Curriculum Sample Template
Max. 8 Pages

Grade Level	7th	**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	7.RI.9 Analyze how two or more authors writing about the same topic shape their presentations of key information by emphasizing different evidence or advancing different interpretations of facts.		
Materials/Resources Needed	Background on the Progressive Era: http://www.youtube.com/watch?v=z-ztBdclkYU, http://fallbrookuhsd.cyberschool.com/view/1162.pdf, http://quizlet.com/20032087/summary-of-progressive-era-thinkers-flash-cards/, Legislation created by the era; http://www.digitalhistory.uh.edu/historyonline/us31.cfm, Molly Elliot Seawell, The Ladies' Battle, 1911, 31-32, 113. http://books.google.com/books?id=xSANAAAAIAAJ&printsec=titlepage&vq=inharmoniou#v=onepage&q=inharmoniou&f=false , "The Woman's Protest Against Woman's Suffrage," National Association Opposed to Woman Suffrage, Oct 1912. http://books.google.com/books?id=560OiZlBSTIC&pg=PA589&lpg=PA589&dq=&source#v=onepage&q&f=false Representative John A. Moon of Tennessee, Speech in House of Representatives, 1918. http://marchand.ucdavis.edu/lessons/suffrage/suffrage.html, Excerpts: Booker T. Washington, 'Atlanta Compromise', 1895. W. E. B. DuBois, The Souls of Black Folk, 1903. Graphic Organizer: Know, Want to Know, How to find information, Learned, Still need to find out (KWHLS), Author/Evidence, Reading Like a Historian, Vocabulary Notebook		

* ***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 Social studies, use Grade, Strand, Concept, PO (e.g., 4.1.3.1).*

Lesson (add as needed)	**Instructional Strategies**	**Student Activities**
1	***1. Essential Question:*** What characteristics make an exceptional citizen? ***2. Launch/Introduction:*** **The Case:** You are a member of the naming committee that works for the Smithsonian. It has been requested by the Executive Board that the person be from the following groups' contributions to the changing social and political structure of the United States during the Progressive Era: labor leaders (e.g., Samuel Gompers, Mother Jones), social reformers (e.g., Susan B. Anthony, Elizabeth Cady Stanton), industrialists (e.g., Andrew Carnegie, John D. Rockefeller), inventors (e.g., Thomas Edison, Henry Ford), Populists (e.g., William Jennings Bryan) financiers (e.g., J.P. Morgan, Jay Gould.) Your task is to research the name of an American who has helped change society. Your challenge is to include at least two corroborating sources of information about the person that prove they are worthy of being named for the new museum. ***4. Presentation/Modeling:*** Teacher will present the process of using the Author /Evidence GRO (shown in lesson 2) to help them develop an eye finding how to use information to support an idea or theory. Teacher will hand out the 3 constructed articles, modeling each authors claim and put the claim in the Author box, quotes or ideas in the evidence box. Part two of GRO will be used on day two. Teacher will allow teams to work on next set of documents and become more facilitative. Teacher will then instruct students to share out their quotes/evidence. ***7. Debrief/Summarize:*** The teacher will emphasize that evidence are supports and reasons bolster the claim.	3. ***PBL Casework:*** **Meet the Problem:** Students will be organized into collaborative working groups, "Naming Committees", of four, which will stay consistent throughout the entire case. *S*tudents will read articles related to the Progressive Era to familiarize themselves with the norms, belief systems and political workings at this time. **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. ***5. Investigate/Explore:*** Using three articles about the "Birther" controversy (all articles have been modified to the grade level appropriate Lexile), students will fill out Author/Evidence graphic organizer. The facilitator will ensure students observe the following: Quotes from others, references to unnamed sources, and actual documents quoted will all be used to verify if the article is reliable and valid. ***6. Reflection/Closure:*** Students will write 3-4 questions they need to ask or find primary source information about to corroborate the evidence gathered from the articles that they. ***Formative Assessment:*** *Students will be assessed on the ability to collect evidence for claim statements from 3 primary source documents.*
2	***1. Introduction:*** "Who here believes that women would protest women getting the right to vote? Today we are going to read 3 short excerpts from Anti-Suffragettes. " 2. Teacher will read each excerpt from the book *The Ladies Battle 1911* by Molly Elliot Seawell, a newspaper called *The Woman's Protest Against Woman's Suffrage 1912* and a statement from TN Rep John A. Moon from the Jan 10, 1918 amendment. Students will	3. ***Investigate/Explore:*** After listening to the article and highlighting words that are unknown, students will then read aloud the articles in their groups. After each article, students will work with the recognized Tier 2/3 vocabulary. Students will share as a group and provide feedback in order to garner a deeper understanding. Students will then share as a class any remaining confusion. Teams will fill out each segment of A/ E GRO with their evidence

<table>
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<td></td>
<td>participate in discussion of language

4. Presentation/Modeling: “In order to comprehend and evaluate an author’s intention, we must explicitly examine the specific words and language.” Teacher will remind students of prior day’s use of the Author/Evidence graphic organizer. Teacher will focus on the new components of the chart to ensure students can use this tool to garner more data about their own ideas about the author’s arguments.
<table>
<tr><th>Author #1</th><th>Author #2</th><th>Author #3</th></tr>
<tr><td>Evidence:
Evidence:
Evidence:</td><td>Evidence:
Evidence:
Evidence:</td><td>Evidence:
Evidence:
Evidence:</td></tr>
<tr><td colspan="3">Differences in authors: Opinion of how the author presented information</td></tr>
<tr><td colspan="3">After recording evidence and noting differences, this is my interpretation of the topic and how the author’s presented their information.
Author #1 stated _____
Author #2 stated _____
Author #3 stated _____</td></tr>
</table>
6. Vocabulary Tier 2: These words will be dealt in the margins and small group discussion: Denunciation, espoused, insidious, inculcating, stigmatized, drudgery, inharmonious, objectionable, intolerable, ignorant Vocabulary Tier 3: These words will be explicitly gone over after readings: Electoral system, executing legislation, feminism, suffrage, electorate, leisured and cultured classes.</td>
<td>segments.

5. Students will review each text again and develop their own opinion statement. Teams will discuss these opinions and debrief about similarities, the claims made and the evidence used to support the claims. Each individual will then write a precise statement of each author’s claim in the second portion of the graphic organizer.

7. Formative Assessment: Given two excerpts from Suffragettes, students will create a Venn diagram to compare/contrast different evidence or information authors use to support their viewpoints. Students will be assessed on ability to identify different evidence provided by two authors on the same topic.

8. Closure: Students will write 3-4 sentences about the similarities of language and tone and how that is used to advance the arguments of the authors.

9. 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</td>
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<td>3</td>
<td>1. Introduction: To truly understand how two authors disagree, we must go beyond what they write and analyze why they write and the audience they are writing for. Today we will work to understand different viewpoints and the motivations behind them. Sourcing is a key to finding the indicators as to why someone wrote something.

2. Presentation/Modeling: Teacher will model sourcing strategies by</td>
<td>3. Investigate/Explore: Students will read excerpt from “Shame of the Cities” by the Muckraker Lincoln Steffens and a speech by George Plunkitt related to Political Bosses of the era in order to analyze where the author’s disagree. After each article, students will work with the recognized Tier 2/3 vocabulary. Students will share as a group and provide feedback in order to garner a deeper understanding. As a</td>
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	having students look at the header of the document and asking the who, what, when, and why of the document. The teacher will present first article using marking the text strategies to model the use of Author/Evidence graphic organizer. Teacher will direct students to ask the following questions after each article: 1) What is the author trying to tell you? 2) Why is the author telling you that? 4. ***Vocabulary Tier 2 and Tier 3:*** Teacher will keep running list of each type of Vocabulary develop an online resource for students to reference, such as Study Stack.	class, students will share any remaining confusion about vocabulary. Each team member will complete the Author/Evidence graphic organizer, and then analyze it for the evidence/information the author uses to support their claims and the reason for this claim. Specifically, students will answer the following questions to prepare for the assessment: 1) What do the author's disagreements tell us? 2) How do the authors shape facts in order to advance their point? ***7. Formative Assessment:*** After using the Author/Evidence graphic organizer, students will write an essay that gives an analysis of how these two authors writing about the same topic shape their presentations of key information by emphasizing different evidence or advancing different interpretations of facts. *Students will be assessed on ability to compare and contrast two authors' distinct motivations for providing different interpretations of the role of political bosses.*
	1. Introduction: "Today you will be reading two texts about very opposing ideas. The first is from Booker T. Washington and the second is a critique of Washington from W.E.B. Dubois. Teacher will guide students to source the Washington document. 3. Throughout the evaluation of source documents, the role of the teacher will begin with limited direct instruction and progressively become more facilitative. The teacher will model reciprocal teaching after reading W.E.B Dubois, (see student activities) and explicitly instruct how to re-read the documents to gather information using text-marking strategies. ***5. Debrief/Summarize:*** The teacher will guide students to discuss the evidence chosen by each author. Building on the prior day's questions about author motivation, the teacher will prompt students to analyze the audience impacts the author's argument. How does each author emphasize what the role of African Americans should be?	***2. Investigate/Explore:*** Students will read Washington's speech, delivered to a mostly white audience in Atlanta in 1895 and W.E.B. DuBois' essaay published in his book, *The Souls of Black Folk,* about African Americans post slavery during the Progressive Era. Students will identify where the authors disagree. After each article, students will work with the recognized Tier 2/3 vocabulary. 4. Committee members will complete the Author/Evidence graphic organizer, and then analyze it for the evidence/information the author uses to support their claims and the reason for this claim. Specifically, students will answer the following questions to prepare for the assessment: 1) What do those disagreements tell us? 2) How do the authors shape facts in order to advance their point? ***Formative Assessment:*** *Students will be assessed on ability to analyze how two authors try to convince the reader of their interpretation by choosing to present different evidence or interpretations.* ***6. 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.

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 1120

Read the excerpts and answer the prompt below.

Resolutions upon the subject of domestic slavery having passed both branches of the General Assembly at its present session, the undersigned hereby protest against the passage of the same. They believe that the institution of slavery is founded on both injustice and bad policy; but that the promulgation of abolition doctrines tends rather to increase than to abate its evils. They believe that the Congress of the United States has no power, under the constitution, to interfere with the institution of slavery in the different States. They believe that the Congress of the United States has the power, under the constitution, to abolish slavery in the District of Columbia; but that that power ought not to be exercised unless at the request of the people of said District. The difference between these opinions and those contained in the said resolutions, is their reason for entering this protest.	Our new government is founded upon exactly the opposite idea; its foundations are laid, its corner- stone rests, upon the great truth that the negro is not equal to the white man; that slavery subordination to the superior race is his natural and normal condition. This, our new government, is the first, in the history of the world, based upon this great physical, philosophical, and moral truth. This truth has been slow in the process of its development, like all other truths in the various departments of science. It has been so even amongst us. Many who hear me, perhaps, can recollect well, that this truth was not generally admitted, even within their day. The errors of the past generation still clung to many as late as twenty years ago. Those at the North, who still cling to these errors, with a zeal above knowledge, we justly denominate fanatics. All fanaticism springs from an aberration of the mind from a defect in reasoning. It is a species of insanity.

Locate three examples of differing evidence or interpretations within these two articles on slavery during the Civil War.

RUBRIC[1]

Level 3 (Proficient)	Level 2 (Adequate)	Level 1
Student locates three examples and explains how each represents a difference in evidence or interpretation.	Student locates three examples, but either misses too many or misinterprets without explanation.	Student doesn't locate examples or completely misses the evidence or interpretation.

[1] Words in red are specific to 7th grade level.

Lexile Measure 1080

Type II:

Read the texts and answer the prompt below.

1969: Man takes first steps on the Moon

American Neil Armstrong has become the first man to walk on the Moon. The astronaut stepped onto the Moon's surface, in the Sea of Tranquility, at 0256 GMT, nearly 20 minutes after first opening the hatch on the Eagle landing craft.

Armstrong had earlier reported the lunar module's safe landing at 2017 GMT with the words: "Houston, Tranquility Base here. The Eagle has landed." As he put his left foot down first Armstrong declared: "That's one small step for man, one giant leap for mankind." He described the surface as being like powdered charcoal and the landing craft left a crater about a foot deep.

'We came in peace'

The historic moments were captured on television cameras installed on the Eagle and turned on by Armstrong. Armstrong spent his first few minutes on the Moon taking photographs and soil samples in case the mission had to be aborted suddenly. He was joined by colleague Edwin "Buzz" Aldrin at 0315 GMT and the two collected data and performed various exercises - including jumping across the landscape - before planting the Stars and Stripes flag at 0341 GMT. They also unveiled a plaque bearing President Nixon's signature and an inscription reading: "Here men from the planet Earth first set foot upon the Moon July 1969 AD. We came in peace for all mankind."

After filming their experience with a portable television camera the astronauts received a message from the US President. President Nixon, in the White House, spoke of the pride of the American people and said: "This certainly has to be the most historic telephone call ever made." Many other nations - including the UK - sent messages of congratulation. Moscow Radio announced the news solemnly in its 1030 GMT broadcast. As Aldrin and Armstrong collected samples, Michael Collins told mission control in Houston he had successfully orbited the Moon in the mother ship Columbia, and take-off was on schedule for 1750 GMT this evening.

Was the moonwalk faked? No!

It would be these highly defined footprints that would set some armchair physicists crying the moonwalk was a fake. In the years to come there would be those who would claim Apollo astronauts never went to the moon. They said all of it was done on a movie set in an Arizona.

It occurred to me that if NASA had been so deviously smart to persuade 400,000 Apollo workers to lie, to persuade the Russians to lie, to persuade the people tracking the lunar flights with giant radio antennas around the world to lie ... well, if NASA got away with it once, would the agency be so stupid as to try to get away with this world-class hoax nine times?

The claim is too dumb not to be laughable. It is sad. We as a people would rather think the worst of ourselves than the best. Nevertheless, scientific investigators investigated. Myth-believers claimed that Neil and Buzz could have only left such firm, defined bootprints in soil with moisture — and everyone knows there is no water on the moon, right? Wrong. There's now evidence there could be water ice at the poles, but that hasn't a thing to do with the first footprints on the moon.

Analyze how the authors of these two articles shape their presentations of key information by emphasizing different evidence or advancing different interpretations of facts.

RUBRIC

Level 4 (Expert)	Level 3 (Proficient)	Level 2 (Adequate)	Level 1
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 explains most of authors' reasoning. Students can analyze how the authors try to convince the reader of their interpretation by choosing to present different evidence or interpretations.	Student interprets some facts, but either misses too many or misinterprets without explanation. Student does not examine authors' interpretation or motivation.	Student doesn't interpret facts or completely misses the interpretation.

Type III:

Lexile Measure 1010

Read the following texts complete the prompt below.

Passage I: Martin Luther King, Jr.

I say to you today, my friends, that in spite of the difficulties and frustrations of the moment, I still have a dream. It is a dream deeply rooted in the American dream. I have a dream that one day this nation will rise up and live out the true meaning of its creed: "We hold these truths to be self-evident: that all men are created equal."

I have a dream that one day on the red hills of Georgia the sons of former slaves and the sons of former slave owners will be able to sit down together at a table of brotherhood. I have a dream that one day even the state of Mississippi, a desert state, sweltering with the heat of injustice and oppression, will be transformed into an oasis of freedom and justice.

I have a dream that my four children will one day live in a nation where they will not be judged by the color of their skin but by the content of their character.

Passage II: Malcolm X

That's our motto. We want freedom by any means necessary. We want justice by any means necessary. We want equality by any means necessary. We don't feel that in 1964, living in a country that is supposedly based upon freedom, and supposedly the leader of the free world, we don't think that we should have to sit around and wait for some segregationist congressmen and senators and a President from Texas in Washington, D. C., to make up their minds that our people are due now some degree of civil rights. No, we want it now or we don't think anybody should have it.

The purpose of our organization is to start right here in Harlem, which has the largest concentration of people of African descent that exists anywhere on this earth. There are more Africans in Harlem than exist in any city on the African continent. Because that's what you and I are Africans. You catch any white man off guard in here right now, you catch him off guard and ask him what he is, he doesn't say he's an American. He either tells you he's Irish, or he's Italian, or he's German, if you catch him off guard and he doesn't know what you're up to. And even though he was born here, he'll tell you he's Italian. Well, if he's Italian, you and I are African even though we were born here.

In a well-crafted, multi-paragraph essay analyze how the authors' writings shape their presentations. Cite textual evidence.

Paragraph 1 will be about: What is similar about the authors' messages?
Paragraph 2 will be about: How are the messages different?
Paragraph 3 will be about: In your opinion, which message is stronger? Why?

RUBRIC

Level 4 (Expert)	Level 3 (Proficient)	Level 2 (Adequate)	Level 1
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 explains most of authors' reasoning. Students can analyze how the authors try to convince the reader of their interpretation by choosing to present different evidence or interpretations.	Student interprets some facts, but either misses too many or misinterprets without explanation. Student does not examine authors' interpretation or motivation.	Student doesn't interpret facts or completely misses the interpretation.