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

Grade Level	12th	**Content Area**	Writing
Course Title (grades 9-12 Only)	English 12		
Expected Prior Knowledge *List the knowledge/skills mastered earlier in the year that are foundational to the mastery of the Required Standard(s).*	Examine and convey complex ideas in reading and writing, 5 paragraph essays (introductions, body paragraphs, conclusions) varied transitions, the writing process, editing and revising, internet research		
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.*	This course is aligned to Arizona College and Career Ready State Standards. Students are engaged in experiences that require them to write, speak, listen, and read high-level text with rigor and complexity. Students who are engaged in small group lessons will benefit from the type of instruction described here. During this unit SDAIE strategies are being employed to engage English learners, but also for the general benefit of the entire student population. Some SDAIE strategies in reading: special attention to vocabulary; heterogeneous grouping; pair-shares to verbalize new learning; student friendly objectives; etc. Class, group, and individual discussions are throughout the lesson as well ensuring deeper understanding and that the teacher is not simply a "purveyor of knowledge." Finally, students are engaged in higher levels of cognitive thought in accordance with Bloom's Taxonomy.		
Standard Number* and Description *The standard number and description of the Required Standard(s) being instructed and assessed to mastery in the curriculum sample.*	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 *List all items the teacher and students will need for the entire sequence of instruction (excluding common consumables)*	PowerPoint presentation on Writing Standard, Graphic Organizers, Related Articles for Modeling		

* ***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:** Introduce a topic and organize complex ideas; Develop the topic thoroughly by selecting the most significant information to share. **Introduction to New Materials:** The **teacher will** present the students with a list of possible writing purposes for an informative/explanatory piece of writing. The teacher will ask the students to write this list into their notes. *to increase readers' knowledge of a subject *to help readers' better understand a process or procedure *to provide readers with a better comprehension of a topic **Modeling:** The teacher will use the informative/explanatory graphic organizer to help students to see how to organize their informative/explanatory piece. The teacher will model several example topics that align with each of the above elements. (For example, an essay that educates the reader on the risks of "fracking" would correlate with the above elements.) The teacher will explain that students need to pick a topic that they are somewhat passionate about, knowledgeable about, or interested in. Once a topic is chosen, students will need to create a list of significant information about the topic. (For instance in fracking, it would be necessary to mention that it is a technique in which rock is fractured by a hydraulically pressurized liquid made of water, sand, and chemicals. It would also be important to discuss the pros and cons of this type of mining. **Guided Practice:** The teacher will ask the students in small groups will use the internet and each other to brainstorm several possible topics and significant elements of each topic. The teacher will encourage students to use the element of discussion to help them decide on a topic that fits them. The teacher will lead each group to share their findings with the class. **Independent Practice:** The teacher will give each student a clean	**Students will** write the objective in their writer's notebook. **Students will** write the list of possible purposes in their notebook. These guiding elements will help the students narrow down and develop a topic. **Students will** use the graphic organizer to write in the teacher's model writing, but will use the organizer later in the lesson to plan their own writing. Students will use the teacher's example on fracking to guide the in their own writing process. **Students will** work in small groups to use each other and any applicable research on the internet to brainstorm several possible topics and significant elements of each topic. At the close of the discussion time, each group will share some of the topics that they brainstormed. **Students will** use a new graphic organizer to organize their topic and

	version of the graphic organizer. Teacher will ask the students to use the organizer to pick a topic for their paper. The teacher will also give the students an opportunity to develop the significant events that they will focus on in the paper. **Assessment:** The **teacher will** collect the organizers to assess where each student is in their topic selection as well as their understanding of significant events. **Closure:** The **teacher will** give students an exit slip. This exit slip will require students to explain their connection with the topic they have chosen.	then significant elements of that topic that will need to be included in the paper. **Students will** complete an exit ticket that will require them to explain their connection to their chosen topic. Their passion for the content will shine through in the final piece.
2	**Objective:** Use appropriate and varied transitions and syntax to link the major sections of the text. Use precise language, domain-specific vocabulary, and techniques such as metaphor, simile, and analogy to manage the complexity of the topic. **Introduction to New Materials:** The **teacher will** begin by introducing the rest of the organizer to the students. The organizer allows students to create notes for their introduction, body paragraphs, and conclusion. **Modeling:** Teacher will model the use of the organizer to build the components of the paper. The teacher will continue to model with the fracking example to provide a model writing for students to follow through the process. Once the teacher has modeled this section, students are asked to complete their organizer. The teacher will meet with each student and approve their prewriting before they are allowed to begin drafting. **Guided Practice:** Once students have completed their draft, the **teacher will** guide them to analyze their transitions, domain-specific vocabulary, figurative language techniques and analogies. The **teacher will** assign each of them a highlighter color. Students will go through their piece and highlight accordingly. At the end, the amount highlights will help students visually see where edits need to be made. **Independent Practice:** The teacher will set the students free to analyze which element that their paper was lacking and brainstorm some ways to rectify that issue. Tools such as transition lists, precise, strong verb lists, and types of figurative language tools will be available.	**Students will** write the objective in their writer's notebook. **Students will** use the organizer to plan the rest of their paper. The organizer will give them spaces for them to draft their introduction, body paragraphs, and conclusion. The use of this organizer will make the draft writing more about the enhancement of the message through word choice, flow, and elaboration. **Students will** complete their draft, writing it on notebook paper. **Students will** use various colors of highlighters to mark their writing for smooth and varied transitions, domain-specific vocabulary, figurative language techniques and analogies. The highlights will help the student to see areas of strength and areas of weakness in their draft. **Students will** enhance and revise their draft based on the result of the highlighting strategy.

	Assessment: Teacher will collect the draft at the end of this lesson to gauge where the students are in their drafting process. At this point students should have clear topics, significant body paragraphs, an introduction, conclusion, and revisions for writing quality. **Closure:** The **teacher will** give the students an exit slip that asks them to list the most challenging part of the writing process. The **teacher will** use these replies to support struggling writers.	**Students will** complete an exit slip that will give them an opportunity to share any challenges that they are experiencing with their writing process.
3	**Objective:** Students will complete editing/revising and understand how it relates to enhancing their informational/explanatory pieces. **Introduction to New Materials: Teacher will** go over revision strategies and editor's marks with students. **Teacher will** note that correcting every mistake is not necessary, but that students should annotate regular mistakes for their partner. **Modeling: Teacher will** model editor's marks and revision strategies with students on a paragraph that the students will have in front of them and be able to follow along with. **Teacher will** focus on how to enhance the paragraph with more examples of elements of W-2, such as the use of precise language, domain-specific vocabulary, and techniques such as metaphor, simile, and analogy to manage the complexity of the topic. **Guided Practice: Teacher will** monitor student pairs who are editing and look for over correction or students missing errors. **Independent Practice: Teacher will** ask students to revise their paper after the edits have been made, and continue writing their graphic organizers to keep students focused on the required elements to meet the W-2 standard. **Assessment: Teacher will** collect and grade narrative based on a narrative writing rubric. (W-2) The teacher will view both the draft and the final version to analyze the quality of edits/revisions.	**Students will** take notes on revision and editor's marks in preparing to use them to edit and revise to make sure that their piece meets W-2 expectations. **Students will** follow along with teacher modeling, and practice how to recognize when the use of precise language, domain-specific vocabulary, and techniques such as metaphor, simile, and analogy to manage the complexity of the topic. **Students will** edit their partners paragraph, focusing on opportunities where more elements could be added or current elements could be enhanced to more fully meet W-2. **Students will** revise their paper, and continue writing, using their graphic organizer to help ensure they meet the required mastery of W-2. **Students will** turn in both their draft and their revised final copy.
4	**Teacher will** instruct students to complete the summative assessment.	**Students will** complete the summative assessment.
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.*	**1.** Based on the provided readings, and using your annotated articles, draft an informational article for your fellow students, encouraging healthier eating. Use quotes and evidence from the articles to convey your idea. Refer to the rubric to understand your requirements for writing. (Provided Articles: "Good Food", Bad Food" and "No Lunch Left Behind".) **2.** Read this Fox News article about the beef industry. *Determine* the

		author's point of view or purpose in the text, and *analyze* how the author uses precise language, domain-specific vocabulary, and techniques such as metaphor, simile, and analogy to manage the complexity of the topic. 3. Write a letter to your principal. In it, *explain* what you learned from this unit and Standard W-2, and how you think it should be a part of every students learning plan. Reference the rubric to understand what elements you will be graded on.

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):

Directions: Based on the provided readings, and using your annotated articles, draft an informational article for your fellow students, encouraging healthier eating. Use quotes and evidence from the articles to convey your idea. Refer to the rubric to understand your requirements for writing. (Provided Articles: "Good Food", Bad Food" and "No Lunch Left Behind".)

Assessment Rubric:

	4	3	2	1
Writing informational response	The student masterfully: • develops a multi-paragraph response to the assigned topic that clearly communicates a controlling idea to the audience, demonstrating a deeper understanding of the topic • supports their controlling idea with meaningful examples, information, and references from the text, including citing direct quotes • uses well-structured sentences and language that are appropriate for the audience • uses appropriate and varied transitions to link the major sections of the text The student makes no major errors or omissions.	The student successfully: • develops a multi-paragraph response to the assigned topic that clearly communicates a controlling idea to the audience • supports their controlling idea with meaningful examples, information, and references from the text, including citing direct quotes • uses well-structured sentences and language that are appropriate for the audience • uses appropriate and varied transitions to link the major sections of the text The student makes no major errors or omissions.	The student: • develops a multi-paragraph response to the assigned topic that somewhat communicates their idea to the audience • supports their controlling idea with limited examples, information, and references from the text, although they may be disconnected or not used correctly • uses sentences and language that are appropriate for the audience, though they may be simplistic • uses transitions to link the major sections of the text, but may use some incorrectly May be some errors or omissions.	The student : ● only writes a single paragraph OR does not address the topic OR is unable to communicate their ideas to the audience ● is unable to support their controlling idea with examples or evidence ● does not use language appropriate to audience and task Contains major errors or omissions.

Total: _____/4; Grading Scale: 1-2.7: Incomplete; 2.8-3.1: C; 3.2-3.5: B; 3.6-4: A. 2.8 is considered Mastery.

Summative Assessment Item 2 (clearly identify answer key/scoring rubric, and acceptable score):

Directions: Read this Fox News article about the beef industry. *Determine* the author's point of view or purpose in the text, and *analyze* how the author uses precise language, domain-specific vocabulary, and techniques such as metaphor, simile, and analogy to manage the complexity of the topic.

Thoughts from the Beef Producers

WASHINGTON – Lawmakers from cattle producing states are seeing red following a 571-page federal report that that encourages Americans to go green.

A panel of nutrition experts recruited by the Obama administration to craft the newest dietary guidelines suggested last week that the government should consider the environment when deciding what people should eat.

The report, which was presented to the U.S. Department of Agriculture, bills itself as a way to "transform the food system" and that's got a lot of people in the heartland and those elected to represent them in Washington fuming.

"Generations of cattle farmers and ranchers have been and continue to be conscientious about conserving limited natural resources," Sen. Chuck Grassley R-Iowa, told FoxNews.com. "They rely on the land and the environment for their livelihood. Those facts get lost in Washington and in arguments that eating red meat hurts the environment."

The report, which is open for public comment for 45 days, will be used by the government not only to mold dietary guidelines but also used as the basis for government food assistance programs as well as school lunch programs, worth an estimated $16 billion annually.

The North American Meat Institute slammed the report, calling it "flawed" and "nonsensical." Members of the meat industry as well as those from soda makers, say the panel has gone "beyond its scope."

Dr. Richard Thorpe, a Texas physician and rancher, told FoxNews.com that he is disappointed in the panel's recommendations and said "it's absurd the committee would suggest the reduction of meat, or red meat, in the American diet."

Thorpe says nutritional science is "constantly evolving" and that reports like the one released last week "can absolutely kill an industry" and called the report an "insult."

The federal guidelines, which are updated every five years, have advised Americans about healthy eating choices. But critics say the newest report oversteps its boundaries and caters to a campaign aimed at driving out red meat producers.

Part of the problem, Thorpe says, is that the government is telling Americans they should also consider the sustainability of their food. That, for some, translates to eating less meat and loading up on vegetables and plants.

"Legumes should be a mainstay of an American diet?" Thorpe said, adding that it would take a wheelbarrow full of spinach to meet the same amount of iron in a serving of beef. He added that iron found in beef is not equal to iron in spinach, and that beef's iron is more absorbable. According to a June 2014 study in the journal Climatic Change, the average meat-eater in the United States is responsible for almost twice as much global warming as the average vegetarian and almost tripled that of the average vegan.

The Oxford University study dissected the diets of 60,000 individuals – 2,000 vegans, 15,000 vegetarians, 8,000 fish-eaters and close to 30,000 meat-eaters – and found the difference in diet-driven carbon footprints was significant. The Oxford study found that cutting a person's

meat intake could cut a person's carbon footprint by 35 percent. Go vegan and slash your carbon footprint by 60 percent.

But some say that shouldn't matter. Others, like Thorpe, say there are big benefits to eating beef.

"We feel the beef industry owns protein," he said, adding that the Obama administration is promoting a type of diet that could be harmful to some people. Thorpe says over the past three decades, the industry has "done nothing but reduce the amount of fat in our animals."

Still, the science of consumption seems conflicted.

Tufts University professor Miriam Nelson says the panel isn't telling all Americans to become vegan but adds, "We are saying that people need to eat less meat. We need to start thinking about what's sustainable. …Other countries have started doing this – including sustainability in their recommendations. We should be doing it, too."

Assessment Rubric:

	4	3	2	1
Annotation of narrative elements	Student correctly identifies and annotates all aspects of narrative writing.	Student correctly identifies and annotates most examples aspects of narrative writing.	Student identifies and annotates some aspects of narrative writing OR identifies and annotates most, but with errors.	Student is unable to identify or annotate aspects of narrative writing OR incorrectly identifies and annotates.
Analysis/Explanation of function of narrative elements	Student provides an explicit, thorough, and accurate analysis of the function of all narrative elements.	Student provides an accurate analysis of most of the function of narrative elements.	Student provides an accurate analysis of some narrative elements OR provides and inaccurate analysis of multiple narrative elements.	Student is unable to provide an accurate analysis of the narrative elements, and/or is unable to explain their purpose in the text.

Total: _____/4; Grading Scale: 1-2.7: Incomplete; 2.8-3.1: C; 3.2-3.5: B; 3.6-4: A. 2.8 is considered Mastery.

Summative Assessment Item 3 (clearly identify answer key/scoring rubric, and acceptable score): (add as needed):

Directions: Write a letter to your principal. In it, *explain* what you learned from this unit and Standard 12.W.2, and how you think it should be a part of every students learning plan. Reference the rubric to understand what elements you will be graded on.

Assessment Rubric:

	4	3	2	1
Writing informational response	The student masterfully: • develops a multi-paragraph response to the assigned topic that clearly communicates a controlling idea to the audience, demonstrating a deeper understanding of the topic • supports their controlling idea	The student successfully: • develops a multi-paragraph response to the assigned topic that clearly communicates a controlling idea to the audience • supports their controlling idea with meaningful	The student: • develops a multi-paragraph response to the assigned topic that somewhat communicates their idea to the audience • supports their controlling idea with limited examples, information, and references	The student : ● only writes a single paragraph OR does not address the topic OR is unable to communicate their ideas to the audience ● is unable to

	with meaningful examples, information, and references from the text, including citing direct quotes • uses well-structured sentences and language that are appropriate for the audience • uses appropriate and varied transitions to link the major sections of the text The student makes no major errors or omissions.	examples, information, and references from the text, including citing direct quotes • uses well-structured sentences and language that are appropriate for the audience • uses appropriate and varied transitions to link the major sections of the text The student makes no major errors or omissions.	from the text, although they may be disconnected or not used correctly • uses sentences and language that are appropriate for the audience, though they may be simplistic • uses transitions to link the major sections of the text, but may use some incorrectly May be some errors or omissions.	support their controlling idea with examples or evidence ● does not use language appropriate to audience and task Contains major errors or omissions.

Total: _____/4; Grading Scale: 1-2.7: Incomplete; 2.8-3.1: C; 3.2-3.5: B; 3.6-4: A. 2.8 is considered Mastery.

Total: _____/8(average of 3summative scores); Grading Scale: 0-5.5=D, 5.6-6.6=C; 6.7-7.1=B; 7.2-8=A; 5.6 = considered Mastery

To achieve mastery of Standard 12.W.2, students must receive 5.6 out of 8 or 70% on the summative assessment items.