Curriculum Sample Template
Max. 8 Pages

Grade Level	12th	**Content Area**	Writing
Course Title (grades 9-12 Only)	College Prep English		
Expected Prior Knowledge *The knowledge/skills mastered earlier in the year foundational to the mastery of the required Standard in the current sample.*	Students are presumed to have a strong grasp of the writing process, including organizing and creating complete sets of ideas. However, if diagnostic data shows a lack of proficiency, then instructors will use appropriate differentiation.		
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.*	In alignment with FES's one-to-one methodology, students will use their computers, Canvas, and the Acellus software. Canvas and Acellus will provide diagnostic data and videos/modules for introduction to new material/direct instruction. At the end of the lesson, students will use Acellus Courseware or their Canvas Online Learning System to complete a formative assessment. For the summative assessment, students will also use Acellus or Canvas. Direct instruction will use multiple checks for understanding, and computer-based Kagan cooperative strategies will be implemented during guided practice.		
Standard Number and Description *List the Number* and the full description for the Required Standard or Science Performance Objective listed in section A.6.*	12.W.2. Write informative/explanatory texts to examine and convey complex ideas, concepts, and information clearly and accurately through the effective selection, organization, and analysis of content. b. Develop the topic thoroughly by selecting the most significant and relevant facts, extended definitions, concrete details, quotations, or other information and examples appropriate to the audience's knowledge of the topic. c. Use appropriate and varied transitions and syntax to link the major sections of the text, create cohesion, and clarify the relationships among complex ideas and concepts.		
Materials/Resources Needed	Computers, Acellus software, Canvas, headphones, notebook, scratch paper.		

* ***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 TW = teacher will. SW = students will. CFU = checks for understanding.	Student Activities
1	**Objective**: SW examine a set of complex ideas by creating an explanatory essay outline. **Key Points**: • Strong explanatory essays have well-developed topics that convey complex ideas. • Explanatory essays should examine these complex ideas or concepts through the selection, organization, and analysis of the content.	Students will review the objective and key points and copy them in their interactive/online notebooks.
	Activation of Prior Knowledge: Teacher will open access to Canvas's "Do Now" activity and instruct students to begin. Teacher will facilitate an online discussion about the "Do Now" and will ask for volunteers to share their answers.	Student will complete the Do Now activity with active participation. Students will respond to all checks for understanding and will volunteer to share their answers when prompted.
	INM/Modeling: Teacher will summarize and review the lesson objective for the day and ask students to open their computers to the Acellus login. Teacher will instruct students to complete the lesson Acellus diagnostic and continue onto the new material modules. Today's module will show students how to examine and choose complex ideas when writing an explanatory essay. Teacher will use checks for understanding to ensure comprehension and will monitor progress by walking around the room. Teacher will provide assistance when necessary and will redirect students if needed.	Students will open their personal Acellus portal on their computers. No other screens will be up at this time. Students will complete the lesson diagnostic and then move onto the new material modules. Students will take notes on how to examine and choose complex ideas when beginning to write an explanatory essay. SW examine several exemplars and non-examples.
	Guided Practice: Teacher will show students how to open an outline template and will present several explanatory essays prompts in Canvas. Teacher will guide students through the guided practice activity of choosing an argumentative prompt and creating an outline. TW remind students to use the information from INM when	Students will download the outline template and open the explanatory prompts. Students will choose a prompt and begin working on their essay. During and after their outline creation, students will post their work to an online forum and both give and receive feedback from their peers. SW reference their notes frequently so that they are practicing

	they are outlining their essay; choose complex ideas to examine in your essay. Teacher will model the expected behavior during guided practice and will use checks for understanding to monitor comprehension. Teacher will walk around the room and provide assistance when necessary.	how to choose and examine complex ideas when writing an explanatory essay.
	Independent Practice: Teacher will instruct students to access the formative assessment/independent practice section of Acellus. TW provide an independent practice activity that allows students to show their mastery of choosing complex ideas when writing. Teacher will model the expected behavior and use checks for understanding to ensure comprehension.	Students will log back in to Acellus and complete the formative assessment/independent practice. SW focus on converting their outline into a rough draft that examines complex ideas based on their prompt. Students will remain respectful during independent practice and will answer all checks for understanding.
	Exit Ticket: Teacher will ask students to reflect on the day's lesson and the significance of the day's learning. Teacher will ask students to write their reflections on scratch paper and submit the exit ticket on their way out of class.	Students will reflect on the exit ticket prompt and place the tickets in the appropriate location when exiting the classroom.
2	**Objective**: SW develop the topic thoroughly by choosing the most significant details for their essays. **Key Points**: • Explanatory essays develop the topic with well-chosen, relevant, and sufficient facts. • These facts should be the most significant and relevant facts, extended definitions, concrete details, quotations, or other information and examples	Students will read the objective and key points and reword them into their interactive/online notebooks in their own words.
	Activation of Prior Knowledge: Teacher will share the lesson's interactive "Do Now" activity in Canvas or Acellus, depending on the lesson, and instruct students to begin. Teacher will facilitate an online discussion about the "Do Now" and will ask for volunteers to share their answers.	Student will participate in the Do Now activity. Students will respond to all checks for understanding and will volunteer to share their answers when prompted. If finished early, students will revisit yesterday's exit ticket, making any improvements.
	INM/Modeling: Teacher will go over the objective for the lesson and direct students to open their computers to the Acellus login. Teacher will instruct students to complete the daily Acellus diagnostic and	Students will access the Acellus portal. No other screens will be up at this time. Students will complete the daily diagnostic before moving onto the new material modules. Students will take on how to develop

	continue onto the new material modules. TW provide a module that shows students how to develop the topic of their essay by choosing strong and significant details. Teacher will use checks for understanding to ensure comprehension and will monitor progress by walking around the room. Teacher will provide assistance when necessary and will redirect students if needed. **Guided Practice**: Teacher will set clear norms for the day's "Writer's Workshop." Teacher will explain that students will work on brainstorming and creating a rough draft that includes a clear topic for students to develop with details. Teacher will open the Writer's Workshop online forum, and instruct students to post their rough drafts as they complete them. Teacher will monitor the forum and provide feedback. **Independent Practice**: Teacher will ask students to return to Acellus for the formative assessment/independent practice portion. Teacher will model the expected behavior and use checks for understanding to ensure comprehension. **Exit Ticket**: Teacher will ask students to set a goal for tomorrow's writing lesson. Teacher will demonstrate where to place the exit ticket goals and assist students as they leave the class.	the topic of an explanatory essay through significant details. SW compare exemplars to non-examples, looking at what makes a significant detail vs. an unimportant one. Students will listen to the teacher's expectations for Writer's Workshop. Students will go through the writing process and choose their topic. Using their notes and referencing INM modules for extra support, students will draft their essay to include significant details. Students will post their rough drafts to the forum, and provide feedback to one another for more support. Students will reference teacher feedback and the INM modules if they need assistance. Students will log back into their Acellus portal and complete the formative assessment/independent practice. Students will remain respectful during independent practice and will answer all checks for understanding. Students will complete the exit ticket goal and will place the tickets in the appropriate location when exiting the classroom.
3	**Objective**: SW use appropriate and varied transitions by editing their drafts and writing a final draft. **Key Points**: • Explanatory essays are enhanced when transitions are used effectively. • Appropriate and varied transitions/syntax can link major sections of a text, create cohesion, and clarify relationships. **Activation of Prior Knowledge**: Teacher will present the interactive "Do Now" activity in Canvas, and instruct students to begin. Teacher will facilitate an online discussion about the "Do Now" and will ask	Students will paragraph and then type the objective and key points into their interactive/online notebooks. After copying down the daily objective, students will complete the Do Now. Students will respond to all checks for understanding and will volunteer to share their answers when prompted. If finished early,

	for volunteers to share their answers. The Do Now will be based around yesterday's exit tickets; offering review and support of weaker areas.	students may respond to peers' Do Now responses.
	INM/Modeling: Teacher will cold call students to read the objective in their own words, and ask students to go to the Acellus login. Teacher will instruct students to complete the daily Acellus diagnostic and continue onto the new material modules. TW provide a module that walks students through the editing process, and what constitutes strong transitions versus weak ones. Teacher will use checks for understanding to ensure comprehension and will monitor progress by walking around the room. Teacher will provide assistance when necessary and will redirect students if needed.	Students will login in to the Acellus portal. No other screens will be up at this time. Students will complete the lesson diagnostic and then move onto the new material modules. Students will take notes on strong vs. weak transitions, and look through several examples. SW respond to CFUs such as "What effect can varied transitions have on an essay?"
	Guided Practice: Teacher will review the purpose and importance of final draft writing. Teacher will aid students in improving their rough drafts and creating final drafts. TW review the power of appropriate and varied transitions, and write a list of possible transitions on the board. Teacher will monitor student progress and assist struggling writers.	Students will listen to the teacher explain the 'how' and 'why' of formal draft creation. Students will go use their outline, rough draft, and essay rubric to write their final draft. SW edit their draft for strong and varied transitions, using them to create cohesion and clarify relationships. Students will post to forums if they need feedback or assistance. Students will complete their final draft by the end of the lesson and submit to the teacher's dropbox.
	Independent Practice: Teacher will end the guided practice and ask students to login to the formative assessment/ independent practice section of Acellus. TW provide a final independent opportunity for students to check that their explanatory texts examine and convey complex ideas through the week's writing skills. Teacher will model the expected behavior and use checks for understanding to ensure comprehension.	Students will return to their Acellus portal and do the formative assessment/independent practice. SW finish their explanatory essay, making sure that it examines and conveys complex ideas. Students will remain respectful during independent practice and will answer all checks for understanding.
	Exit Ticket: Teacher will ask students to grade their newly completed essay based on the rubric and justify the grade. Teacher will collect the students' grades before ending class.	Students will complete the exit ticket rubric and submit before leaving.

Summative Assessment Items: Total of 30 points 27-30=Excels 23-26=Meets 20-22=Approaches 20<=Lacking

1. Which of the following is true when writing an informative or explanatory text?
   a. Writers should state their opinion about a topic when writing an informative text, and include evidence and well-supported details.
   b. Writers should state facts about the topic in the simplest way possible, so that everyone reading it can understand.
   c. Writers should develop the topic by selecting the most significant/relevant facts, definitions, details, quotations, or other information.
   d. Writers should develop the topic by finding the most complicated words to explain the facts, definitions, and details of the argument.

   [Answer: C, 2 points]

2. Create an outline for a text that will examine and convey complex ideas, concepts, and information clearly and accurately. Read the prompt below and use the rubric to guide your work. *(12 points possible).*

   Prompt: Winston Churchill once said, "Success is not final, failure is not fatal: it is the courage to continue that counts." Outline an essay explaining how this quote can shape human behavior.

Skill	1	2	3	4
Complex ideas, concepts, and information	Unclear organization of ideas, concepts, and information.	Attempts to organize ideas, concepts, and information into broader categories; organization is inconsistent or ineffective; topics do not build upon each other	Organization of ideas, concepts, and information upon each other is apparent; there is a defined structure; organization is used to clarify topics which build upon each other.	Exceptional organization of ideas, concepts, and information so that each element builds on what precedes it; organization creates a unified whole
Selection, organization, and analysis of content	Irrelevant and poorly-chosen supporting facts, concrete details, definitions, or quotations do not develop the main idea; the points may not be on topic; no analysis of content.	Occasionally irrelevant or poorly-chosen facts, unclear details, definitions, or quotations develop the topic; development is ineffective or leaves gaps. Very little analysis of content.	Well-chosen relevant facts, concrete details, definitions and quotations adequately develop the topic. Student analyzes some content.	Well-selected and organized relevant facts, concrete details, definitions, and quotations thoroughly and in depth explore and develop the topic(s). Student analyzes content for deeper and relevant meaning.
Significant and relevant facts, definitions, details, quotations, or other information	Facts, definitions, and other detail are neither significant nor relevant.	Facts, definitions, and other detail are sometimes significant and relevant.	Facts, definitions, and other detail are mostly significant and relevant. They sometimes support a strong, cohesive text.	Facts, definitions, and other detail are significant and relevant. They all contribute to a strong, cohesive text.

Total: _____/12; Grading Scale: 0-6=Falls Far Below; 7-8=Approaches; 9-10=Meets; 11-12=Exceeds. 80%=Mastery.

3. Convert your explanatory outline from item 2 into a well-constructed, 5+ paragraph essay, using the following rubric to guide your writing. This rubric is different from that in item 1 so read it carefully and thoroughly. *(20 points possible).*

Skill	1	2	3	4
Complex ideas, concepts, and information	Unclear organization of ideas, concepts, and information.	Attempts to organize ideas, concepts, and information into broader categories; organization is inconsistent or ineffective; topics do not build upon each other	Organization of ideas, concepts, and information upon each other is apparent; there is a defined structure; organization is used to clarify topics which build upon each other.	Exceptional organization of ideas, concepts, and information so that each element builds on what precedes it; organization creates a unified whole
Selection, organization, and analysis of content	Irrelevant and poorly-chosen supporting facts, concrete details, definitions, or quotations do not develop the main idea; the points may not be on topic; no analysis of content.	Occasionally irrelevant or poorly-chosen facts, unclear details, definitions, or quotations develop the topic; development is ineffective or leaves gaps. Very little analysis of content.	Well-chosen relevant facts, concrete details, definitions and quotations adequately develop the topic. Student analyzes some content.	Well-selected and organized relevant facts, concrete details, definitions, and quotations thoroughly and in depth explore and develop the topic(s). Student analyzes content for deeper and relevant meaning.
Significant and relevant facts, definitions, details, quotations, or other information	Facts, definitions, and other detail are neither significant nor relevant.	Facts, definitions, and other detail are sometimes significant and relevant.	Facts, definitions, and other detail are mostly significant and relevant. They sometimes support a strong, cohesive text.	Facts, definitions, and other detail are significant and relevant. They all contribute to a strong, cohesive text.
Appropriate and varied transitions	Transitions do not link major sections, create cohesion, or clarify relationships among complex ideas and concepts.	Transitions attempt to link major sections, create cohesion, and sometimes clarify relationships among complex ideas and concepts.	Transitions usually link major sections, create cohesion, and tend to clarify relationships among complex ideas and concepts.	Transitions link major sections, create cohesion, and clarify relationships among complex ideas and concepts.

Total: _____/16; Grading Scale: 0-8=Falls Far Below; 9-12=Approaches; 13-14=Meets; 15-16=Exceeds. 80%=Mastery.