Curriculum Sample Template
Max. 8 Pages

Grade Level	7th grade	Content Area	Humanities – Language Arts
Course Title (grades 9-12 Only)			
Length of Unit	5 lessons designed for a two hour block with approximately 10 hours of instructional time	Time of Year	Block 4 of 10
Expected Prior Knowledge *The knowledge/skills mastered earlier in the year foundational to the mastery of the required Standard in the current sample.*	Finding main idea and supporting details in informational text. Exposure to author's purpose and point of view. Basic paragraph structure. Note taking strategy. Revision strategy.		
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 six week Humanities research project culminating in the development of a contrast and comparison essay that is shared with parents and with the 6th grade students via technology. Research topics will be those that connect with students' lives and current topics of student in social studies. Students will be immersed in elements of the "quadrant D" matrix to strengthen critical thinking and will develop collaboration skills in development of a project.		
Standard Number and Description *List the Number* and full description for the required Standard.*	7.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 clearly, previewing what is to follow; 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 create cohesion and 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 and supports 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*	The Humanities teachers will require a comparison/contrast essay from each student that incorporates all elements of the provided rubric. A copy of the summative assessment is included.		

mastery of the required Standard. A copy of the summative assessment must be attached to the curriculum sample.	
Scoring Scale and Mastery Level *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.*	The essay will be scored according to the attached 4 point rubric for a total possible score of 16 points. Exceeds – 15-16 points; Meets – 12-14 points; Developing- 10-11 points; 9 and under – Does not Meet. Students must score a minimum of 12 points (75%) to receive credit.
Materials/Resources Needed	Lesson 1 - Students will need their IPads, access to the humanities class documents and articles. Three or four different topics is ideal. A webquest or list of links can also be created to streamline internet searching. Filamentality is a great resource for this. Cornell Note Sheets. Lesson 2 – Butcher paper or chart paper, markers and copy of the summative assessment guide. Lesson 3 – Projector/white board and standard Cornell note sheet paper strips and 3x5 cards. Lesson 4 – Handouts with examples, graphic organizer in the summative assessment guide. Lesson 5 – Ipads and whiteboard

* ***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. Review basic paragraph structure 2. Introduce the term "thesis statement" and explain that the role of a thesis statement in an informational text is to clearly preview what is to follow in the text. 3. Use several simple examples to clarify thesis statements. 4. Have students work with a partner to generate several thesis statements for very general topics (school, sports, television shows, etc.) Share several as a whole class. 5. Explain to students that they will be writing a comparison/contrast essay that includes a thesis statement. The first step is to become an expert on the topic. Give examples of resources and topics and ask students to select a topic from the prior Humanities block for further study. Give students time to take notes. Remind them to pay particular attention to vocabulary used to talk about the topic as well as interesting facts.	1. Students will participate in the review activity. 2. Students will work with a partner or small group to develop sample thesis statements. 3. Students will select a topic from the prior 3 week block for further research and begin taking notes from internet and in class search of materials on this topic.
2	1. Review information about thesis statements. 2. Ask students to think about their research from the prior block and generate a possible thesis statement or two. Then share examples as a class. 3. When students have been provide ample time to conduct their research, move students into groups based on like topics of study from the previous day. Ask students to discuss/share information then have each student write a statement that expresses his/her specific and individual point of view on the topic. Each point of view statement must be distinct. 4. Have students list several ways their point of view differs from that of their classmates. This works well on a large piece of butcher paper, chart or whiteboard. Then ask for volunteers to	1. Students will develop possible thesis statements based on research from the previous instructional block. 2. Students will develop a point of view about the topic and include several facts that support their point of view. 3. Students will share their point of view with group members and list ways theirs may differ from others. 4. Students will begin to complete the graphic organizer from the summative assessment handout.

	share several examples as a class. 5. Provide the summative assessment handout to guide discussion of informative text structure for the assessment. Have students begin to fill in their graphic organizer.	
3	1. In a direct instructional format, describe the three organizational structures of a comparison/contrast essay (whole to whole, similarities to differences, point by point.) Provide a model from a topic organized in the three different structures. 2. Give partner pairs or small groups two topics and have them brainstorm similarities and differences between the two topics. Ask students to write ideas on strips of paper or 3 x 5 cards. One idea per card. 3. Give partner pairs or small groups an organization structure and have them organize their ideas accordingly by arranging strips/cards on their desks. 4. One partner or group member will move to a new group and learn about another group's topic and structure while the others stay to teach someone who joined their group. Then rotate again so students learn about several structures and topics. 5. For a ticket out, have students respond to the prompt: What are three ways to organize a comparison/contrast essay? Which do you prefer and why?	1. Take notes on organizational structure. 2. Brainstorm similarities and differences between two topics with a partner or small group, listing each on a strip of paper of 3x5 card. 3. Move cards/strips around to organize information into their assigned structure and be prepared to teach their topic and structure to a classmate. 4. When teaching, explain clearly and when learning in a new group, listen carefully and ask questions so they will be prepared to teach the topic to someone new. 5. Complete the ticket out assignment.
4	1. Provide a lesson on word choice, specifically topic specific vocabulary and compare/contrast definitions. Include a brainstorming session then provide a handout with examples so students will be able to select several key topic specific terms and appropriate transitions. 2. Using facts from student research, as a class construct several sentences that incorporate vocabulary and transitions. 3. Have students get with partner and construct two more sentences then ask for volunteers to share a couple with the class. 4. Answer questions resulting from students' initial attempt at	1. Students will participate in the vocabulary mini lesson. 2. With the class and then with a partner students will create several sentences using topic specific vocabulary and appropriate transitions. 3. Students will select several topic specific vocabulary words to include in their essay and add them to their graphic organizer. 4. Students will select several transitions appropriate for comparison/contrast essays and add them to their graphic organizer.

	completing the summative assessment graphic organizer. 5. Give time for students to complete the graphic organizer, circulating to make sure they include terms from vocabulary lesson. 6. Provide students time to write in class and assign homework to complete the graphic organizer.	
5	1. Address any common errors/misconceptions noticed at the end of the previous lesson. Share any outstanding examples—particularly related to thesis statements, vocabulary and transitions 2. Demonstrate how to use a matrix barcode (qt) using bitly.com so students can share their research essay with the 6th grade team and with parents. 3. Set the deadline for final drafts to be completed individually.	1. Students will incorporate lessons from the graphic organizer into their essay and complete the final draft. 2. Students will set up the matrix barcode for their final product and upload the final draft for the teacher evaluation.
6	Assign the final assessment. Students will select a topic from our Humanities class and write an essay in which they compare/contrast their view using at least 3-4 texts they have selected from research. They must follow the writing rubric provided. Allow two class periods for this.	Students will research and prepare the contrast/comparison essay using the specific rubric and instructions provided.

Paste Summative Assessment Here:

Summative Assessment – Comparison/Contrast Essay (100 pts)

**You will write an informative text about a topic that clearly states and supports your point of view and also distinguishes your point of view from others. This will be based on research developed from Humanities class topics provided during the last block.*

**Your text should have a thesis statement that previews the content of your text and a concluding statement that restates your point of view.*

**Your text should include topic specific vocabulary as well as appropriate transitions.*

Use the following organizer to help you.

*Topic:*_____

*Point of view:*_____

Thesis statement: _____

Key Vocabulary: _____

*Transitions:*_____

Structure: *Choose one* *whole to whole* *similarities to differences* *point by point*

*Topic for Body 1*_____	*Topic for Body 2*_____	*Topic for Body 3*_____
Supporting Details:	*Supporting Details:*	*Supporting Details:*

Paste Answer Key/Scoring Rubric Here:

The essay will be scored according to the attached 4 point rubric for a total possible score of 16 points. Exceeds – 15-16 points; Meets – 12-14 points; Developing- 10-11 points; 9 and under – Does not Meet. Students must score a minimum of 12 points (75%) to receive credit.

Comparison and Contrast Rubric

Category	4	3	2	1
Purpose & Supporting Details	The paper compares and contrasts clearly, points to specific examples to illustrate comparisons and includes only relevant information. Your point of view is clearly stated.	The paper compares and contrasts clearly, but the supporting information is general. All information is relevant to the comparison. Your point of view is vague	The paper compares and contrasts clearly, but the supporting information is incomplete. Some information is not relevant. Your point of view is inferred but not stated.	The paper compares or contrasts but does not include both. There is no supporting information or support is incomplete. Your point of view is absent or unclear.
Organization	The paper breaks the whole, similarities-to-differences, or point-by-point structure. It follows a consistent order when discussing the comparison.	The paper breaks the structures but does not follow a consistent order when discussing the comparison.	The paper breaks the structure, but some of the information is in the wrong section. Some details are not in logical or expected order, and this distracts the reader.	Many details are not in logical or expected order. There is little sense that the writing is organized.

Transitions and Vocabulary	The paper breaks smoothly from one idea to the next. The paper uses comparison and contrast transition words to show relationships between ideas and use a variety of sentence structures and transitions. The paper incorporates several domain \-specific terms. There is a strong conclusion.	The paper moves from one idea to the next, but there is little variety. The paper uses comparison and contrast transition words to show relationships between ideas and incorporates domain-specific vocabulary but it is sporadic. There is a clear conclusion.	Some transitions work well, but connections between other ideas are fuzzy. Domain-specific terms are used incorrectly. The conclusion is not clear.	The transitions between ideas are unclear or nonexistent. There is not an attempt to incorporate domain-specific terminology. Conclusion is lacking.
Grammar & Spelling (Conventions*)*	Writer makes no error in grammar or spelling that distract the reader from the content. The tone and language meets style expectations.	Writer makes 1 – 2 errors in grammar or spelling that distract the reader from the content. The tone and language meets style expectations.	Writer makes 3-4 errors in grammar or spelling that distract the reader from the content. The tone and style is sometimes informal.	Writer makes more than 4 errors in grammar or spelling that distract the reader from the content. There is use of slang in informal tone.