Curriculum Sample Template
Max. 8 Pages

Grade Level	Kindergarten	**Content Area**	Writing
Course Title (grades 9-12 Only)			
Length of Unit	4 days	**Time of Year**	4th 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 must be able to write complete short sentences with a capital letter and a period. Write what the teacher is dictating with prompting and copying from the board. They should know how to write titles on work they produce.		
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.*	Incorporating character education into the core curriculum. Small group instruction. Students will work in collaborative groups.		
Standard Number and Description *List the Number* and full description for the required Standard.*	K.W.2 Use a combination of drawing, dictating, and writing to compose informative/explanatory texts in which they name what they are writing about and supply some information about the topic.		
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.*	The assessment will assess the student's ability to write a sentence that is dictated to them. They will supply an explanation on a specific topic. They will use a combination of writing text and drawing a picture to demonstrate mastery of the above standard #2. They will title their project "Trustworthiness" without the teacher dictating the title to them. The teacher will tell them to think about the lessons and what they were learning this past week. The assessment and rubric is attached.		
Scoring Scale and Mastery Level *Explain how the assessment is scored, to include 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.*	The assessment will be worth a total of 15 points. The students will be assessed on how well they write from dictation, explain a topic in the form of text and use a picture to complement their writing. They will be assessed on the details they use and the completeness of each part of the assessment. A score of 12 out of 15 points will determine mastery of the above standard.		
Materials/Resources Needed	Teacher materials: Character Education Video "6 Pillars of Character" DVD, computer and projector, poster paper, markers. Student will need pencil, crayons and blank paper. Honesty – dishonesty journal.		

* ***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	**Students will learn how to write a title with supports, details or explanations below the title.** **Trustworthiness: Students will begin learning about the six character traits.** The teacher will introduce the first trait of "Trustworthiness". **Whole Group Instruction:** Teacher will bring children to the learning carpet and begin a discussion by asking the question: "What would you do if a friend of yours gave you an expensive present, but you found out it was stolen? (30 minutes) Ask a few students to answer. Play the video "Six Pillars of Character – Trustworthiness" Act 1 (10 minutes) Teacher will teach students to create a title and write details. Ask the students what a title is? Inform them that titles will be written on the board and students will add details. Write the four trustworthy behaviors on the board in different colors. • Be Honest • Be reliable • Have courage • Be a good friend Under each behavior, write student responses as they give examples and discuss each entry. (5 minutes) **Collaborative Group** Teacher will ask students to get into assigned groups. Each group will make a poster for one of the behaviors above. (30 min.)	**Activity 1:** In a teacher assigned group, three or four students will create a poster for one of the four behavior topics on the board. The students will create and color the poster. They will write a title of "Trustworthiness" on the top, draw and color a picture in the middle and write one sentence at the bottom using one of the four behaviors. Each member will complete one part of the poster. **Activity 2:** **Honesty – Dishonesty journal.** The teacher will give each student their own personal journal. They will enter the date each day and make one entry each day. They will write two sentences and number each one. The first being something they did or saw that was honest and the second the same about dishonest. Teacher may help with ideas and spelling. (15 minutes)

	Lesson Closure: Independent work Teacher will hand each student their own "Honesty – Dishonesty" journal. Instruct each student to write the date on the first page. Write one sentence about something you saw or did that was honest and one thing that was dishonest. Number each sentence. Return journal to you cubby. (15 minutes)	
2	**Objectives: Students will observe friends making wrong choices and learning the right thing to do.** Teacher will play Act II of "Trustworthiness" **Whole group instruction** Teacher will use the following questions in a guided questioning strategy. If a thing as been stolen, who does it belong to? (the giver or the receiver) Is it fair to the person who received it? What is wrong with accepting a stolen gift? What do you think is the right thing to do? Is it always easy to do what's right? Why is it hard to give back a gift? What does it mean to be a good friend? What is it based on? Imagine that you are Groark. How could you tell Muggsy you don't want the gift without hurting his feelings? What did you learn from this video?(40 minutes)	**Activity 1:** Students will take the self- assessment survey. They will rate themself 1 – 5 on each of the four behaviors discussed in the previous lesson. Write one sentence about the behavior they are the best at. (10 minutes) **Activity 2:** Record one honest and dishonest item in their journal. (10 minutes)

	Independent work: Teacher will hand out a piece of paper for each student to take a survey on how they rate themselves on being trustworthy. 1 You feel awful 5 You feel great. Each student will write an honest / dishonest item in their journal. (20 minutes)	
3	**Objectives: Students will express their feelings about trustworthiness.** Teacher will play the final act of the video. After the video discuss the following questions with the students. How do you feel about the way Groark handled things with Muggsy? Why? What could he have done better? Did Groark harm his friendship with Muggsy by telling him the truth? Did he make it better? How? Why didn't Groark want Muggsy to lie to the store owner about how he got the space station? *(That would make him a liar.)* What is wrong with lying? Do you trust people who lie? Do you care if your friends lie? What kind of friend did Groark tell Muggsy he wants him to be? *(A friend he can trust.)* How do you think Groark felt about himself at the end of the video? Was he still confused? What did he learn from the experience? (30 minutes)	Students must be able to write complete short sentences with a capital letter and a period. Write what the teacher in dictating with prompting and copying from the board. They know how to writing titles on work they produce.

	Collaborative Group: Students will re-group into their small groups. The group will discuss what it means to be a good friend and then create a list of their own. There will be two groups and each group will have the teacher and the assistant help the students individually. The teacher will dictate: "List reasons friends lye" The students will write what they hear and make a list. Conclude with writing in their journals. (30 minutes)	
4	**Objective: Students will be assessed on how well they explain information through dictating, text and drawing a picture.** The teacher will assess the students in a whole group setting. Each student will be given a blank piece of paper. The teacher will ask each student to put their name on the paper and write at least three sentences. Teacher will dictate the following: "It is important to be trustworthy because…." The students will re-write the beginning of the sentence and complete it with their own explanation. Each student will draw and color a picture. Students will have the entire 60 minutes to complete the assessment. The teacher and the assistant will walk around the classroom and help students with spelling.	**Students will complete the assessment.**

Paste Summative Assessment Here:

Kindergarten Writing Assessment
"Trustworthiness"

Name _____

Directions: On the top line of the paper write, "It is important to be trustworthy because" as the teacher reads it to you. Finish the sentence with your own ideas and write at least two more sentences. Make sure to use a capital letters and a period on each sentence. When you are finished draw and color a picture to go with your sentences. Write your own title to your narrative. Do not forget to use a capital letter at the beginning of your sentences and a period at the end.

Title: _____

_____

_____

_____

_____

_____

_____

_____

Draw a picture about what you wrote.

Paste Answer Key/Scoring Rubric Here:

Kindergarten Writing Assessment – Rubric

The teacher will assess the students in a whole group setting. Each student will be given the assessment form and asked to put their name on the paper. They will write, from dictation, on the top line of the information lines. "It is important to be trustworthy because…" The dictation will also be re-read to students who need it at their desk. They are to finish the sentence and write two others of their own based on information learned in the previous week. Teacher will remind students to use capital letters and punctuation.

	3 point	2 points	1 point	O points
Title	If the title has a capital letter, written on the top line and contains the word "trustworthy"	The title contained two of the three requirements	The title contained one of the requirements	The student did not write in a title
Wrote the dictation correctly	Include all words that were dictated	Omitted one or two words	Omitted more half of the words	Wrote one or two words
Explanation	Wrote three complete sentences using specific example and details	Wrote two complete sentences using some details	Did not write complete sentences or did not use details	Wrote less than two sentences or the sentences were not complete in thought
Punctuation	Used a capital letter and a period for each sentence.	Used a capital letter and a period on most sentences.	Used a capital letter and a period on less than half the sentences.	Did not use capital letters or periods.
Picture	Drew and colored a picture that complimented their writing.	Drew the picture and did not color it.	The picture did not related to the explanation	Did not draw a picture at all.

Mastery 12 / 15 points