Curriculum Sample Template
Max. 8 Pages

Grade Level	Grade 2	**Content Area**	WRITING
Course Title (grades 9-12 Only)			
Length of Unit	2 weeks	**Time of Year**	2nd Quarter
Expected Prior Knowledge *The knowledge/skills mastered earlier in the year foundational to the mastery of the required Standard in the current sample.*	Students can share thoughts or feelings about a topic. They can recall details from a text / video and explain to others. Students can read with purpose to an audience.		
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.*	This lesson is part of the thematic unit "Circle of Life". Teachers will incorporate Writing Workshop approach with students. The teacher will begin with a mini lesson on the targeted standard. Students will engage in planning, drafting and revising portion of the workshop. Teacher will conference with individuals or small groups, focused on the rubric and intended outcomes of the lesson. The students will publish and share their piece. In English students will: write pieces that are enjoyable to read, provide details that inform readers around a topic, choose specialist vocabulary and provide a concluding statement In Spanish and Mandarin students will: learn the specialist vocabulary (in the foreign language) and create group informative/explanatory text around a topic and provide a concluding statement. Technology integration: Google Translate will support language development/vocabulary, Teachertube.com will support concept in the foreign languages, students will type a final copy of their writing		
Standard Number and Description *List the Number* and full description for the required Standard.*	W.2.2 Write informative / explanatory texts in which they introduce a topic, use facts and definitions to develop points and provide a concluding statement or section.		
Summative Assessment *Describe a cumulative and comprehensive activity, clearly separate from instruction and guided or independent practice, which allows each student to individually demonstrate mastery of the required Standard. A copy of the summative assessment must be attached to the curriculum sample.*	In English students will: write an informative text that includes a topic, at least three facts supporting the topic. Students will also create a poster that includes pictures/photographs and labels. In Spanish and Mandarin students will: create a poster that includes 1-2 facts around the topic, a concluding statement and incorporating key vocabulary.		
Scoring Scale and Mastery Level *Explain how the assessment is scored, to include*	11-12 exceeds	Mandarin & Spanish:	

points per question, how points are awarded, total points possible, criteria necessary to demonstrate mastery, and grading scale. A copy of the answer key and scoring rubric (whichever applicable) must be attached to the curriculum sample.	9-10 meets 6-8 approaches 0-5 falls far below	11-12 exceeds 8-10 meets 5-8 approaches 0-4 falls far below
Materials/Resources Needed	Whiteboards, national geographic clips, Resource sheet pack, Computers	

* ***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 - 2	Look at clip of pride of lions hunting and eating prey at http://video.nationalgeographic.com/video/player/animals/mammals-animals/cats/lion_african_hunting.html. Pause clip at various points to discuss key words (pride, stalk, prey) & unusual phrases (cooperation and competition, intermingle). Teacher will model identifying a fact learned from the video. Students discuss in talking buddy's what they have learned. The teacher will ask students to list facts that they learned from the video clip, and create a concluding statement. **Show students text on Big Cats (Usborne).** Briefly list features of text to draw students' attention to topics and details. Close text book, in buddies, have students list any additional facts that they learned from the text. Watch video clip about lion habitat with class. http://video.nationalgeographic.com/video/player/animals/mammals-animals/cats/lion_african_lifecycle.html. Show students map of Africa and discuss the different habitats that lions live in, focusing on facts and key vocabulary. The teacher will guide the class in creating a whole group informative text (summary) introducing topics (using red), facts to develop a point (using green), and a concluding statement from their previous buddy work (using yellow).	Give pairs of students information texts on lions and big cats, and provide time to read. Students will highlight the text to identify topics, details and concluding statement (as demonstrated by teacher in whole group setting). Then, in pairs, students watch different clip of big cats hunting and identify any additional facts or details learned from the clip. Ask pairs of students to share the information they highlighted in the text. • Spanish and Mandarin will use Reading A-Z reading resource to support learning in foreign languages. Mandarin teacher will translate text using blank book options. • Videos from teachertube.com will be utilized in targeted languages
3 - 5	Discuss how 'pride' means a group of lions and explain that today students are going to be finding out about how lion prides are organized. Students take notes, **Why do we take and use notes?** (The teacher will review how to highlight and identify information using different colors) Watch video clip twice about a typical lion pride. Students discuss the notes they took with partners after video. Show students a picture of human teeth (*see resource pack*) and describe each kind of tooth using key vocabulary (incisors, molars, canines etc). Discuss the use/function of each different kind of tooth (e.g. molars are for chewing, canines for tearing food etc). Read description comparing cat and human teeth. Discuss how a diagram makes ideas easier to understand.	In pairs students will use notes they took previously and during the lesson to write a summary with a topic sentence, three details and a concluding statement about life in a lion pride and how it is made up. In pairs, students look at provided non-fiction related to lions and big cats. Then students will identify a diagram or picture that helped them to understand the new information. Share with class. Students make a list of their top 5 (or more) lion facts. Each fact must be

	Words can sometimes be hard to visualize. Teacher will review what has been learned about informational text, including topics, details, conclusions, and diagrams.	accurately described. Focus on complete and correct sentences (grammar / punctuation). • Spanish and Mandarin will engage in similar activities with the expectation of simpler grammatical structures.
6 - 8	Each child will be responsible for writing a summary about one aspect of their Big Cat. Introduce the term '<u>summary</u>' (if not already introduced) to students. Review what a summary means. Enlarge, cut out and display sentences about lions (*see resource pack*). Tack these onto the board in any order. Ask students to help you identify which sentences belong in the same summary about lion social groups (prides). Discard the other red herring sentences. Then ask students to discuss in pairs the best order for these sentences to be placed within their paragraph. Read through the new summary together.	Each child writes his or her first draft of a paragraph about their area of Big Cat knowledge, using their notes from Monday. Each paragraph should • Include four to eight sentences • Focus on one topic of their particular Big Cat (e.g. diet, young, habitat etc) • Make sense • Consist of sentences which are punctuated accurately • List at least three details relating to the topic • Have a concluding statement • Spanish and Mandarin will require four sentences: topic, details, and conclusion with simpler grammatical structures.
9 - 10	Having reviewed all of the students work, write a summary about lions which replicates some of the errors your students are demonstrating. Read through this with students and identify the errors and model and discuss how to correct them	Students re-read their own work and identify three or more improvements they will make to their summary. Students should use teacher's suggestions and make an improvement of their own as well. Students will type a final copy. Students create their posters in their groups, drawing pictures, cutting out photographs, making labels etc. Students will present their summary and poster to their peers. • Spanish and Mandarin will perform similar presentations

Paste Summative Assessment Here:

Student checklist

- ☐ My introduction states the topic and grabs the reader's attention
- ☐ I included at least three details/facts
- ☐ Each detail/fact is written in my own words
- ☐ Each sentence is complete and makes sense
- ☐ My conclusion sums up or shares a feeling about the topic

Paste Answer Key/Scoring Rubric Here:

Scoring Rubric

Name:…….. Date:……

Grade: …… Teacher……

CATEGORY	4	3	2	1
Quality of Information	Information clearly relates to the main topic. It includes several supporting details and/or examples, and a concluding statement.	Information clearly relates to the main topic. It provides 1-2 supporting details and/or examples.	Information clearly relates to the main topic. No details and/or examples are given.	Information has little or nothing to do with the main topic.
Mechanics	No grammatical, spelling or punctuation errors.	Almost no grammatical, spelling or punctuation errors	A few grammatical spelling, or punctuation errors.	Many grammatical, spelling, or punctuation errors.
Diagrams & Illustrations	Diagrams and illustrations are neat,	Diagrams and illustrations are accurate	Diagrams and illustrations are neat and	Diagrams and illustrations are not

	accurate and enhances reader\'s understanding of the topic.	and add to the reader\'s understanding of the topic.	accurate and sometimes add to the reader\'s understanding of the topic.	accurate OR do not add to the reader\'s understanding of the topic.
Teacher Comments			Total Mark	