Curriculum Sample Template
Max. 8 Pages

Grade Level	12th Grade	**Content Area**	English Language Arts (Writing)
Course Title (grades 9-12 Only)	English 7-8		
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 expected to have prior knowledge of and/or skills mastered to: 12.W.4: Produce clear and coherent writing in which the development, organization, and style are appropriate to task, purpose, and audience. 12.W.5: Develop and strengthen writing as needed by planning, revising, editing, rewriting, or trying a new approach, focusing on addressing what is most significant for a specific purpose and audience. 12.L.1a-1b: Demonstrate command of the conventions of Standard English grammar and usage when writing or speaking. 12.L.2a-2b: Demonstrate command of the conventions of Standard English capitalization, punctuation, and spelling when writing. 12.L.3a: Apply knowledge of language to understand how language functions in different contexts, to make effective choices for meaning or style, and to comprehend more fully when reading or listening.		
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 includes lecture (structured overview, review) and small-group (peer partners) learning activities. Formative assessments include Cornell Notes and graphic organizers as well as collaborative activities. Summative assessments designed for student mastery of content.		
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	Dictionary, Thesaurus		

* ***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	**Writing Workshop: Informative/Explanatory Essay** Informative/Explanatory Writing Traits (1) Teacher will present a structured overview of the strategies for selecting significant and relevant information and concrete details in sources for an informative/explanatory essay including (a) validity; (b) reliability; and (c) relevance. (2) Teacher will present a structured overview of the strategies for developing complex concepts and ideas in an informative/ explanatory essay including the use of (a) synonyms; (b) exemplification; (c) function; (d) classification; and (d) negation. (3) Teacher will present a structured overview of the use of quotations in an informative/explanatory essay including (a) direct quotations; (b) quoting original sources; and (c) quoting textual evidence.	Informative Writing Traits (1) Students will prepare Cornell Notes for the strategies for selecting significant and relevant information and concrete details in sources for an informative/explanatory essay. (2) Students will prepare Cornell Notes for the strategies for developing complex concepts and ideas of an informative/ explanatory essay (3) Students will prepare Cornell Notes for the use of quotations in an informative/explanatory essay.
2	**Writing Workshop: Informative/Explanatory Essay** Informative/Explanatory Writing Traits (1) Teacher will present a structured overview of the use of transitions in an informative/explanatory essay including transitional words used (a) to prove and (b) to give examples. (2) Teacher will present a structured overview of the use of syntax in an informative/explanatory essay including (a) sentence length and (d) sentence structure.	Informative Writing Traits (1) Students will prepare Cornell Notes for the use of transitions in an informative/explanatory essay. (2) Students will prepare Cornell Notes for the use of syntax in an informative/explanatory essay.
3	**Informative Essay** Planning/Prewriting (1) Teacher will present a structured overview of the components for planning/prewriting an informative essay: (a) discuss the importance of topic and connecting observations to topic problem or situation; (b) define and/or describe the topic problem or situation using multiple sources; (c) discuss the causes and effects of the topic problem or situation using multiple sources; and (d) summarize the information about the topic problem or situation. (2) Teacher will present a structured overview of a graphic organizer for planning/prewriting an informative essay.	Planning/Prewriting (1) Students will prepare Cornell Notes for the components for planning/prewriting an informative essay. (2) Students will work with peer partner to prepare a graphic organizer for an informative essay on the topic "School tardiness has a variety of consequences for students". (3) **Summative Assessment:** Students will prepare a graphic organizer for an informative essay responding to Writing Prompt #1.

4	Drafting (1) Teacher will present a structured overview of the components for drafting an informative essay: (a) introduce the topic problem or situation including an attention grabber, background information on the importance of the topic, and thesis statement; (b) discuss the topic problem or situation including evidence, commentary, and rhetoric using topic sentences and transition words or phrases within each paragraph; and (c) conclude the essay on the topic with a summary of what you said, what is means, and why it is important.	Drafting (1) Students will prepare Cornell Notes for the components for drafting an informative essay. (2) Students will work independently to prepare a rough draft for an informative essay on the topic "School tardiness has a variety of consequences for students". (3) **Summative Assessment:** Students will prepare a rough draft for an informative essay in response to Writing Prompt #1.
5	Revising (1) Teacher will present a structured overview of the strategies for revising an informative essay.	Revising (1) Students will prepare Cornell Notes for the strategies for revising an informative essay. (2) Students will work with peer partner to review, revise, and rewrite the rough draft for an informative essay on the topic "School tardiness has a variety of consequences for students".
6	Editing/Finalizing (1) Teacher will present a structured overview of the components for editing/finalizing an informative essay: (a) grammar; (b) spelling; and (c) punctuation.	Editing/Finalizing (1) Students will prepare Cornell Notes for the components for editing/finalizing an informative essay. (2) Students will work independently to edit the rough draft and prepare a final draft for an informative essay on the topic "School tardiness has a variety of consequences for students". (3) **Summative Assessment:** Students will revise and edit the rough draft and prepare a final draft for an informative essay in response to Writing Prompt #1.

7	**Explanatory Essay** Explanatory Writing (1) Teacher will present a structured overview of the components for planning/prewriting an explanatory essay: (a) discuss the importance of topic problem or situation; (b) identify solutions to the topic problem or situation using multiple sources; and (c) summarize the controlling ideas and thesis of the topic problem or situation. (2) Teacher will present a structured overview of the components for drafting an explanatory essay: (a) introduce the topic problem or situation including an attention grabber, connection between attention grabber and thesis, and thesis statement; (b) discuss the topic problem or situation including evidence, commentary, and rhetoric in support of the thesis statement; and (c) conclude the essay on the topic with a summary of what you said, what is means, and why it is important. (3) Teacher will present a structured overview of the strategies for revising an explanatory essay. (4) Teacher will present a structured overview of the components for editing/finalizing an informative essay: (a) grammar; (b) spelling; and (c) punctuation.	Explanatory Writing (1) Students will prepare Cornell Notes for the components for planning/prewriting an explanatory essay. (2) Students will prepare Cornell Notes for the components for drafting an explanatory essay. (3) Students will prepare Cornell Notes for the strategies for revising an explanatory essay. (4) Students will prepare Cornell Notes for the components for editing/finalizing an explanatory essay.
8	**Explanatory Essay** (1) Teacher will review rubric for an explanatory essay in response to Writing Prompt #2.	(1) **Summative Assessment:** Students will prepare an explanatory essay in response to Writing Prompt #2.

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.*

(1) **Informative essay - Writing Prompt #1 (Graphic Organizer)**: Assessment is scored on a 5-point rubric scale for development of ideas. Students will score 4 out of 5 (80%) to demonstrate mastery.*
(2) **Informative essay - Writing Prompt #1 (Rough Draft):** Assessment is scored on a 5-point rubric scale for development of ideas. Students will score 4 out of 5 (80%) to demonstrate mastery.*
(3) **Informative essay - Writing Prompt #1 (Final Draft):** Assessment is scored on a 5-point rubric scale for development of ideas. Students will score 4 out of 5 (80%) to demonstrate mastery.*

(4) **Explanatory essay - Writing Prompt #2:** Assessment is scored on a 5-point rubric scale for development of ideas, organization of ideas, and language facility and conventions. Students will score 12 out of 15 (80%) to demonstrate mastery.*

*assessment independent from instruction

ELA-Writing-12th
Informative Essay - Writing Prompt #1

Eating disorders are a serious health problem for teenagers. Write an informative essay exploring the causes and effects of eating disorders. Be sure to use evidence, commentary, and rhetoric from multiple sources to support your statements.

ELA-Writing-12th
Explanatory essay - Writing Prompt #2

Texting while driving is a major cause of distracting driving and automobile accidents among teenagers. Write an explanatory essay in support of this thesis. Be sure to use evidence, commentary, and rhetoric from multiple sources to support your statements.

ELA-Writing-12th
Informative Essay - Writing Prompt #1

Graphic Organizer Rubric

Standard	Score	Description
Development of Ideas (12.W.2b, 12.W.2c)	5	Presents a topic with a clearly stated thesis that is focused and well developed throughout the essay; uses strategies of cause and effect to effectively develop and explain ideas; and incorporates specific and relevant facts, evidence, details, and examples to guide reader's understanding.
	4	Presents a topic with a thesis that is focused throughout the essay; uses strategies of cause and effect to develop ideas; and uses facts, evidence, details, and examples to guide reader's understanding.
	3	Presents a topic with a thesis that is mainly focused throughout the essay; uses some strategies of cause and effect to develop ideas; and uses some facts, evidence, details, and examples to guide reader's understanding.
	2	Presents a topic with a thesis that is unfocused and/or minimally developed throughout the essay; uses few strategies of cause and effect to develop ideas; contains insufficient facts, evidence, details, and examples in support of reader's understanding.
Score: _____	1	Lack an appropriate thesis in response to the prompt; lacks strategies of cause and effect to develop ideas; contains minimal or irrelevant facts, evidence, details, and examples.

Rough Draft Rubric

Standard	Score	Description
Organization of Ideas (12.W.3a, 12.W.3c)	5	Introduction is effective and engaging; sequences complex ideas and uses meaningful transitions to clarify relationship among ideas; provides an insightful conclusion that follows from the explanation
	4	Introduction is clear and focused; sequences ideas and uses transitions to create coherence; provides a conclusion that connects ideas presented.
	3	Introduction is mainly clear and focused; sequences ideas and uses transition to create some coherence; provides conclusion that connects larger ideas presented.
	2	Introduction is underdeveloped and/or unfocused; presents disconnected ideas and limited use of transitions; provides an underdeveloped and/or unfocused conclusion.
Score: _____	1	Introduction a minimal or incomplete; presents a confusing organization of ideas with little or no transitions; provides a minimal or incomplete conclusion.

Final Draft Rubric

Standard	Score	Description
Use of Language (12.W.3a, 12.W.3c)	5	Uses a variety of sentence structures to enhance the explanation; uses precise diction and variety of rhetorical devices to accomplish purpose; demonstrates technical command of conventions.
	4	Uses a variety of sentence structures; uses appropriate diction and rhetorical devices; demonstrates general command of conventions with minor errors.
	3	Uses some variety of sentence structures; uses rhetorical devices; demonstrates some command of conventions with frequent errors.
	2	Uses little variety of sentence structures; uses diction that is inappropriate and limited rhetorical devices; demonstrates limited command of conventions with many errors.
Score: _____	1	Uses incorrect or inconsistent sentence structures; uses diction that is inappropriate and no rhetorical devices; misuses standard conventions that interfere with meaning.

ELA-Writing-12th
Explanatory Essay - Writing Prompt #2

Explanatory Essay Rubric

Score	Standard	Description
5	Development of Ideas (12.W.3a, 12.W.3c)	Asserts a focused, clearly stated thesis; makes valid inferences to make important connections and distinctions; develops and supports the thesis with relevant facts, extended definitions, concrete details, and/or quotations.
	Organization of Ideas (12.W.3a, 12.W.3c)	Organizes complex ideas effectively using an appropriate structure and context; leads with an engaging introduction and concludes by insightfully articulating the significance of the thesis; sequences ideas effectively and uses a variety of meaningful transitions.
	Use of Language (12.W.3a, 12.W.3c)	Uses precise and purposeful diction and a variety of sentence types and structures; uses rhetorical devices effectively; demonstrates skillful command of standard English conventions.
4	Development of Ideas (12.W.3a, 12.W.3c)	Asserts a thesis; makes inferences to make connections and distinctions; develops and supports the thesis with facts, extended definitions, concrete details, and/or quotations.
	Organization of Ideas (12.W.3a, 12.W.3c)	Organizes ideas using an appropriate structure and context; presents a clear and focused introduction and conclusion; sequences ideas and uses transitions to create coherence.
	Use of Language (12.W.3a, 12.W.3c)	Uses appropriate diction and a variety of sentence types and structures; uses rhetorical devices; demonstrates command of standard English conventions with minor errors.
3	Development of Ideas (12.W.3a, 12.W.3c)	Asserts a thesis; makes some inferences to make connections and distinctions; supports the thesis with some facts, extended definitions, concrete details, and/or quotations.
	Organization of Ideas (12.W.3a, 12.W.3c)	Organizes some ideas using an appropriate structure and context; presents a mainly clear and focused introduction and conclusion; sequences some ideas and uses some transitions to create coherence.
	Use of Language (12.W.3a, 12.W.3c)	Uses some variety of sentence types and structures; uses some rhetorical devices; demonstrates some command of standard English conventions with frequent errors.
2	Development of Ideas (12.W.3a, 12.W.3c)	Asserts a limited or unfocused thesis; makes few inferences and make limited connections and distinctions; contains insufficient or inappropriate facts, definitions, details, and/or quotations in support of thesis.
	Organization of Ideas (12.W.3a, 12.W.3c)	Organizes ideas using an inappropriate structure and context; contains an undeveloped introduction and conclusion; presents disconnected ideas and limited use of transitions.
	Use of Language (12.W.3a, 12.W.3c)	Uses little variety of sentence types and structures; uses few rhetorical devices; demonstrates limited command of standard English conventions with many errors.

1	Development of Ideas (12.W.3a, 12.W.3c)	Asserts a confusing thesis or no thesis; does not develop ideas clearly and makes no inferences; contains vague facts, definitions, details, and/or quotations that confuse reader.
	Organization of Ideas (12.W.3a, 12.W.3c)	Does not contain a clear structure for ideas presented; contains a confusing introduction and conclusion; presents disconnected ideas and uses no transitions.
	Use of Language (12.W.3a, 12.W.3c)	Uses diction that is inappropriate for topic and no variety of sentence types and structures; uses limited or no rhetorical devices; misuses standard English conventions that interfere with meaning.

Score: _____