Curriculum Sample Template – 8 Pages Max. (12 pages for integrated ELA sample)

Grade Level	Fifth Grade	**Content Area**	ELA
Course Title (grades 9-12 Only)	N/A		
Expected Prior Knowledge *List the knowledge/skills mastered earlier in the year that are foundational to the mastery of the Required Standard(s).*	Synergy students will already know how to interpret information presented visually, orally, or quantitatively (e.g., in charts, graphs, diagrams, time lines, animations, or interactive elements on Web pages) and explain how the information contributes to an understanding of the text in which it appears. Students will already have been using note taking in their notebooks throughout the year. Students will have knowledge and practice with creating storyboards.		
Alignment to Program of Instruction *Describe how the methods of instruction found in this sequence of lessons align to the Program of Instruction described in the application package.*	Synergy teachers will engage students in cooperative learning structures throughout the lesson. Lessons will be built using the Gradual Release of Responsibility. Synergy teachers will monitor student understanding and adjust instruction based upon student responses. Instructional strategies such as cooperative learning, differentiation, questioning, and meta-cognition will be used consistently during instruction. ELA standards will incorporate Science and Social Studies content when applicable.		
Standard Number* and Description *The standard number and description of the Required Standard(s) being instructed and assessed to mastery in the curriculum sample.*	**5.RI.7 Draw on information from multiple print or digital sources, demonstrating the ability to locate an answer to a question quickly or to solve a problem efficiently.**		
Materials/Resources Needed *List all items the teacher and students will need for the entire sequence of instruction (excluding common consumables)*	Notebooks, anchor charts, maps, Kagan Structure posters, student laptops,		

* ***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, Cluster, Standard (e.g., 6.EE.B.7). For HS Math, use Conceptual Category-Domain, Cluster, Standard (e.g., A-REI.C.6).*

Lesson (add as needed)	**Instructional Strategies -** *List and describe teacher actions, lesson by lesson, which will provide students with opportunities to engage the grade-level rigor defined by the Required Standard(s). Indicate alignment of instructional strategies to specific component(s) or content/skill(s) of the Required Standard/component.*	**Student Activities -** *Describe the activities, lesson by lesson, in which students will engage to allow them to master the grade-level rigor defined by the Required Standard(s). Indicate alignment of student activities to specific component(s) or content/skill(s) of the Required Standard/component.*
1	**Objective: The students will gather information from pictures and maps to answer questions.** **Introduction:** Tell students that the focus today is on learning from studying visual information. Say: "Have you ever heard the expression 'A picture is worth a thousand words'? What do you think this means?" Then continue: "Smart readers know how to 'read' pictures as well as words, because they know that there is often a lot of valuable information in images." **I-Do (Modeling):** The teacher will show the students a picture illustrating effects of global warming. What can you learn from just looking at this picture? Teacher will select students to share information gathered from the picture. Teacher will write the word photo and underneath list everything they learned from the picture. Do you think that the picture gave us all the information we would need to know about global warming? The teacher will ask for student's thoughts to share with the class. **We Do (Guided Practice):** The teacher will give the students a map that is shaded according to how much they are impacted by global warming. The teacher will add a new column to the class note- taking chart that says map. Together we will use this map to gather more information about global warming. The teacher will have students share answers to add to the class chart information gathered from the map. **Check For Understanding:** The teacher will use the responses during Round Table structure and student discussions to determine if more support is needed before independent practice. If 80% of the students get it then they move to independent practice and the other 20% assemble in a small group for re-teaching or more we-do practice. **You-Do (Independent Practice):** The teacher will give students questions at various DOK levels from the map and picture focusing only on getting information from items that would be text features. **Discussion Circle:** How are graphics and text related?	Students will share their answers using Timed Pair Share structure. Students will use Timed Pair Share again to discuss answers. Students will use the map to gather information. Students will use the Round Table structure to add facts they have learned from the map. Students will answer questions independently. Students will use Mix Pair Freeze to discuss the question with classmates.
2	**Objective: The students will use videos to gather key information on a subject.** **Introduction:** Do you think online videos are a good source of information?	

	How many of you watch videos online all the time? **I-Do (Modeling):** Yesterday we gathered information from pictures and maps. Today we will watch a video about Global Warming (http://www.smithsonianmag.com/videos/category/3play_1/climate-change-101-with-bill-nye-the-science/?no-ist) to gather additional information. The teacher will add another category to the class chart titled "video". The teacher will show the three minutes of the video and then stop it. Let me think about what information I learned during that clip. The teacher will model using think aloud to add details to the class chart. **We Do (Guided Practice):** We will view the next section of the video and determine what information was important and should be added to our class chart. The teacher plays the video for 5 minutes. She stops the video and asks students to think about what key information was presented in that section. The teacher will call on random reporters to share ideas for the class chart. **Check For Understanding:** The teacher will listen to team responses and an answer in the notebooks to determine if more modeling is needed. If 80% of the students get it then they move to independent practice and the other 20% assemble in a small group for re-teaching or more we-do practice. **You-Do (Independent Practice)**: The teacher will show the final section of the video. As students are watching the teacher will observe the students note taking checking that the students are obtaining the key information. The teacher will use teacher record form to take notes on student's ability to gather information from a video. **Discussion Circle:** Which source map, picture, or video have you found the most challenging when locating information?	Students will raise hands to indicate they watch videos. Students will discuss in teams how they feel about videos as a valid source of information. Students will add a video column to their graphic organizer in their notebook. Students use the Numbered Heads Structure to go around the team, share answers, and add them to the graphic organizer in their notebook. Students will watch the video. Students will add key information to their graphic organizer. Students will use Stand Up Hand Up Pair Up structure to discuss the question posed by the teacher.
3	**Objective: The students will use websites to locate information and answer questions.** **Introduction:** In the past books were the most common places to find information on a topic. If you are looking for information where do most of you go first? Most of you would get on the computer and find websites to find information. **I-Do (Modeling):** Today we will find out how to use websites and the text features on the webpages to gather information. The teacher will instruct students to go to: http://www.bgfl.org/bgfl/custom/resources_ftp/client_ftp/ks3/science/changing_matter/changingmatter.swf The teacher will read the text on the first page. Lets write the information that we have learned on a class chart. The teacher will have students click the arrow to the next page. Many times when you are using a website to gather information there will be	Students will Think, Pair, Share to discuss their answer. Students will write the information learned in their notebooks. Students will use the interactive model on the second page of the website.

	interactive materials available. When we clicked the next arrow the animation is interactive. We can move the temperature up or down. When we do this it illustrates different physical changes that happen with matter. The teacher will have the students add information to the class chart. Now that we have interacted with the page and learned more information if we click the button with the Q we are presented with question to make sure we understood the material. The teacher will model how to find the answer to the first question. The teacher will work with the students through the next three questions using their notes and information obtained in the simulation of Physical changes of matter. **We Do (Guided Practice):** The teacher will have students go to another website: http://www.harcourtschool.com/activity/science_up_close/502/deploy/interface.swf The teacher will have the students work with partners to takes notes from the information gathered on the next two pages. **Check For Understanding:** Teacher will observe student notebooks and answers given in on their whiteboard to determine if they are ready for independent practice. . If 80% of the students get it then they move to independent practice and the other 20% assemble in a small group for re-teaching or more we-do practice. **You-Do (Independent Practice):** The teacher will have students continue to gather information from the website and interactive features included on the pages. **Discussion Circle:** How did the interactive features enhance your understanding of the material presented? The teacher will help facilitate the discussion.	Students will look for the answers to the question on the website. Students will use their whiteboards to write the answers to the questions presented on the website. Students will work with a partner to take notes on the information gathered on the next two pages. Students will complete notes from the following pages of the website independently. Students will use Mix and Freeze to discuss the question. Students will participate in class discussion.
4	**Objective: Students will apply the knowledge of print and digital resources to create a storyboard that classmates can use as a resource for information.** **Introduction:** We have been learning about different ways to get information from print and digital sources. Today we are going to take what you have learned to create a storyboard. You will be able to add charts and photos to help your audience understand the material. **I-Do (Modeling):** We have just finished reading the story Holes by Louis Sachar. Today you will use the information about charts, photos, maps, and interactive features to help give a summary of the chapter you have read. The teacher will present a storyboard that she created. I have created a storyboard of the story of Stanley Yelnats. The teacher will present the first slide and read it. In a small village lived the great great grandfather of Stanley Yelnats IV. His name is Elya. Notice that I added a picture of Stanley and what I pictured the village to look like and a map in the corner to say where he lived. Did I use features that helped clarify important information?	Students will Think, Pair, Share to discuss answers. The students will contribute answers.

	In the next slide I show that Elya was in love with a girl named Myra. She was already going to marry another man. Elya asked for help from Madame Zeroni to get Myra to marry him. What did I add to my storyboard to clarify key pieces of information? The teacher will ask students to share their responses. What else could I add to help someone to understand what happened in this part of the story? Teacher will add student suggestion to the storyboard. **We Do (Guided Practice):** The teacher will have students add details with a partner to a storyboard that she created listing the characters in the book. I only added a picture of the character from the story but no additional information. As we read the story Holes we learned a lot about the boys sent to the detention camp. I want you to show me what you have learned about these characters. You and your partner will select one partner to highlight. Then add details to the storyboard I sent you. The teacher will select a few student samples to view as a class. The teacher will have students determine which details they added. **Check For Understanding:** The teacher will view students storyboard revisions. Based on the student progress the teacher will determine who needs additional support. . If 80% of the students get it then they move to independent practice and the other 20% assemble in a small group for re-teaching or more we-do practice. **You-Do (Independent Practice):** The teacher will have students create a storyboard about their favorite part of the story. They will include speech bubbles that give character dialogue and illustration to help illustrate their favorite part. **Discussion Circle:** How did the lessons we did earlier in this week prepare you to create your own multiprint and digitally enhanced storyboard? Teacher will help facilitate the discussion during Inside Outside Circle.	Students will work with a partner to add details to the pre-made storyboard. Students will determine what features have been added to the storyboard. Students will create a storyboard of their favorite part of the story. Students will use Inside Outside structure to discuss the question presented. Students will participate in discussion circle.
S.A.	*Provide an opportunity for the student to complete the summative assessment items which is clearly separate from instruction and guided or independent practice, and in which the student is assessed independently. In the Student Activities column, provide a brief description of the summative assessment (S.A.) items that will allow students to demonstrate mastery of the rigor of the Required Standard(s)/components, and the context in which the items will be administered.*	The summative assessment includes 4 items that will test student knowledge and understanding of standard **5.RI.7.** Students will show proficiency of the standard if they can answer questions about multiple sources print and digital that help clarify text. Students will show high proficiency of the standard if they are able to explain how the images support and clarify the text.

Summative Assessment Items and Scoring: *Below, provide at least three Summative Assessment Items that together accurately measure student mastery of the application of the content and/or skills as defined by the grade-level rigor in the Required Standard(s). For each assessment item, provide an answer key or scoring rubric, which clearly describes how assessment items are to be scored and how points will be awarded, such that mastery of the application of the content and/or skills as defined by the grade-level rigor in the Required Standard is clearly demonstrated by an acceptable score.*

Summative Assessment Item 1 (clearly identify answer key/scoring rubric, and acceptable score): (1 pt. for each correct answer) 2 points total

Read the two passages.

List two pieces of *relevant* information obtained from the article. (Sample Answer- The first air flight traveled 120 feet and lasted for 12 seconds. The studied and learned about how wind would help them fly.)

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Orville and Wilbur Wright and the First Airplane

Orville and Wilbur Wright were very deliberate in their quest for flight. First, they read about all the early developments of flight. They decided to make "a small contribution" to the study of flight control by twisting their wings in flight. Then they began to test their ideas with a kite. They learned about how the wind would help with the flight and how it could affect the surfaces once up in the air.

The next step was to test the shapes of gliders, much like George Cayley did when he was testing the many different shapes that would fly. They spent three years testing and learning about how gliders could be controlled at Kitty Hawk, North Carolina.

The Wright Brothers' Flyer

The first heavier-than-air flight traveled one hundred twenty feet in twelve seconds. The two brothers took turns flying that day, with the fourth and last flight covering 850 feet in 59 seconds.

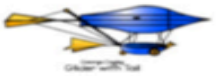
Actual Flight of the Flyer at Kitty Hawk

Humankind was now able to fly! During the next century, many new airplanes and engines were developed to help transport people, luggage, cargo, military personnel, and weapons. The 20th century's advances were all based on this first flight by the American brothers from Ohio.

How Did We Learn to Fly?

Humans try to fly like birds

For many centuries, humans have tried to fly just like the birds. Wings made of feathers, or lightweight wood, have been attached to arms to test their ability to fly. The results were often disastrous, as the muscles of the human arms are not like a bird's and cannot move with the strength of a bird.

	1485 Leonardo da Vinci - The Ornithopter
	1783 Joseph and Jacques Montgolfier, the first hot air balloon
	**1799–1850s George Cayley**
	1891 Lilienthal's Glider in Flight
	A Drawing of a Wright Brothers Glider (1900)

Summative Assessment Item 2 (clearly identify answer key/scoring rubric, and acceptable score): (1 pt. for a correct answer with evidence) 1 point total

Refer to each of the articles you have read about the Wright brothers' invention of the airplane— "Orville and Wilbur Wright and the First Airplane" and "How Did We Learn to Fly?" to help you respond to question below.

If you wanted to know how flight was developed over time, which ONE of the two articles listed above would be best? Explain how you made your decision (refer to visual elements and text from the article). (Sample Answer: The article that would be the best would be "How Did We Learn to Fly" This article provides a timeline that easily illustrates and allows you to see the sequence of events that lead to flight.)

Summative Assessment Item 3 (clearly identify answer key/scoring rubric, and acceptable score): (1 pt. for correct answer with explanation) 1 point total

Give an example of how the chart supported the information obtained in the text. Explain your answer. (Sample Answer: The chart showed the progression of flight over time and in the early years of development. The text told about how the Wright Brothers had to study the early developments of flight in order to build their plane.)

Summative Assessment Item 4 (clearly identify answer key/scoring rubric, and acceptable score): (1 pt. for correct answer with explanation) 1 point total

"Although coyotes have been a problem to farmers and people in rural areas for a long time, in recent years they have become brave enough to venture into the suburbs. If you find them in your neighborhood, the best way to protect your yard, family, and pets is to build a fence. Placing barbed wire around the ground is one way to keep the coyotes from digging under the fence to get in. Another option is to install a motion-activated alarm. Coyotes hate loud noises, and the alarm's sound is likely to scare them away."

Which illustration should be added to this text to help clarify your understanding? Explicitly explain the illustration you would add? (Sample Answer: An illustration of a fenced yard with barbed wire)

Scoring Guide

Highly Proficient	5/5	100%
Proficient	4/5	80%
Minimally Proficient	3/5	60%
Not Proficient	<3/5	<60%