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

Grade Level	6	**Content Area**	Reading
Course Title (grades 9-12 Only)	NA		
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 how to determine the main idea and supporting details in a passage. Students know the different between types of text-narrative, expository, and informational. Students understand augmentative passages and how to generate and identify claims within the writing.		
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.*	6.RI.6 Determine an author's point of view or purpose in a text and explain how it is conveyed in the text.		
Materials/Resources Needed *List all items the teacher and students will need for the entire sequence of instruction (excluding common consumables)*	Computers, Projector Document Camera, Post-it notes 25 Copies of Step It Up and The Benefits of Study Abroad for students You Tube video: https://www.opened.io/video/author-s-purpose-activity-youtube/105477, https://www.youtube.com/watch?v=po0jY4WvCIc&list=PLGCCpzpdMIjGTpYThCsb2CJ5atMjLw63B		

* ***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.*
	Objective: Teacher will state the objective to the students. Students will be able to (SWBAT) determine the author's purpose by: • Deciding the purpose of a short commercial • Explain verbally and in written form their justification for selecting the type of author's purpose **Anticipatory Set (AS)**: Teacher will have students brainstorm reasons they would write to an audience. Teacher will model examples such as: 1. At school we have uniforms, a student wrote a letter to the principal to tell them that the school should have free dress it. 2. Jane wrote a letter to her grandma to tell her about her summer vacation. Teacher will call on non-volunteers to share an idea from their list. Teacher will write the list on the board. **Teacher Model/Inquiry:** Teacher will show the Michael Jackson Pepsi Generation Superbowl 2014 commercial at https://www.youtube.com/watch?v=po0jY4WvCIc&list=PLGCCpzpdMIjGTpYThCsb2CJ5atMjLw63B. Teacher will model metacognition for selecting the type of author's purpose (entertain).Teacher will show the following short video. https://www.opened.io/video/author-s-purpose-activity-youtube/105477 0:00-1:33 in the video will tell the students the three types of purpose of explaining, persuade, and informing. The video will give information about each type. The teacher will have students take notes on the three types of author's purpose. Teacher will write the three types of purpose on the board for students to write in their notebook before watching the video. On the link above the teacher will show three more short segments of a commercial, news story, and short animated film. Teacher will tell students that they will watch the video and decide the type of author's purpose with a justification for their selection. Teacher will model a justification segment. **Guided Practice:** Teacher will monitor student's group work. Teacher will circulate the room and ask and answer questions. **Check for Understanding**: Teacher will select five videos emailed from the guided practice sections. Teacher will show to students. Teacher will have students write down the type of author's purpose. Teacher will have students show their whiteboards and call on non-volunteers to state their justification for selection. **Independent Practice:** Teacher will show five of the videos submitted via email to the class. After watching the video, students will write down the type of	**Objective:** The teacher will call on a non-volunteer to restate the objective for the day. **AS:** In groups of two the students will have two minutes to brainstorm a list of reasons that a person would write to an audience. Selected students will share an item from their list. **Teacher Model/Inquiry:** Students will watch the video. Before the video the students will write the three types of purpose into their notebook. During the 1:33 segment students will write down the information from the video about the types. After the video the students will share with their partner the information they wrote down about each type of purpose. Students will share with class the information gather about the type of author's purose when call on. Student will watch the three additional segment. Segment 1 is a commercial for a Quick Chop kitchen appliance which is to persuade by influencing the audience to buy the product. Segment 2 is a short animated film about bird which is to entertain by making the audience laugh. Segment 3 is a new segment about an IPAD scheme at Wal-Mart which is inform the audience to inspect packages of electronics before you leave the store. While watching the short videos students will write down justification for the type of author's purpose chosen. Selected non-volunteers will share the type and justification with class. **Guided Practice:** Students will brainstorm current media example (students will have access to the student computers for this activity) for each type of author purpose. Students will find the videos via the internet and email the link to the teacher. **Check for Understanding:** Students will watch the videos and write the type of author's purpose on their white board. Students will state their justification when selected by teacher. **Independent Practice:** Complete independent practice. **Closure:** Students will write a summarization of today's learning on a post-it note. Selected students will share with the whole group. **Small group re-teaching:** Students who do not reach 80% mastery will receive re-teaching on determining the author's purpose. Students will watch this video to learn the acronym P.I.E. for additional ways to remember the three types of author's purpose. https://www.youtube.com/watch?v=ECE0I0AeXXE **Extensions:** Students will use the computer program Study Island to complete questions pertaining to the standard.

	author's purpose and a justification statement. Mastery is correctly answering 4 out of 5 correctly. (80%). **Closure:** Teacher have students summarize today's learning by writing it on a post-it. Teacher will call on non-volunteers to share. **Small-group re-teaching:** Teacher will show video. Teacher will have students discuss and generate real-life examples of each type of author's purpose.	
2	**Objective:** Teacher will state the objective to the students. Students will be able to (SWBAT) justified the author's purpose by: • Deciding/select the intended audience • Identifying phrases that conveys and supports **Anticipatory Set (AS)**: Teacher will have students brainstorm types of audiences that a writer would write to. Teacher will model examples such as: 1. School board to change uniform policies. 2. A senator to make a new law about gun control. **Teacher Model/Inquiry:** Teacher will show the following short video. https://www.opened.io/video/author-s-purpose-activity-youtube/105477. Teacher will show the Michael Jackson Pepsi Generation Superbowl 2014 commercial at https://www.youtube.com/watch?v=po0jY4WvCIc&list=PLGCCpzpdMIjGTpYThCsb2CJ5atMjLw63B. Teacher will model metacognition for generating a list of intended audience on the board (such as young people, pepsi drinkers). Teacher will model metacognition for selecting entertaining for type of author's purpose by explain that the commercial makes the audience happy and feel good. The phrase "you are the best," conveys and supports the author's purpose to the selected audience. Teacher will model Teacher will show the same three videos from section 1. After each video the teacher will have the students brainstorm a list of potential audiences for the video. Teacher will have the students generate a list of phrases from the video that conveys and supports the author's purpose. Teacher will have students work in collaborative groups to generate these list. Teacher will call on non-volunteers to state their intended audience and share phrases that conveys and supports the author's purpose. **Guided Practice:** Teacher will monitor student's group work. Teacher will circulate the room and ask and answer questions. **Check for Understanding**: Teacher show the five videos that was used in the check for understanding section in 1. Teacher will show to students. Teacher will have students write down the intended audience and phrases that convey and supports the audience's purpose. Teacher will have students show their whiteboards and call on non-volunteers to state their justification for selection. **Independent Practice:** Teacher will show five of the videos submitted via email to the class. After watching the video, students will write down the type of	**Objective:** The teacher will call on a non-volunteer to restate the objective for the day. **AS:** In groups of two the students will have two minutes to brainstorm a list of reasons that a person would write to an audience. Selected students will share an item from their list. **Teacher Model/Inquiry:** Students will watch the three segments as above in section 1. After each video the students will brainstorm a list of audiences that the author is intending to reach. Students will share with the class, the intended audiences from their list when called on. Students will write down phrases and justification that conveys and supports type of author's purpose they selected. Students will share their phrases when called on. **Guided Practice:** Students working in groups from section 1 will revisit the three videos they found during the guided practice. Students in their collaborative groups will decide the intended audience and identify phrases that support and conveys the author's purpose. Students will generate written justification for the intended audience and phrase. **Check for Understanding:** **Independent Practice:** Complete independent practice. **Closure:** Students will write a summarization of today's learning on a post-it note. Selected students will share with the whole group. **Small group re-teaching:** Students who do not reach 80% mastery will receive re-teaching. Students will watch the videos again. Students will select from a list of three the appropriate intended audience. Students will discuss the reasons why it is appropriate as well as why the other two are not. Students will select from a groups of three phrases. Students will select the phrase that is appropriate. **Extensions:** Students will use the computer program Study Island to complete questions pertaining to the standard.

	author's purpose and a justification statement. Mastery is correctly answering 4 out of 5 correctly. (80%). **Closure:** Teacher have students summarize today's learning by writing it on a post-it. Teacher will call on non-volunteers to share. **Small-group re-teaching:** Teacher will show the videos to students. Teacher will provide a list of three options for intended audience and phrases that support and convey the author's purpose. Teacher will facilitate discussion.	
3	**Objective:** Teacher will state the objective to the students. Students will be able to (SWBAT) identify the author's purpose they convey in the text by: • stating who is the intended audience for a passage • decide if the author is persuading, informing, or explaining • determining phrases in the passage that conveys author's purpose **Anticipatory Set (AS)**: Teacher will have students give students several example of scenarios to when authors persuade, inform, describe, narrate, or explain. **Teacher Model/Inquiry:** Teacher will put the passage Step It Up under the document camera. Teacher will model determining that author's purpose is to inform. The teacher will highlight phrases in the passage such as: 1. teach your kids that exercise is a priority 2. That statistic isn't going to improve unless you take some action. 3. Walking is an activity that kids of all fitness levels can do. The teacher will explain their thinking out loud the reason that the phrases are informing. The teacher will explain the reasons that they know this passage's audience is to inform parents on their role fighting obesity. Teacher will pose questions to students. **Guided Practice:** Teacher will monitor student's group work. Teacher will circulate the room and ask and answer questions. **Check for Understanding**: Teacher will put guided practice passage under the document camera. The teacher will have students use hand signals to show the author's purpose. The teacher will have student write phrases on their whiteboard to justify the purpose. Teacher will have students write on whiteboard who the intended audience is. Teacher will point to the highlighted phrases that are supporting and conveying the author's purpose. **Independent Practice:** Teacher will give students five short passages to identify the author's purpose that is convey in the passage and the intended audience. Mastery is correctly answering 4 out of 5 correctly. (80%). **Closure:** Teacher have students summarize today's learning by writing it on a post-it. Teacher will call on non-volunteers to share. **Small-group re-teaching:** Teacher will model determine the author's purpose, intended audience, and highlight phrases that support the purpose with lower lexile text.	**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. **AS:** In groups of two the students will have three minutes to sort the examples. This has been previously learned. **Teacher Model/Inquiry:** Students will listen to teacher. Students will have the passage and will highlight the phrases that the teacher does. Students will summarize why it is informing and the audience is parents to teacher will asked. **Guided Practice:** In group of two student will read the passage The Benefits of Study Abroad. The students will determine the author's purpose with a written justification. The students will state the audience that the author wrote the passage for with a written justification. Students will highlight phrases in the passage that conveys and supports the author's purpose. **Check for Understanding:** Students when asked the author's purpose conveyed in the text they will put up one finger for inform, two fingers for persuade, and three finger for explain. Student when asked will write phrases from the passage that justify the author's purpose. Students will write the intended audience on their whiteboard. Students will put thumb up if they agree with the highlighted text that conveys and supports the author's purpose. Thumbs down will be used if they do not agree. Students will state justifications for their answers. **Independent Practice:** Complete independent practice. **Closure:** Students will write a summarization of today's learning on a post-it note. Selected students will share with the whole group. **Small group re-teaching:** Students who do not reach 80% mastery will receive re-teaching with a poem that lexile reading level is less complex to determining the author's purpose, intended audience and highlight phrases that support the purpose. **Extensions:** Students will use the computer program Study Island to complete questions pertaining to the standard.
	Projects Based Learning Component	**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 S.A. includes 5 multiple choice questions to assess the student's mastery of determine the author's purpose for a writing a text. Also, the S.A. asses if the students can analyze a text to determine the author's position and support details. The summative assessment items are worth a total of 10 points (2 points each). Students need to obtain 8 out of 10 points to be considered at master.

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 and answer the multiple choice questions. (2 points)

News About Turkeys, not Turkey

by David Schlessinger, Editor-In-Chief of Reuters

I once went to an interesting forum. Harvard Professor Joseph Nye spoke on "soft power" in the information age.

"Soft power" is a concept Nye developed. It deals with a person's ability to persuade and attract others to do what you want. This is the opposite of "hard power," or force.

At one point, Nye complained that the news during a stay in London was dominated by "turkeys and not Turkey." The local media mostly covered an outbreak of avian flu on a farm in rural England. There was a near complete absence of "foreign" news.

His point was that, in an information age, people need good access to a variety of information from all over in order to make informed decisions. News reports of nearly all local stories do not give people the tools they need to work in this globalizing world.

The balance of news that people want and that news providers give changes by location. It also changes by the degree to which people are personally affected by a story. You cannot force people to read something they just do not care about.

The spread of the avian flu and its potential mutation is a global story and not just a local one. The key is keeping this story in context. Make sure it is not the only world story you report on!

Like any story, it needs the right balance of expertise, accuracy, balance, and insight.

In a world of "soft power," these are the things that separate journalism from propaganda. They are what separate information from belief.

1. What is the purpose of the following detail from the passage? (2 points)

"You cannot force people to read something they just do not care about."

- ○ A. to explain that a world news story needs to have a personal appeal to local people
- ○ B. to show that it does not matter what a news story is about as long as it is world news
- ○ C. to demonstrate that all news stories do not reach their audience on a personal level

- D. to persuade the reader to find strange and silly world news stories that make no sense

  Answer: A

2. Which detail does the writer use to support his argument that many people do not think world news is important? (2 points)

- A. He gives the amount of each day's report that should be about world news.
- B. He talks about the importance of local news as well as world news stories.
- C. He tells a story about viewing London's news and getting almost no world news.
- D. He gives statistics on the number of world news stories his company reports.

  Answer: C

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

Directions: Read the passage below and answer the questions.

Giving Bicyclists Their Three Feet

Once a year, thousands of Americans participate in National Bike-to-Work Day. And why not? Riding a bicycle to work is an ideal way to get exercise.

With that said, riding a bicycle can be dangerous, especially in a big city. Nationwide, bicycle-related injuries are on the rise. According to the National Highway Traffic Safety Administration, 43,000 bicyclists were injured in traffic in 2007. Two years later, in 2009, 51,000 bicyclists were injured in traffic.

So how can we make our cities safer for bicycling? The most important thing to do is to widen bicycle lanes. Common wisdom suggests that bicyclists need at least three feet of distance from cars in order to be safe. But bicycle lanes are sometimes less than three feet wide. Worse, they are often sandwiched in between parked cars and traffic. If someone in a parked car suddenly opens the car door, a bicyclist can be injured or even killed.

What we need is a standard for bicycle lane width. A lane that is less than three feet wide almost guarantees an accident. Thus, all lanes should be at least three feet wide. Moreover, they should be positioned at least one foot from nearby parking spaces.

Wearing a bike helmet is a little like wearing a seat belt: it offers only partial protection? If we want to keep bicyclists safe from harm, we must also give them wider bicycle lanes. And city planners should impose minimum width standards if they are going to prevent accidents.

1. What tool does the author use to support the claim that bicycling can be unsafe? (2 points)

- **A.** referring to the increasing popularity of National Bike-to-Work Day
- **B.** using a quote from a bicyclist who wore a helmet and was injured
- **C.** comparing riding a bicycle to riding in a car without a seat belt
- **D.** citing statistics about the number of bicyclists injured in traffic

Answer: D

2. Which statement from the passage best supports the claim that bicycle lanes are located too close to parking spaces? (2 points)

- **A.** According to the National Highway Traffic Safety Administration, 43,000 bicyclists were injured in traffic in 2007.
- **B.** And city planners should impose minimum width standards if they are going to prevent accidents.
- **C.** Once a year, thousands of Americans participate in National Bike-to-Work Day.
- **D.** If someone in a parked car suddenly opens the car door, a bicyclist can be injured or even killed.

Answer: D

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

Directions: Read the passage below and answer the multiple choice questions.

The World's First Hydroelectric Power Plant Began Operation
September 30, 1882

When you look at rushing waterfalls and rivers, you may not immediately think of electricity. But hydroelectric (water-powered) power plants are responsible for lighting many of our homes and neighborhoods. On September 30, 1882, the world's first hydroelectric power plant began operation on the Fox River in Appleton, Wisconsin. The plant, later named the Appleton Edison Light Company, was initiated by Appleton paper manufacturer H.J. Rogers, who had been inspired by Thomas Edison's plans for an electricity-producing station in New York.

Unlike Edison's New York plant which used steam power to drive its generators, the Appleton plant used the natural energy of the Fox River. When the plant opened, it produced enough electricity to light Rogers's home, the plant itself, and a nearby building. Hydroelectric power plants of today generate a lot more electricity. By the early 20th century, these plants produced a significant portion of the country's electric energy. The cheap electricity provided by the plants spurred industrial growth in many regions of the country. To get even more power out of the flowing water, the government started building dams.

In 1933, the U.S. government established the Tennessee Valley Authority (TVA), which introduced hydroelectric power plants to the South's troubled Tennessee River Valley. The TVA built dams, managed flood control and soil conservation programs, and more. It greatly boosted the region's economy. And this development happened in other places as well. Soon, people across the country were enjoying electricity in homes, schools, and offices, reading by electric lamp instead of candlelight or kerosene. New electricity-powered technologies entered American homes, including electric refrigerators and stoves, radios, televisions, and can openers. Today, people take electricity for granted, not able to imagine life without it. http://www.americaslibrary.gov/jb/gilded/jb_gilded_hydro_1.html

1. The author's purpose in writing this piece is to: (2 points)

A: Inform his audience about the history of hydroelectric power B. Persuade his audience not to take electricity of granted C. entertain his audience with an anecdote about Thomas Edison

Answer: A