Curriculum Sample Template
Max. 8 Pages

Grade Level	6th grade	**Content Area**	Humanities – Language Art Component
Course Title (grades 9-12 Only)			
Length of Unit	5 class periods based on 2 blocks for total of 10 instructional hours	**Time of Year** **2nd block**	
Expected Prior Knowledge *The knowledge/skills mastered earlier in the year foundational to the mastery of the required Standard in the current sample.*	Students will have a working knowledge of basic paragraph structure and Cornell note taking structure and web search learned in 1st block		
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.*	**Students will participate in a three week project culminating in creation of a poster that contrasts two points of view on a local government issue. Students are required to use analysis and evaluation levels for Bloom and Webb. Relevance is established based on student identified local issues and rigor is assured based upon the required use of analysis and evaluation for the final product.**		
Standard Number and Description *List the Number* and full description for the required Standard.*	6.W.2 Write informative/explanatory texts to examine a topic and convey ideas, concepts, and information through the selection, organization, and analysis of relevant content. a. Introduce a topic; organize ideas, concepts, and information using strategies such as definition classification, comparison/contrast, and cause/effect; include formatting (e.g. headings), graphics (e.g. charts, tables) and multimedia when useful to aiding comprehension. b. Develop the topic with relevant facts, definitions, concrete details, quotations, or other information and examples. c. Use appropriate transitions to clarify the relationships among ideas and concepts. d. Use precise language and domain-specific vocabulary to inform about or explain the topic. e. Establish and maintain a formal style. f. Provide a concluding statement or section that follows from the information or explanation presented.		
Summative Assessment *Describe a cumulative and comprehensive activity, clearly separate from instruction and guided or independent practice, which allows each student to individually demonstrate mastery of the required Standard. A copy of the summative assessment must be attached to the curriculum sample.*	Students will write a five paragraph informative essay on the local TCE contamination in which they argue whether the steps taken to correct this action have solved the groundwater problems. The essay uploaded to the individual student portfolio will be evaluated using a four point rubric with six categories.		
Scoring Scale and Mastery Level	The assessment of writing is based on a four point rubric with six main categories of the standard descriptors that		

Explain how the assessment is scored, to include points per question, how points are awarded, total points possible, criteria necessary to demonstrate mastery, and grading scale. A copy of the answer key and scoring rubric (whichever applicable) must be attached to the curriculum sample.	allow for a total of 24 points. A minimum of 18 out of 24 points (75%) is required to demonstrate mastery. The rubric is attached. The rubric scale is 23-24=Exceeds, 18-22=Meets, 12-17 Developing, Below 12 Beginning.
Materials/Resources Needed	Lesson 1 – Many informative picture books, content area text excerpts, and brief informational texts about a variety of topics related to themes from the humanities block. (Controversial government issues in Tucson). Students will need their I-Pads. Lesson 2 – Writing and chart paper Lesson 3 – Thesaurus and texts from lesson 3 Lesson 4 – Large construction paper and markers

* ***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)	**Instruction**	**Student Activities**
1	1. Introduce the standard and explanation of the poster and paragraph expectations. Explain that students will become an expert on a topic and then develop the poster and paragraph for presentation to the class. 2. Lead a class discussion about different types of informative texts students regularly access and list these using the white board. 3. Brainstorm issues that are of concern to students that may be addressed by government agencies (controversial government issues in Tucson). Assign random partners then ask each pair to pick a topic and begin reading/accessing texts for that topic. 4. Instruct students to take Cornell notes to include specific vocabulary terms related to their topic and several facts about the topic. Instruct students to complete the Cornell reflection piece on their work for the day. 5. Ask student pairs select/present some of these new terms to the class. Provide feedback on vocabulary selected and redirect teams to expand on their work as needed.	1. Students will participate in class discussion and listing of the types of texts they access. They will use Cornell notes to record these examples using their ipads. 2. Students will brainstorm possible topics for the project. After being assigned a partner, they will review possible resources for topics of interest and select one for each partner team. 3. Students will complete a KWL graphic organizer to document what they currently know about their topic and to identify areas for further research. 4. Students will use classroom text resources and web search resources to read about their topic and take Cornell notes to include topic specific vocabulary. They will individually complete the notes and the reflection piece. 5. Pairs will select and present some of the new topic specific vocabulary.
2	1. Instruct students to review their note sheets from the previous lesson. 2. Ask partner pairs to develop two statements about their topic. The statements should illustrate different points of view. 3. Present a mini-lesson on additive transitions (additionally, furthermore, moreover, etc. Provide texts and ask students to highlight transition terms. Ask students to share out two or three transitions that are weak and powerful and explain why. 4. Provide 3-4 examples of selected informative writing and have students suggest concluding sentences for each of these. They will be asked to write a concluding sentence, share it with their partner then develop a final one to share with the class. Monitor	1. After reviewing their note sheets student pairs will develop two distinct point of view statements about research topics and each will select one for their assignment. 2. Students will participate in the transition mini-lesson by engaging in pair/share on examples provided. They will highlight transitions then select and share out on two or three examples. 3. Students will review several examples of writing and write a concluding sentence for each sample. They will then share with a partner, revise and present final concluding sentences to the class. 4. Students will write an informational paragraph about their topic

	correct usage for possible student redirection. 5. Instruct students to develop an informative paragraph about the topic that develops their point of view. Additive transitions should be used to connect ideas. Students should also use terms specific to the topic and a concluding sentence that states their point of view. 6. Provide individual feedback on the informational paragraphs.	including additive transitions and a concluding statement that states their point of view. Upload the paragraph to their portfolio for teacher evaluation and feedback.
3	1. Students will be asked to edit their informational paragraph based upon teacher feedback. Monitor students during the editing and provide constructive feedback to assure each student understands how to use concluding sentences. 2. Provide a lesson on how to use the AVID text marking procedure to identify key terms and as a way to examine text. Provide a text and ask students to first number each paragraph with their partner. Use report back cards to show the number of paragraphs they found. Direct students to make any corrections as needed. 3. Have partner pairs use marking procedures to highlight major points they will use in their posters then exchange papers with other partner pairs. Have other partner pairs review the highlights and then share their feedback with one another. 4. Instruct students to rewrite their paragraph incorporating at least some of the suggestions from the peer revisions.	1. Students will edit their informational paragraphs based upon teacher feedback. 2. Students will participate in the AVID text marking procedure lesson with their partner. They will number each paragraph in the text provided. Students will then hold up their report back card showing the number of paragraphs they found. 3. Students will use AVID marking technique to highlight major points and terms they will use in their presentation. 4. Students will rewrite their paragraph incorporating the revisions of others in their work.
4	1. Have partner pairs create a poster that includes: final paragraphs and 2-3 visuals that represent the two different points of view. 2. Have students place posters around the room then ask students to participate in a silent gallery walk so they can read the work of their classmates. 3. After students have had time to read several examples, randomly assign two students to each poster. Students will be asked to individually determine the author's purpose and point of view. They should explain their answer using at least two examples from the text.	1. Students will create a poster that includes their final paragraphs and visuals that contrast the two points of view. Each poster will be clearly numbered for identification 2. Students will participate in the gallery walk and note the point of view for each poster. They will note the major elements of the points of view by listing these according to the numbered posters in their Cornell Notes. 3. Students will share their responses with the authors of each poster including what they determined to be the purpose and points of view represented. 4. Students will individually revise and refine their paragraph based

	4. Students will be asked to share their responses with the author. 5. Students will be instructed to complete their individual paragraph and to upload it to their portfolio for evaluation.	upon the assessment rubric. 5. Students will review the teacher feedback.
5.	1. Provide the rubric and assignment for the summative assessment. Provide 3-4 web based and/or written research pieces on the local TCE contamination and response.	1. Students will research then write the summative assessment essay. 2. Students will upload the final essay to their portfolio for teacher evaluation.

Paste Summative Assessment Here:

Essay assignment

Using the research provided, write a five paragraph essay on the current TCE contamination solutions and whether the solutions have adequately addressed this local community problem. Upload the essay to your individual portfolio. Your essay must maintain formal style, include specific examples, appropriate transitions, domain-specific vocabulary, and some type of graphic to aid reader understanding. You will be scored using the four point writing rubric.

Paste Answer Key/Scoring Rubric Here:

The assessment of writing is based on a four point rubric with six main categories of the standard descriptors that allow for a total of 24 points. A minimum of 18 out of 24 points (75%) is required to demonstrate mastery.

CATEGORY	4	3	2	**1**
Organization	Information is very organized (introduction, body, conclusion) with well-constructed, coherent paragraphs and subheadings. Information is logically grouped into paragraphs. Varied transitions help to link sections of the text and clarifies relationships	Information is organized with well-constructed paragraphs. Information is grouped with appropriate headings. Related information is grouped. Transitions help link sections of the text and clarify relationships across	Information is organized for a sense of introduction, body and conclusion, but paragraphs are not well-constructed. Lack of cohesion-more like a list. Weak transitions.	The information appears to be disorganized. Missing a clear introduction, body and conclusion. Related information is scattered. Lack of transitions to connect ideas.

	across ideas and concepts.	ideas and concepts.		
Quality of Analysis of relevant content	Information clearly relates to the main topic. It includes several supporting relevant facts, details and examples.	Information clearly relates to the main topic. It provides 1-2 supporting details and/or examples.	Information clearly relates to the main topic. Little detail and/or examples are given.	Information has little or nothing to do with the main topic.
Use of evidence	Uses extensive and clear examples from the text to support ideas. Uses a variety of resources that are highly credible. Uses facts, quotations, and other examples to support argument.	Uses sufficient text to support ideas. Uses credible resources. Uses facts, and examples to support argument.	Most of the text used for support is useful and uses evidence. Some sources may be questionable. The topic is developed but has limited details and other examples.	Lack of accurate text. Often not relevant to the argument. Lack of credible sources. Opinion is not supported with details and facts.
Formal style	The formal style is clearly evident across the essay. Uses precise and domain specific vocabulary with accuracy. Strong use of conventions.	Formal style is somewhat evident across most of the essay. Includes domain specific vocabulary. Adequate use of conventions.	Style is presentable but lacks many elements expected in a formal essay. Some specific vocabulary is included. Errors in use of conventions.	Informal language and style is extensive. Does not use domain-specific vocabulary and precise language. Grade level conventions are missing and detract from readability.
Conclusion	Detailed conclusion clearly presented and includes all required information that follows from the explanation presented.	Conclusion is clear and includes most of the required information that relates to the explanation presented.	Conclusion includes most required information but does not clearly follow from the explanation presented.	Conclusion is missing required information and is difficult to read.
Diagrams & Illustrations	You have added a detailed diagram or illustration that adds to the reader's understanding of your topic.	You have added a diagram or illustration that adds to the reader's understanding of your topic.	Diagrams and illustrations are neat and accurate and increase the reader's understanding of the topic.	Diagrams and illustrations are not accurate OR do not add to the reader's understanding of the topic but are added.