Curriculum Sample Template
Max. 8 Pages

Grade Level	4	**Content Area**	**English Language Arts-Reading**
Course Title (grades 9-12 Only)	Historical Figure Research Paper		
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 compare and contrast the most important points and key details presented by two texts on the same topic. They will use this knowledge to apply to the new contexts and assignments. Refer to details and examples in a text when explaining what the text says explicitly and when drawing inferences from the text. **(4.RI.1)** Determine the main idea of a text and explain how it is supported by key details; summarize the text. **(4.RI.2)** Explain events, procedures, ideas, or concepts in a historical, scientific, or technical text, including what happened and why, based on specific information in the text. **(4.RI.3)** Explain how an author uses reasons and evidence to support particular points in a text. **(4.RI.8)**		
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. *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: 4.RI.9 Strand: Reading Standards for Informational Text (RI) Cluster: Integration of Knowledge and Ideas Standard: #9 - Integrate information from two texts on the same topic in order to write or speak about the subject knowledgeably.		
Materials/Resources Needed	Note cards, notebook paper, computer access, pencil, projector (ELMO, SMART Board)		

* ***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	By using direct instruction the teacher will read aloud two informational texts with class discussion about the differences and similarities in the texts. Teacher will read text A below. Text A You may know people who like to talk about themselves. Marie Curie was not that kind of person. She went about her work quietly and cautiously. She didn't brag about what she did, although she could have. She was a woman of great wisdom. Marie Curie made discoveries that changed the world. Marie Curie's work opened up a new field of medicine called radiology. Her experiments led to better ways of treating people with cancer and other diseases. She was the first woman ever to win a Nobel Prize. This is a special prize given each year to people who do important work. Years later, Marie won a second Nobel Prize. She was the first person ever to do so. Marie Curie lived at a time when few women were able to be scientists. She was born poor and was often ill. Yet she rose above all that to become a hero to the world. The teacher will then ask, "What did you learn from text A?:	Students will listen to the teacher read source A. Students will respond: Text A is about Marie Curie. Even though she was born poor, was often ill, and was a scientist at a time when few women were, she was a hero to the world. She helped find better ways to treat cancer and other diseases. She was the first woman to win a Nobel Prize and the first person to win a second Nobel Prize.

2	By using direct instruction the teacher will then read text B. Text B Although his father and grandfather had been enslaved, Benjamin Banneker was free. He wanted to use his hard-won freedom to make a difference in society, so he began studying. His studies led to a wooden clock, an almanac, and an important survey. First, Banneker envisioned a new clock. He disassembled a watch, sketching each gear inside. He formed gears from wood, using the sketches as a model. His wooden clock kept time for more than forty years! Banneker then looked for another way to benefit society. He studied astronomy and, consequently, wrote an almanac—a book containing statistical information. Along with science, Banneker studied math. He surveyed the Federal District, which is now the U.S. capital. He appeared to be ordinary, but Banneker was an inventor, scientist, and mathematician who made a difference. The teacher will then ask, “What You Learn from text B?’	Students will listen while the teacher reads text B. Student will respond, text B is about Benjamin Banneker. He was a man whose father and grandfather had been enslaved. He wanted to make a difference, so he invented a new clock, wrote an almanac, and surveyed what became the U.S. capital. His work benefitted society.
3	Using direct instruction the teacher will ask: What connections can I make between what I learned about Marie Curie and what I learned about Benjamin Banneker?	Both Curie and Banneker overcame obstacles. Both Curie and Banneker made a difference in society through their work.

Summative Assessments	Summative Assessment 1: Speech on a Hero What is the focus of your speech entitled "The Qualities of a Hero"? After reading the information from our sources, you decide that heroes are people who overcome obstacles in order to help society. This will be the focus of your speech. You will prepare your speech and use examples from your reading to support your main ideas. Summative Assessment 2: Students will read two texts about hygiene. Students will then answer 4 questions about the texts. Students will then integrate information from the two texts on hygiene in order to write a short report on hygiene. Summative Assessment 3: Students will read two texts about cameras. Students will then answer 4 questions about the texts. Students will then integrate information from the two texts on cameras in order to write a short report on cameras.	Summative Assessment 1: Students will prepare a small speech to integrate information from two the texts on heroes (test A and B) in order to speak about the subject knowledgeably. Summative Assessment 2: Hygiene Students will read two texts about hygiene. Students will then integrate information from the two texts on hygiene in order to write a short report on hygiene. Summative 3: Cameras Students will read two texts about cameras. Students will then integrate information from the two texts on cameras in order to write a short report on cameras.
Mastery Level	Mastery is 80% of the total points 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.

Scoring Rubric Summative Assessment 1: Hero speech

Total points possible = 24; Mastery = 20 points (80%)

	1	2	3	4
Visual Organization				
Opening	No clear opening. Audience is unsure what the theme is. No basis for audience to predict or follow.	Opening only orients the audience to the topic or theme but not both. Audience has some sense of what will follow.	Clear opening that orients audience to topic and theme but is not engaging. Audience has a good sense of what will follow.	Engaging opening that orients the audience to the topic and theme. Audience knows what will follow.
Conclusion	No clear conclusion. The speech just seems to stop.	There is some restatement of the main theme and major support.	Clear restatement of main theme and major supports. Audience is asked to action or belief.	Creative restatement of main theme and major supports. Strong call to action or beliefs.
Transition Words/ Verbal Road Signs	Does not supply any words and/or phrases that link ideas, such as sequence markers, logical connectors, etc..., throughout.	Supplies a few words and/or phrases that link ideas, such as sequence markers, logical connectors, etc..., throughout.	Inconsistently supplies words and/or phrases that link ideas, such as sequence markers, logical connectors, etc..., throughout.	Supplies words and/or phrases that link ideas, such as sequence markers, logical connectors. "As I said earlier..." etc..., throughout.
Analysis/ Coherence				
Logic	Does not connect ideas logically and makes few or no logical connection between statements.	Connects some ideas logically and creates a general sense of cumulative statement.	Connects most ideas logically and builds a cumulative statement.	Connects all ideas logically and builds a compelling, cumulative statement.
Focus on Topic	Seems to stray from topic and off into side issues.	Focuses on topic with some major tangents.	Focuses on topic with few major tangents.	Focuses tightly on topic and everything revolves about theme.
Vocabulary	Uses vague and weak language and/or uses language that violates school honor code.	Uses occasional strong, accurate language that is appropriate to the theme of the audience.	Uses strong accurate language throughout that is appropriate to theme and audience.	Uses precise, evocative language throughout that is appropriate to the theme and audience.

Summative Assessment 2

Hygiene

Mastery = 10 points (80%)					
Scoring Rubric					**Points**
	1	**2**	**3**	**4**	
Content	The writer lacks integration of knowledge from the texts as details are vague general or non-existent	The writer partially integrates knowledge from the texts as details are limited.	The writer integrates knowledge from the text by selecting 2-3 important details facts or attributes that provide insight into the text.	The writer integrates knowledge from the text by selecting 3-4 important details facts or attributes that provide insight into the text.	
Introduction	The introduction states the main topic, but does not adequately preview the structure of the paper and it is not inviting to the reader.	The introduction states the main topic, but does not adequately preview the structure of the paper and it is not particularly inviting to the reader.	The introduction clearly states the main topic, previews the structure of the paper and it is somewhat inviting to the reader.	The introduction is inviting, states the main topic, and previews the structure of the paper.	
Conclusion	The conclusion is unclear, and it is difficult for the reader to follow it, many loose ends are left.	The conclusion is recognizable, but does not tie up several loose ends.	The conclusion is recognizable and ties up all most all loose ends.	The conclusion is strong and leaves the reader with a feeling that they understand what the writer is getting at.	
				Total	/12

Summative Assessment 3

Cameras

Mastery = 10 points (80%)					
Scoring Rubric					**Points**
	1	**2**	**3**	**4**	
Content	The writer lacks integration of knowledge from the texts as details are vague general or non-existent	The writer partially integrates knowledge from the texts as details are limited.	The writer integrates knowledge from the text by selecting 2-3 important details facts or attributes that provide insight into the text.	The writer integrates knowledge from the text by selecting 3-4 important details facts or attributes that provide insight into the text.	
Introduction	The introduction states the main topic, but does not adequately preview the structure of the paper and it is not inviting to the reader.	The introduction states the main topic, but does not adequately preview the structure of the paper and it is not particularly inviting to the reader.	The introduction clearly states the main topic, previews the structure of the paper and it is somewhat inviting to the reader.	The introduction is inviting, states the main topic, and previews the structure of the paper.	
Conclusion	The conclusion is unclear, and it is difficult for the reader to follow it, many loose ends are left.	The conclusion is recognizable, but does not tie up several loose ends.	The conclusion is recognizable and ties up all most all loose ends.	The conclusion is strong and leaves the reader with a feeling that they understand what the writer is getting at.	
				Total	/12