Curriculum Sample Template
Max. 8 Pages

Grade Level	8th grade	**Content Area**	Writing
Course Title (grades 9-12 Only)	N/A		
Length of Unit	6 days + 1 day for assessment	**Time of Year**	4th Quarter
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 understand the writing process, from pre-writing through creating a final copy. Students will be able to apply the basic conventions of writing, including spelling, grammar, punctuation, and capitalization. Students will know appropriate transition words and phrases. Students will know and be able to apply the basic research process. Student will have mastered the Science content of photosynthesis and respiration.		
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.*	This unit aligns to the Core Knowledge Sequence. The domain of "Chemistry of Food and Respiration" will be concurrently taught in Writing and Science at the eighth grade level. The skill of writing informational/explanatory text is revisited at increasingly higher levels of rigor as set forth in the 2010 Arizona ELA Standards (CCSS + Arizona additions); and the content knowledge of science is spiraled throughout the Core Knowledge Sequence from Kindergarten to 8th grade. As described in the Program of Instruction, Cooperative Learning will take place throughout this unit. Each lesson includes a combination of teacher-led instruction, small group interaction, independent practice, and ongoing assessment. Prior to beginning instruction, the teacher will administer an aligned pre-test to assess student understanding, and use data from this to target individual students' needs throughout the unit. Students will individually graph their results on both the pre- and post-tests, and keep their final writing samples in an assessment portfolio.		
Standard Number and Description *List the Number* and full description for the required Standard.*	8.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 into broader categories; include formatting (e.g., headings), graphics (e.g., charts, tables), and multimedia when useful to aiding comprehension. b. Develop the topic with relevant, well-chosen facts, definitions, concrete details, quotations, or other information and examples. c. Use appropriate and varied 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 mastery of the required Standard. A copy of the summative assessment must be attached to the curriculum sample.*	At the end of this unit, students will be given a writing prompt, to which they must respond individually. The prompt will read: "In Science, you've learned all about photosynthesis and respiration. Write a 3 – 4 page informational report, comparing and contrasting the role of Carbon Dioxide and Oxygen in both processes."		
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*	A rubric will be used to score the summative assessment. The teacher will assess students' written work, and award 1, 2, 3, or 4 points in each of eight areas: introduction of the topic; organization; formatting and graphics; topic development with facts, definitions, concrete details, and quotations; transitions; precise language and domain-specific vocabulary; a formal topic; a concluding section. The total number of possible points will be 32. 80% will be considered mastery of this standard. Grading will be based on the following scale: 0-18=Falls Far Below; 19-		

sample.	29=Approaches; 26=Meets; 27-32=Exceeds. 80%=Mastery.
Materials/Resources Needed	Venn Diagram template, outline template, pre-written samples of introduction and conclusion paragraphs, Science textbooks, nonfiction texts on photosynthesis and respiration, document camera

Lesson (add as needed)	**Instruction** TW= Teacher will; SW = Student will; TPS= Think, Pair, Share; INM = Introduction to new material; CFU = Check for understanding; GP= Guided practice; IP = Independent practice	**Student Activities**
1	**Activation of Prior Knowledge:** TW direct students to share with the class what they already know about writing informational reports. **Objective:** SW analyze the processes of photosynthesis and respiration and create an outline for a comparison/contrast Science report. **INM:** Key Points: 1. To compare means to discuss similarities between two things; to contrast means to discuss differences. 2. The comparison/contrast Science report must include the following components: an introduction, headings and illustrations, relevant, well-chosen facts, definitions, concrete details, quotations, or other information and examples; transition words and phrases; domain-specific vocabulary and definitions; and conclusion. **Modeling:** TW begin the unit by reviewing the assessment rubric with students; to communicate the end goal of the unit, and what will be expected. Using the "Think Aloud" strategy, TW demonstrate analyzing a volunteer's notes from Science class, and comparing and contrasting oxygen and carbon dioxide. TW model using a Venn Diagram to organize the facts, and then using the information to complete an outline for the Science Report. **Guided Practice:** TW assign students to work in pre-assigned groups of two. TW distribute a sample set of Science notes regarding photosynthesis and respiration, which is the topic for their summative assessment, and students will analyze the notes. **Independent Practice:** TW direct students to review and analyze their own Science notes on photosynthesis and respiration, complete a Venn Diagram, and outline their Science report.	SW discuss what they already know about writing informational text SW repeat the objective, and reflect on how it will help them reach their goals in writing. SW actively listen to today's key points, and take notes. SW review the end of unit assessment rubric, and discuss each section. SW watch as teacher demonstrates how to use the Science notes to aid in pre-writing for the report. SW ask and answer questions as they arise. SW work in pairs to review the sample notes. SW discuss what information can be used to compare/contrast the processes of photosynthesis and respiration, and will record relevant information in a Venn Diagram and outline. SW review their own notes from Science class. SW use these notes to complete the Venn Diagram and write an outline for their report. SW refer to today's "Key Points" to ensure they're including all components

	Assessment: TW review the IP as an assessment of student understanding.	of the report into their outline.
2	**Activation of Prior Knowledge:** TW direct students to review notes from yesterday, and discuss yesterday's Key Points with a neighbor. **Objective:** SW create a rough draft of the introduction for the report, using a formal style. **INM:** Key Points: 1. Formal style means writing in 3rd person, with no slang words or abbreviated text; just like the writing in our textbooks or in Science magazines. 2. The rough draft must include an introduction. 3. A quality introduction previews what the report is about, and organizes concepts into broad categories. 3. The introduction should include a thesis statement, or topic sentence that explains the author's main idea or purpose for writing the report. **Modeling:** TW read aloud examples of high quality introductions, and other examples of poor introductions. TW explain the difference between the two. Then, TW model how to write a strong introduction for the Science report on photosynthesis and respiration. **Guided Practice:** TW have several examples of introduction paragraphs taped up around the classroom. TW direct students to work in groups of three to analyze each introduction, and determine if it is of high quality, based on the teacher's description. **Independent Practice:** TW direct students to use their notes and outlines to draft a high quality introduction to their Science report. **Assessment:** TW review the IP to gauge student mastery	SW review notes from yesterday, and discuss key points with a neighbor. SW repeat today's objective, and reflect upon how it will help them reach their goals in Writing. SW actively listen to today's key points, and take notes. SW listen as the teacher reads aloud a variety of introduction paragraphs. SW listen and take notes as the teacher describes what makes each a quality introduction or not. SW work in groups of three and walk around the classroom to analyze each examples. SW read the paragraphs, and discuss with their team w whether or not the sample is a good introduction and why. SW use their notes and outlines to draft an introduction paragraph.
3	**Activation of Prior Knowledge:** TW direct students to read a partner's introduction paragraph from yesterday, and provide feedback. **Objective:** SW create a rough draft of the body paragraphs for their report **INM:** Key Points: 1. The body paragraphs will include all of the information you have to support your thesis: well-chosen facts, definitions, concrete details, quotations, or other information and	SW read a partner's introduction, and provide feedback based on yesterday's key points. SW repeat today's objective, and reflect on how they'll work to reach their goals in writing. SW actively listen to today's key points, and take notes.

	examples. 3. Your body paragraphs should be organized with headings. 4. You must use transition words and phrases to connect ideas throughout the paper. 5. The body paragraphs are written in formal style. **Modeling:** TW use the document camera to demonstrate to the class how to use notes and the outline to write a strong body for the report; aligned to each component of the standard. TW ask questions throughout to check for student understanding. **Guided Practice:** TW conference one on one with students as they begin to write their body paragraphs. TW discuss targeted skills for each student, and provide support as students write. **Independent Practice:** TW facilitate individual writing time for students. TW monitor student work by walking around the room. **Assessment:** TW review each student's body paragraphs, and take notes to track student progress towards the objective.	SW watch and take notes as the teacher shows how to use the pre-writing resources to draft quality body paragraphs. SW ask and answer questions as they arise throughout the demonstration. SW meet one on one with the teacher. SW discuss what they'll include in their body paragraphs, and ask questions for clarification. SW work independently to write the body paragraphs for their reports. SW use a variety of notes, resources, and the writer's checklist to guide their writing.
4	**Activation of Prior Knowledge:** TW summarize what the class has learned so far in this writing unit. **Objective:** SW create a rough draft of the conclusion paragraph **INM:** Key Points: 1. Informational text must include a conclusion paragraph. 2. The conclusion should follow from and support the information or explanation presented. 3. No new information should be included in the conclusion. **Modeling:** TW read aloud sample conclusion paragraphs. TW explain why some are excellent conclusions, and why others are not. **Guided Practice:** TW direct students to work in pairs. Each pair will receive an example of a conclusion paragraph. TW direct students to analyze it, and determine if it meets the requirements for a high quality report. **Independent Practice:** TW direct students to write a rough draft of their conclusion paragraph for the photosynthesis/respiration report.	SW listen as the teacher reviews previously learned content and skills. SW repeat the day's objective, and describe how they'll work to reach their goal in writing today. SW actively listen to today's key points, and answer questions as they are asked. SW listen to the teacher's read aloud, and explanations. SW take notes on what a quality conclusion paragraph entails. SW work with a partner to read the sample conclusion. SW discuss whether or not it meets the requirements of an excellent conclusion. SW share out with the class, and discuss one another's ideas. SW write their own conclusion paragraphs for their Science reports.

	Assessment: TW review each student's conclusion paragraph. TW track student progress towards mastery.	
5	**Activation of Prior Knowledge:** TW direct students to think, pair, share what elements an excellent Science report must contain. **Objective:** SW peer edit one another's rough drafts, using the standard-aligned Informational Writer's Checklist as a guide. **INM:** Key Points: 1. The Informational Writer's Checklist is a tool that will help ensure your report includes every component of a high quality paper. 2. When we peer edit, we are making changes, corrections, and suggestions to a classmate. **Modeling:** TW call on a volunteer from the class. TW explain that the Informational Writer's Checklist includes all the items that are required to write an excellent report. TW explain that the Informational Writer's Checklist reflects the summative assessment rubric. TW model what it looks like to peer edit the volunteer's paper—making changes and offering suggestions. **Guided Practice:** TW direct students to work in pairs. TW provide each student with a copy of the Informational Writer's Checklist, and facilitate the peer editing process. TW monitor each group's work, and offer ideas and suggestions as she walks from group to group. **Independent Practice:** After the peer editing session, TW direct students to review the suggestions made by their peer. TW provide time for students to edit their own papers and make any necessary changes. **Assessment:** TW meet with students one on one to discuss the edits made to their paper. TW facilitate a discussion comparing the rough draft to the end of unit rubric.	SW think, pair, share to discuss each component needed in their reports. SW listen to today's key points, and ask questions when needed. SW watch and listen as the teacher and student volunteer peer edit one another's work. SW answer questions as they arise; and ask questions to clarify their understanding of the peer editing process. SW work in pairs. They will use the Informational Writer's Checklist as their guide to editing their partner's rough draft. SW read the draft, and make changes and write suggestions for improving the quality of the work. SW receive their drafts back from their partner. They will review the suggestions, and then do another round of editing on their own papers. SW meet individually with the teacher to discuss the edits they made, and what their plan is for the final copy.
6	**Activation of Prior Knowledge:** TW ask students to review their edited rough drafts from yesterday, and discuss the changes they plan on making with a partner. **Objective:** SW write a final copy of their report, comparing and contrasting photosynthesis and respiration.	SW discuss their ideas with a neighbor. SW repeat the day's objective, and describe how they'll work toward their writing goals today.

	INM: Key Points: 1. The final copy will be read by an audience; you will be informing them on your topic. 2. The final copy should include each component discussed this unit. **Modeling:** TW model examples and non-examples of how to write the final copy of the Science report. TW use the "Think Aloud" strategy to demonstrate her thought process while writing the first two paragraphs of the report. **Guided Practice:** TW encourage the class to offer suggestions as to how she should write the remaining paragraphs. TW call on individual students to help write sentences. TW ask questions, and act as scribe as the students share their ideas. **Independent Practice:** TW provide structured writing time for students to write their final copies of the Science report. **Assessment:** TW review each student's Science report, and compare it to the end of unit assessment rubric. TW compare the writing with the assessment rubric, and provide feedback to students before the final Writing Assessment.	SW listen to today's key points. SW watch as the teacher demonstrates how to write the final copy of the Science report. SW offer suggestions as to what the teacher should write in the final copy. SW volunteer to write portions of the report, listening to their classmates' suggestions and choosing what should be included in the writing. SW answer questions as they arise, to demonstrate their understanding. SW work individually to create the final copy of their Science report, comparing and contrasting the processes of photosynthesis and respiration.

Writing Informational Text Summative Assessment

2010 Arizona ELA Standards (CCSS + Arizona additions) *8.W.2.*

Directions: In Science, you've learned all about photosynthesis and respiration. Write a 3 – 4 page informational report, comparing and contrasting the role of Carbon Dioxide and Oxygen in both processes.

Scoring Rubric (based upon Holistic Rubric Based on 6 Traits of Writing)

Skill	1	2	3	4
Introduces the Topic	No introduction is written, or what is written is off topic.	An introduction is attempted, but is unclear. The introduction does not effectively preview what is to follow.	An effective, clear introduction to the topic is written. The introduction previews what is to be written.	The topic is strongly and clearly introduced, and introduction is organized around a single topic and strongly previews what is to follow.
Organization of ideas, concepts, and information	Unclear organization of ideas, concepts, and information into broader categories; definition and comparison/contrast strategies are not used.	Attempts organization of ideas, concepts, and information into broader categories; organization is inconsistent or ineffective; definition or comparison/contrast strategies are not used adequately.	Organization of ideas, concepts, and information into broader categories is apparent; there is a defined structure; definition or comparison/contrast strategies are used to enhance meaning.	Exceptional organization of ideas, concepts, and information into broader categories enhances piece; definition and comparison/contrast strategies are used strongly to enhance meaning.
Usage of formatting and graphics	There is no usage of formatting or graphics.	There may be headings or graphics (charts or graphs), but they do not contribute to comprehension.	Headings and graphics (charts or tables) are present and make meaning clearer.	Headings and graphics (charts or tables) strongly contribute to comprehension.
Topic Develop-ment	Irrelevant and poorly-chosen supporting facts, concrete details, definitions, or quotations do not develop the main idea; the points may not be on topic; or there are no supporting facts, concrete details, definitions, or quotations.	Occasionally irrelevant or poorly-chosen facts, unclear details, definitions, or quotations develop the topic; development is ineffective or leaves gaps.	Well-chosen relevant facts, concrete details, definitions and quotations adequately develop the topic.	Well-chosen relevant facts, concrete details, definitions, and quotations thoroughly and in depth explore and develop the topic.
Transitions	No transitions are used; usage of inappropriate or repetitive transitions is ineffective and do not provide clarity or cohesion between ideas and concepts.	Attempts are made to use appropriate transitions; transitions may not be varied; transitions provide some clarity between some ideas and concepts. Transitions do not create cohesion in the piece.	Varied and appropriate transitions are used; overall, transitions may clarify relationships among most ideas and concepts and create cohesion throughout.	Exemplary usage of varied and appropriate transitions clarifies the relationships among all ideas and concepts and creates cohesion throughout the piece.
Precise	Language is imprecise; no	Mostly accurate but occasionally	Effective but not necessarily	Precise language; domain-specific

Language/ Domain-specific vocabulary	domain-specific vocabulary words are included in the piece; language usage does not inform or explain the topic.	imprecise language; few domain-specific vocabulary words are included in the piece to inform or explain the topic.	strong or precise language that contributes to meaning; domain-specific vocabulary words are included in the piece to inform or explain the topic.	vocabulary words strongly inform or explain the topic.
Formal Style	Written in an informal style; no attempt was made towards establishing or maintaining a formal style.	Attempt is made towards establishing a formal style, but is not maintained throughout the piece.	Mostly formal style is established and maintained throughout the piece, but may slip into informal style in parts.	Formal writing style is established and maintained throughout the piece.
Concluding section	No concluding section is written, or what is written does not follow from or support the information or explanation presented.	A concluding section is attempted, and occasionally follows from and supports some information or explanation presented.	An effective concluding section largely follows from and supports the information or explanation presented.	A strong concluding section follows from and supports the information or explanation presented.

Total: _____/32; Grading Scale: 0-18=Falls Far Below; 19-29=Approaches; 26=Meets; 27-32=Exceeds. 80%=Mastery.