Curriculum Sample Template

Max. 8 Pages

Grade Level	1	**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.*	The student should be familiar with an opinion, be able to state an opinion or preference about a topic or book as well as be familiar with the writing process.		
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. *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.W.1 Strand: Writing Standards (W) Cluster: Text Types and Purposes Standard: #1 - Write opinion pieces in which they introduce the topic or name the book they are writing about, state an opinion, supply a reason for the opinion, and provide some sense of closure.		
Materials/Resources Needed	White boards, dry erase markers, paper, pencils, " The Cat in the Hat" book from the library of literature studies, hands on manipulatives of 5 materials of different textures (sand paper, silk scarf, wool sweater, cotton t-shirt, linen shirt)		

* ***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 engage the students in a hands on activity to review what and opinion is. The teacher will focus on vocabulary needed to write "give me an example of an opinion?" The teacher will also review connecting words and sentences and giving reasons why they like or do not like something. The teacher will then break the students into groups based on ability levels. The teacher will give each group the fabrics to feel. She will then ask students to give examples of opinion sentences on the fabrics. The teacher will write them on the board for a model/example.	The students will first write two columns on their white boards, "Like" and "Do not like". The students will then feel each fabric and using their personal white boards to place them in the like or do not like column. They will then pick 1 fabric to write an opinion on. It can be either like or do not like the fabric. The teacher will give them a sentence starter of either I like the ------- fabric the most (or least) because. . . The students will then write why they like or do not like that fabric.
2	After reviewing opinions and reasons the teacher will read the students "The Cat in the Hat". The teacher will stop throughout the book and ask students opinions on the cat's behavior and why they think it is good or bad. The teacher will write the dictated sentences on the board. The teacher will then give the students a closing sentence for their thoughts as an example of closure.	The students will listen to the story and give examples of opinions of the cat's behavior orally.
3	After reviewing opinions, reasons and closure again, the teacher will re-read the students "The Cat in the Hat". The students will be reminded that they will need to write afterwards whether they think the cat is good or bad and why? The teacher will again stop throughout the story and have students give examples of opinions and reasons.	The students will break into groups based on ability level. They will write whether they think the cat is good or bad. They can dictate to a staff their opinion and why they think that as well as the ending sentence if needed. They can copy from a model on the whiteboard if needed.
Summative Assessments	Summative Assessment 1: Goal and Objective: After hearing the book "A Cat in the Hat" can the student formulate an opinion of whether they think the cat is good or bad? Can the student explain a reason why? Can the student provide some	Summative Assessment 1: After hearing the book "A Cat in the Hat" the students will write a 3 sentence paragraph about their opinion of whether the cat's behavior was good or bad and why.

	sense of closure? Summative Assessment 2: Goal and Objective: Given the topic of sports, can the student formulate an opinion on their favorite sport? They can state a reason why it is their favorite sport? Can the student provide some sense of closure? Summative Assessment 3: Given the topic of video games, can the student formulate an opinion on their video game? They can state a reason why it is their favorite video game? Can the student provide some sense of closure?	Summative Assessment 2: Given the topic of sports, the students will write a 3 sentence paragraph stating what their favorite sport is and why. Summative Assessment 3: Given the topic of video games, the students will write a 3 sentence paragraph stating what their favorite video game is and why.
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.

Summative Assessment 1

Cat in The Hat

	Highest Possible Score = 20 points **Mastery = 16 points (80%)**				
	Scoring Rubric				**Points**
		1	**2**	**3**	
Name on paper		First Name only	Full Name	N/A	
Writes one sentence stating their opinion	Organization and Content	Sentence is not clear, meaningful, or understandable.	Sentence is somewhat clear, meaningful, ad understandable.	Sentence is clear, meaningful, and understandable.	
	Language Conventions	Punctuation, capitalization, spelling, and grammar are inaccurate and incorrect.	Punctuation, capitalization, spelling, and grammar are mostly accurate.	Punctuation, capitalization, spelling, and grammar are correct.	
Writes one reasoning sentence	Organization and Content	Sentence is not clear, meaningful, or understandable.	Sentence is somewhat clear, meaningful, ad understandable.	Sentence is clear, meaningful, and understandable. Punctuation, capitalization, spelling, and grammar are correct.	
	Language Conventions	Punctuation, capitalization, spelling, and grammar are inaccurate and incorrect.	Punctuation, capitalization, spelling, and grammar are mostly accurate.	Punctuation, capitalization, spelling, and grammar are correct.	
Writes one closing sentence	Organization and Content	Sentence is not clear, meaningful, or understandable.	Sentence is somewhat clear, meaningful, ad understandable.	Sentence is clear, meaningful, and understandable.	
	Language Conventions	Punctuation, capitalization, spelling, and grammar are inaccurate and incorrect.	Punctuation, capitalization, spelling, and grammar are mostly accurate.	Punctuation, capitalization, spelling, and grammar are correct.	
				Total	/20

Summative Assessment 2

Favorite Sport

	Highest Possible Score = 20 points **Mastery = 16 points (80%)**				
	Scoring Rubric				**Points**
		1	**2**	**3**	
Name on paper		First Name only	Full Name	N/A	
Writes one sentence stating their opinion	Organization and Content	Sentence is not clear, meaningful, or understandable.	Sentence is somewhat clear, meaningful, ad understandable.	Sentence is clear, meaningful, and understandable.	
	Language Conventions	Punctuation, capitalization, spelling, and grammar are inaccurate and incorrect.	Punctuation, capitalization, spelling, and grammar are mostly accurate.	Punctuation, capitalization, spelling, and grammar are correct.	
Writes one reasoning sentence	Organization and Content	Sentence is not clear, meaningful, or understandable.	Sentence is somewhat clear, meaningful, ad understandable.	Sentence is clear, meaningful, and understandable. Punctuation, capitalization, spelling, and grammar are correct.	
	Language Conventions	Punctuation, capitalization, spelling, and grammar are inaccurate and incorrect.	Punctuation, capitalization, spelling, and grammar are mostly accurate.	Punctuation, capitalization, spelling, and grammar are correct.	
Writes one closing sentence	Organization and Content	Sentence is not clear, meaningful, or understandable.	Sentence is somewhat clear, meaningful, ad understandable.	Sentence is clear, meaningful, and understandable.	
	Language Conventions	Punctuation, capitalization, spelling, and grammar are inaccurate and incorrect.	Punctuation, capitalization, spelling, and grammar are mostly accurate.	Punctuation, capitalization, spelling, and grammar are correct.	
				Total	/20

Summative Assessment 3

Favorite Video Game

	Highest Possible Score = 20 points **Mastery = 16 points (80%)**				
	Scoring Rubric				**Points**
		1	**2**	**3**	
Name on paper		First Name only	Full Name	N/A	
Writes one sentence stating their opinion	Organization and Content	Sentence is not clear, meaningful, or understandable.	Sentence is somewhat clear, meaningful, ad understandable.	Sentence is clear, meaningful, and understandable.	
	Language Conventions	Punctuation, capitalization, spelling, and grammar are inaccurate and incorrect.	Punctuation, capitalization, spelling, and grammar are mostly accurate.	Punctuation, capitalization, spelling, and grammar are correct.	
Writes one reasoning sentence	Organization and Content	Sentence is not clear, meaningful, or understandable.	Sentence is somewhat clear, meaningful, ad understandable.	Sentence is clear, meaningful, and understandable. Punctuation, capitalization, spelling, and grammar are correct.	
	Language Conventions	Punctuation, capitalization, spelling, and grammar are inaccurate and incorrect.	Punctuation, capitalization, spelling, and grammar are mostly accurate.	Punctuation, capitalization, spelling, and grammar are correct.	
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				Total	/20