Curriculum Sample Template

Max. 8 Pages

Grade Level	8th	**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 *List the Number* and the full description for the Required Standard or Science Performance Objective listed in section A.6.*	8.RI.9 Analyze a case in which two or more texts provide conflicting information on the same topic and identify where the texts disagree on matters of fact or interpretation.		
Materials/Resources Needed	Articles: "The Sequester is Going to Devastate Science Research for Decades." *The Atlantic.* http://www.theatlantic.com/politics/archive/2013/03/the-sequester-is-going-to-devastate-us-science-research-for-decades/273925/ ,"Why is Our Government Attacking Science?" *Slate.* http://www.slate.com/blogs/bad_astronomy/2013/05/01/attacks_on_science_government_antiscience_on_the_rise.html, *"Should We Go to War?" Junior Scholastic* http://www.thefreelibrary.com/Should+we+go+to+war%3F+Few+Americans+wanted+to+enter+World+War+II.+But...-a0145471056, *Interactive Venn Diagram:* http://www.readwritethink.org/classroom-resources/student-interactives/venn-diagram-30973.html Graphic Organizers: Know, Want to Know, How to find information, Learned, Still need to find out (KWHLS), Research Log (RL) "Reading Like a Historian" Reciprocal teaching, Circle Map with frame Video:http://www.pbs.org/wgbh/evolution/library/08/2/l_082_01.html 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)	**Instructional Strategies**	**Student Activities**
1	***1. Essential Question:*** What is truth and how do we determine what is true? ***2. Launch/Introduction:*** You are a physicist that has just lost your research grant from the National Science Foundation (NSF). With budget cuts and restructuring, less money is available to researchers year after year. You decide to contact your local senator, John McCain, about the situation. He is sympathetic to your position and strongly believes science research is important for our economic future. Senator McCain has asked you to write an essay that he can use to convince Congress of the detrimental impact decreased funding will have on the U.S. in the long-term. Your challenge is to research a historical perspective which will help Congress understand how important science research is for economic development. ***4.*** The teacher will differentiate the non-critical reader from the critical reader. While non-critical readers take all text to be fact, the critical reader recognizes that any text provides one portrayal of the facts, or one interpretation. Teacher will offer examples of facts and interpretations, using a "think aloud" strategy to categorize each. 5. Teacher will present the article "The Sequester is Going to Devastate Science Research for Decades" (adapted). ***7. Summarize/Debrief:*** The teacher will create a "fact v. interpretation" T-chart on the board, prompting students to add to the list. The teacher will guide students to justify their categorizations and discuss any points of contention.	***3. PBL Casework:*** **Meet the Problem:** Students will be organized into collaborative working groups of four, which will stay consistent throughout the entire case. Students will examine the case and get familiar with the provided case material. **Know/Need to Know:** Students will identify information and ideas into a KWHLS (see Resources) chart. The group facilitator will prompt group members to **Define the Problem Statement.** Though the definition of the problem may evolve as the team progresses. ***6. Investigate/Explore:*** As the teacher reads the article, students will highlight facts in yellow. In small groups, students will share their identified facts. Independently, students will read the article a second time and highlight any interpretations in blue. The facilitator will ensure students observe how the author states facts and offers an interpretation. ***8. Reflection/Closure:*** Students will respond to the following question: Why must the critical reader distinguish fact from interpretation? ***9. Formative Assessment:*** Given the article "Why is Our Government Attacking Science?"***(Lexile 1010),*** students will label underlined sentences as "fact" or "interpretation" and provide justification. *Students will be assessed on ability to distinguish facts from interpretations in a text.* ***PBL Casework:*** **Explore:** Students will revisit their KWHLS chart and reflect on how their new knowledge relates to the case. In teams, students will create a plan to: gather information, acquire skills/knowledge, share information, and generate possible solutions. The group may delegate tasks to individual group members.
2	***2. Introduction:*** "It is a common occurrence that two people disagree on the same issue. Think about the last time your family or friends had to decide on a movie to watch. Today teams will compare and contrast various primary and secondary sources to identify the disagreements two authors have on the very same topic." ***4. Presentation/Modeling:*** Using images from WWII, the teacher will model how to display agreements/disagreements on an interactive Venn Diagram. The teacher will guide a discussion about how disagreeing authors/artists choose to present different images,	***1. Stimulus:*** Students will write a response to the following quote: "Reality is always an interpretation rather than a matter of empirical perception or direct and unmediated experience." 3. In small groups, students will read Scholastic's "Should We Go to War?" (1020L). Students will highlight facts in yellow and interpretations in blue. ***6. Investigate/Explore:*** Each group will be given 2 of 4 possible articles exemplifying different viewpoints about the decision to enter WWII to read for facts and interpretations. Students will create a Venn diagram to

	information, and evidence. Teacher will guide students to compare each picture to the facts highlighted from their reading in step #3. 5. Teacher will review the types of articles and information that students will encounter as well as careful reading tactics for information articles. Throughout the lesson, teacher is a coach for students to learn and explore the different voices from WWII. ***7. Vocabulary Tier 2 and Tier 3:*** Teacher will keep running list of each type of Vocabulary. Students will add any words that are troublesome to a running word wall. ***8. Debrief/Summarize:*** In a whole group, the teacher will guide a discussion of the disagreements amongst the authors of the articles. Students will cite text-based information and evidence to justify their responses. The teacher will ensure the following learning target is generalized: *students can identify disagreements in the information or evidence between two texts.*	graphically represent disagreements in the evidence or information provided by each author. Groups will share out. ***9. Closure:*** How does a critical reader understand a topic that many authors disagree on? ***10. Formative Assessment:*** Given two articles that disagree, students will create a Venn Diagram to graphically display disagreements in the information or evidence from both texts. *Students will be assessed on ability to identify disagreements in the information or evidence between the two texts.*
3	***1. Introduction:*** "Now that we know how to identify specific disagreements between speakers, we need to talk about what that means. Today we are diving into the last important piece of text analysis, which is the analysis itself. Very careful readings and thorough discussions will tell us about the author, historical context, and its significance." ***2. Presentation/Modeling:*** Teacher will distribute two selected readings that elicit clearly defined opposing viewpoints. Teacher will model how to use a discussion web graphic organizer to identify the main question of the text. ***4. Summarize/Debrief:*** The teacher will collect the cards and tally the responses. Share the results with the class and list the most common reasons pro and con for these decisions. After students have identified the key elements of an issue and opposing points of view on the matter, the teacher will ask the following questions: 1) What do those disagreements tell us? 2) How do the authors shape facts in order to advance their point? 3) How are these documents and topics still significant today? 6. Throughout the course session, teacher will act as a facilitator within and between groups. Teacher will encourage discussion through probing questions. ***7. Vocabulary/Tier 2 Language:*** Students will be supported in	3. In small groups, students will note conflicting information from the readings on the graphic organizer as well as their final conclusion about which author is more convincing. Each group will place their conclusion on an index card. ***5. Investigate/Explore:*** Teams will conduct a deep reading of two articles and analyze where the texts disagree. Students will analyze those disagreements through discussion. Students will answer the following questions to prepare for discussion: 1) What do those disagreements tell us? 2) How do the authors shape facts in order to advance their point? 3) How are these documents and topics still significant today? ***9. Reflection/Closure:*** Students will respond to the following prompt: Describe how the author, historical context, and significance of a text informs your analysis of disagreements amongst texts. ***10. Formative Assessment:*** Given two text excerpts about the activities of Germany during WWII, students will identify conflicting information and analyze the significance of these disagreements. *Student will be assessed on ability to: 1) identify conflicting information given by two authors on the same topic and 2) analyze how two authors choose to present different evidence or interpretation to convince the reader of their interpretation.* ***11. PBL Casework:*** **Explore:** Students will revisit their KWHLS chart and reflect on how their new knowledge relates to the case. In teams,

	groups and by teacher with their academic and content specific language. ***8. Summarize/Debrief:*** The teacher will guide students to share analysis questions and hold a whole class discussion.	students will create a plan to: gather information, acquire skills/knowledge, share information, and generate possible solutions. The group may delegate tasks to individual group members.
4	***2.*** The teacher will present two texts (text A and text B), which present conflicting information and disagree about "The Good War." Half of the class will receive one text and half of the class the other. 4. The teacher will direct students to form two lines, a text A and a text B, which face each other. The teacher will announce a fill in the blank type sentence ("The war was _____" or "Society changed because _____"). The text A partner will fill in the blank based on the information/evidence from the text and the text B partner will do the same. Students will note disagreements. ***5. Summarize/Debrief:*** Teacher will guide students to debrief the partner experience. Teacher will put the words "facts" and "interpretation" in quotations on the board, discussing how each writer must choose to interpret the information they are given. The critical reader must be aware that just because information is presented as fact by a writer does not necessarily mean that it is an actual fact, which can be exaggerated, taken out of context, or made up.	***1. Stimulus:*** Students will first individually respond to and then discuss in groups the following quote: "One person's interpretation of a certain item can be at best considered *compatible* with another's." 3. Students will close read and take notes on the text, analyzing the author's argument and chosen information or evidence. 6. Students will individually close read and take notes on the second text, analyzing the author's argument and chosen information or evidence. ***7. Formative Assessment:*** Using the two articles, students will analyze three examples of conflicting information or evidence that call into question what is "fact" and what is "interpretation." *Student will be assessed on ability to analyze how conflicting information or evidence creates disagreements about what can be considered "fact" and what can be considered "interpretation."*
5		***Summative Assessment:*** Students will take summative assessment.

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 texts and respond to the prompt below.

"A military man can scarcely pride himself on having 'smitten a sleeping enemy'; it is more a matter of shame, simply, for the one smitten. I would rather you made your appraisal after seeing what the enemy does, since it is certain that, angered and outraged, he will soon launch a determined counterattack." -Chief Yamamoto, Japan	Yesterday, December 7, 1941—a date which will live in infamy—the United States of America was suddenly and deliberately attacked by naval and air forces of the Empire of Japan. … Japan has, therefore, undertaken a surprise offensive extending throughout the Pacific area. The facts of yesterday and today speak for themselves. The people of the United States have already formed their opinions and well understand the implications to the very life and safety of our nation. As commander in chief of the Army and Navy I have directed that all measures be taken for our defense. But always will our whole nation remember the character of the onslaught against us. -Franklin Roosevelt, USA

Locate and describe examples of differing opinion and fact interpretation within these two articles on enemy attacks during WWII.

RUBRIC[1]

Level 3 (Proficient)	Level 2 (Adequate)	Level 1
Students can identify disagreements in the information or evidence between the two texts. Student can analyze how the conflicting information or evidence creates disagreements about what can be considered "fact" and what can be considered "interpretation."	Student can identify interpretation of facts in informational text. Student can recognize how different authors providing information on the same topic do not always agree and try to convince the reader of their interpretation by choosing to present different evidence or interpretations.	Student can identify facts in informational text, but does not distinguish facts form interpretation of facts. Student does not identify where authors disagree.

[1] Words in red are specific to 8th grade level.

Type II:

Lexile Measure 1140

Read the texts and respond to the prompt below.

"Albert Einstein: A Tourist Attraction at Princeton" by Fritz Redlin (March 1939) Albert Einstein must have been sure of his scientific importance as he left Germany "under the moral pressure of the Nazis" in 1933 and went to America. He has since been very quiet about the Theory of Relativity, which the Jewish public relations machine claimed was the greatest scientific discovery since Adam. Einstein now works in a fine laboratory at Princeton University provided by the American government. Jews in every country made their racial comrade Einstein into a god. His discovery would transform humanity's religious views, giving religion back to a "cultural world" that had given up on religion. And today, six years later? The world (with the exception of the Jews) would have forgotten about "Relativity" Einstein, were it not occasionally reminded in an unpleasant way of the "politician" Einstein. The Theory of Relativity has been seen by many serious scientists as a big bluff and even as plagiarism. Its effects are destructive in the typical Jewish manner. It intends to destroy existing values without giving humanity anything new and constructive. Winniger writes in the *Jüdische Nationalbibliographie:* "The consequences of this theory are revolutionary. One has the feeling that the ground underneath one's feet has vanished." The Jewish spirit here promotes Jewish plans for world domination by eliminating all values of fatherland, the family, etc., by destroying all connections (except those to the Jewish race).	"Albert Einstein" *Time Magazine* by Frederic Golden (December 1999) He was the embodiment of pure intellect, the bumbling professor with the German accent, a comic cliche in a thousand films. Albert Einstein's shaggy hair was as familiar to ordinary people as to the scientific community. Yet he was unfathomably profound. This genius among geniuses discovered, merely by thinking about it, that the universe was not as it seemed. Even now scientists marvel at the daring of general relativity. Much to Einstein's surprise, his ideas reverberated beyond science, influencing modern culture from painting to poetry. At first even many scientists didn't really grasp relativity. To the world at large, relativity seemed to pull the rug out from under perceived reality. And for many advanced thinkers of the 1920s, that was a fitting belief, reflecting what science historian David Cassidy calls "the incomprehensiveness of the contemporary scene--the fall of monarchies, the upheaval of the social order, indeed, all the turbulence of the 20th century."

Organize the disagreements from the two texts using a "point/counterpoint" graphic organizer. Then, analyze how the conflicting information or evidence creates disagreement about what can be considered "fact" and what can be considered "interpretation."

RUBRIC

Level 4 (Expert)	Level 3 (Proficient)	Level 2 (Adequate)	Level 1
Student can identify disagreements and explains authors' reasoning behind using certain interpretation or pieces of evidence over others. Student can analyze disagreements about what can be considered "fact" and what can be considered "interpretation" and objectively examine the authors as individuals trying to make a point.	Students can identify disagreements in the information or evidence between the two texts. Student can analyze how the conflicting information or evidence creates disagreements about what can be considered "fact" and what can be considered "interpretation."	Student can identify interpretation of facts in informational text. Student can recognize how different authors providing information on the same topic do not always agree and try to convince the reader of their interpretation by choosing to present different evidence or interpretations.	Student can identify facts in informational text, but does not distinguish facts form interpretation of facts. Student does not identify where authors disagree.

Type III:

Lexile Measure 1150

Read the following texts and respond to the prompt below.

"The Decision to Use the Bomb" by Henry Lewis Stimson (February 1947)

The possible atomic weapon was considered to be a new and tremendously powerful explosive. It was as legitimate as any other of the deadly explosive weapons of modern war. The entire purpose was the production of a military weapon; on no other ground could the wartime expenditure of so much time and money have been justified…

On July 28, the Premier of Japan, Suzuki, rejected the Postdam ultimatum by announcing that it was "unworthy of public notice." In the face of this rejection, we could only proceed to demonstrate that the ultimatum had meant exactly what it said…

…Had the war continued until the projected invasion on November 1, additional fire raids of b-20's would have been more destructive of life and property than the very limited number of atomic raids which we could have executed in the same period. But the atomic bomb was more than a weapon of terrible destruction; it was a psychological weapon…

The bomb thus served exactly the purpose we intended. The peace party was able to take the path of surrender, and the whole weight of the Emperor's prestige was exerted in favor of peace. When the Emperor ordered surrender, and the small but dangerous group of fanatics who opposed him were brought under control. The Japanese became so subdued that the great undertaking of occupation and disarmament was completed with unprecedented ease.

"Atomic Bomb" The Commonweal (August 1945)

While it is true that no one seems to be particularly happy over the fact of the atomic bomb and the fact of our use of it against Japan, it is disturbing that there has been so little public protest. In this country one of the very few condemnations of our *use* of this instrument appeared in a joint statement signed by the old familiar group of ministers and educators. This statement is the nearest thing to a condemnation we have seen by any journalist. The following paragraph written from Washington by David Lawrence:

> "Winston Churchill says 1,000,000 American lives were saved by its use. This is sheer exaggeration. The Army Air Forces were going to demolish Japanese military installations and communications completely so our invading troops could go in standing up. At least the air folks boasted so only a few weeks ago. While the atomic bomb did save some lives, the American precedent in using it may cost the world someday many times the number of lives now saved. For perhaps no nation will feel again that the atomic bomb is a barbarous weapon, because Britain and America sanctioned its use."

The American reaction, then, is one of stunned disquiet. It is not jubilant, yet it contains almost no real feeling of guilt. Perhaps this is for the very natural reason that people hesitate to criticize an action said to have spared American lives. The question immediately arises: did it spare American lives? Here we find an opinion that is spared very few if any of the lives of our men. But even assuming that it did save many lives, this should be balanced against the number of lives in the future which its use by us placed in jeopardy. And if this be done, we are confronted with an obligation to condemn what we ourselves did, an obligation to admit that our victory has been sadly sullied not only because we used this weapon but because we have agreed to its use.

In a structured, multi-paragraph essay, analyze how the conflicting information presented by each author creates different interpretations of the same event. Explain why each author would choose certain interpretations or evidence over others.

RUBRIC

Level 4 (Expert)	Level 3 (Proficient)	Level 2 (Adequate)	Level 1
Student can identify disagreements and explains authors' reasoning behind using certain interpretation or pieces of evidence over others. Student can analyze disagreements about what can be considered "fact" and what can be considered "interpretation" and objectively examine the authors as individuals trying to make a point.	Students can identify disagreements in the information or evidence between the two texts. Student can analyze how the conflicting information or evidence creates disagreements about what can be considered "fact" and what can be considered "interpretation."	Student can identify interpretation of facts in informational text. Student can recognize how different authors providing information on the same topic do not always agree and try to convince the reader of their interpretation by choosing to present different evidence or interpretations.	Student can identify facts in informational text, but does not distinguish facts form interpretation of facts. Student does not identify where authors disagree.