



Content Authoring Guidelines

EdgeEX Lesson Instruction Activities

The EdgeEX Lesson Instruction Activities guidelines provide authors with details on how to author instructional content for lessons in accordance with Product expectations.

Instruction Activities

[Instruction Anchor](#)

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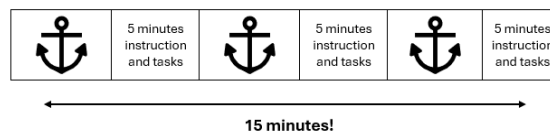
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Instruction Activities [🔗](#)

The instruction section breaks logically into two or three (rarely four) instructional activities, with each focusing on a cohesive part of the learning. Within each segment, instructional videos, read-only pages, and question items can alternate flexibly. The project requirements will provide guidance. An instructional video should rarely exceed four minutes. A lesson, including the primary assignment, does not exceed 45 minutes.



i If a lesson is planned as a two-session lesson, it might be 90 minutes long. This type of lesson (usually a writing lesson or science lab) needs to be planned for in the project scope.

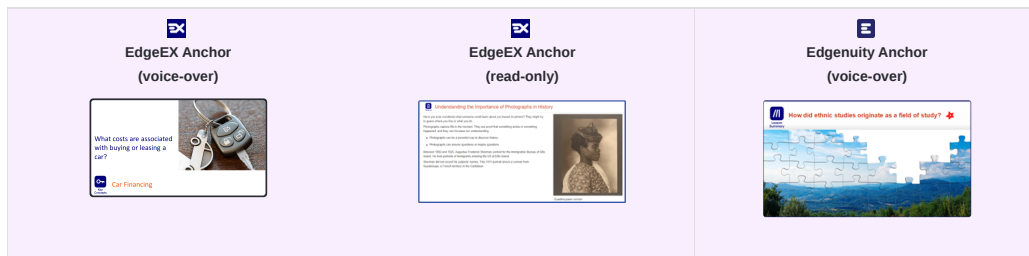
📖 Refer to the [EdgeEX Scripting Guidelines](#) for guidance on authoring an effective script.

Instruction Anchor [🔗](#)

- An anchor page orients the student and transitions between parts of the lesson. This may be in the form of a video, voice-over video, or read-only content.
- The anchor sets up a thought, problem, or idea for the segment that follows.
- Each anchor serves to connect, recap, and preview information.
- Connect and recap: The content makes a connection to the lesson question and to the visual on the screen, then reviews the learning thus far.
- Preview: The content transitions to the learning that follows.
- The anchor page shows a strong visual, such as a relevant photograph or a graphic that organizes and conveys key concepts.
- The anchor includes the key concepts icon and the lesson question.
- The image or visual on the anchor should not appear elsewhere in the lesson but may be repeated on other anchors if needed.

- Anchors are brief (30 seconds to 1 minute) and should not present new instruction.

i Anchor designs vary by series. See the differences between the EdgeEX and Edgenuity anchors below.



Instructional Videos [🔗](#)

- Instructional videos provide direct instruction through onscreen talent or voice-over. Talent presents new vocabulary, processes, skills, and concepts.
- Content determines how to best present instruction to a student. Sometimes, it's best to present content with talent appearing onscreen. Other times, it's best to use the voice-over approach so students can focus on the visual content, such as a complex math problem, a complex map, or a passage of text.
- Templated PPT slides allow for the organization and animation of content.
- Images and custom graphics are used to help students digest instruction.
- An interactive teacher slide is a special video slide that allows the teacher to demonstrate a concept using an online tool. Available tools (graphing calculator, interactive periodic table, etc.) vary depending on the course.
- Video instruction should be concise and direct, taking no more than 2.5 minutes. When analyzing a text passage or calculating a complex math problem, instruction may take up to 4 minutes. However, authors must consider the overall length of the lesson when including one or two longer videos.

i Read-only instruction is authored directly onto pages in Cosmos. In some cases, this instruction will later be replaced by instructional videos.

Instructional Tasks [🔗](#)

Instructional tasks:

- scaffold the learning of new material, provide immediate feedback as students check what they learned during the previous instruction, and allow students to apply new skills.
- provide a comprehension check before moving on to further instruction. These task types use the "Quick-Check" icon.
- provide an opportunity for students to practice a new skill or strategy modeled by the instruction. These task types use the "Try-It" icon.
- allow students to consolidate and transfer new skills and knowledge.

≡ Refer to the [Product Agnostic Assessment Guidelines](#), the [Gerund Heading Guidelines](#), and the [Feedback Guidelines](#) for guidance on authoring instructional task question items.

i EdgeEX instructional tasks are authored as question items on pages in Cosmos. Edgenuity instructional tasks are authored using PPT templates that will later be ingested into the Bluejacks platform.


Coverage of Objectives in Instruction [🔗](#)

- Although objectives are written for each lesson and translated into student-friendly goals, segments, and objectives, they do not necessarily correspond one-to-one.
- Some objectives or goals are best met by being stretched across multiple segments or even the entire lesson; other objectives may be pointed enough to merit coverage by a single slide.

- Each segment should feel cohesive and connected.
- All segments should build toward the learning goals and objectives.
- Authors should review the state and national standards aligned to the lesson as documented in the Unit and Lesson Blueprint to ensure appropriate coverage.

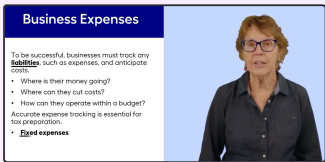
Vocabulary Treatment During Instruction [🔗](#)

- Vocabulary words need to appear when they are relevant to the content and should be integrated into instruction.
- All words to know should appear onscreen during instruction the first time the word is used and at least once in the lesson. The words may appear in text or in a graphic or diagram. If space allows, the definition may be given on the screen, although definitions onscreen are not a requirement.
- The first time a vocabulary word appears in the main instructional text (not in titles, headings, tasks, or assessments) after the WTK slide, it is bolded with an animated underline effect. Note: For read-only instruction, vocabulary words are simply bolded.
- The instruction (whether onscreen or in the scripting) defines and explains vocabulary words in context.
- Aim to include vocabulary words in a task for student practice.

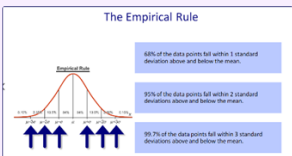
 Refer to the [EdgeEX Vocabulary Instruction](#) for more information on best practices for teaching vocabulary.


EdgeEX

EX
In Text



EX
In Graphic



 Vocabulary words in Edgenuity lessons are styled differently. Bold/Green designates academic words (words that are not specific to a subject). Bold/Purple designates domain-specific words that are more often associated with the subject being taught.

Foreshadowing

Foreshadowing introduces hints about what will happen later in the story.

Foreshadowing:

- increases the reader's interest and adds suspense.
- occurs in dialogue, events, or narration.
- helps the reader **predict** future events.

Instruction Dos and Don'ts [🔗](#)

DO ensure that one lesson question is carried across segments.	DON'T develop separate questions for each segment of instruction.
DO use anchor pages to provide clear transitions between segments.	DON'T introduce new vocabulary on anchor videos.
DO incorporate the lesson's vocabulary into instruction and tasks.	DON'T cover too many vocabulary words at once, causing the student to be overwhelmed.
DO present a logical flow of instruction and tasks. In most cases, a 60/40 ratio of instruction to tasks is appropriate.	DON'T present too much information in one instructional video. No more than 2.5 minutes of instruction (made up of 2-3 PPT slide templates) should appear without a relevant task.

DO address multiple cognitive levels within the lesson, building from lower to higher cognitive complexity whenever possible.	DON'T develop an entire lesson at only one level of Bloom's Taxonomy or Webb's Depth of Knowledge.
DO consciously decide what text and images will appear on screen so that only accurate content is presented to the student.	DON'T add images or graphics that serve no instructional purpose.
DO maintain whitespace onscreen and limit onscreen text to the most important to student understanding.	DON'T overload students with too much text onscreen.