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.		
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 seventh 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).		
Standard Number and Description *List the Number* and the full description for the Required Standard or Science Performance Objective listed in section A.6.*	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	Informational articles presenting different takes on the same topic are required. Depending on time allotment and students' levels, the same two articles may be used across all four lessons. If students are grasping the standard skill quickly, four articles may be better (two for days 1-2, two new ones for days 3-4). Four articles follow below. Article 1: http://www.pcworld.com/article/250507/why_google_digital_glasses_are_prescription_for_disaster.html Article 2: http://www.forbes.com/sites/alexknapp/2013/03/27/this-entrepreneur-wants-google-glass-to-improve-your-health/ Article 3: http://abcnews.go.com/Business/Economy/story?id=7590263&page=1#.UV124KIpz1U Article 4: http://www.seattlechildrens.org/kids-health/page.aspx?kid=49386&lic=400&cat_id=20126		

* ***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 movie that they saw. TW lead students into a brief discussion about summaries.	Students will ("SW") participate in movie summary discussion.
	Objective: SW summarize articles and pinpoint key pieces of evidence.	SW record objective and reword to partner.
	Introduction to New Material ("INM"): Key Points—1) To summarize articles, we find the main idea, and then add the most relevant details and evidence. 2) Summarizing articles helps us later on when we have to analyze. 3) Effective summaries are clear, objective, and thorough.	SW record key points in their notes.
	Modeling: TW model summarization on a sample article. TW think aloud what goes should and shouldn't be included in the article.	SW listen teacher modeling. SW take guided notes.
	Guided Practice: TW provide a brief article to every student. TW instruct students to write a summary. TW then put students into groups or partnerships, and instruct students to compare their summaries and take the best of each to make one great summary.	SW create summary as best they can. SW work with others to combine skills and improve that summary.
	Independent Practice: TW provide an article to students. TW monitor students as they create their own summary.	SW summarize article on their own.
	Assessment: TW look over student summaries to find patterns of weakness and provide feedback.	SW submit their summary.
2	**Activation of Prior Knowledge:** TW ask students to think of the movies they summarized yesterday. TW ask students to compare whichever movie they brought up to "Finding Nemo." TW explain that sometimes we compare very different topics, and sometimes we have to compare very similar things, when attention to detail is important.	SW participate in movie comparison.
	Objective: SW compare and contrast two or more articles on the same topic.	SW write down daily objective.
	INM: Key Points—1) Great comparisons examine the details, such as evidence, author's purpose, and other components. 2) Venn Diagrams or T-charts are tools we use to help us compare articles.	SW record key points.
	Modeling: TW model how to effectively compare two similar	SW actively watch modeling. SW take notes on compare/contrast

	articles, including identifying authors' usage of different evidence. TW think aloud using self-questioning strategies. TW make a Venn diagram and T-chart to show his/her comparisons of two articles. **Guided Practice:** TW put students in groups and provide them with two similar articles. TW instruct students to create a large, group Venn or T-chart for the evidence, argument, and other details of the articles. TW monitor and facilitate discussions. **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.	graphic organizers (ie Venn diagram and T-chart). SW compare articles and draw their graphic organizer on chart paper. SW share their findings with the class and compare with other groups. SW independently compare two articles on the same topic using a Venn diagram or T-chart. SW summary 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 question fact interpretation by examining how authors interpret the same facts. **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 objectively interpreted. 3) Bias occurs when an author's view towards something is tainted, and this can affect their argument. **Modeling:** TW model fact interpretation on yesterday's article. TW think aloud as they read, identifying weak or twisted evidence, as well as author bias. **Guided Practice:** TW instruct students to look at the article from yesterday's GP and do some fact interpretation. TW select volunteers to put the author 'on trial,' evaluating whether or not their argument was fair and strong. **Independent Practice:** TW instruct students to read through yesterday's IP article and write an analysis of the author's fact interpretation. TW ask students to answer the questions, "Is the author fair? Why or why not? Is he/she unbiased? How do you know? How strong is the evidence?" **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 use this work to put the author on trial. SW either participate in the trial in the front of class, or take notes on the trial from their seats. SW re-read yesterday's article and answer teacher questions in written form. SW submit their fact interpretation findings.
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.	SW re-teach summarization and fact interpretation skills. SW record daily objective.

	INM: Key Points—1) To analyze texts, we need to a) effectively summarize them b) do a fact interpretation for each c) compare the summaries and fact interpretations. 2) Analyzing texts gives us a deeper understanding of the author and content.	SW listen to and write down the day's key points.
	Modeling: TW model text analysis. TW use summative rubric to explicitly model creation of literary analysis paragraph. TW summarize two articles, conduct a fact interpretation of each, and then compare. TW think aloud through this process.	SW actively listen and take notes on teacher modeling. SW follow along with the rubric.
	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.	SW work in groups to compare and analyze texts. SW share their findings with the class.
	Independent Practice: TW provide students with two article segments. TW instruct students to summarize, fact interpret, and compare the two articles.	SW work independently to analyze and compare the two articles.
	Assessment: TW collect analysis and provide feedback.	SW submit work and prepare for summative assessment.
5	TW instruct students to complete the summative assessment independently.	SW complete the summative assessment independently.

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

1. Read the following texts, and analyze where the authors disagree in a well-crafted, multi-paragraph essay. Cite textual evidence.

Text 1, by 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.

Text 2, by 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.

Author and article analysis rubric:

	4	3	2	1
Emphasizing different evidence	Student pulls facts and explains authors' reasoning behind emphasizing 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 for emphasizing certain facts above others. Student examines authors and attempts to explain their interpretation.	Student interprets some facts, but either misses too many or misinterprets without explanation. Student does not examine authors' interpretation or motivation for emphasizing some facts over others.	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 articles. Student is mainly objective and argument is clear.	Student compares some facets of the articles but misses too many. Student incorrectly compares different aspects and does not explain his/her argument.	Student does not compare articles.
Analysis of author disagreement	Student identifies and analyzes where authors	Student identifies and attempts to analyze where	Student identifies where authors disagree.	Student does not identify where authors disagree.

	disagree on matter of fact interpretation.	authors disagree on matter of fact interpretation.		

Total: _____/12; Grading Scale: 0-8=Incomplete; 9-10=C; 9-10=B; 11-12=A. 80%=Mastery.

2. Locate three examples of differing fact interpretation within these two articles on climate change.

The warming effects of carbon dioxide as a greenhouse gas have been known for a long time, says Caldeira. But he and fellow Carnegie scientist Long Cao were concerned that it is not as widely recognized that carbon dioxide also warms our planet by its direct effects on plants. Previous work by Carnegie's Chris Field and Joe Berry had indicated that the effects were important. "There is no longer any doubt that carbon dioxide decreases evaporative cooling by plants and that this decreased cooling adds to global warming," says Cao. "This effect would cause significant warming even if carbon dioxide were not a greenhouse gas."

In their model, the researchers doubled the concentration of atmospheric carbon dioxide and recorded the magnitude and geographic pattern of warming from different factors. They found that, averaged over the entire globe, the evapotranspiration effects of plants account for 16% of warming of the land surface, with greenhouse effects accounting for the rest. But in some regions, such as parts of North America and eastern Asia, it can be more than 25% of the total warming. "If we think of a doubling of carbon dioxide as causing about four degrees of warming, in many places three of those degrees are coming from the effect of carbon dioxide in the atmosphere, and one is coming from the direct effect of carbon dioxide on plants."

http://www.sciencedaily.com/releases/2010/05/100503161435.htm

Perhaps the most inconvenient fact is the lack of global warming for well over 10 years now. This is known to the warming establishment, as one can see from the 2009 "Climategate" email of climate scientist Kevin Trenberth: "The fact is that we can't account for the lack of warming at the moment and it is a travesty that we can't." But the warming is only missing if one believes computer models where so-called feedbacks involving water vapor and clouds greatly amplify the small effect of CO2.

The lack of warming for more than a decade—indeed, the smaller-than-predicted warming over the 22 years since the U.N.'s Intergovernmental Panel on Climate Change (IPCC) began issuing projections—suggests that computer models have greatly exaggerated how much warming additional CO2 can cause. Faced with this embarrassment, those promoting alarm have shifted their drumbeat from warming to weather extremes, to enable anything unusual that happens in our chaotic climate to be ascribed to CO2.

The fact is that CO2 is not a pollutant. CO2 is a colorless and odorless gas, exhaled at high concentrations by each of us, and a key component of the biosphere's life cycle. Plants do so much better with more CO2 that greenhouse operators often increase the CO2 concentrations by factors of three or four to get better growth.

http://online.wsj.com/article/SB10001424052970204301404577171531838421366.html

Answer key: 1) "The warming effects of carbon dioxide as a greenhouse gas have been known for a long time" and "Perhaps the most inconvenient fact is the lack of global warming for well over 10 years now."
2) "They found that…the evapotranspiration effects of plants account for 16% of warming of the land surface, with greenhouse effects accounting for the rest." and "computer models have greatly exaggerated how much warming additional CO2 can cause."
3) "If we think of a doubling of carbon dioxide as causing about four degrees of warming, in many places three of those degrees are coming from the effect of carbon dioxide in the atmosphere" and "The fact is that CO2 is not a pollutant."

Four points for each correct response. ***Total: _____/12; Grading Scale: 0-8=Incomplete; 9-10=C; 9-10=B; 11-12=A. 80%=Mastery.***

3. Fact Interpretation Analysis
Read the following articles and analyze how the two authors interpret facts differently in order to advance their arguments.

A powerful benefit of Glass from Google is how it could help people see what you see at the same time you are seeing it. I believe this could open up an extraordinary market of services based on helping other people out. Imagine being able to recruit aid from a seasoned expert, or a "mission control"-type room of experts, or just your friends?

* **Dating.** I don't think Glass will help much with dating, but I can't help but think of Cyrano de Bergerac in this context, whispering romantic advice into your ear. (I don't see people wearing Glass on dates — at least, not on successful dates — but who knows how things might change in the future? For the record, I think wearing Glass on a date would be at least as bad as checking your phone obviously and repeatedly.)

* **Shopping.** Imagine asking a friend whether an outfit looks good on you, or a fashion expert. Shopping consultants might be able to carve out niches remotely providing extremely personalized recommendations.

* **How to.** There are now many sites that aim to explain how to do things, such as wikiHow, eHow and HowCast. I'm not sure if there will be many or any services offering experts that can help people how to, say, change a tire or bake a cake, but who knows?

http://blogs.scientificamerican.com/assignment-impossible/2013/05/06/a-modest-proposal-google-glass-meets-tech-support/

If bad cell phone etiquette annoys you, then Google goggles might just put you over the edge. Within the blink of eye, tilt of the head, a wireless connection to the Internet, and a pair of Google Android-based goggles your know-it-all friend is guaranteed to drive you crazy with random facts over coffee or movie trivia at the Cineplex.

Google will debut digital glasses by the end of the year, according to the New York Times. That's right: Android-based lenses overlaying your world with information like maps and data. We all knew this augmented reality product was eventually coming, but it is now looking literally like a disaster (or more) waiting to happen.

Like Android phones, these goggles will be licensed to third-party companies and will use a 3G or 4G connection to download data. And how will you control the menus? By nodding and bobbing your head. Glasses are actually the final piece to Google's mission: To know what a user doing every single moment of the day. The search giant already is unifying some 60-odd products intoone log-in for continuous online tracking. And, as we reported last week, it's enticing you to use Google to come up with those web passwords.

Yeah, the digital glasses will be pretty strange and, at worse, pretty dangerous. Here are the very likely problems with Google's ambitious product.

Google's power, however, comes from knowing everything you do online. By wearing Android-powered glasses, you're giving Google unprecedented access toyour location at all times, your most common interactions, your closest companions through facial recognition, and your eating, shopping, and traveling habits.

http://www.pcworld.com/article/250507/why_google_digital_glasses_are_prescription_for_disaster.html

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Analysis of author disagreement	Student identifies and analyzes where authors disagree on matter of fact interpretation.	Student identifies and attempts to analyze where authors disagree on matter of fact interpretation.	Student identifies where authors disagree.	Student does not identify where authors disagree.

Total: _____/12; Grading Scale: 0-8=Incomplete; 9-10=C; 9-10=B; 11-12=A. 80%=Mastery.