Curriculum Sample Template – 8 Pages Max. (12 pages for integrated ELA sample)

Grade Level	12	**Content Area**	English
Course Title (grades 9-12 Only)	Writing 12		
Expected Prior Knowledge *List the knowledge/skills mastered earlier in the year that are foundational to the mastery of the Required Standard(s).*	• Students will have background knowledge on reading and writing various types of expository texts • Students will have already read, discussed and written examples of the main genres of writing, including expository • Students will have multiple prior lessons on researching and writing about a variety of topics • Students will already be able to locate relevant source materials and are developing being able to select the most reliable, significant, and appropriate materials to support their chosen thesis • Students will already know how to cite resources in APA Style • Students will have already written some research papers that contain concrete details, quotations, and other information examples, but are still developing the use of complexly varied transitions and syntax to create a more coherent finished product		
Alignment to Program of Instruction *Describe how the methods of instruction found in this sequence of lessons align to the Program of Instruction described in the application package.*	The sequence of lessons aligns with the Program of Instruction in multiple ways. All new and key vocabulary is pre-taught and/or reviewed prior to each lesson. Content and language objectives are posted and copied by all students each day, with a brief class discussion on meaning and importance. The sequence of these objectives allow for scaffolding to occur as increasingly difficult and complex tasks are required of students. The students are actively engaged in learning, thinking and writing about teacher provided examples of communication in other life forms, and then summarize the examples in short essays. Project based learning occurs when students are researching, planning, drafting, editing, revising, evaluating, and completing their original essays on communication in another life form of choice.		
Standard Number* and Description *The standard number and description of the Required Standard(s) being instructed and assessed to mastery in the curriculum sample.*	12.W.2.b.c. 2. Write informative/explanatory texts to examine and convey complex ideas, concepts, and information clearly and accurately through the effective selection, organization, and analysis of content. b. Develop topic thoroughly by selecting the most significant and relevant facts, extended definitions, concrete details, quotations, or other information and examples appropriate to the audience's knowledge of the topic. c. Use appropriate and varied transitions and syntax to link the major sections of the text, create cohesion, and clarify the relationships among complex ideas and concepts.		
Materials/Resources Needed *List all items the teacher and students will need for the entire sequence of instruction (excluding common consumables)*	• Lap-top cart with a computer for each student • Access to internet connected to a projector to view "How Smart are Animals?" on pbs.org, NOVA Science Now, with Neil deGrasse Tyson • Access to internet connected to a projector to view "Love in the Animal Kingdom" on pbs.org, NOVA • Access to internet connected to a projector to view "Talk to the Animals", episode 2 (animal communication with their friends and enemies) on bbc.co.uk, with zoologist Lucy Cooke • Summative assessment directions/requirements, with print outs of the grading rubrics		

* ***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, Cluster, Standard (e.g., 6.EE.B.7). For HS Math, use Conceptual Category-Domain, Cluster, Standard (e.g., A-REI.C.6).*

Lesson (add as needed)	**Instructional Strategies -** *List and describe teacher actions, lesson by lesson, which will provide students with opportunities to engage the grade-level rigor defined by the Required Standard(s). Indicate alignment of instructional strategies to specific component(s) or content/skill(s) of the Required Standard/component.*	**Student Activities -** *Describe the activities, lesson by lesson, in which students will engage to allow them to master the grade-level rigor defined by the Required Standard(s). Indicate alignment of student activities to specific component(s) or content/skill(s) of the Required Standard/component.*
1 *2 class periods total*	**Learning Objective:** Students will be able to (SWBAT) define the general meaning of communication and apply that to examples of communication in other animals. **Language Objective:** SWBAT write about and discuss examples of communication in various animals from personal experience and those portrayed in the NOVA Science Now film. **Pre-teach/review key vocabulary:** These vocabulary words/terms will be listed and defined on a reference hand-out sheet, with space for students to add notes/examples: communication, species, body language, facial expressions, hand gestures, telepathy, and sign language. **Access Prior Knowledge:** Teacher will ask students to write down an example of some type of animal communication from their own experience. Teacher will then lead a class discussion about students' examples. **Introduce** communication in animals as studied by scientists over the years. Advise students that the final project (which will be the Summative Assessment) will be a research paper on communication used by some animal. Encourage students to be thinking about their animal of choice as the lessons progress. **Write:** Direct students to take notes on at least 3 of the animal subjects in the film "How Smart are Animals?" noting at least 5 communication strategies for each animal chosen. **View** "How Smart are Animals?" on pbs.org, NOVA. **Discuss** the film, making connections back to personal experiences, and ask students to think about and share some of their research subject ideas so far. **Formative assessment:** The teacher will review students' initial notes/examples of previously known/experienced animal communication examples and check for film note taking that indicates comprehension or lack of comprehension of the subject. Teacher will make mental note of levels of understanding of the essence/nature of communication. Based	Students will copy the learning and language objectives from the board into their class journals as teacher reads them out loud and explains/discusses their meaning and significance. Students will go over the vocabulary words/terms listed on the class hand-out. Students will be encouraged to add their own thoughts, etc. in the extra space provided between each word/term. Students will write down an example of some type of animal communication from their own experience. This will be done just before the class-wide discussion to access prior knowledge. Students will actively participate in the discussion and make additional notes. Students will view "How Smart are Animals?" and take notes on at least 3 of the animal subjects in the film, noting at least 5 communication strategies for each animal. Students will actively participate in the discussion on animal communication, providing examples from the film and personal experiences and make additional notes on the topic.

	on these observations, teacher will plan additional review and/or re-teaching.	
2 *2 class periods total*	**Content Objective:** SWBAT analyze how various animal courting behavior is similar to and different from that of humans. **Language Objective:** SWBAT discuss and write a summary of how at least 2 different animals communicate with potential partners to woo their attentions and draw parallels between other animals and human behavior. **Introduce/Review** key vocabulary (see lesson 1) and add: courting, pheromones, hormones, mating rituals/dances, monogamy, and polygamy. **Introduce and Discuss** the concept of mating rituals/dances in humans and other animals. Teacher will ask students to write a brief example of an animal's courting behavior that they have witnessed before or been aware of. During the discussion that follows, teacher will be sure at least 3 distinct animal courting examples, that most S's are familiar with, are discussed in depth. **View** "Love in the Animal Kingdom" film on pbs.org, a NOVA program on mating rituals/dances **Write:** Teacher will ask students to write about any 4 of the animals portrayed in the film, making sure to note the following: name of the animal, description of the courting behaviors to include movements, sounds, and other species specific characteristics for both the male and the female, and a description of how the courting behaviors are similar to and/or different from those of humans. **Share, revise, edit, and discuss:** Teacher will ask students to get into pairs and/or groups of 3-4 students to exchange their summaries of the various animals and tell them to check each other for accuracy and full details. Teacher will direct students to add to and edit their summaries before turning them in for a grade. **Formative assessment**: Teacher will collect the students' brief examples and their film summaries of animal courting behaviors and review for accuracy and full details. The teacher will informally make mental and written notes about students' gaps in knowledge about the key concepts of the lessons/unit and plan for time to re-teach/review as necessary.	Students will copy the learning and language objectives from the board into their class journals as teacher reads them out loud and explains/discusses their meaning and significance. Students will review the vocabulary words/terms listed on the class hand-out. Students will be encouraged to add additional thoughts, etc. in the extra space provided between each word/term. Students will actively participate in the discussion on the concept of mating rituals/dances in humans and other animals. Students will take a few minutes to write a brief example of an animal's courting behavior that they have witnessed before or been aware of. Students will participate in an in depth discussion on at least 3 distinct animal courting examples. Students will view the film and write about any 4 of the animals portrayed in the film, making sure to note the following: name of the animal, description of the courting behaviors to include movements, sounds, and other species specific characteristics for both the male and the female, and a description of how the courting behaviors are similar to and/or different from those of humans. Students will exchange summaries in pairs or small groups to read, discuss, and critique for accuracy and full details. Students will add to and edit their summaries before turning them in for a grade.

3 *2 class periods total*	**Content Objective:** SWBAT analyze how various animal communication techniques function, citing the most significant scientific findings on the topic. **Language Objective:** SWBAT discuss and write a summary of the way at least one animal communicates, citing relevant facts and concrete details from the film or earlier lessons. **Introduce/Review** key vocabulary (see lesson 1) and add: inter-species, intra-species, articulate, predator, prey, low and high frequency, audible. **Introduce and Discuss** the concept of communication, with and about friends and enemies, in humans and other animals. Teacher will ask students to write a brief description of animal communication as related to an encounter with a potential enemy or prey (either inter-species or intra-species) and be ready to share it with the class. Teacher will lead a class discussion on the examples cited, making sure that at least 2 distinct animal communication examples, that most S's are familiar with, are discussed in depth. **Set up:** Teacher will advise students that their summative assessment will be to write a well-researched essay on communication in an animal of choice. Encourage students to take additional notes on potential research subjects as they view the film. **Write:** Teacher will ask students to write a short, fictional story about observing one of the types of animals portrayed in the film, while in the role of being a researcher in the field or being an animal trainer. Teacher will advise students that they must use specific communication examples from the film in their stories. **View** "Talk to the Animals", episode 2 on animal communication with their friends and enemies. **Share, revise, edit, and discuss:** Teacher will direct students to pair up or work in groups of 3 to share their stories with each other, make revisions, and edit. Then, teacher will ask some class members to share their stories, with a brief discussion and comment session after each story. **Formative assessment**: Teacher will read the brief descriptions and longer stories about animal communication written by the students, checking for depth of understanding and accuracy of details. The teacher will informally make mental and written notes about S's gaps in knowledge about the key concepts of the lessons/unit.	Students will copy the learning and language objectives from the board into their class journals as teacher reads them out loud and explains/discusses their meaning and significance. Students will review the vocabulary words/terms listed on the class hand-out. Students will be encouraged to add additional thoughts, etc. in the extra space provided between each word/term. S's will actively participate in the discussion on the concept of communication, with and about friends and enemies, in humans and other animals. Students will then write a brief description of animal communication, as related to an encounter with a potential enemy or prey (either inter-species or intra-species) and be ready to share it with the class. Students will actively participate in a class discussion on the examples cited. Students will begin to think about their research animal of choice and take extra notes on potential research subjects as they view the film. Students will view the film while taking notes. Students will write a short, fictional story about observing one of the types of animals portrayed in the film, while in the role of being a researcher in the field or being an animal trainer. Students will use specific communication examples from the film in their stories. Students will share their stories in pairs or small groups, making revisions and editing to improve them. Then, some class members will share their stories, and everyone will actively participate in a brief discussion and comment session after each story.
S.A.	*Provide an opportunity for the student to complete the summative assessment items which is clearly separate from instruction and guided or independent practice, and in which the student is assessed*	A summative assessment will be given at the end of this unit. S's will be provided with laptop computers for research and writing. S's will not have access to prior notes, but will be given copies of the

	independently. In the Student Activities column, provide a brief description of the summative assessment (S.A.) items that will allow students to demonstrate mastery of the rigor of the Required Standard(s)/components, and the context in which the items will be administered.	directions/requirements for the summative assessment and the scoring rubrics shown below. No talking and no cell phone or personal device use will be allowed.

Summative Assessment Items and Scoring: *Below, provide at least three Summative Assessment Items that together accurately measure student mastery of the application of the content and/or skills as defined by the grade-level rigor in the Required Standard(s). For each assessment item, provide an answer key or scoring rubric which clearly describes how assessment items are to be scored and how points will be awarded, such that mastery of the application of the content and/or skills as defined by the grade-level rigor in the Required Standard is clearly demonstrated by an acceptable score.*

Directions: **You will have 4 one hour class periods (with computer access) to research, plan, draft, and write an essay about how a particular animal (non-human) communicates. The final essay will need to be a minimum of 7 paragraphs, with a minimum of 3 scientifically sound and significant sources cited in APA Style. Note: All research articles used and/or cited must be from a legitimate scientific source and not from a source such as Wikipedia, etc. If in doubt, check with the teacher.**

Your essay will be scored based on the 3 summative assessment item descriptions and the associated rubrics that have been provided. There are a total of 52 points possible, with a minimum of 36 points necessary to pass.

Summative Assessment Item 1 (clearly identify answer key/scoring rubric, and acceptable score): **Write informative/explanatory texts to examine and convey complex ideas, concepts, and information clearly and accurately through the effective selection, organization, and analysis of content.**

Informative/explanatory Texts	**Poor - 1 point**	**Fair - 2 points**	**Good - 3 points**	**Excellent - 4 points**
Examine ideas, concepts and information clearly and accurately	Ideas, concepts and information examined are not clear or accurate	Ideas, concepts and information examined are somewhat clear and accurate	Ideas, concepts and information examined are clear, accurate and relevant to the essay	Ideas, concepts and information examined are very clear and accurate, providing compelling information for the story
Convey ideas, concepts and information clearly and accurately	Ideas, concepts and information are not explained clearly or accurately	Ideas, concepts and information are explained somewhat clearly and accurately	Ideas, concepts and information are explained clearly and accurately and are relevant to the essay	Ideas, concepts and information are explained very clearly and accurately, engaging the reader in a lively essay
Effective selection of content	Content has been poorly and/or randomly chosen	Content has been chosen intentionally and from mostly credible sources	Content has been chosen carefully and intentionally, all from credible sources	Content has been chosen from among the best, recent, credible sources
Effective organization of content	Content is not well organized	Content is fairly well organized	Content is well organized and interesting for the reader	Content is very well organized and compelling for the reader
Effective analysis of content	Content is not well analyzed	Content is fairly well	Content is well analyzed and	Content is very well analyzed

		analyzed	interesting for the reader	and compelling for the reader

Summative Assessment Item 2 (clearly identify answer key/scoring rubric, and acceptable score**): Develop topic thoroughly by selecting the most significant and relevant facts, extended definitions, concrete details, quotations, or other information and examples appropriate to the audience's knowledge of the topic.**

Develop essay topic thoroughly by selecting the most significant and relevant:	**Poor - 1 point**	**Fair - 2 points**	**Good - 3 points**	**Excellent - 4 points**
Facts	Facts do not exist or are not significant and/or relevant	Facts used are somewhat significant and/or relevant	Facts used are significant and/or relevant	Facts used are very significant and/or relevant and substantially contribute to the quality of the essay
Extended definitions	Extended definitions do not exist or are not significant and/or relevant	Extended definitions are somewhat significant and/or relevant	Extended definitions are significant and/or relevant	Extended definitions are very significant and/or relevant and substantially contribute to the quality of the essay
Concrete details	Concrete details do not exist or are not significant and/or relevant	Concrete details are somewhat significant and/or relevant	Concrete details are significant and/or relevant	Concrete details are significant and/or relevant and substantially contribute to the quality of the essay
Quotations and other information	Quotations and other supporting information do not exist or are not significant and/or relevant	Quotations and other supporting information are somewhat significant and/or relevant	Quotations and other supporting information are significant and/or relevant	Quotations and other supporting information are very significant and/or relevant and substantially contribute to the quality of the essay
Appropriate examples	Appropriate examples do not exist or are not significant and/or relevant	Appropriate examples are somewhat significant and/or relevant	Appropriate examples are significant and/or relevant	Appropriate examples are very significant and/or relevant and substantially contribute to the quality of the essay

Summative Assessment Item 3 (clearly identify answer key/scoring rubric, and acceptable score**): Use appropriate and varied transitions and syntax to link the major sections of the text, create cohesion, and clarify the relationships among complex ideas and concepts.**

Use appropriate and varied transitions and syntax to:	**Poor - 1 point**	**Fair - 2 points**	**Good - 3 points**	**Excellent - 4 points**
Link major sections of the text	Major sections of the text are poorly linked or not linked at all	Major sections of the text are adequately linked	Major sections of the text are clearly linked	Major sections of the text are very clearly linked and substantially contribute to the quality of the essay
Cohesion	Text cohesion does not exist or is poorly executed	Text cohesion is adequate	Text cohesion is evident and easy to follow	Text cohesion is very evident, compelling and substantially contribute to the quality of the essay
Clarify relationships among complex ideas and concepts	Relationships among complex ideas and concepts are non-existent or unclear	Relationships among complex ideas and concepts are adequate	Relationships among complex ideas and concepts are clear and interesting	Relationships among complex ideas and concepts are very clear and substantially contribute to the quality of the essay

Scoring explanation: **Each assessment item will be scored using the rubric shown under that item. The maximum total, possible score is 52 points. Minimum passing score is 37.**

***Grade*: 0-36 points = incomplete; 37-41 points = C; 42-46 points = B; 47-52 points = A** **Note: 70% (37 and above) = Mastery/passing**

Final Grade: **Point Total: _____/ 52**