Curriculum Sample Template
Max. 8 Pages

Grade Level	K	**Content Area**	**English Language Arts-Writing**
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 need to be familiar with the difference between like and don't like, letter recognition and sounds, shape recognition, and the ability to write, trace or copy letters and shapes. They will use this knowledge and apply it to new material.		
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.*	• Direct Instruction: Teachers provide explicit, systematic instruction based on scripted lesson plans. Direct Instruction includes features which support the other instructional elements, such as the ability grouping through the multi-age multi-grade classroom. Students are grouped and re-grouped based on their rate of progress through the program. Frequent assessment is imbedded in direct instruction where curriculum-based assessments help place students in ability groups and identify students who require additional intervention. • Hands-On Project-Based Methods: Hands-On Project-Based Methods with tangible hands-on materials will be applied to relate the curriculum and standards to real life and make them functional. • Cooperative Learning Groups: Students of different abilities will work together in small groups of 2-5 children. They will be taught to learn from one another and share ideas and responsibilities. • Task Analysis**:** Tasks Analyses are used to teach a student to perform a skill that has many different steps. It is a process of analyzing and articulating the kind of learning that you expect the learners to know how to perform *Students who are on IEPs may receive modifications or accommodations as stated or may need a slower pace of instruction with more repetition. Students may be given supplementary curriculum and various modalities to assist in grasping the concepts such as visuals, manipulatives, or a task-analysis that will break down the steps needed to assist in comprehension and application of the concept. This also may include those students who may have a difficult time grasping the concepts who are not on IEPs.		
Standard Number and Description *List the Number* and the full description for the Required Standard or Science Performance Objective listed in section A.6.*	Grade: K.W.1 Strand: Writing Standards (W) Cluster: Text Types and Purposes Standard: #1 - Use a combination of drawing, dictating, and writing to compose opinion pieces in which they tell a reader the topic or the name of the book they are writing about and state an opinion or preference about the topic or book (e.g., *My favorite book is . . .*).		
Materials/Resources Needed	Journal paper, pencils, dry erase boards, markers, crayons, "5 Little Monkeys Jumping on the Bed" book from library of literature studies, assorted candies.		

* ***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	The teacher will use direct instruction by orally assessing what the students know about an opinion. The teacher will ask “What does it mean to like something?”, “What does it mean to not like something”, “What is an opinion?”. Then the teacher will hold up the candies one at time and ask students to tell an opinion or something they like or do not like about the look of that candy.	Students will raise their hand and each tell an opinion about how each of the candies look that the teacher is holding up. For example, “I don’t like that candy because it looks sour”. Or “I like that candy because it looks like chocolate”.
2	Teacher will engage the students in a hands on activity to learn vocabulary needed to write an opinion, (words like or do not like, favorite vs. least favorite). The teacher will use assorted candies for the kids to try to teach what an opinion is.	The students will break into small groups to engage in a taste test of the candies used in the group activity. Using white boards which already have two columns drawn on them (“Like” with a smiley face for non-readers and “Don’t like” with a sad face for non-readers). The students will place each candy in the like or do not like column. Once they have placed all candies in a column, they will draw a picture on the white board of the one they like the most.
3	After the teacher has reviewed vocabulary needed to write an opinion, the teacher will use direct instruction by leading a lesson on writing a sentence on your opinion. The teacher will read the story “5 Little Monkeys Jumping on the Bed” to the class.	The teacher will stop after each page and ask the students something they like or do not like about the picture. The teacher and the students will work together to brainstorm sentences to write. The teacher will write down the sentences they say on the board.
4	The teacher will re-read the story “5 Little Monkeys Jumping on the Bed” to the class. They will be told to listen again carefully as they will be drawing a picture and writing a sentence of their favorite part after.	The students will break into small groups. The students will pick a sentence from the board to copy from to practice to write on their paper and then depict it or dictate a new sentence to the staff for the student to copy and depict.

Summative Assessments:	Summative Assessment 1: Goal and Objective: Does the student clearly understand what an opinion is? Can they create an opinion about candy? Summative Assessment 2: Goal and Objective: After hearing the story "5 Little Monkeys Jumping on the Bed" can the student identify their favorite part of the story? Do they know the topic? Can they state their favorite part in a sentence? Can they draw a picture that represents their favorite part of the story? Summative Assessment 3: Goal and Objective: After hearing the story "If You Give a Mouse a Cookie" can the student identify their favorite part of the story? Do they know the topic? Can they state their favorite part in a sentence? Can they draw a picture that represents their favorite part of the story?	Summative Assessment 1: Students must choose a candy they like best, dictate to their teacher or aide the topic of opinion (candy) and tell which candy they like best why by stating an opinion. Summative Assessment 2: After hearing the story, "5 Little Monkeys Jumping on the Bed" students will use their journal paper to draw a picture of their favorite part of the story and write a sentence about it. Summative Assessment 3: After hearing the story, "If You Give a Mouse a Cookie" students will use their journal paper to draw a picture of their favorite part of the story and write a sentence about it.
Mastery Level	**A student needs to earn 80% of the points possible to be considered to have mastered the standard.**	

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

Scoring Rubric for Summative Assessment 1: Candy

3 points possible; Mastery is 2 points (80%)

Choose a candy they like best	1 point	/1
Identify topic by telling the teacher this is my favorite candy (topic)	1 point	/1
State opinion of why they like it best: “I like_____ because. . .”	1 point	/1
		/3

Summative Assessment 2

Five Little Monkeys Jumping on the Bed

Highest Possible Score = 12 points
Mastery = 10 points

Scoring Rubric					Points
	1	**2**	**3**	**4**	
Name on paper	First Name only	Full Name	N/A	N/A	
Tell reader the name of the story when asked	Responds but gives incorrect title when question is asked	Responds correctly when given two verbal prompts/cues when question is asked	Responds correctly when given one verbal prompt/cue when question is asked	Responds independently and correctly when question is asked	
Writes one sentence about favorite part of story	Lack of content, no punctuation, capitalization, misspelled words	Sentence contains content, no punctuation, no capitalization, misspelled words	Sentence contains content, correct punctuation, capitalization, few misspelled words	Sentence contains content, correct punctuation, capitalization, and no misspelled words	
Drawing of favorite part of story	Picture is not recognizable, nor has detailed representations	Picture is recognizable, and has detailed representations	N/A	N/A	
				Total	/12

Summative Assessment 3

If you give a Mouse a Cookie

Highest Possible Score = 12 points
Mastery = 10 points

Scoring Rubric					Points
	1	**2**	**3**	**4**	
Name on paper	First Name only	Full Name	N/A	N/A	
Tell reader the name of the story when asked	Responds but gives incorrect title when question is asked	Responds correctly when given two verbal prompts/cues when question is asked	Responds correctly when given one verbal prompt/cue when question is asked	Responds independently and correctly when question is asked	
Writes one sentence about favorite part of story	Lack of content, no punctuation, capitalization, misspelled words	Sentence contains content, no punctuation, no capitalization, misspelled words	Sentence contains content, correct punctuation, capitalization, few misspelled words	Sentence contains content, correct punctuation, capitalization, and no misspelled words	
Drawing of favorite part of story	Picture is not recognizable, nor has detailed representations	Picture is recognizable, and has detailed representations	N/A	N/A	
				Total	/12