." He assured Washington that Peggy was "as innocent as an angel"--another lie.
In New York, the British did their best to hide their disappointment. Many officers thought Arnold had exposed Major Andre to death by forcing him to change into civilian clothes. Their fears were well founded. Washington grimly convened a court martial, which condemned the major to hang as a spy. Meanwhile, the British issued a proclamation signed by Arnold urging other American soldiers to follow his example and become fighters for George III. To Arnold's embarrassment, only about 40 men responded--far fewer from the thousands the traitor had hoped to persuade.

Fleming, Thomas. "Hidden History of the American Revolution: Part IV." Boys' Life (Vol. 96, No. 10). Oct. 2006: 42-47. SIRS Discoverer. Web. 11 Nov 2011.

2. Summative Part 2: Answer each question in a complete sentence based on the articles above.
    1. How does article A describe Benedict Arnold? How do you know?
    2. How does article B describe Benedict Arnold? How do you know?
    3. Based on the context, what is treason and why is it so bad?
    4. What facts differ in each article?
    5. How does the tone of each article differ?
    6. What role did Arnold’s wife play in the rebellion?
    7. How do the articles differ in describing the role of Peggy Shippen? Cite evidence!
    8. Draw a Venn diagram that compares how each article describes Arnold.
    9. Based on your Venn diagram, write a short response describing WHY you think their viewpoints differ.
    10. Which article do you think was most convincing and why? Cite evidence to support your answer.

3. Part 3: Essay Prompt: Based on the two articles, write an essay in which you argue how the articles differ. Cite evidence in which you identify and describe the opposing viewpoints.

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

1. **Article Analysis:**

Main Idea: (5 points each, no partial credit) A. Today, Benedict Arnold is known universally as a traitor, yet there are many historians who agree that, without Benedict Arnold on our side, we would have lost the American Revolution. B. The most unlikely hidden turning point of the American Revolution was the treason of General Benedict Arnold.

Supporting Details: These can vary, however student must be able to list the detail from the text (1 point) and explain why they selected it and how it supports the main idea (4 points). Partial Credit may be awarded if student lists details but does not explain, or does not fully explain why they selected the detail.

2. **Short Answer Key:** Answers will not be graded unless they are in complete sentences. Partial credit will be awarded based on how complete the answer is.

1. Answers should include the following: Arnold is described as a traitor; however the article states that without him, we would have lost the Revolutionary War. This is stated in the first paragraph of the document.
2. Answer should include the following: The article describes Arnold as an excellent general in the first paragraph; however it also describes him as a conspirator with his wife and the Loyalists. The overall tone and language used makes it seem as if Arnold used multiple underhanded methods to spy on the colonists.
3. Treason is betraying one's country and it is bad because it could have cost us the war.
4. Answers can vary: This is an example of an appropriate answer: Many facts are the same; however the tone and point of view differ. Article A states that his victory at Saratoga brought the French into the war. His leg injury forced him to be given command in Pennsylvania and his wife was instrumental in his treason. Article B states that this victory was important and with his leg, he commanded an unsure Washington to give him the post in Pennsylvania. It also connotes that he committed treason with the support of his wife, but not necessarily through her urging.
5. Article A seems to look at Arnold as a traitor, although he was valiant on the battlefield and through his successes, he was able to secure victories for the Americans. However, it was his wife, a spy, who convinced him to betray the colonists. The tone seems to look at him as an unfortunate traitor and gives him the benefit of the doubt. Article B recognizes he was a great general, but gives him a more sinister characterization in that he dismisses the concerns of his people, and his debt was a key factor in turning on the Americans. Its tone strongly connotes a sinister feel to Arnold.
6. Arnold's wife was a Loyalist Spy, so her marriage to Arnold appears to be a catalyst to his treason in both articles.
7. Article A blames Peggy for the treason, stating, "it was her coaxing that convinced Benedict Arnold that he was unappreciated and wrongly charged with many crimes and that he should return his loyalty to England." Article B cites her luxury life style as a reason for Arnolds debt, and thus the purpose of his seeking money from and treason from the British Troops, "Arnold rented a splendid mansion and spent money recklessly to provide Peggy with every luxury." And "his wife was telling him it was time to quit the American side of the Revolution. Peggy Shippen was a secret loyalist." However, he protected her by stating "that Peggy was "as innocent as an angel".
8. Answers vary, should have a minimum of 3 points in each side.
9. Answers vary, however a complete response will cite evidence from the diagram and use that to explain why they are different.
10. Answers vary, however a complete answer must give an opinion and cite evidence to support their claim.

**3. 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 |
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| Voice, Word Choice and Conventions | Style is formal and exceeds expectations as evident by voice and word choice. Address the appropriate audience. Free of Grammar and spelling mistakes | Establish and maintain a formal style | Style is largely informal, voice and word choice are below average. Paper has no more than 6 grammar or spelling mistakes. | Style is completely informal as evident by voice and word choice. Multitude of grammar mistakes. |
| Introduction, Argument and Organization | Introduction has a clear thesis and organization is exceptional at providing a logical flow. Alternate claim is addressed and explained. | Introduce claim(s), acknowledge and distinguish the claim(s) from alternate or opposing claims, and organize the reasons and evidence logically. | Claim is broad or imprecise, organization needs revision to make it logical. | Paper lacks an appropriate claim and organization. |
| Textual Evidence | Evidence and claims go beyond what was required to demonstrate clear understanding and analysis of the topic or text. | Support claim(s) with logical reasoning and relevant evidence, using accurate, credible sources and demonstrating an understanding of the topic or text. | Claims and counter claims are underdeveloped; evidence is significantly vague, sources are not credible or student does not demonstrate understanding. | Essay lacks textual evidence. |
| Fluency | Words, phrases and clauses are above average. They are successful at creating cohesion and go above and beyond clarifying claims. | Use words, phrases, and clauses to create cohesion and clarify the relationships among claim(s), counterclaims, reasons, and evidence. | Words, phrases and clauses lack cohesion consistently throughout the paper. Many relationships in the paper are not supported by the words, phrases and clauses | Words, phrases and clauses do not support cohesion or relationships for the paper. |
| Conclusion | Conclusion is supported by the paper and provides a clear ending that leaves the reader thinking. | Provide a concluding statement or section that follows from and supports the argument presented. | Concluding statement or section is extremely weak and fails to support the argument. | Paper lacks concluding statement or section. |