Curriculum Sample Template
Max. 8 Pages

Grade Level	11th Grade	**Content Area**	English Language Arts (Writing)
Course Title (grades 9-12 Only)	English 5-6		
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: 11.W.4, 11.W.5 Understand stages of the writing process and develop techniques that focus on the intended task, purpose, or audience. 11.W.1a-e Understand standards for writing arguments and use valid reasoning and relevant evidence to analyze substantive topics or texts.		
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.*	11.W.1 - Write arguments to support claims in an analysis of substantive topics or texts, using valid reasoning and relevant and sufficient evidence. a Introduce precise, knowledgeable claim(s), establish the significance of the claim(s), distinguish the claim(s) from alternate or opposing claims, and create an organization that logically sequences claim(s), counterclaims, reasons, and evidence. b Develop claim(s) and counterclaims fairly and thoroughly, supplying the most relevant evidence for each while pointing out the strengths and limitations of both in a manner that anticipates the audience's knowledge level, concerns, values, and possible biases. c Use words, phrases, and clauses as well as varied syntax to link the major sections of the text, create cohesion, and clarify the relationships between claim(s) and reasons, between reasons and evidence, and between claim(s) and counterclaims. d Establish and maintain a formal style and objective tone while attending to the norms and conventions of the discipline in which they are writing.		

	e Provide a concluding statement or section that follows from and supports the argument presented.
Materials/Resources Needed	Pencils, Paper, 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: Persuasive Essay** Persuasive Writing Traits a. Teacher will present a structured overview of the traits for the development of ideas, organization of ideas, and language facility and conventions in a persuasive essay. Planning/Prewriting a. Teacher will present a structured overview of the components for planning/prewriting a persuasive essay: (1) state the issue; (2) state your viewpoint; state your claim; (3) provide reasons supporting your claim; (4) provide various types of evidence supporting your reasons (examples, analogies, anecdotes, facts, expert opinions, commonly-held beliefs); (4) state opposing claims that are contrary to your claim; and (5) provide counterclaims that explain why your claim is more valid than opposing claims. b. Teacher will present a structured overview of a graphic organizer for planning/prewriting a persuasive essay.	Persuasive Writing Traits a. Students will prepare Cornell Notes for the traits for the development of ideas, organization of ideas, and language facility and conventions in a persuasive essay. Planning/Prewriting a. Students will prepare Cornell Notes for the components for planning/prewriting a persuasive essay. b. Students will work with peer partner to prepare a graphic organizer for a persuasive essay on the topic “The minimum age to obtain a driver’s license should be 18 years old”. c. **Summative Assessment:** Students will prepare a graphic organizer for a persuasive essay responding to Writing Prompt #1.
2	Drafting a. Teacher will present a structured overview of the	Drafting a. Students will prepare Cornell Notes for the components

	components for drafting a persuasive essay: (1) Introduction; (2) Body; and (3) Concluding Section.	for drafting a persuasive essay. b. Students will work independently to prepare a rough draft for a persuasive essay on the topic "The minimum age to obtain a driver's license should be 18 years old". c. **Summative Assessment:** Students will prepare a rough draft for a persuasive essay in response to Writing Prompt #1.
3	Revising a. Teacher will present a structured overview of the strategies for revising a persuasive essay.	Revising a. Students will prepare Cornell Notes for the strategies for revising a persuasive essay. b. Students will work with peer partner to review, revise, and rewrite the rough draft for a persuasive essay on the topic "The minimum age to obtain a driver's license should be 18 years old".
4	Editing/Finalizing a. Teacher will present a structured overview of the components for editing/finalizing a persuasive essay: (1) grammar; (2) spelling; and (3) punctuation.	Editing/Finalizing a. Students will prepare Cornell Notes for the components for editing/finalizing a persuasive essay. b. Students will work independently to edit the rough draft and prepare a final draft for a persuasive essay on the topic "The minimum age to obtain a driver's license should be 18 years old". c. **Summative Assessment:** Students will revise and edit the rough draft and prepare a final draft for a persuasive essay in response to Writing Prompt #1.
5	Write a persuasive essay a. Teacher will review rubric for persuasive essay in response to Writing Prompt #1.	Write a persuasive essay a. **Summative Assessment:** Students will prepare a persuasive essay in response to Writing Prompt #2.

Summative Assessment Items: *Attach here.* For each summative assessment item, include an answer key or scoring rubric describing how points are to be awarded.

1. **Persuasive 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. **Persuasive Essay - Writing Prompt #1 (Rough Draft):** Assessment is scored on a 5-point rubric scale for organization of ideas. Students will score 4 out of 5 (80%) to demonstrate mastery.*
3. **Persuasive Essay - Writing Prompt #1 (Final Draft):** Assessment is scored on a 5-point rubric scale for language facility and conventions. Students will score 4 out of 5 (80%) to demonstrate mastery.*
4. **Persuasive 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-11th

Persuasive Essay - Writing Prompt #1

The City Council is considering a proposal to prohibit skateboarding in city parks because of the unsafe and unsupervised environment. Some people oppose the proposal on the grounds that safety can never be assured. Write a persuasive letter to the City Council in which you present your viewpoint about the proposal. Your letter should present your position clearly and counter the arguments of those on the other side of the issue. Convince your readers through the use of specific reasons and examples.

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Persuasive Essay - Writing Prompt #2

The salaries of professional sports figures have increased into the multimillion dollar range; while the salaries of other professionals like police officers, firefighters, and teachers have remained stagnant. Some people feel that the entertainment and inspiration professional athletes provide to millions of people justify their salaries; others feel that professional athletes are highly overpaid. Write a persuasive essay explaining your viewpoint on issue. Your essay should be persuasive enough to convince other students to adopt your position. Support your position through the use of specific reasons and examples.

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Persuasive Essay - Writing Prompt #1

Graphic Organizer Rubric

Standard	Score	Description
Development of Ideas (11.W.1a, 11.W.1b)	5	Asserts a precise, knowledgeable claim; supports the claim with valid reasons and relevant, sufficient evidence; fairly and thoroughly counters opposing claims with counterclaims; powerful attention grabber and call to action.
	4	States a precise, knowledgeable claim; offers valid reasons and relevant evidence; fairly counters opposing claims with counterclaims; strong attention grabber and call to action.
	3	States a precise claim; offers mostly valid support; needs to more fairly address opposing claims; adequate attention grabber and call to action.
	2	States a vague claim; provides some relevant support but not enough; unfairly dismisses other viewpoints; weak attention grabber and call to action.
Score: _____	1	Has an uninformed claim; offers irrelevant reasons and insufficient evidence; fails to acknowledge other viewpoints; weak attention grabber and call to action.

Rough Draft Rubric

Standard	Score	Description
Organization of Ideas (11.W.1a, 11.W.1b, 11.W.1c, 11.W.1e)	5	Has a logical, persuasive sequence; uses transitions to create cohesion and show the relationships among the claim, reasons, and evidence.
	4	Is logically sequenced; uses transitions to show the relationships among the claim, reasons, and evidence.
	3	Reflects a logical sequence, with one or two exceptions; could use a few more transitions to show relationships.
	2	Has some flaws in organization; needs more transitions to link ideas.
Score: _____	1	Has major organizational flaws; lacks transitions through-out.

Final Draft Rubric

Standard	Score	Description
Language Facility and Conventions (11.W.1c, 11.W.1d)	5	Consistently maintains a formal style and objective, authoritative tone; shows a strong command of conventions.
	4	Uses a formal style and objective tone; has a few errors in conventions.
	3	Mostly uses a formal style, but sounds defensive at times; includes a few distracting errors in conventions.
Score: _____	2	Often lapses into an informal style or indecisive tone; has several errors in conventions.
	1	Uses an informal style and indecisive tone; has many errors in conventions.

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Persuasive Essay - Writing Prompt #2

Persuasive Essay Rubric

Score	Standard	Description
5	Development of Ideas (11.W.1a, 11.W.1b)	Asserts a precise, knowledgeable claim; supports the claim with valid reasons and relevant, sufficient evidence; fairly and thoroughly counters opposing claims with counterclaims; powerful attention grabber and call to action.
	Organization of Ideas (11.W.1a, 11.W.1b, 11.W.1c, 11.W.1e)	Has a logical, persuasive sequence; uses transitions to create cohesion and show the relationships among the claim, reasons, and evidence.
	Language Facility and Conventions (11.W.1c, 11.W.1d)	Consistently maintains a formal style and objective, authoritative tone; shows a strong command of conventions.
4	Development of Ideas (11.W.1a, 11.W.1b)	States a precise, knowledgeable claim; offers valid reasons and relevant evidence; fairly counters opposing claims with counterclaims; strong attention grabber and call to action.
	Organization of Ideas (11.W.1a, 11.W.1b, 11.W.1c, 11.W.1e)	Is logically sequenced; uses transitions to show the relationships among the claim, reasons, and evidence.
	Language Facility and Conventions	Uses a formal style and objective tone; has a few errors in conventions.

	(11.W.1c, 11.W.1d)	
3	Development of Ideas (11.W.1a, 11.W.1b)	States a precise claim; offers mostly valid support; needs to more fairly address opposing claims; adequate attention grabber and call to action.
	Organization of Ideas (11.W.1a, 11.W.1b, 11.W.1c, 11.W.1e)	Reflects a logical sequence, with one or two exceptions; could use a few more transitions to show relationships.
	Language Facility and Conventions (11.W.1c, 11.W.1d)	Mostly uses a formal style, but sounds defensive at times; includes a few distracting errors in conventions.
2	Development of Ideas (11.W.1a, 11.W.1b)	States a vague claim; provides some relevant support but not enough; unfairly dismisses other viewpoints; weak attention grabber and call to action.
	Organization of Ideas (11.W.1a, 11.W.1b, 11.W.1c, 11.W.1e)	Has some flaws in organization; needs more transitions to link ideas.
	Language Facility and Conventions (11.W.1c, 11.W.1d)	Often lapses into an informal style or indecisive tone; has several errors in conventions.
1	Development of Ideas (11.W.1a, 11.W.1b)	Has an uninformed claim; offers irrelevant reasons and insufficient evidence; fails to acknowledge other viewpoints; weak attention grabber and call to action.
	Organization of Ideas (11.W.1a, 11.W.1b, 11.W.1c, 11.W.1e)	Has major organizational flaws; lacks transitions throughout.
	Language Facility and Conventions (11.W.1c, 11.W.1d)	Uses an informal style and indecisive tone; has many errors in conventions.

Score: _____