Curriculum Sample Template

Max. 8 Pages

Grade Level	7	**Content Area**	Humanities Block – English/Language Arts
Course Title (grades 9-12 Only)			
Length of Unit	5 classes in Humanities Block	**Time of Year**	Block 2 of 10
Expected Prior Knowledge *The knowledge/skills mastered earlier in the year foundational to the mastery of the required Standard in the current sample.*	Students will need to know how to find main idea and supporting details in informational text. They will also have exposure to author's purpose and point of view.		
Alignment to Program of Instruction *Briefly outline methods of instruction found in this sequence of lessons that align to the Program of Instruction described in A.3.*	Students will participate in analysis and evaluation activities to address the rigor/relevance framework at higher levels. The lesson will lead to a project in which students will develop a video that portrays a stance on an issue of importance to them and provides sound reasoning and relevant evidence.		
Standard Number and Description *List the Number* and full description for the required Standard.*	7.RI.8. Trace and evaluate the argument and specific claims in a text, assessing whether the reasoning is sound and the evidence is relevant and sufficient to support the claims.		
Summative Assessment *Describe a cumulative and comprehensive activity, clearly separate from instruction and guided or independent practice, which allows each student to individually demonstrate mastery of the required Standard. A copy of the summative assessment must be attached to the curriculum sample.*	The students will complete a multiple choice and short answer assessment focusing on determining the author's claim and reasoning. A copy is included.		
Scoring Scale and Mastery Level *Explain how the assessment is scored, to include points per question, how points are awarded, total points possible, criteria necessary to demonstrate mastery, and grading scale. A copy of the answer key and scoring rubric (whichever applicable) must be attached to the curriculum sample.*	Each multiple choice item is worth 5 points for a total of 30 points. The short answer responses are worth 10 points for a total of 20 points. Students must achieve 35-39 points for mastery (minimum 70%) for a "C"; 40-44 for a "B" and 45-50 for an "A"		
Materials/Resources Needed	Several newspaper headlines on the same topic/issue and two full articles; Two different articles on the same topic that have distinct and different views about that topic; access to computers and several pre-selected websites relating to the same topic/issue. Butcher paper or chart paper and markers. Several pre-selected talk show, news reports or other "non-fiction" video clips.		

* ***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, Standard (e.g., 6.EE.7). For HS Math, use Conceptual Category-Domain, Standard (e.g., A-REI.6). For Science, use Grade, Strand, Concept, PO (e.g., 4.1.3.1).*

Lesson (add as needed)	**Instruction**	**Student Activities**
1	1. Review author's purpose and point of view with focus on informing and persuading. 2. Show students several newspaper headlines about the same topic/issue. Engage in a think-aloud to help students answer the following question: Can we determine the view of the author from the headline? 3. Select one full article to read as a class and see if the determinations regarding view were correct. Model finding supporting evidence from the text (highlighting key words/phrases for example) 4. Provide partner pairs another article and have them repeat the same process. 5. As a ticket out, have students select specific statements that are examples of what the author claims then indicate whether the information is supported by fact or if it is an opinion.	1. Participate in whole class reading of an article. 2. Work with a partner to determine the purpose, if possible and author point of view from several newspaper headlines. 3. Work with a partner to work through another article. 4. Complete a ticket out as an initial assessment of understanding.
2	1. Review understandings and clarify misconceptions from tickets out. 2. As a class read an article on a topic. Utilize a think aloud as you and students determine what argument the author is making. Model how to use key words and phrases that illustrate how the author is making a claim or argument. 3. Provide additional articles to partner pairs. Have them complete the same process with another article. Monitor students and assist/extend as necessary. Articles should be on the same topic/issue as the whole class article, but should have a different claim or argument. 4. Lead a discussion about student findings and how author claims or arguments are similar/different. This discussion should include but now be limited to: word choice, the use of examples vs. facts, text structure, tone. 5. Have students work with a partner to create "rules" for determine the author's purpose, claims/reasons, and what constitutes evidence for those claims/reasons. Monitor and extend as partner pairs are working.	1. Participate in whole class reading of the article. 2. Work with a partner to analyze a text using the same process as with the whole class reading. 3. Participate in class discussion. 4. Work with a partner to come up with "rules" for working with author purpose, claims and reasons and what constitutes evidence. 5. Participate in class discussion. 6. Copy class list of rules and put in notebook.

	6. Discuss as a whole class and come up with a set of "rules" that all will use.	
3	1. Review "rules" from previous lesson. 2. Randomly assign students a website. Give them time to independently analyze the website using class "rules." 3. Have students find a classmate with the same website and compare analysis. 4. Have newly formed partners find another partner pair that has a different website. 5. In groups of four, students should spread chart paper on their desks and create a large Venn Diagram that includes similarities and differences based on content and process (what the author is saying and how he/she is saying it.) Monitor and extend as groups are working. 6. Discuss findings as a class. 7.Provide the following prompt for a ticket out: -list your most important piece of learning today, list two questions you have about finding claims and reasons in the articles, list three ways authors make their case.	1. Independently read and analyze a website using the rules generated in the previous lesson. 2. Compare information with a classmate and defend responses. 3. Work in group to develop a Venn Diagram related to two different websites on the same topic. Include similarities and differences based on content and style. 4. Independently complete a ticket out.
4	1. Show students a video clip that clearly expresses a claim or argument. Discuss similarities and differences of analyzing video and written text. 2. Show another video with a differing view, but on the same topic. Have students work with a partner to analyze the video for claims, reasoning and evidence. 3. As a class create a Venn Diagram that compares and contrasts the views of the two videos. 4. Students will write a paragraph responding to the following prompt: Describe how one author distinguishes his/her position from the other.	1. Analyze videos for claims or arguments. Determine similarities and differences between analyzing video and written text. What are the benefits, drawbacks and styles of each. 2. Participate in class discussion creating a Venn Diagram analyzing videos. 3. Write a paragraph describing how one author distinguishes his/her position form the other in the video.
5	1. Share some excellent example paragraphs from previous lesson. Have students explain why you chose them as excellent examples. 2. Administer the assessment.	1. Discuss why the examples were chosen. 2. Take the assessment.

Paste Summative Assessment Here:

Read the articles provided then answer the six multiple choice questions by placing a circle around the correct letter.

For " Hybrid Crocs on the Rise in Cuba"

1. The main purpose of this passage is to:
    a. Inform the reader about a crisis in Cuba
    b. Inform the reader about American and Cuban Crocodiles
    c. Inform the reader about hybridization of Cuban and American Crocodiles.
    d. Inform the reader about how to breed more aggressive crocodiles.
2. Which statement best describes the author's claim in the article?
    a. "The study will be a 'wake-up call' for conservationists in Cuba
    b. "American crocodiles…are not considered threatened
    c. "This suggests that the American and Cuban species are mating much more than thought."
    d. "They're very cool beasts."
3. Which word best describes the opinion of how the author sees the crocodile situation in Cuba?
    a. Surprising
    b. Salty
    c. Strategic
    d. Serious

For "Animal Hybrids"

4. The main purpose of this passage is to:
    a. Describe several animal hybrids
    b. Describe the difference between a liger and a tigon
    c. Describe how animal hybrids come to be
    d. Describe where animal hybrids live.
5. Which statement best describes the author's claim in the article?
    a. The nature of animal hybrids often depends on exactly who the parents are

b. Weird name or not, these ursine hybrids demand a whole lot of respect

c. Hybrid creatures prove a little "monkey business in the animal kingdom can sometimes be a good thing

d. Beefalo, a hybrid of beef cattle and the American Bison, have been hailed as one of the meat industry's greatest successes

6. What word best describes how the author views animal hybrids, whether man-made or naturally occurring?

a. Exciting

b. Entertaining

c. Beneficial

d. Amusing

7. In a well constructed paragraph, select one of the two authors and explain how he/she took a position and how it differs from the other author. Be sure to include several examples from the texts.

8. In a well constructed paragraph explain why it is important to be able to tell how authors convey their view. Think about the work we did in class, and incorporate examples to support your ideas.

Paste Answer Key/Scoring Rubric Here:

Each multiple choice item is worth 5 points for a total of 30 points. The short answer responses are worth 10 points for a total of 20 points. Students must achieve 35-39 points for mastery (minimum 70%) for a "C"; 40-44 for a "B" and 45-50 for an "A"

Answers to multiple choice questions: 1. C ; 2. A ; 3. D ; 4. A; 5. C; 6. C

Extended Response Scoring Rubric* (Rubric scores will be doubled for grading purposes)

5 points: The response indicates that the student has a thorough understanding of the author's position. The student has provided a response that is accurate, complete, and fulfills all the requirements of the task. Necessary support and/or examples are included, and the information is clearly text-based.

4 points: The response indicates that the student has an understanding of the author's position. The student has provided a response that is accurate and fulfills all the requirements of the task, but the required support and/or details are not complete or clearly text-based.

3 points: The response indicates that the student has a partial understanding of the author's position. The student has provided a response that includes information that is essentially correct and text-based, but the information is too general or too simplistic. Some of the support and/or examples and requirements of the task may be incomplete or omitted.

2 points: The response indicates that the student does not demonstrate an understanding of the author's position. The response is incomplete, may exhibit flaws, and may not address all requirements of the task.

1 point: The response indicates that the student does not demonstrate an understanding of the author's position. The student has provided a response that is inaccurate; the response has an insufficient amount of information to determine the student understanding of the task.

0 point: The student has failed to respond to the task

*Adapted from the FCAT extended response scoring rubric.