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 have familiarity with basic informational text features and main ideas. Students should be familiar with the reading process and comprehension. Students will also be familiar with 8th Grade Core Knowledge social studies content, including World War II.		
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 Core Knowledge Sequence states that eighth graders should have ample exposure to both fiction and nonfiction texts in order to build reading skills and familiarity with informational writing. This unit focuses on developing that aspect of Core Knowledge in terms of expository analysis skill-building. Also, in order to succeed in STEM curricula, students must have a solid grasp of informational texts. Specifically, this unit's instruction includes objective-driven instruction and daily formative assessments. All lessons include a Marzano high-yield strategy (ie summarizing and Venn diagrams), a Socratic seminar, or a Kagan cooperative learning structure (ie gallery walk, think-pair-share). The assessment also reflects Core Knowledge social studies content, highlighting the integrated nature of reading and social studies instruction at Western Tech: CFA.		
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 are needed for modeling, group and guided work, and independent practice. While the number of articles will vary from classroom to classroom, a variety of texts may be selected from the following links: http://www.pcworld.com/article/250507/why_google_digital_glasses_are_prescription_for_disaster.html http://www.forbes.com/sites/alexknapp/2013/03/27/this-entrepreneur-wants-google-glass-to-improve-your-health/ http://abcnews.go.com/Business/Economy/story?id=7590263&page=1#.UV124KIpz1U http://www.seattlechildrens.org/kids-health/page.aspx?kid=49386&lic=400&cat_id=20126 All texts provided above are suitable for the Common Core ELA standards.		

* ***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	**Activation of Prior Knowledge:** Teacher will ("TW") ask students to summarize the last book that they read. TW lead students into a brief discussion about summaries. **Objective:** SW create objective summaries of informational texts. **Introduction to New Material ("INM"):** Key Points—1) To write effective summaries, we find the main idea, and then add key evidence. 2) Summarizing articles helps us later on when we have to analyze. 3) Effective summaries are clear, objective, and thorough. **Modeling:** TW model summarization on a sample article. TW think aloud what goes should and shouldn't be included in the article. **Guided Practice:** TW provide an article to students. TW put students into groups or partnerships, and instruct students to create summaries, helping each other along. **Independent Practice:** TW provide an article to students. TW monitor students as they create their own summary. **Assessment:** TW look over student summaries to find patterns of weakness and provide feedback.	Students will ("SW") participate in book summary discussion. SW record objective and reword to partner. SW record key points in their notes. SW listen teacher modeling. SW take guided notes. SW create summary as best they can. SW work with others to combine skills and improve that summary. SW summarize article on their own. SW submit their summary.
2	**Activation of Prior Knowledge:** TW display a strong summary from yesterday. TW ask students to review summary and find the strongest points. **Objective:** SW compare and contrast two articles that disagree on the same topic. **INM:** Key Points—1) Great comparisons examine argument validity and other details, such as evidence, bias, fact interpretation and author's purpose. 2) Venn Diagrams or T-charts are tools we use to help us compare articles. 3)Strong analysis comes from specifically determining where texts disagree. **Modeling:** TW model how to effectively compare two similar articles. TW think aloud using self-questioning strategies. TW make a Venn diagram and T-chart to show his/her comparisons of two articles. TW find specific instances where texts disagree on a matter of fact or interpretation. **Guided Practice:** TW put students in groups and provide them with articles. TW instruct groups to summarize their articles. TW have	SW participate in summary dissection. SW write down daily objective. SW record key points. SW actively watch modeling. SW take notes on compare/contrast graphic organizers (ie Venn diagram and T-chart). SW summarize articles. SW work with another group to compare and contrast their article with the other group's article. SW pinpoint specific

	groups match with another group. TW have the two groups create a Venn diagram for their two summarized articles. **Independent Practice:** TW provide articles to students and monitor as they work. **Assessment:** TW ask students to write a one sentence summary of their comparisons. TW read over and look for patterns to discuss tomorrow.	instances where texts disagree. SW independently compare two conflicting articles on the same topic using a Venn diagram or T-chart. SW identify specifically where texts disagree. SW summarize their comparison on a sticky note. SW place sticky note on door as they leave.
3	**Activation of Prior Knowledge:** TW go over comparison summaries from yesterday, addressing any consistent misunderstandings. **Objective:** SW compare articles by identifying where texts disagree on facts or interpretation. **INM:** Key Points—1) Authors make their arguments through the use of carefully selected facts. 2) As readers, we need to examine their evidence to see if it's valid, reliable, and biased. 3) We analyze articles on the same topic by comparing them to find out where they differ. **Modeling:** TW model fact interpretation on yesterday's articles. TW think aloud as he/she compares the two texts, creating a Venn diagram. TW model how to identify differing fact presentation. **Guided Practice:** TW put students in groups and have them compare two articles. TW facilitate and instruct students to find the differences in how the articles present or interpret facts. **Independent Practice:** TW provide two articles and have students compare them for differences in facts. **Assessment:** TW collect and read through student findings.	SW listen and participate. SW record objective in their notes. SW write down daily key points. SW carefully observe teacher and take down notes. SW work together to examine the author's interpretation of facts. SW compare to articles in regard to fact presentation and interpretation. SW summarize their findings. SW determine where two articles differ in fact interpretation. SW summarize their findings and submit.
4	**Activation of Prior Knowledge:** TW ask students to re-teach what they've learned this week to a neighbor or friend. **Objective:** SW analyze texts by comparing fact presentation and interpretation. **INM:** Key Points—1) To analyze texts, we need to a) effectively summarize them b) compare the summaries and fact interpretations. c) Write an analysis of what these findings mean and say about each text. 2) Analyzing texts gives us a deeper understanding of the author and content. **Modeling:** TW use literary analysis summative rubric to backwards	SW re-teach summarization and fact interpretation skills. SW record daily objective. SW listen to and write down the day's key points. SW actively listen and take notes on teacher modeling. SW follow along

	plan a literary analysis paragraph. TW summarize two articles, conduct a fact interpretation of each, compare, and evaluate the texts. TW think aloud through this process. TW provide a strong model for students to follow during their summative assessment. **Guided Practice:** TW provide students with two articles, summaries, and fact interpretations. TW instruct students to work in groups to analyze this information and compare the two articles. TW facilitate class reflection afterwards. **Independent Practice:** TW provide students with two article segments. TW instruct students to summarize, fact interpret, and compare the two articles. **Assessment:** TW collect analysis and provide feedback.	with literary analysis rubric to prepare for the summative. SW work in groups to compare and analyze texts. SW share their findings with the class. SW work independently to analyze and compare the two articles. SW submit work and prepare for summative assessment.
5	TW instruct students to complete the summative assessment.	SW complete the 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.

Read the following passage and answer the questions that follow.

PASSAGE 1

Truman informs the nation that an atomic weapon has been detonated in Japan.

August 6, 1945

THE WHITE HOUSE

Washington, D.C.

STATEMENT BY THE PRESIDENT OF THE UNITED STATES

Sixteen hours ago an American airplane dropped one bomb on Hiroshima and destroyed its usefulness to the enemy. That bomb had more power than 20,000 tons of TNT. It had more than two thousand times the blast power of the British "Grand Slam" which is the largest bomb ever yet used in the history of warfare.

The Japanese began the war from the air at Pearl Harbor. They have been repaid many fold. And the end is not yet. With this bomb we have now added a new and revolutionary increase in destruction to supplement the growing power of our armed forces. In their present form these bombs are now in production and even more powerful forms are in development.

It is an atomic bomb. It is a harnessing of the basic power of the universe. The force from which the sun draws its power has been loosed against those who brought war to the Far East.

Before 1939, it was the accepted belief of scientists that it was theoretically possible to release atomic energy. But no one knew any practical method of doing it. By 1942, however, we knew that the Germans were working feverishly to find a way to add atomic energy to the other engines of war with which they hoped to enslave the world. But they failed. We may be grateful to Providence that the Germans got the V-1's and V-2's late and in limited quantities and even more grateful that they did not get the atomic bomb at all.

The battle of the laboratories held fateful risks for us as well as the battles of the air, land, and sea, and we have now won the battle of the laboratories as we have won the other battles.

Beginning in 1940, before Pearl Harbor, scientific knowledge useful in was pooled between the United States and Great Britain, and many priceless helps to our victories have come from that arrangement. Under that general policy the research on the atomic bomb was begun. With American and British scientists working together we entered the race of discovery against the Germans.

The United States had available the large number of scientists of distinction in the many needed areas of knowledge. It had the tremendous industrial and financial resources necessary for the project and they could be devoted to it without undue impairment of other vital war work. In the United States the laboratory work and the production plants, on which a substantial start had already been made, would be out of reach of enemy bombing, while at that time Britain was exposed to constant air attack and was still threatened with the possibility of invasion. For these reasons Prime Minister Churchill and President Roosevelt agreed that it was wise to carry on the project here. We now have two great plants and many lesser works devoted to the production of atomic power. Employment during peak construction numbered 125,000 and over 65,000 individuals are even now engaged in operating the plants. Many have worked there for two and a half years. Few know what they have been producing. They see great quantities of material going in and they see nothing coming out of these plants, for the physical size of the explosive charge is exceedingly small. We have spent two billion dollars on the greatest scientific gamble in history -- and won.

But the greatest marvel is not the size of the enterprise, its secrecy, nor its cost, but the achievement of scientific brains in putting together infinitely complex pieces of knowledge held by many men in different fields of science into a workable plan. And hardly less marvelous has been the capacity of industry to design and of labor to operate, the machines and methods to do things never done before so that the brainchild of many minds came forth in physical shape and performed as it was supposed to do. Both science and industry worked under the direction of the United States Army, which achieved a unique success in managing so diverse a problem in the advancement of knowledge in an amazingly short time. It is doubtful if such another combination could be got together in the world. What has been done is the greatest achievement of organized science in history. It was done under pressure and without failure.

PASSAGE 2: We should not have dropped the bomb

When General Dwight D. Eisenhower, then the Supreme Allied Commander, was informed by the Secretary of War that the atomic bomb was going to be used, he later recalled saying it was unnecessary because Japan was already largely defeated. Eisenhower said the bomb was "no longer mandatory as a measure to save American lives." At one point after the war he said bluntly, "It wasn't necessary to hit them with that awful thing."

Before the bomb was used, U.S. intelligence officials believed the war would likely end when two things happened: When the U.S. let Japan know their Emperor could stay on as a figurehead, and when the Soviet army attacked. The U.S. did tell Japan the Emperor could remain, and the Soviets declared war, as agreed, on August 8.

But U.S. officials chose not to test whether this intelligence was correct. Instead, Hiroshima was bombed on August 6, and Nagasaki on August 9. Because of logistics, an invasion of Japan could not begin for another three months, so the U.S. could have waited to see if Japan would surrender before dropping the atomic bombs.

Most top World War II military leaders are all on record agreeing with Eisenhower. Admiral William Leahy, President Truman's Chief of Staff, later called the bomb a "barbarous weapon" that was unnecessary. Leahy wrote, "The Japanese were already defeated and ready to surrender. . . . In being the first to use it, we . . . adopted an ethical standard common to the barbarians of the Dark Ages."

—Gar Alperovitz
Professor of Political Economy
University of Maryland[1]

1. What is the major topic about which both authors are writing?
    a. The authors are writing about two famous American presidents, Harry S Truman and Dwight D. Eisenhower.
    b. The authors are writing about the laboratories in the United States that produced the atomic bomb.
    c. The authors are writing about dropping the bomb on Hiroshima.
    d. The authors are not writing about the same topic.
2. Which of the following is a conflicting piece of information between the two authors?
    a. The author of the second passage mentions that the U.S. military supported the atomic bomb; the author of this first passage disagrees.
    b. The author of the first passage mentions that the U.S. military supported the atomic bomb; the author of the second passage disagrees.
    c. The author of the first passage did not think dropping the atomic bomb was necessary; the author of the second passage disagrees.
    d. There is no conflicting information between the two authors.
3. What is the mostly likely reason that the two authors use conflicting information about this topic?
    a. The U.S. military is generally respected, and they both want to use its authority to support their claim.
    b. The two authors personally dislike each other and want to disagree.
    c. One of the authors has the facts incorrect.
    d. The authors wanted to use a "straw man" argument in their essays.

Answers
1. C
2. B
3. A

To achieve mastery on this standard, students must answer all three summative assessment items correctly.

[1] Passage from http://teacher.scholastic.com/scholasticnews/indepth/upfront/debate/index.asp?article=0514.