Grade Level	Content Area	Course Title *(For 9-12 Samples Only)*	Unit Title
7th grade	Writing		Writing A Well Organized Essay on Main Issues and Events in WWII

Length of Unit	Time of Year Taught	Expected Prior Knowledge
5 days/ 60 minutes a day	3rd quarter	Reading Standards for Informational Text Craft and Structure 7.4 Produce clear and coherent writing in which the development, organization and style are appropriate to task, purpose and audience. 7.5 Develop and strengthen writing as needed by planning, revising, editing, rewriting or trying a new approach. 7.6 Use technology, including the Internet to produce and publish writing and to interact and collaborate with others.

Unit Description: This is a thematic unit that combines writing and social studies instruction based on the Core Knowledge Sequence. It will lead students to complete an informative essay tied to their learning in Social Studies class. Students begin the week learning more about constructing a well written essay and have the week to work on creating an essay. Students are assessed using a rubric that outlines the standards.

Standards: See instructions on page 15.	Writing Standards for Informational Text Craft and Structure **7.2** 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, graphics, 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 *In addition to the description, include a copy of the summative assessment in the application package.*	Essay turned in which will be written in class during last day of unit according to rubric instructions, completed outline and peer edits.
Scoring for Summative Assessment *In addition to the description, include a copy of the answer key and scoring rubric (if applicable) for the summative assessment in the application package.*	Rubric for Essay graded according to Reading Standard 7.2 as outlined above. The paper is worth 24 points. Each criterion is worth four points. Students will demonstrate mastery by scoring a 17 out of 24 which is at least a 70%.
Materials/Resources Needed *Include all items for the entire unit.*	Social Studies notebook, textbook, library, Projector

	Lesson 1	Lesson 2	Lesson 3	Lesson 4	Lesson 5
Instruction and Timeline	Objective: Students will write informative explanatory texts to examine a topic and convey ideas, concepts and information through the selection, organization and analysis of relevant content. Anticipatory Set: Students read 2 diary excerpts: one of a young boy in 1930s Japan and one of a young boy in 1930s United States. Students answer: Are these 2 boys different? What is so dangerous about Fascism and Nationalism? (Students write in their journals for 5 minutes) Instructional Input/Modeling: Teacher reviews student knowledge from their Social Studies Unit on WWII. Overhead list of 10 topics that have to do with Japan and the United States, FDR and foreign policy. Students have 3 minutes to choose one topic to focus on for this week's writing assignment.	Objective: Students will A. Introduce a topic clearly and B. Begin to develop the topic with relevant, well-chosen facts, definitions, details, etc. Anticipatory Set: Have 2 Introduction Sentences on Projector for students as they come in. Students will write in their journals which one is the better choice. Students share why they chose one over the other. Instructional Input/Modeling: Teacher will review previous days learning, check for understanding. Guided Practice: Students will have class time to continue research and outlining their topics. Students finish their introductory paragraph as a rough draft as teacher moves around the room checking for understanding. Check for	Objective: Students will learn to apply appropriate transitions to create cohesion and use precise language to explain the topic. Anticipatory Set: Divide the class into three groups. Each group is given 1 sample essay. With partners, they will have 2 minutes to circle transition phrases and grade the essays use of cohesion and transition phrases. Instructional Input/Modeling: Go through 1-2 samples as time allows and discuss transitions and precise language. Guided Practice: Teacher discusses and asks questions about political issues going on during time leading up to the Japanese attack and stateside attitudes—interventionism vs. isolationism and the consequences of the Marshall Plan and	Objective: Students will establish a formal style and provide and continue to work on their informative text. Anticipatory Set: Students will watch several commercials and note the style and transitions in their journals. Instructional Input/Modeling: Review the primary elements of style: transitions, details that support the main idea in each sentence and following the outline, as well as ending the same way they started. Guided Practice: Students continue working on papers—the final 2 paragraphs and conclusion. Independent Practice: Students get with a partner to edit the work they completed for homework and during class. Students discuss rubric. Closure: Students journal	Objective: Students will bring together all the pieces of their informative text and provide a concluding statement or section that follows from and supports the information or explanation presented. Anticipatory Set: What are some of the main parts of the rubric for the writing assignment? Instructional Input/Modeling: Review with students some of the main difficulties students have writing essays. Independent Practice: Students have 20 minutes to re-write their final essay with corrections after received from teacher with suggestions. Students turn in their final draft for assessment. Closure: Students turn in their final copies. Students reflect on the writing process: strengths and weaknesses.

	Guided Practice: Students share their topic and why they think they want to know more about this person or event and its significance in WWII. Outline will be passed out to students as well as the writing/research guides and rubric for their final essay. Teacher explains as students write notes about essay rubric. Class builds one introduction Sentence together for a sample topic. Independent Practice: Students look up vocabulary words: Hook, transition words, informative word structure. Closure: Students answer: what are the main requirements of the writing assignment?	Understanding: Teacher will spot check outline progress, assist where needed. Independent Practice: Students will trade with their partners and analyze each other's introductory paragraphs. Students apply previous editing knowledge to help each other improve their writing. Closure: Volunteers read their paragraphs. Students respond to questions: What areas do you still need to work on for your Intro: hook, information?	WWI. Independent Work: Students will continue working on their revisions to intro paragraph and research for the rest of their paper. Closure: What are some examples of transitions? HW: Continue working on writing paragraphs 2-3.	for 2 minutes on the writing process: Answer the question: What is the most important part of organizing research and the outline?	

	Lesson 1	**Lesson 2**	**Lesson 3**	**Lesson 4**	**Lesson 5**
Student Activities and Timeline	Students read 2 diary excerpts: one of a young boy in 1930s Japan and one of a young boy in 1930s United States. Students answer: Are these 2 boys different? What is so dangerous about Fascism and Nationalism? (Students write in their journals for 5 minutes) Students have 3 minutes to choose one topic to focus on for this week's writing assignment. Students share their topic and why they think they want to know more about this person or event and its significance in WWII. Students review guides and rubric for their final essay. Students build one introduction Sentence together for a sample topic. Students look up vocabulary words: Hook, transition words, informative word structure. Students answer: what are the main requirements of the writing assignment?	Students will write in their journals which one is the better choice of the sentences. Students share why they chose one over the other. Students will have class time to continue research and outlining their topics. Students finish their introductory paragraph as a rough draft. Students will trade with their partners and analyze each other's introductory paragraphs. Students apply previous editing knowledge to help each other improve their writing. Volunteers read their paragraphs. Students respond to questions: What areas do you still need to work on for your Intro: hook, information?	Students are given 1 sample essay. With partners, they will have 2 minutes to circle transition phrases and grade the essays use of cohesion and transition phrases. Students discuss political issues going on during time leading up to the Japanese attack and stateside attitudes—interventionism vs. isolationism and the consequences of the Marshall Plan and WWI. Students will continue working on their revisions to intro paragraph and research for the rest of their paper. Students answer: What are some examples of transitions? Students continue working on writing paragraphs 2-3.	Students will watch several commercials and note the style and transitions in their journals. Students review the primary elements of style: transitions, details that support the main idea in each sentence and following the outline, as well as ending the same way they started. Students continue working on papers—the final 2 paragraphs and conclusion. Students get with a partner to edit the work they completed for homework and during class. Students discuss rubric. Students journal for 2 minutes on the writing process: Answer the question: What is the most important part of organizing research and the outline?	Students answer: What are some of the main parts of the rubric for the writing assignment? Students have 20 minutes to re-write their final essay with corrections after received from teacher with suggestions. Students turn in their final draft for assessment. Students reflect on the writing process: strengths and weaknesses.

Rubric for Writing Assignment

		Criteria			Points
	1-Falls below standards	2-approaches standards	3-meets standards	4- exceeds standards	
Introduce a topic clearly	There is no clear introduction of the topic	The introduction states a topic in the paper, but not necessarily the main topic and does not preview the structure of the paper.	The introduction states the main topic but does not preview the structure of the paper.	The introduction clearly states the main topic and previews the structure of the paper.	
Develop a topic with facts and concrete details	The main idea is not clear and there is a random collection of information.	Main idea is somewhat clear but there is a clear need for more supporting information.	The main idea is clear but the supporting information is general.	There is one clear, well focuses topic. Main idea stands out and is supported by detailed information.	
Include graphics and quotations	The piece does not contain a graphic or a quotation.	The piece contains a graphic or a quotation and it somewhat supports the topic.	The piece contains both a graphic and a quotation but they do not support the main topic.	The piece contains both a graphic and a quotation and both support the main topic.	
Link ideas within and across categories using words, phrases or clauses	No use of words that link ideas.	Some ideas are linked using words, clauses or phrases.	Most of the ideas are linked using words, phases or clauses.	All ideas are linked using words, phrases and clauses.	
Use precise language and domain specific vocabulary to explain about the topic	No strong verbs, no specific language or precise language.	Some use of strong verbs, but not specific or precise language to the topic.	Limited use of strong verbs, some use of specific language or precise language.	Strong verbs, a variety of specific language, and precise language	
Provide a concluding statement related to the information	There is no clear conclusion, the piece just ends.	The conclusion is recognizable, but does not bring the ideas together.	The conclusion is recognizable and brings most of the ideas together.	The conclusion is strong and leaves the reader with a feeling that they understand the topic.	

Score: _____/24

Each criterion is worth four points. 17 out of 24 points is the minimum needed for mastery.

Number correct:	Percent:	
1-11	10% -49%	Falls Far Below
12-16	50%-69%	Approaches
17-24	70%-100%	Meets Mastery Level