Curriculum Sample Template – 8 Pages Max. (12 pages for integrated ELA sample)

Grade Level	8	**Content Area**	Reading
Course Title (grades 9-12 Only)	N/A		
Expected Prior Knowledge *List the knowledge/skills mastered earlier in the year that are foundational to the mastery of the Required Standard(s).*	Students know central ideas, author's tone, inflection, and attitude, author's purpose, author's point of view (entertain, inform, persuade, direct), Identifying claims and counter arguments, and Identifying fact vs. opinions, how to locate textual evidence, taking a stance on an issue, argumentative writing, and relevant evidence.		
Alignment to Program of Instruction *Describe how the methods of instruction found in this sequence of lessons align to the Program of Instruction described in the application package.*	Pensar Academy utilizes a Blended Learning (BL) educational model that includes Direct Instruction (DI), Small Group Intervention, and Projects Based Learning (PBL) for students to achieve mastery of the Arizona College and Career Readiness Standards (ACCRS). Lessons are comprised of the 21st century skills of critical thinking, collaboration, communication, and creativity. Pensar Academy ensures that all students can reach mastery through the use of Universal Design for Learning (UDL) in the preparation of lessons that incorporate multiple learning styles, such as visual, auditory, tactile and kinesthetic. Pensar Academy's rotational model has embedded Response to Intervention (RTI) logistics to ensure that students who did not meet mastery are provided intervention immediately following the lesson to increase their understanding of the material. Students who are at the mastery level (a minimum of 80%) after the direct instruction will have the opportunity for enrichment through the use of Study Island and teacher constructed online learning activities. All students will apply learned content and skills learned through this rotational model in PBL extension periods. These components ensure that, at Pensar Academy, will students receive an individualized education comprised of 21st century skill building and optimal success in surpassing the ACCRS.		
Standard Number* and Description *The standard number and description of the Required Standard(s) being instructed and assessed to mastery in the curriculum sample.*	8. RI. 6 Determine an author's point of view or purpose in a text and analyze how the author acknowledges and responds to conflicting evidence or viewpoints.		
Materials/Resources Needed *List all items the teacher and students will need for the entire sequence of instruction (excluding common consumables)*	Articles: "Equal Rights for Women" by (one per student) and "Ain't I A Woman" by Sojourner Truth (one per student) Computer, Projector and Document Camera		

* ***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, Cluster, Standard (e.g., 6.EE.B.7). For HS Math, use Conceptual Category-Domain, Cluster, Standard (e.g., A-REI.C.6).*

Lesson (add as needed)	**Instructional Strategies -** *List and describe teacher actions, lesson by lesson, which will provide students with opportunities to engage the grade-level rigor defined by the Required Standard(s). Indicate alignment of instructional strategies to specific component(s) or content/skill(s) of the Required Standard/component.*	**Student Activities -** *Describe the activities, lesson by lesson, in which students will engage to allow them to master the grade-level rigor defined by the Required Standard(s). Indicate alignment of student activities to specific component(s) or content/skill(s) of the Required Standard/component.*
1	**Objective:** Teacher will state the objective orally to the students. Student will be able to (SWBAT) determine the author's point of view in by: • Identifying author's perspective in informational text **Anticipatory Set (AS)**: Teacher will (TW) have students discuss the meaning of perspective with their shoulder partner for 1 minute. TW call on two random students to summarize their discussion. **Teacher Model/Inquiry:** TW have the following three questions posted on the whiteboard. 1. What is Shirley Chisholm thinking and saying about discrimination against women? 2. Who is the intended audience of the speech? 3. What is Shirley Chisholm's personal role in discriminating against women? TW have the class read the speech "Equal Rights for Women" using popcorn. After the passage has been read, the TW use metacognition to answer the three questions. TW highlight and annotate the statements in the passage that support the questions. TW will write the answers to the questions on the board and explain their metacognition. TW identify the author's perspective of the text. **Guided Practice:** TW monitor students work by circulating the room. TW answer clarifying questions for students. **Check for Understanding**: TW call on non-volunteers to share the answers they generated to the three questions and the author's perspective and purpose. TW will have students use thumb up/down to show if they agree or disagree. TW call on random students to explain the justification for agreeing or disagreeing. **Independent Practice:** Teacher will give students five short passages to identify the author's perspective and purpose of the informational text. Mastery is correctly answering 4 out of 5 correctly. (80%). **Closure:** TW have students summarize their learning to their partner. **Small group re-teaching:** TW model using a lower lexile text as well as a graphic organizer with a different visual layout.	**Objective:** The teacher will call on a non-volunteer to restate the objective for the day. A non-volunteer will state how the teacher will assess their learning. **Anticipatory Set:** Students will (SW) discuss with their partner the meaning of perspective. If call upon student will orally summarize their discussion. **Teacher Model/Inquiry:** SW will read the text with the teacher. SW highlight and annotate the text as the teacher does. **Guided Practice:** SW will read Sojourner Truth's "Ain't I a Women" speech. In groups of three the students will read the text together. SW answer the following 3 questions. 1. What is Truth's thinking or saying about women? 2. Who is the intended audience of the speech? 3. What is Roosevelt's personal role in slavery and being a woman? Each student in the group will be responsible for one of the questions. They will highlight and annotate statements in the text that support their answer to the questions. Each student will share with their group and explain their metacognition. As a group the students will identify the Truth's perspective of the attack speech. **Check for Understanding:** SW listen to classmate. SW will put a thumb up if they agree with the answer or thumb down if they disagree. SW will explain their justification for agreeing or disagreeing to the class if called upon by teacher. **Independent Practice:** Complete independent practice. Complete independent practice. **Closure:** SW summarize their learning to their partner. Non-volunteers will share their summarization to class. **Small group re-teaching:** Students who do not reach 80% mastery will receive re-teaching using a lower lexile text as well as a graphic organizer with a different visual layout. **Extensions:** Students will use the computer program Study Island to complete questions pertaining to the standard.
2	**Objective:** Teacher will state the objective orally to the students. SWBAT determine the author's purpose in an informational text by: • Identifying the author's purpose for writing the informational text • Locating three details in the information text that support the author's purpose **Anticipatory Set (AS)**: TW will have students brainstorm (whole group) situations for types of purpose (persuade, inform, or entertain.) **Teacher Model/Inquiry:** TW will use the informational text "Equal Rights for Women" by Shirley Chisholm. TW will model reading completing the graphic	**Objective:** The teacher will call on a non-volunteer to restate the objective for the day. A non-volunteer will state how the teacher will assess their learning. **Anticipatory Set:** SW will have two minutes to write down a situation for each type of purpose. TW have students share out. **Teacher Model/Inquiry:** SW will read the text with the teacher. SW annotate the text as the teacher does. **Guided Practice:** Using "Ain't I A Woman". SW will work in collaborative groups of three to complete the graphic organizer to determine the author's purpose from the informational text with three details.

	organizer to determine What is the author's purpose for this excerpt of text? How do you know? Support your answer with at least three details from the text. **Guided Practice:** TW monitor students work by circulating the room. TW answer clarifying questions for students. **Check for Understanding**: TW call on non-volunteers to share the answers they found o complete their graphic organizer to determine the author's purpose. TW will have students use thumb up/down to show if they agree or disagree. **Independent Practice:** Teacher will give students five short passages determine the author's purpose with three details to support. . Mastery is correctly answering 4 out of 5 correctly. (80%). Using the graphic organizer is only required for the first passage. **Closure:** TW have students summarize their learning to their partner. **Small group re-teaching:** Students who do not reach 80% mastery will receive re-teaching. TW use the text in the model. TW model identifying three details to support the author's purpose. TW cut out the support detail sentences and place them on the graphic organizer.	**Check for Understanding:** SW answer CFU's questions when call on. SW will put a thumb up if they agree with the answer or thumb down if they disagree. SW will explain their justification. **Independent Practice:** Complete independent practice. Complete independent practice. **Closure:** SW summarize their learning to their partner. Non-volunteers will share their summarization to class. **Small group re-teaching:** Students who do not reach 80% mastery will receive re-teaching using the text from the model. SW cut out the three detail statements that support the author's purpose. **Extensions:** Students will use the computer program Study Island to complete questions pertaining to the standard.
3	**Objective:** Teacher will state the objective orally to the students. Student will be able to (SWBAT) analyze how the author acknowledges and responds to conflicting viewpoints by: • Identifying where conflicting viewpoints are located in the text • Annotating the text to summarize the conflicting viewpoint **Anticipatory Set (AS)**: TW will put these issues on the board. 1. Should the driving age be 18? 2. Should the U.S. require people to recycle? TW have students write their viewpoint for each question. TW have students do a line-up activity by standing on a side of the room that supports their viewpoint. TW have student discuss with a student who has an opposing viewpoint. After the line-up activity, the teacher will explain the students that in the majority of issues there are typically multiple perspective. TW tell students that great writers will include conflicting viewpoints (perspective) in their informational text to further their purpose of persuading, entertaining, or informing. **Teacher Model/Inquiry:** TW model identifying the conflicting viewpoints in the text. The TW model reading the passage <u>Equal Rights for Women</u> and highlight the conflicting viewpoints in the text. The TW use the following statement in their metacognitive model "Where does Chisholm acknowledge other viewpoints in the text." TW explicitly model the following opposing viewpoints from paragraph 13. "One is that women are already protected under the law and do not need legislation." TW model writing a summary statement for each highlighted conflicting viewpoint in the text. TW repeat this with two more conflicting viewpoints in the passage. **Guided Practice:** TW monitor students work by circulating the room. TW	**Objective:** The teacher will call on a non-volunteer to restate the objective for the day. A non-volunteer will state how the teacher will assess their learning. **Anticipatory Set:** SW write their viewpoint for each issue on the board. SW will go stand on the side of the room that supports their viewpoint. SW will pair up with a student with an opposing viewpoint and discuss. **Teacher Model/Inquiry:** SW complete the graphic organizer in the teacher's models. SW underline the claims in their text. SW answer teacher posed questions when called on as a non-volunteer. SW discuss with their partner why selected statement are claims. **Guided Practice:** Using the text, the SW in groups of two highlight three additional conflicting viewpoints to show where they are in the text. Above the highlighted statement, the SW write a summary statement of the conflicting viewpoint. **Check for Understanding:** SW listen to the student presenting. They will put a thumb up if they agree or a thumb down if they disagree. If called upon, SW explain their why they agree or disagree. **Independent Practice:** Complete independent practice. **Closure:** SW summarize their learning to their partner. Non-volunteers will share their summarization to class. **Small group re-teaching:** Students who do not reach 80% mastery will receive re-teaching using the text from the model. SW will pretend to be the author of the text to see it through their shoes. SW will connect with the author to

	answer clarifying questions for students. **Check for Understanding**: TW call on a random student to show the text from the guided practice under the document camera. TW will have students point to their highlighted conflicting viewpoints. SW share their summary of the conflicting viewpoint. TW will have students put a thumb up if they agree or a thumb down if they disagree. TW call on random students to explain why they agree or disagree. **Independent Practice:** Teacher will give students five short passages for students to identify the conflicting viewpoints by highlighting and write a summary above the statement. Mastery is correctly writing 4 out of 5 paragraphs correctly identifying the author's response to conflict and viewpoint. (80%). **Closure:** TW have students summarize their learning to their partner. **Small group re-teaching:** Students who do not reach 80% mastery will receive re-teaching. TW will have student pretend to be the author of the text from the model. TW will state guiding questions to help the students identify and summarize the conflicting viewpoint.	understand their viewpoint. Once students understand the author's perspective, they will highlight conflicting viewpoints within the text with a summarization. A graphic organizer for summarization will be used to assist with the summary portion of the task. **Extensions:** Students will use the computer program Study Island to complete questions pertaining to the standard.
4	**Objective:** Teacher will state the objective orally to the students. SWBAT analyze how the author responds to conflicting viewpoints by: • Finding response statements in the text that supports the author's viewpoint • List relevant facts, definitions, concrete details, or events/experiences that support the author's response. • Writing a paragraph to explain how the author responds to conflicting viewpoints **Anticipatory Set (AS)**:TW will have students discuss how they respond to people when they have an conflicting viewpoint. TW will give examples such as: 1. The Principal viewpoint is that cell phones do not have an educational purpose. 2. Parents believe that schools with a uniform policy are safer. **Teacher Model/Inquiry:** TW use the passage Equal Rights for Women by Shirley Chisholm. TW will use the conflicting viewpoint from the teacher model in section 3 to respond. TW will model finding the statement "Existing laws are not adequate to secure equal rights for women" from the passage that responds to the conflicting viewpoint "One is that women are already protected under the law and do not need legislation." TW will model analyzing the text to find statements that support the author's response. TW explain that authors will use a	**Objective:** The teacher will call on a non-volunteer to restate the objective for the day. A non-volunteer will state how the teacher will assess their learning. **Anticipatory Set:** SW will have two minutes to discuss strategies they use to respond to a conflicting viewpoint. TW call on non-volunteers to summarize their groups discussion. **Teacher Model/Inquiry:** SW listen to teacher. SW will highlight the author's responds to the conflicting viewpoint. SW list and highlight the relevant facts, definitions, concrete details, or events/experiences from the teacher's model. SW will discuss the teacher's paragraph. **Guided Practice:** Using the text Equal Rights for Women, SW work in the same collaborative groups from section 3. They look at the 3 statements they highlighted during the lesson from the previous section 3 of the conflicting viewpoints. SW find the response the author uses to respond and highlight in text. SW list relevant facts, definitions, concrete details, or events/experiences that support the author's response. In their groups students will write a paragraph explain how the author responds to conflicting viewpoints. **Check for Understanding:** If called upon, SW answer the teacher's questions.

	variety of techniques to respond to conflicting viewpoints. These are relevant facts, definitions, concrete details, or events/experiences. TW make a list of the following on the board and highlight them in the text under the document camera. 1. Women have lower-paying jobs. 2 Women are not in upper-level jobs. 3. Women do not have the opportunities men do. 4. Women who do not conform are stigmatized. TW model two more conflicting viewpoints that were identified during sections 3. TW model with metacognition writing a paragraph to explain how the Chisholm responds to conflicting viewpoints with relevant facts, definitions, concrete details, or events/experiences. **Guided Practice:** TW monitor students work by circulating the room. TW answer clarifying questions for students. **Check for Understanding**: TW use a variety of question strategies. TW call on non-volunteers. **Independent Practice:** Teacher will give students five short speech excerpts to analyze the author's response to conflicting viewpoints. SW find the conflicting viewpoint and identify relevant facts, definitions, concrete details, or events/experiences that support the author's response. Mastery is correctly writing 4 out of 5 paragraphs correctly identifying the author's response to conflict and viewpoint. (80%). SW will select one of the excerpts to explain in a paragraph how the author response to conflicting viewpoints. The rubric from summative assessment item #2 will be used. **Closure:** TW have students summarize their learning to their partner. **Small group re-teaching:** Students who do not reach 80% mastery will receive re-teaching.	**Independent Practice:** Complete independent practice. **Closure:** SW summarize their learning to their partner. Non-volunteers will share their summarization to class. **Small group re-teaching:** Students who do not reach 80% mastery will receive re-teaching using a paired text. SW will use color coding and graphic organizers to visualize the author's response to conflicting viewpoints. **Extensions:** Students will use the computer program Study Island to complete questions pertaining to the standard.
	Projects Based Learning	**Projects Based Learning Component-**The corresponding project will be determined by the curriculum team during the summer of 2016. Please refer to A.5 for essential details of the committee.
S.A.	*Provide an opportunity for the student to complete the summative assessment items which is clearly separate from instruction and guided or independent practice, and in which the student is assessed independently. In the Student Activities column, provide a brief description of the summative assessment (S.A.) items that will allow students to demonstrate mastery of the rigor of the Required Standard(s)/components, and the context in which the items will be administered.*	The summative assessment include 1 multiple choice and 2 written responses. Item #1 is a multiple choice item worth 3 points. Students are being assessed on their ability to decide the best response to an opposing viewpoint from a given scenario. Item #2 is a written response, scored on a rubric worth 6 points. Students are being assessed on analyzing how the author acknowledges and responds to conflicting viewpoints within a speech. Item #3 is a written response, scored on a rubric worth 6 points. Students are being assessed on their ability to analyze conflicting viewpoints and why the author including them in the speech. The three items are worth a total of 15 points. Students need 12 out of 15 points (80%) to be at mastery.

Summative Assessment Items and Scoring: *Below, provide at least three Summative Assessment Items that together accurately measure student mastery of the application of the content and/or skills as defined by the grade-level rigor in the Required Standard(s). For each assessment item, provide an answer key or scoring rubric which clearly describes how assessment items are to be scored and how points will be awarded, such that mastery of the application of the content and/or skills as defined by the grade-level rigor in the Required Standard is clearly demonstrated by an acceptable score.*

Summative Assessment Item 1 (clearly identify answer key/scoring rubric, and acceptable score): (3 points)

Directions: Read the scenario below. Select the correct multiple answer.

A student has written a letter to the school...A student has written a letter to the school administration supporting the use of cell phones in a classroom. The student acknowledges the administration's opposing viewpoint that cell phones are not valuable in an educational setting.

What is the **best** way for the student to respond to this opposing viewpoint?

A: by offering quotes from students who say that they really need their phones in the classroom so that they can stay connected with friends
B: by citing the results of a survey of teens who would like to be allowed to use their phones in the classroom
C:by promising that if students' grades drop that the privilege of using phones in the classroom can easily be taken away again
D: by giving examples of educational apps that can be installed on students' phones and used in the classroom
Answer: D

Item #1 is a multiple choice item worth 3 points. Students are being assessed on their ability to decide the best response to an opposing viewpoint from a given scenario.

Summative Assessment Item 2 (clearly identify answer key/scoring rubric, and acceptable score):

Directions: Read the excerpts from President Johnson's speech, then reread the speech and write the gist of each part of the speech in the column to the right. Excerpts from "The Great Society." (6 points graded on a rubric)

• Your imagination and your initiative and your indignation1 will determine whether we build a society where progress is the servant of our needs, or a society where old values and new visions are buried under unbridled2 growth. For in your time we have the opportunity to move not only toward the rich society and the powerful society, but upward to the Great Society.

• The Great Society rests on abundance and liberty for all. It demands an end to poverty and racial injustice, to which we are totally committed in our time. But that is just the beginning.

• So I want to talk to you today about three places where we begin to build the Great Society—in our cities, in our countryside, and in our classrooms.

• Aristotle said: "Men come together in cities in order to live, but they remain together in order to live the good life." It is harder and harder to live the good life in American cities today. The catalog of ills is long: There is the decay of the centers and the despoiling of the suburbs. There is not enough housing for our people or transportation for our traffic. Open land is vanishing and old landmarks are violated. Worst of all, expansion is eroding these precious and time-honored values of community with neighbors and communion with nature. The loss of these values breeds loneliness and boredom and indifference.

• And our society will never be great until our cities are great. Today the frontier of imagination and innovation is inside those cities.… New experiments are already going on. It will be the task of your generation to make the American city a place where future generations will come, not only to live, but to live the good life.

A second place where we begin to build the Great Society is in our countryside. We have always prided ourselves on being not only America the strong and America the free, but America the beautiful. Today that beauty is in danger. The water we drink, the food we eat, the very air that we breathe, are threatened with pollution. Our parks are overcrowded, our seashores overburdened. Green fields and dense forests are disappearing.

• A few years ago we were greatly concerned about the "Ugly American." Today we must act to prevent an ugly America.

• For once the battle is lost, once our natural splendor is destroyed, it can never be recaptured. And once man can no longer walk with beauty or wonder at nature, his spirit will wither and his sustenance be wasted.

A third place to build the Great Society is in the classrooms of America. There your children's lives will be shaped. Our society will not be great until every young mind is set free to scan the farthest reaches of thought and imagination. We are still far from that goal. Today, 8 million adult Americans, more than the entire population of Michigan, have not finished five years of school. Nearly 20 million have not finished eight years of school. Nearly 54 million—more than one quarter of all America—have not even finished high school.

• Each year more than 100,000 high school graduates, with proved ability, do not enter college because they cannot afford it.… Poverty must not be a bar to learning, and learning must offer an escape from poverty.

These are three of the central issues of the Great Society. While our government has many programs directed at those issues, I do not pretend that we have the full answer to those problems. But I do promise this: We are going to assemble the best thought and the broadest knowledge from all over the world to find those answers for America.

• For better or for worse, your generation has been appointed by history to deal with those problems and to lead America toward a new age.…

• So, will you join in the battle to give every citizen the full equality which God enjoins and the law requires, whatever his belief, or race, or the color of his skin?

• Will you join in the battle to give every citizen an escape from the crushing weight of poverty?

• Will you join in the battle to build the Great Society, to prove that our material progress is only the foundation on which we will build a richer life of mind and spirit?

• There are those timid souls that say this battle cannot be won; that we are condemned to a soulless wealth. I do not agree. We have the power to shape the civilization that we want. But we need your will and your labor and your hearts, if we are to build that kind of society.

• Those who came to this land sought to build more than just a new country. They sought a new world. So I have come here today to your campus to say that you can make their vision our reality. So let us from this moment begin our work so that in the future men will look back and say: It was then, after a long and weary way, that man turned the exploits of his genius to the full enrichment of his life.

• Thank you. Goodbye.

In Part 5. What opposing viewpoint does President Johnson acknowledge? How does he respond to it? Write your answer below.

6 Points	3 Points	1 Point
• Relevant facts, definitions, concrete details and/or other information from the text to develop response according to the requirements of the prompt • Sufficient number of facts, definitions, concrete details and/or other information from the text as required by the prompt • Identified the conflicting viewpoints and the author's response • Valid inferences and/or claims from the text where required by the prompt • Evidence of analysis of the text where required by the prompt	• Some relevant facts, definitions, concrete details and/or other information from the text to develop response according to the requirements of the prompt. • Identified the conflicting viewpoints and the author's response A mostly literal recounting of events or details from the text as required by the prompt	• One relevant facts, definitions, concrete details and/or other information from the text to develop response according to the requirements of the prompt. • Identified the conflicting viewpoints and the author's response (only one) • A response that does not address any of the requirements of the prompt or is totally inaccurate

Item #2 is a written response, scored on a rubric worth 6 points. Students are being assessed on analyzing how the author acknowledges and responds to conflicting viewpoints within a speech.

Summative Assessment Item 3 (clearly identify answer key/scoring rubric, and acceptable score):

Directions: Read the following passage and answer the prompt. (6 points, score with the rubric from item #2)

<u>The Summer of 2012</u>—Too Hot to Handle? by Dauna Coulter August 3, 2012:

This past June more than 170 all-time U.S. heat records were tied or broken—many of them originally set in the historically hotter months of July and August. And with a drought plaguing much of the country, the ground is as dry and crispy as a saltine cracker. By early July, 56% of the contiguous U.S. was experiencing drought. That's the largest percentage in the 12-year record of the U.S. Drought Monitor. Fires scorched over 1.3 million acres across the U.S. in June, reducing hundreds of homes to ashes in the West. Just

imagining prospects for the rest of the summer is enough to bring sweat to your brow. And last winter is partly to blame. “799 daytime heat records were broken in the first five days of January in the U.S.,” says Jake Crouch, a climate scientist from the NOAA National Climatic Data Center. “Last year’s was the fourth warmest winter since 1895. And it was dry, with a dearth of snowfall in many places. During most of this past winter and spring, a positive North Atlantic Oscillation pressure pattern kept the jet stream further north and the U.S. warmer and drier than normal.” With little moisture in the soil to evaporate and dissipate some of the sun’s energy, more solar radiation is converted to sensible heat, he says. Of course global warming is on the tips of many tongues. “ is up from 280 parts per million in the 19th century atmosphere to 400 parts per million now—a 43% increase,” says NASA climatologist Bill Patzert. “We’re emitting six times more carbon from fossil fuel use now than we did 50 years ago. Atmospheric hasn’t been this high in 400,000 years.” Greenhouse gasses like and methane have higher heat capacities than many other gasses, causing the atmosphere to retain more heat. “The atmosphere becomes a heat source itself, radiating heat back onto the Earth. 85 to 90% of that heat is absorbed by the oceans, because water has a high heat capacity. So the oceans expand and rise. Global sea levels have risen 8 inches over the past 130 years, and the average surface temperature of the entire earth (land surface temperatures plus ocean temperatures) has increased 1.6°F. These facts,” he asserts, “are unequivocal proof of global warming.” CO2 CO2 CO2But is the record-setting summer 2012 evidence of climate change? “Not necessarily,” says Patzert. “We’ve always had extreme weather. U.S. history is written in great natural calamities—tornadoes, hurricanes, heat waves, droughts, floods. Global warming is happening, but it would be irresponsible to say that this heat wave and all these broken records are due to global warming from human causes. It’s just not that simple.” John Christy, a scientist from the University of Alabama in Huntsville, agrees: “Heat waves are a natural part of the climate system, and while the recent heat wave was remarkable, it was not as intense as others in the past.” He offers a few examples of past heat waves and droughts. “The central U.S. suffered several heat waves in the 1930s—the dust bowl years—when more statewide, all-time record high temperatures were set than in any other decade. And the western U.S. experienced decades-long droughts in the 12th century. So dry were mountain areas that we can still see near-hundred-year-old trees standing upright in the bottom of alpine lakes where they grew on dry ground 900 years ago. This shows that in the 12th century it was so dry and hot that the lakes dried up and allowed trees to grow over a significant period before moisture finally returned.” Patzert and Christy are on opposite sides of the global warming debate. Patzert firmly believes that Earth is warming up and humans are the main reason why. Christy, on the other hand, argues that natural climate variations are almost solely to blame. Yet they both agree that the summer 2012 weather might be just that—weather. They also both believe that improvement is needed in models indicating effects of human and other factors on weather and climate. “Today’s climate models are extremely sophisticated, constantly improving, and will be crucial to charting our future—but they aren’t perfect,” says Patzert. One component that needs improvement: clouds. “Clouds play a key role in climate because they affect the amount of sunlight reflected and absorbed,” says Christy. “We need higher resolution models to portray them more accurately. The distance between grid measurement points in current models is too great to capture meter to meter variations in clouds, land cover, and other variables that affect climate.” One more point of agreement: the summer of 2012 is too hot to handle.

Prompt: Why does the author of “The Summer of 2012—Too Hot to Handle?” include information from both Bill Patzert and John Christy? Use at details from the article to support your response. Use rubric from summative item # 2 to score response.

Item #3 is a written response, scored on a rubric worth 6 points. Students are being assessed on their ability to analyze conflicting viewpoints and why the author including them in the speech.

The three summative assessment items are worth a total of 15 points. Students need 12 out of 15 points (80%) to be at mastery.