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

Grade Level	7	**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 (entertain, inform, persuade, direct), Identifying claims and counter arguments, and Identifying fact vs. opinions; How to locate textual 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.*	7. RI. 6 Determine an author's point of view or purpose in a text and analyze how the author distinguishes his or her position from that of others.		
Materials/Resources Needed *List all items the teacher and students will need for the entire sequence of instruction (excluding common consumables)*	Computer Projector, Document Camera,25 Copies of Famous Lion's Killing has the World Angry about Big- Cat Hunts https://newsela.com/articles/africa-lionhunting/id/11419/, 25 copies of New Rule for Child Labor in India Come under Fire from Children's Group https://newsela.com/articles/india-childlabor/id/10805/, and 25 copies of 8 of 10 Malala Shooter Set Free by Pakistan Court. https://newsela.com/articles/malala-shooters/id/10610/		

* ***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 (TW) read this objective aloud and instruct students to copy it in their notebooks: Student be able to (SWBAT) determine an author's purpose for writing an informational text by: • Explain the author's purpose in the informational article Famous Lion's Killing has the World Angry about Big- Cat Hunts • Identify details or examples from the text that support the author's purpose **Anticipatory Set (AS)**: Teacher will (TW) explain "The purpose of something is what it is intended to achieve. When we talk about an author's purpose, we mean the reason he or she wrote the text such as persuade, inform, and entertain. Purpose is different from summary. A summary is just a short version of the events or ideas in the text; the purpose is a statement about why this person wrote that text and what he or she was trying to accomplish." TW have students summarize the teacher's explanation. TW will call on a few random students to share the summarizations with the class. **Teacher Model/Inquiry:** TW read the text Famous Lion's Killing has the World Angry about Big- Cat Hunts with the students. TW will call on random students to read portions of the text. TW have this question stem posted on the board "I am the author, and my purpose in writing this article is to …" TW model their metacognition to generate completion of the question stem. TW model identifying two details and examples in the text that convey the author's purpose. TW will highlight those statements in the text and model their metacognition to explain how the statement supports the author's purpose. **Guided Practice:** Monitor student work. Answer clarifying questions. **Check for Understanding**: TW call on non-volunteer to share answer for the author's purpose. TW ask class to give a thumbs up to agree or thumbs down to disagree with the non-volunteer's answer. **Independent Practice:** Students will be given 5 excerpts from similar text to determine the author's purpose and supporting statements (details and/or examples). Mastery is determine 4 out 5 (80%) of the author's purpose with supporting statements from the excerpts.	**Objective:** Student will (SW) copy objective in notebook and listen to the teacher. **Anticipatory Set:** SW listen to the teacher. SW summarize the teacher's explanation of author's purpose to their partner. If called upon the students will share their summarization with the class. **Teacher Model/Inquiry:** SW listen to the teacher. If call on to read, the student will read aloud the portion of the text to the class. SW write down the question stem and the answers that the teacher generated in their model. **Guided Practice:** SW will work in collaborative groups of two to read New Rule for Child Labor in India Come under Fire from Children's Group. SW complete the worksheet to determine the author's purpose for writing the text. SW identify two statements (details or examples) that support the author's purpose. **Check for Understanding:** SW give a thumbs up to agree or thumbs down to disagree with the non-volunteer's answer. **Independent Practice:** SW complete the independent practice. **Closure:** SW will chose one of the cognitive closure questions to answer on a post-it note as a ticket out the door. **Small group re-teaching:** Students who do not reach 80% mastery will receive re-teaching using 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.

	Closure: TW put a cognitive closure question up on the overhead, 1. "How does the author's purpose impact the text?" 2. "How would you teach a friend to determine the author's purpose? TW instruct students to answer the question. **Small group re-teaching:** TW model steps above. TW will use lower Lexile text. TW model using addition visual graphic organizers.	
2	**Objective:** TW read the objective aloud and instruct student to copy into their notebooks. TW will have students discuss the objective with their partner. TW call on random students to restate in their own words the objective. SWBAT determine the author's point of view conveyed within an informational text by: • Identify statements that convey author's point of view • Explain how the statements convey author's point of view. **AS:** TW have students discuss the meaning of point of view with their shoulder partner for 1 minute. TW call on two random students to summarize their discussion. Teacher is looking for the students to link point of view with perception. **Teacher Model/Inquiry:** TW model identifying statements that shows that informs the audience of author's point of view/perception in the article Famous Lion's Killing has the World Angry about Big- Cat Hunts. TW will highlight the statements in a designated color. TW use metacognition to explain why these statements show the author's point of view/perception. TW identify two total statements in the text. TW call on random students to rephrase the teacher's explanation for knowing that the statement aligns to author's point of view/perception. **Guided Practice:** Monitor student work. Answer clarifying questions if needed. Ask students questions to glean information. **Check for Understanding:** Using the document camera, the TW have three or four random students show their text. They will share a statement they highlighted and their written explanation. TW have students put a thumb up if they agree and thumb down if they disagree. TW call on non-volunteers to justify their agreement or disagreement. **Independent Practice:** Students will be given 5 excerpts from similar text to determine the author's perception. SW highlight statements that convey the author's perception. Mastery is determine 4 out 5 (80%). **Closure:** TW have students write three important aspect of the lesson on a post-it note. TW have students share with their partner.	**Objective:** SW write the objective in their notebook. SW will discuss the objective for 30 seconds with their partner. The teacher will call on a non-volunteer to restate the objective for the day. **Anticipatory Set:** Students will (SW) discuss with their partner the meaning of point of view. If call upon student will orally summarize their discussion. **Teacher Model/Inquiry:** SW listen to teacher. SW highlight the statements that the teacher does in their model. SW will rephrase the teacher's explanation if called upon. **Guided Practice:** In groups of three using the text read New Rule for Child Labor in India Come under Fire from Children's Group, the SW identify at least three more statements that provides the audience information about author's point of view/perception. On two of the statements the SW write a statement to explain how these statements convey author's point of view/perception to the audience. **Check for Understanding:** If selected the students will show a statement and share their explanation with the class. SW put a thumb up if they agree and a thumb down if they disagree. If called upon, students will explain their justification for agreeing or disagreeing. **Independent Practice:** Complete independent practice **Closure:** SW write three important aspect of the lesson on a post-it note. SW will share with their partner. **Small Group Re-teaching:** Students who did not reach mastery will attend a small group with the teacher. SW use the same text. The text will have a several statements highlight that convey the author's point of view/perception. The highlighted statement will include correct and incorrect statements. SW select the statements that correctly represent the author's point of view/perception. **Extension:** SW use the computer program Study Island to complete questions pertaining to the standard.

	Small Group Re-teaching: TW have students who did not reach mastery attend a small group using text at a lower lexile level.	
3	**Objective:** TW read the objective aloud and instruct student to copy into their notebooks. SWBAT analyze his or her position from that of others by: • Identifying (highlight) the multiple positions within the texts • Decide the textual evidence that show the position from the author • Decide the textual evidence that show the positions of others • Create a t-chart to distinguish the multiple positions presented in the text. **Anticipatory Set (AS)**: First, TW explain that author's point of view is their position on an issue or topic. TW will have students do a values line up on the following issue. Cell phones should be allowed in the classroom? TW tell students to rank their position from 1-5. A 5 would be you strongly agree, 1 you strongly disagree. 3 is neutral. TW have students line up from 1 to 5. They will then pair-up with someone whose position is different and discuss. **Teacher Model/Inquiry:** TW model using the text Famous Lion's Killing has the World Angry about Big- Cat Hunts. TW highlighting the textual evidence that represent the multiple position within the text. Each position will be highlighted in a different color. TW model deciding which highlighted position belongs to the author and which statement are positions of others. TW model making a t-chart to distinguish each person's position from that of others. The t-chart will list each name with a list of their positions. **Guided Practice:** Teacher will monitor student's work. TW be available to answer clarifying questions. **Check for Understanding**: TW call on non-volunteer to share textual evidence they highlighted that represents the author's position. TW will call on random students to share textual evidence that represents other's position within the text or texts. **Independent Practice:** Using the article 8 of 10 Malala Shooter Set Free by Pakistan Court. Student will highlight the statements that support the author's position and those of others. Students will create a t-chart to distinguish the positions. For students to be at mastery they must identify at least 3 statements that support the author's position and at least one other position with 2 statements highlighted. **Closure:** TW place and instruct students to answer a cognitive closure question of the doc camera: "How does this learning connect to previously learned material?" **Small group re-teaching:** TW use the same topic and article with a lower	**Objective:** SW copy objective in notebook and listen to the teacher. **Anticipatory Set:** SW complete the line-up activity to discuss their position. **Teacher Model/Inquiry:** SW will listen to teacher's model. SW highlight the text. SW create the teacher's t-chart. **Guided Practice:** SW use the text New Rule for Child Labor in India Come under Fire from Children's Group. In groups of three will identify by highlighting textual evidence that represents the multiple positions in the text. Each position will have its own color. SW decide which statement corresponds to which author's position. SW create a t-chart to distinguish each author's position from that of others. **Check for Understanding:** SW give a thumbs up to agree or thumbs down to disagree with the non-volunteer's answer. **Independent Practice:** SW complete independent practice. **Closure:** SW write their response and share with their partner. **Small group re-teaching:** Students who do not reach 80% mastery will receive re-teaching with more access to the teacher to ask clarifying questions. SW complete assignment with teacher. **Extensions:** SW use the computer program Study Island to complete questions pertaining to the standard.

	lexile. TW use graphic organizers to increase understanding.	
5	**Objective:** TW read the objective aloud and instruct students to copy into their notebooks. TW have students rephrase the objective to their partner. TW call on students to share with the class: "SWBAT state how the author distinguishes his or her position from other by: • Adapting the article into a mini reader's theater script • Performing a reader's theater with characters representing the multiple positions using tone and inflection. **Anticipatory Set:** TW tell students that the one of the highest levels of comprehension is to be able to put themselves in the shoes of the author and others involved. TW explain that the students will impersonate the character and emulate their position. TW will remind the students how the use of tone and inflection can be used to convey the person's position and point of view on an issue. TW explain that by using tone and inflection, the students will distinguish the multiple positions within the text. TW have students rephrase the information in notebook. TW call on random students to share. **Teacher Model/Inquiry:** TW model adapting the article Famous Lion's Killing has the World Angry about Big- Cat Hunts. TW will assign students to the characters. TW coach students using tone and inflection impersonate that person and distinguish their position. **Guided Practice:** TW monitor work. TW clarify questions. TW listen and provide feedbacks from watching their reader's theater. **Check for Understanding:** TW will select two random groups to perform for the class. After the performance, the TW use a variety of questioning strategies to check student's understanding. Questions will include 1. How did the tone distinguish the author's position from others? 2. Did the tone and inflection show the different viewpoint? Why? **Independent Practice:** This activity is a performance based activity. TW observe students during the guided practice. TW determine which students need additional small group re-teaching based on observation. **Closure:** TW put this question on the board. TW have students write their response in their notebook. TW have students share with their partner. How does the skill of being able to distinguish one author's position from another add to my ability to be a well-rounded thinker? **Small Group re-teaching:** TW coach and model each part of the reader's	**Objective:** SW copy objective in notebook and listen to the teacher. SW rephrase the objective to their partner. If called upon, SW share their response with the class. **Anticipatory Set:** SW listen to the teacher. SW will rephrase (written) the teacher's information in their notebook. If called upon, the SW share their written response with class. **Teacher Model/Inquiry:** SW take out table. SW listen to the lecture. SW copy teacher model of sentence stem usage. **Guided Practice:** SW in groups of three will adapt the article New Rule for Child Labor in India Come under Fire from Children's Group into a mini theater. SW assign each other parts. SW perform the reader's theater. **Check for Understanding**: Two groups will perform for the class. SW answer teacher posed questions. **Independent Practice:** SW perform their mini reader's theater. **Closure:** SW answer the cognitive closure stem. SW write their response and share with their partner. **Small group re-teaching:** Students who need additional support will attend a small group. The teacher will coach them and model. **Extensions:** Students will use the computer program Study Island to complete questions pertaining to the standard.

	theater with the students.	
	Project 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.*	In S.A. Item #1 is a multiple choice question. The students will read the passage Water and determine the author's point of view. The multiple choice contains 2 answers that need to be selected. Students must select both answers to receive the 4 points. Partial credit is not given. S.A. Item #2, worth 2 points, is a multiple choice question to assess the student's ability to determine the author's purpose from Water. S.A. Item #3 is an open response question to assess the student's ability to distinguish the author's position from others. Students will read the read passage To Dye or Not To Dye? Students will complete a t-chart to distinguish the author's position. Each side of the t-chart has three statements. Each correct statement is 1 point each for a total of 6 points for the item. S.A. Item #4, worth 2 points, is a multiple choice question to assess the student's ability to determine the author's purpose from To Dye or Not To Dye?. All four S.A. Items add up to a total of 14 possible points with a score of 12 out of 14 (80%) needed for 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):

Directions: Read the passage below.

Water

In the past 10 years, public consumption of bottled water has grown a lot. A decade ago, very few people drank much bottled water. Now, studies estimate that about 200 bottles of water per person are consumed every year. However, all that bottled water is causing a lot of problems. First of all, very few of the bottles are being recycled. About 60 million bottles of water are consumed daily. There just is not enough room for all that garbage. Secondly, bottled water is actually less safe than tap water. Government safety requirements are much stricter for tap water. A large percentage of bottled water comes straight from city water supplies, anyway! And, surprisingly, tap water often beats bottled water in taste tests.

Directions: Select all the correct answers that apply. What is the author's point of view toward water? (4 points)

A. Tap water should be tested yearly for safety
B. People should participate in water taste tests.
C. Tap water is perfectly safe to drink.
D. Not enough people drink water from bottles.
E. More people should drink tap water.

Answer: C and E In S.A. Item #1 is a multiple choice question. The students will read the passage Water and determine the author's point of view. The multiple choice contains 2 answers that need to be selected. Students must select both answers to receive the 4 points. Partial credit is not given.

Summative Assessment Item 2 (clearly identify answer key/scoring rubric, and acceptable score):
Directions: Read the questions and select the correct multiple choice answer. (2 points)
In the passage, Water , what is the author's main purpose for writing the informational passage.

a) Persuade the reader to drink more less water
b) Inform about different types of water
c) Persuade the reader that bottled water is healthier
d) Entertain the reader

Answer: A In S.A. Item #2, worth 2 points, is a multiple choice question to assess the student's ability to determine the author's purpose from Water.

Summative Assessment Item 3 (clearly identify answer key/scoring rubric, and acceptable score):
Directions: Read the passage below. After reading the passage, answer the following questions: 1. What is the author's point of view about dyeing hair? Must use complete sentence. 2. What is the opposing position? Using the T-Chart below, state the arguments that the author includes for his point of view and how he distinguishes those from the opposition. Include at least three statements for each side of the position. (6 points)

To Dye or Not To Dye

It is not uncommon for teenagers to want to experiment with their appearance. After all, how a person looks strongly influences how other people judge him or her. As teens try to figure out who they are and how they want others to respond to them, they may try different styles of clothing. Another common way for teens to experiment with their look is with hair color. However, many school systems and parents insist that teens simply are not old enough to make such changes. Is a little hair dye really that bad?

Many schools now state in their policy that "unnatural hair colors," such as pink or blue, are not allowed. Schools say that such hair colors can be a distraction. For instance, students may make fun of someone's blue hair during class. On the other hand, is it not just as likely that someone will be teased for dyeing his or her hair from black to blonde or for wearing clothing deemed uncool? This logic seems faulty at best, and schools should probably put more time into what their students are actually learning.

There are plenty of parents who do not want their teens dyeing their hair either. There are countless potential conflicts that may arise between parents and their teens. So, is a fight over something such as hair color really worth it? Parents should put time into making sure their children do well in school, eat right, exercise, and stay away from drugs and alcohol. Denying a teen the opportunity to experiment with hair color may lead him or her to experiment with something dangerous. It certainly seems preferable to deal with a teen having blue hair for a month than to deal with a teen who becomes addicted to cigarettes, for instance.

Leave the question of to dye or not to dye up to teens. There will be plenty of other opportunities for schools and parents to tell these kids no.

Author	Opposing Position (School Policy and Parents)

Answer:

Author	Opposing Position (School Policy and Parents)
A common way for teens to experiment with their look is with hair color Is a fight over something such as hair color really worth it? Parents should put time into making sure their children do well in school, eat right, exercise, and stay away from drugs and alcohol. Denying a teen the opportunity to experiment with hair color may lead him or her to experiment with something dangerous.	Hair colors can be a distraction Parents who do not want their teens dyeing their hair school systems and parents insist that teens simply are not old enough to make such changes

In S.A. Item #3 is an open response questions to assess the student's ability to distinguish the author's position from others. Students will read the read passage To Dye or Not To Dye? Students will complete a t-chart to distinguish the author's position. Each side of the t-chart has three statements. Each statement is 1 point each for a total of 6 points for the item.

Summative Assessment Item 4 (clearly identify answer key/scoring rubric, and acceptable score):

Directions: Read the questions and select the correct multiple choice answer. (2 points). What is the author's purpose in the passage To Dye or Not To Dye?

A. Entertain the reader that teens should decide if teens they can dye their hair
B. Inform to reader of school policy about teens dyeing hair
C. Persuade the reader to agree that teens should decide if teens can dye their hair
D. Persuade the reader to agree that parents should decide if teens can dye their hair

Answer: C In S.A. Item #4, worth 2 points, is a multiple choice question to assess the student's ability to determine the author's purpose from To Dye or Not To Dye?.

All four S.A. Items add up to a total of 14 possible points with a score of 12 out of 14 (80%) needed for mastery.