Curriculum Sample Template

Max. 8 Pages

Grade Level	1	**Content Area**	**English Language Arts-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.*	The students should be able to identify basic similarities in and differences between two texts on the same topic. They will use this knowledge to apply to the new contexts and assignments.		
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: 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. *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: 1.RI.9 Strand: Reading Standards for Informational Text (RI) Cluster: Integration of Knowledge and Ideas Standard: #9 - Identify basic similarities in and differences between two texts on the same topic (e.g., in illustrations, descriptions, or procedures).		

Materials/Resources Needed	Paper, pencil, “The 3 Little Pigs” book, “ The True Story of the 3 Little Pigs” book all found in the library of literature studies, and various items from the room.

* ***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	Using direct instruction the teacher will focus on vocabulary asking the students to “tell me what same and different means?” Once defined the teacher will use hands on manipulatives and ask the students to find 2 items in the room for examples of same and different.	Students will define same and different. They will then choose 2 items from the room. Then they will orally state similarities or differences.
2	After vocabulary is reviewed the teacher will use cooperative learning by breaking them into groups on ability and have them read “3 Little Pigs”. After all groups have read the story the teacher will use direct instruction and ask the students to “tell me how the pigs are same or different from real pigs?”	Students will read the story. The students will orally state a similarity or difference to a real pig.
Summative Assessments	Summative Assessment 1: Next the teacher will read them “The True Story of the 3 Little Pigs”. The teacher will remind students they will need to tell how it is similar or different to the first story. After reading the teacher will ask the students to write down 2 similarities and 2 differences from the story and illustrate them.	Summative Assessment 1: Listen to the story. Write on their paper 2 full sentences for a similarity and difference between the 2 stories. They will then draw a picture for them side by side.
Mastery Level	Mastery is 80% of total points of possible.	

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

Scoring rubric – Summative Assessment 1- 3 Little Pigs comparison

A student needs to earn 6.5 points to be considered to have mastered the assessment standard.

True Story of the Three Little Pigs

Mastery = 8 points = A student needs to earn 8 points to be considered to have mastered the assessment standard.

Criteria					**Points**
	1	**2**	**3**	**4**	
Name on paper	First Name only	Full Name	N/A	N/A	
Writes one sentence on the way the selections are the same	Selects characteristics that are not important or do not lead to insightful comparisons. Details may be vague, general, or non-existent rather than detailed	Selected characteristics that provided for a partial comparison of the texts. Details may be vague or general rather than detailed	Selected characteristics that provided for a meaningful comparison	Selected important features or attributes that provided insight into the texts being compared	
Writes one sentence on the way the selections are different	Selects characteristics that are not important or do not lead to insightful comparisons. Details may be vague, general, or non-existent rather than detailed	Selected characteristics that provided for a partial comparison of the texts. Details may be vague or general rather than detailed	Selected characteristics that provided for a meaningful comparison	Selected important features or attributes that provided insight into the texts being compared	
				Total	/10

Summative Assessment 2:

Read the two selections about Benjamin Franklin.
Underline something that is the same in both selections
Circle something that is different in both selections

Selection 1
Benjamin Franklin was an inventor. His ideas helped make people's lives better.

His Franklin Stove was a much safer way for people to burn wood for heat and for cooking.

Even now we use a lightning rod to protect houses and ships from lightning.

Benjamin Franklin gave his inventions away for free!

Selection 2
Benjamin Franklin helped people be safe.

He formed the first fire company to put out fires.

He invented a new stove. It kept people safe from open flames.

He also invented the lightning rod to protect buildings from lightning.

Scoring rubric – Summative Assessment 2 – Ben Franklin

A student needs to earn 2.5 points to be considered to have mastered the assessment standard.

Name on paper	1	/1
Underline one similarity between stories	1	/1
Circle one difference between stories	1	/1
		/3

Summative Assessment 2: Answer key

What is one way the selections are the <u>same</u>?

Both selections tell that Benjamin Franklin invented the lightning rod.

What do you learn?

The lightning rod was a very important invention.

How are the selections <u>different</u>?

- Selection 1 tells that Franklin gave his inventions away for free. Selection 2 does not.
- Selection 2 tells that Franklin started the first company to put out fires. Selection 1 does not.

Summative Assessment 3:

Read the two selections about holidays.
Underline something that is the same in both selections
Circle something that is different in both selections

The Fourth of July

The Fourth of July
is a holiday in the summer.
On the Fourth of July,
we celebrate the United States.
First we watch the parade.
We wave flags and listen to the band.
Then the whole family has a picnic.
We grill hot dogs and eat watermelon.
At night we watch fireworks.

Thanksgiving

Thanksgiving is a holiday in the fall.
On Thanksgiving,
we give thanks for all that we have.
In the morning we watch a parade.
We see the floats and listen to the band.
Then the whole family has a big dinner.
We have turkey and cranberry sauce.
At night we play games and tell stories.

Scoring rubric – Summative Assessment 3 – Holidays

A student needs to earn 2.5 points to be considered to have mastered the assessment standard.

Name on paper	1	/1
Underline one similarity between stories	1	/1
Circle one difference between stories	1	/1
		/3

Summative 3 Answer Key:

What is one way the selections are the <u>same</u>?

Both selections tell that they watch a parade.

What do you learn?

That holidays can celebrated in similar and different ways.

How are the selections <u>different</u>?

- Selection 1 tells that the holiday is in the summer.
- Selection 2 tells that the holiday is in the fall.