Curriculum Sample Template
Max. 8 Pages

Grade Level	K	**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 will need to know the meaning of same and different and how to apply it to different contexts and new 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. *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.RI.9 Strand: Reading Standards for Informational Text (RI) Cluster: Integration of Knowledge and Ideas Standard: #9 - With prompting and support, identify basic similarities in and differences between two texts on the same topic (e.g., in illustrations, descriptions, or procedures).		
Materials/Resources Needed	Teacher made drawings, the book “5 Little Monkeys Jumping on the Bed”, the book “ 5 Little Monkeys Sitting in a Tree”, paper, pencil, *Long Ago and Today* by Rozanne Lanczak Williams, The Foot Book and The Nose Book by Dr. Seuss all from the library of literature studies.		

* ***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	First the teacher will use direct instruction to focus on the vocabulary of same and different. The teacher will ask “who can tell me what same means?”, “who can tell me what different means?” Teacher will explain that we can look at how things are similar and different at the same time. She will orally explain things that are similar and different by comparing and contrasting examples that are similar and different in the class. For example, two students may have the same color shirt on, but they have different color hair. The teacher will then tape to the board a picture she drew of an underwater ocean scene and one another staff drew of an underwater ocean theme. The teacher will ask the students to each name a similarity and difference between the 2 pictures.	The students will answer the teachers question of naming similarities and differences by carefully observing the pictures on the board.
2	The teacher will read *Long Ago and Today* by Rozanne Lanczak Williams. She will then use direct instruction and chart things that are similar and different between long ago and today. Ask: "How did I find what is the same and what is different in a book?" Teacher will finish reading *Long Ago and Today* and charting what is similar and different between long ago and today on the T-chart.	Students should respond that you read the text and looked at the pictures and thought about what looks and sounds the similar and what looks and sounds different.
3	After the students have demonstrated understanding of same and different, the teacher will read them the book “5 Little Monkeys Jumping on the Bed. The teacher will use direct instruction and ask each student to tell one similarity or difference they have to real monkeys.	Listen to the story. Orally state to the teacher a similarity or difference between the monkeys in the story and a real monkey.
4	Next the teacher will use direct instruction by reading to the students “5 Little Monkeys Sitting in a Tree.” Reminding the students that they will have to tell similarities or differences to “5 Little Monkeys Jumping on the Bed. After reading the story the teacher will ask things that are the same and different. She will write correct responses on the board. The teacher will then ask the student to take the paper to the desk and draw a picture to match one of the examples they just discussed.	Listen to story. Take paper to desk illustrate something that is the same or different from the first story.
Summative Assessments	Summative Assessments: Given various stories the students will draw pictures of what is the same and what is different in the stories.	Summative Assessment 1: Students will draw a picture of what is the same and what is different between long ago and today from the story. Summative Assessment 2: Students will draw a picture of what is the same and what is different between “5 Monkeys Jumping on the Bed and “5 Monkeys Sitting a Tree”. Summative Assessment 3: Students will draw a picture of what is the same and what is different between “The

		Foot Book" and "The Nose Book"
Mastery Level	Mastery Level is 80% of the total points possible. Students need to earn 8 points to be considered to have mastered the assessment 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. Answers will vary

Summative Assessment 1: Name: _____

Long Ago and Today

Draw a picture of what is the same.

Draw a picture of what is different.

Scoring rubric – Summative Assessment 1-

Long Ago and Today

Mastery = 8 points or 80%. A student needs to earn 8 points to be considered to have mastered the assessment standard.					
Scoring Rubric					**Points**
	1	**2**	**3**	**4**	
Name on paper	First Name only	Full Name	N/A	N/A	
Drawing depicts "same" representations	Drawing depicts one "same" representation	Drawing depicts two "same" representations	Drawing depicts three "same" representations	Drawing depicts four "same" representations	
Drawing depicts "different" representations	Drawing depicts one "different" representation	Drawing depicts two "different" representations	Drawing depicts three "different" representations	Drawing depicts four "different" representations	
				Total	/10

Summative Assessment 2: Name: _____

5 Monkeys

Draw a picture of what is the same.

Draw a picture of what is different.

Scoring rubric – Summative Assessment 2

5 Monkeys

Mastery = 8 points or 80%. A student needs to earn 8 points to be considered to have mastered the assessment standard.					
Scoring Rubric					**Points**
	1	**2**	**3**	**4**	
Name on paper	First Name only	Full Name	N/A	N/A	
Drawing depicts "same" representations	Drawing depicts one "same" representation	Drawing depicts two "same" representations	Drawing depicts three "same" representations	Drawing depicts four "same" representations	
Drawing depicts "different" representations	Drawing depicts one "different" representation	Drawing depicts two "different" representations	Drawing depicts three "different" representations	Drawing depicts four "different" representations	
				Total	/10

Summative Assessment 3: Name: _____

<u>The Foot Book and The Nose Book</u>

Draw a picture of what is the same.

Draw a picture of what is different.

Scoring rubric – Summative Assessment 3-

Foot and Nose Book

Mastery = 8 points or 80%. A student needs to earn 8 points to be considered to have mastered the assessment standard.					
Scoring Rubric					**Points**
	1	**2**	**3**	**4**	
Name on paper	First Name only	Full Name	N/A	N/A	
Drawing depicts "same" representations	Drawing depicts one "same" representation	Drawing depicts two "same" representations	Drawing depicts three "same" representations	Drawing depicts four "same" representations	
Drawing depicts "different" representations	Drawing depicts one "different" representation	Drawing depicts two "different" representations	Drawing depicts three "different" representations	Drawing depicts four "different" representations	
				Total	/10