Curriculum Sample Template
Max. 8 Pages

Grade Level	6th	**Content Area**	Reading
Course Title (grades 9-12 Only)			
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 have experience with constructing a literary analysis paragraph. Students will understand article structure and basic components of an article, including the main idea and supporting evidence. Appendix A of The Common Core for English Language Arts expects a text complexity Lexile measure of 955L-1155 at the 6-8th grade band.		
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.*	The Common Core emphasizes ample exposure to both fiction and nonfiction texts in order to build reading skills and familiarity with informational writing. This unit focuses on developing informational text analysis skill-building. This sample also demonstrates the three distinctive features of SySTEM Phoenix's Program of instruction: 1) Integration: English and Social Studies standards are taught in a mutually reinforcing manner. 2) Problem-Based Learning: The standard is introduced to students within the context of a real-world problem that they continually hook their new knowledge into in order to create a viable solution or make an evaluative judgment 3) All lessons include a Marzano high-yield strategy (i.e. summarizing and Venn diagrams), a Socratic seminar, or a Kagan cooperative learning structure (i.e. gallery walk, think-pair-share).		
Standard Number and Description	6.RI.9 Compare and contrast one author's presentation of events with that of another (e.g., a memoir written by and a biography on the same person)		
Materials/Resources Needed	Excerpts from internet sources : Antony and Cleopatra, a tragedy by William Shakespeare, first printed in 1623. http://www.learner.org/courses/worldlit/gilgamesh/watch/, http://www.icr.org/article/noah-flood-gilgamesh/, http://www.ancienttexts.org/library/mesopotamian/gilgamesh/, http://www.socialstudiesforkids.com/subjects/ancientgreece.htm, http://www.historyforkids.org/learn/egypt, http://www.historyforkids.org/learn/romans, http://www.socialstudiesforkids.com/subjects/ancientrome.htm, http://www.socialstudiesforkids.com/subjects/ancientegypt.htm, http://www.mrdonn.org/ancienthistory.html, http://www.factmonster.com http://penelope.uchicago.edu/Thayer/E/Roman/Texts/Plutarch/Lives/Antony*.html http://penelope.uchicago.edu/Thayer/E/Roman/Texts/Cassius_Dio/51*.html, http://historyoftheancientworld.com/2010/10/the-death-of-cleopatra/ Graphic Organizers: Know, Want to Know, How to find information, Learned, Still need to find out (KWHLS), Reading Like a Historian (RLH), Reciprocal teaching, Vocabulary Log Highlighters		

* ***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. Essential Question:*** How have ancient complex civilizations affected the modern world? ***2. Launch/Introduction:*** **The Case:** You are a member of a Research and Development (R&D) department. The department's director is a smart investor with lots of interest in mining the past for new ideas. The director has requested your team to research the science and technology of several ancient civilizations. Several texts from Ancient Civilizations describe devices similar to those used today. Your task is to read texts to further your research efforts about the science and technology of societies from ancient times. 4. Teacher will introduce Sourcing and Contextualizing, explaining that sourcing is the process of identifying the author and the time the document was written. Sourcing is analyzing the writer's motives and who they are. This process helps the reader refrain from interjecting modern ideas into its evaluation. Contextualizing (the big C) and lets us locate a document in its time, understanding it in relation to other things happening in the same time period. Contextualizing (the little c) is the process of finding clues within the context of a sentence or text. ***6. Debrief/Summarize:*** The teacher will guide a discussion, in which students will share how the two author's presentations differ. The teacher will ensure the following learning target is generalized: *students can compare different representations of people and events with an emphasis on reliable knowledge of time and place.*	***3. PBL Casework:*** **Meet the Problem:** Students will be organized into collaborative working groups of four, which will stay consistent throughout the entire case. Each R & D Team locate and read literature from ancient civilizations to support the types of research they will complete. ***5. Investigate/Explore:*** Using the Reading Like a Historian (RLH) graphic organizer, students will source 2 newspaper articles from different regions and different eras on the same event. Students will source each article by asking: 1) Who is this author? 2) When was is it published? 3) Why was it written? Students will then work on the Contextualization (big C) of these articles, asking questions like: 1) What else was going on at the time this was written? 2) What things were different back then? 3) What things were the same? 4) What would it look like to see this event through the eyes of someone who lived back then or in that country or region? ***Formative Assessment:*** *Students will be assessed on the ability to source and contextualize documents.* ***7. Closure/Reflection:*** Students will respond to the following prompt: Why is it important to source a document? What kind of problems could a reader who did not source their document run into?
2	***1. Introduction:*** "Today you will read the first of two stories that we will be comparing. You will want to understand the segment of the story and analyze it for key details." 2. Teacher will read the Epic of Gilgamesh for the first time, and facilitate discussion for prior knowledge about what story it reminds students of.	***3. Vocabulary/Tier 2 Language:*** As the teacher reads, students will highlight words they don't know as they listen to the excerpt from the Epic of Gilgamesh read aloud. Whole group discussion will support Tier 2 language and access prior knowledge of the story. ***5. Investigate/Explore:*** Using the Reading Like a Historian (RLH) graphic organizer, students will source their readings. Students will

	4. Teacher will remind students how to use Sourcing and Contextualizing to inform their reading. ***6. Summarize/Debrief:*** The teacher will guide a group discussion of key facts, events, and people in the text. The teacher will ensure the following learning target is generalized: *students can pull important information from a text.*	read Gilgamesh using **A/B** paired reading strategy, by first labeling all paragraphs in the excerpt for identification. **A** marks text for key words while **B** reads and vice versa. Students will compare markings when they are finished with each paragraph. When excerpt is complete, each pair will write a single refined summary to share out with class. ***Formative Assessment:*** *Students will be assessed on the ability to: 1) source and contextualize documents and 2) explain facts of the story in a 4-7 sentence summary.*
3	***1. Introduction: 1. Introduction:*** "Today you will do a close reading of Genesis 6-9 Noah's Ark. Before comparing it to the Epic of Gilgamesh, you will want to understand the segment of the story and analyze it for key details." 2. Teacher will read Genesis 6-9 Noah's Arc for the first time, and facilitate discussion for prior knowledge about what story it reminds students of. 4. Teacher will remind students how to use the Sourcing and Contextualizing to inform their reading. ***6. Summarize/Debrief:*** The teacher will guide a group discussion of key facts, events, and people in the text. The teacher will ensure the following learning target is generalized: *students can pull important information from a text.*	***3. Vocabulary/Tier 2 Language:*** As the teacher reads, students will highlight words they don't know as they listen to the excerpt from the Genesis 6-9 Noah's Ark read aloud. Whole group discussion will support Tier 2 language and access prior knowledge of the story. ***5. Investigate/Explore:*** Using the Reading Like a Historian (RLH) graphic organizer, students will source their readings. Students will read Noah's Ark using **A/B** paired reading strategy, by first labeling all paragraphs in the excerpt for identification. **A** marks text for key words while **B** reads and vice versa. Students compare markings when they are finished with each paragraph. When excerpt is complete, each pair will write a single refined summary to share out with class. ***Formative Assessment:*** *Students will be assessed on the ability to: 1) source and contextualize documents and 2) explain facts of the story in a 4-7 sentence summary.*
4	***1. Introduction:*** "Today we will compare the two texts we have read over the past two days." 2. Teacher will instruct students to do a comparison using a T-Chart. Each paragraph of the flood excerpts will be used to compare. ***4. Summarize/Debrief:*** The teacher will guide a discussion about student observations and create a collective Venn Diagram to visually represent similarities/differences of each author's presentation. Teacher will ensure the following learning target is formalized: *Students can compare and contrast one author's presentation of events with that of another*	***3. R & D Teams*** will work on creating a summary of the similar flood stories. Each team will go paragraph by paragraph through these excerpts and decide what is alike using quotes to show how they are related. They will write their quotes and paragraph numbers that show similarities. They will do the same for differences with each paragraph and quote. ***Formative Assessment:*** *Teacher will assess that the students can pull facts from 2 author's presentations of an event and discern their differences, and compare facts used.* ***5. Closure/Reflection:*** Students will respond to the following prompt: Based on your readings on the Epic of Gilgamesh and Noah's Ark, *determine if each author is describing same event. Use text-based evidence to support your answer.*

5	***1. Introduction:*** "One of the most famous people from ancient time is Cleopatra, today we are going to read conflicting stories about her life and her death." 2. Teacher will read Shakespeare's excerpt of "Antony and Cleopatra" (adapted for grade level Lexile) for the first time and facilitate discussion for prior knowledge about what story it reminds students of. 4. Discussion will continue to that of Plutarch, the first Historian, who wrote about the famous Queen of Egypt Cleopatra, and her death. Teacher will read Plutarch's version for the first time. 7. ***Summarize/Debrief:*** The teacher will facilitate a discussion about how the presentations differ. The teacher will ensure that students understand that the time difference of when the event happened and when Shakespeare wrote would make his account an unreliable source for information.	3. Students will highlight words they don't know as they listen to the excerpt of Shakespeare's "Antony and Cleopatra". Whole group discussion will support Tier 2 language and access prior knowledge of the story. ***5. Investigate/Explore:*** Using the RLH graphic organizer, students will source their readings. Students will read each author's presentation a second time using **A/B** paired reading strategy. ***6. Formative Assessment:*** Students will individually generate a T-chart that pulls information from each author's account. Students will then write one paragraph on how the presentations compare and another on how they contrast. *Students will be assessed on the ability to compare and contrast one author's presentation of events with that of another* ***8. PBL Casework:*** **Explore:** Students will revisit their KWHLS chart and reflect on how their readings might introduce things that may be investigated for modern day research. Students will acquire skills/knowledge, share information, and generate possible products related to things they read about. The group may delegate tasks to individual group members.

Summative Assessment Items: *Attach here.* For each summative assessment item, include an answer key or scoring rubric describing how points are to be awarded.

Type I:

Lexile Measure 1070

Read the text and answer the questions below.

Passage I: SheyanneWebb's Story

Selma, AlabamaMarch 7, 1965

I was really scared. I ran when I saw those policeman on horses firing tear gas at people and beating them with clubs and whips and ropes. I was running as fast as I could, when this man picked me upand started running with me. I told him to put me down; he wasn't running fast enough!

-8-year-old participant in the Selma-to-Montgomery march

Passage II: Bloody Sunday

The Civil Rights Act of 1964 did little to help gain the right to vote for black people. For this reason, as well as to demonstrate to the nation what blacks had to go through to vote, Martin Luther King, Jr., and the Southern Christian Leadership Conference planned a march from Selma, Alabama, to the state capital in Montgomery, a distance of 50 miles. The march was set for March 7,1965.No city in America had a worse black voting record than did Selma. Of approximately 15,000 black people of voting age in Selma in the early 1960's, only 156 were registered to vote. That number constituted only 1% of the eligible black voting population. Young civil rights workers had been trying to register blacks to vote in Selma since 1963. But every time these SNCC volunteers showed up at the Dallas County courthouse, they were promptly arrested. Any blacks who appeared to register were in danger of being fired from their jobs. Often blacks would march to the courthouse only to be stopped and arrested by police. They were frequently roughed up in full view of television cameras. It was because of such utter frustration in attempting to vote that the Selma-to Montgomery march was planned .At first the 600 marchers who set out for Montgomery met no opposition. But when they tried to cross the bridge leading out of the city, they were confronted by an army of Alabama state troopers armed with clubs and tear gas. The troopers rode into the crowd, beating them brutally and firing tear gas in their midst. What came to be called "Bloody Sunday" was captured by national television cameras and seen on news programs nationwide. Even the mayor of Selma was forced to admit that what happened "looked like a war … and the wrath of the nation came down on us" because of it.

1. Which of the following pieces of information can be found in both selections?
   A. The march was planned to protest difficulties black people had in voting.
   B. Tear gas was fired at the marchers.
   C. The man wasn't running fast enough.
   D. Children participated in the march.

2. How are the two selections different?
   A. The first selection is a newspaper article describing Bloody Sunday and the second is a biographical account.
   B. The selections both describe the events of Bloody Sunday in detail.
   C. The first is a personal account of an individual who experienced Bloody Sunday while the second is a summary of the events.
   D. Bloody Sunday occurred on March 7, 1965.

3. Which information is found only in the second selection titled "Bloody Sunday?"
   A. Only 1% of African-Americans in Selma were registered to vote in the early 1960's.
   B. The policeman who attacked the marchers rode on horseback.
   C. The troopers beat the marchers back using clubs and tear gas.
   D. The marchers were scared when the troopers attacked.

SOLUTIONS

1. B 2. C 3. A

Scoring[1]: This item represents a level 3 mastery of the standard. To achieve this level, students must answer 80% or more of the questions correctly. The student must demonstrate:

Student pulls some facts and contrasts one author's presentation with another.

[1] Words in red are specific 6th grade band.

Type II:

Lexile Measure 970

Read the following texts. Compare and contrast the texts using a Venn diagram. Cite textual evidence.

from *Walden*

My nearest neighbor is a mile distant, and no house is visible from any place but the hill-tops within half a mile of my own. I have my horizon bounded by woods all to myself; a distant view of the railroad where it touches the pond on the one hand, and of the fence which skirts the woodland road on the other. But for the most part it is as solitary where I live as on the prairies. It is as much Asia or Africa as New England. I have, as it were, my own sun and moon and stars, and a little world all to myself.

Thoreau, Henry David. Walden. 1910.

Thoreau

In the 1840s, Henry David Thoreau spent two years living in a cabin near Walden Pond, close to the town of Concord, Massachusetts. The land was owned by his friend and fellow philosopher, Ralph Waldo Emerson. Thoreau went to Walden in order to conduct a kind of experiment. He wanted to isolate himself from society and to experience life more fully by living it on a very simple level.

While at Walden, Thoreau spent very little money. He cleared the land, built his cabin, did chores for Mr. and Mrs. Emerson, grew and prepared much of his own food, made short visits into town, and spent many hours observing nature. He wrote every day and turned his thoughts about the experience into a book called Walden, which was published in 1845. Walden has become one of the most famous and important books in American literature.

Complete a Venn diagram to compare and contrast the presentation of events in the autobiography and biography of Henry David Thoreau. What important information did you learn from the autobiography? What important information did you learn from the biography?

RUBRIC	Level 4 (Expert)	Level 3 (Proficient)	Level 2 (Adequate)	Level 1
Identifying different facts	Student pulls facts and explains authors' reasoning behind using certain pieces of evidence over others. Student objectively examines author as someone trying to make a point.	Student pulls some facts and contrasts one author's presentation with another.	Student pulls some facts, but either misses too many or cannot explain how the authors' presentations contrast.	Student doesn't interpret facts or completely misses the interpretation.
Comparison of information	Student compares all facets of the articles in an objective, thought out argument.	Student compares many facets of the authors' presentation of events.	Student compares some facets of the authors' presentations but misses too many. Student provides incorrect comparisons.	Student does not compare authors' presentations.

**Student must score a Level 3 in each category to demonstrate Level 3 mastery.

Type III:

Lexile Measure 960

Read the following texts.

Frederick Douglass

As a boy in the early 1800s, Frederick Douglass was an enslaved African American. He believed that he had to read and write if he wanted to be free someday, so he made it his goal to get an education. But he faced a big challenge: It was against the law to teach enslaved people how to read.

Douglass learned to read from neighborhood white children who became his friends and informal teachers. He also learned from the men in the shipyard where he worked. The workers labeled each piece they made with a letter that stood for where the piece would go. By watching the men, Frederick learned to identify and write a few letters.

Whenever he met another boy who could write, Frederick would boast that he could write just as well. Frederick would write the few letters he knew and dare the other boy to do better. As the other boy wrote different letters, Frederick would pay careful attention.

Over time, Frederick learned to write well. When he grew up, he fled from slavery. He used his powerful writing and speaking skills to fight for human rights. He became famous as an abolitionist, a person who fought to end slavery.

Frederick Douglass first met President Lincoln in 1863. Lincoln valued Douglass's opinions and friendship. The Civil War ended in 1865. That year, the Thirteenth Amendment abolished slavery in the United States.

from Narrative of the Life of Frederick Douglass, An American Slave

The plan which I adopted, and the one by which I was most successful, was that of making friends of all the little white boys whom I met in the street. As many of these as I could, I converted into teachers. With their kindly aid, obtained at different times and in different places, I finally succeeded in learning to read. When I was sent on errands, I always took my book with me, and by doing one part of my errand quickly, I found time to get a lesson before my return. I used also to carry bread with me … This bread I used to bestow upon the hungry little urchins, who, in return, would give me that more valuable bread of knowledge. I am strongly tempted to give the names of two or three of those little boys, as a testimonial of the gratitude and affection I bear them … It is enough to say of the dear little fellows, that they lived on Philpot Street, very near Durgin and Bailey's shipyard.

Credit: Douglass, Frederick. Narrative of the Life of Frederick Douglass, An American Slave. 1845.

How are the events depicted in Frederick Douglas and Narrative of the Life of Frederick Douglas, An American Slave alike and different? Use examples from the text for each similarity and difference in your comparison.

RUBRIC	Level 4 (Expert)	Level 3 (Proficient)	Level 2 (Adequate)	Level 1
Identifying different facts	Student pulls facts and explains authors' reasoning behind using certain pieces of evidence over others. Student objectively examines author as someone trying to make a point.	Student pulls some facts and contrasts one author's presentation with another.	Student pulls some facts, but either misses too many or cannot explain how the authors' presentations contrast.	Student doesn't interpret facts or completely misses the interpretation.
Comparison of information	Student compares all facets of the articles in an objective, thought out argument.	Student compares many facets of the authors' presentation of events.	Student compares some facets of the authors' presentations but misses too many. Student provides incorrect comparisons.	Student does not compare authors' presentations.

**Student must score a Level 3 in each category to demonstrate Level 3 mastery.