Curriculum Sample Template
Max. 8 Pages

Grade Level	9th Grade	**Content Area**	English Language Arts (Writing)
Course Title (grades 9-12 Only)	English 1-2		
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: 9.W.4, 9.W.5 Understand stages of the writing process and use components for effective writing. 9.W.1a-e Understand standards for writing arguments and use techniques for successful writing. 9.W.1a-e Write a literary criticism.		
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.*	9.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 claim(s), distinguish the claim(s) from alternate or opposing claims, and create an organization that establishes clear relationships among claim(s), counterclaims, reasons, and evidence. b Develop claim(s) and counterclaims fairly, supplying evidence for each while pointing out the strengths and limitations of both in a manner that anticipates the audience's knowledge level and concerns. c Use words, phrases, and clauses 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 your claim; (2) provide reasons supporting your claim; (3) 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 “Should students be allowed to use cell phones at school?”. 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 components for drafting a persuasive essay: (1) Introduction; (2) Body; and (3) Concluding Section.	Drafting a. Students will prepare Cornell Notes for the components for drafting a persuasive essay. b. Students will work independently to prepare a rough draft for a persuasive essay on the topic “Should students be allowed to use cell phones at school?”. 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 "Should students be allowed to use cell phones at school?"
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 "Should students be allowed to use cell phones at school?". 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-9th

Persuasive Essay - Writing Prompt #1

People place a monetary value not only on their property but on their time as well. A Gallop poll has shown that about 39 percent of youth in America do volunteer work. Write a persuasive essay for your school newspaper explaining why teenagers should donate their time to help those in need. Explain how volunteering time is beneficial to yourself, your fellow classmates, and to the community. Convince your readers through the use of specific reasons and examples.

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Persuasive Essay - Writing Prompt #2

In the 1970's, telephones were wired to homes through land lines and letters were used to communicate in writing. The primary means of interaction among people was verbal. Today, technology allows for instant and on demand access to almost everything. Has technology alienated us, making us strangers to each other and the world around us? Are the advantages of technology worth the loss of personal interaction? Write a persuasive essay explaining your position on technology. Include in your essay the impact technology has on teenagers, adults, and the community. 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 (9.W.1a, 9.W.1b)	5	Asserts a precise claim on a substantive topic; supports the claim with valid reasons and relevant evidence; ably counters opposing claims with counterclaims.
	4	States a precise claim; offers valid reasons and evidence; counters opposing claims with counterclaims.
	3	States a clear claim; offers mostly valid support; needs to more fairly address opposing claims.
	2	States a claim that could be more precise; provides some relevant support but not enough to be sufficient; unfairly dismisses other viewpoints.
Score: _____	1	Has a weak claim; offers irrelevant reasons and insufficient evidence; fails to acknowledge other viewpoints.

Rough Draft Rubric

Standard	Score	Description
Organization of Ideas (9.W.1a, 9.W.1b, 9.W.1c, 9.W.1e)	5	Is logically organized to persuasive effect; uses transitions to create cohesion and show the relationship among the claim, reasons, and evidence; ends with a power concluding section.
	4	Is logically organized; uses transitions to show the relationship among the claim, reasons, and evidence; ends

Score: _____		with a strong concluding section.
	3	Reflects a logical organization, with one or two exceptions; could use a few more transitions; has an adequate concluding section.
	2	Has some flaws in organization; needs more transitions to show how ideas relate; has a somewhat weak concluding section.
	1	Has major organizational flaws; lacks transitions throughout; has a weak concluding section.

Final Draft Rubric

Standard	Score	Description
Language Facility and Conventions (9.W.1c, 9.W.1d) Score: _____	5	Consistently maintains a formal style and objective 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.
	2	Often lapses into an informal style or defensive tone; has several errors in conventions.
	1	Uses an informal style and defensive 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 (9.W.1a, 9.W.1b)	Asserts a precise claim on a substantive topic; supports the claim with valid reasons and relevant evidence; ably counters opposing claims with counterclaims.
	Organization of Ideas (9.W.1a, 9.W.1b, 9.W.1c, 9.W.1e)	Is logically organized to persuasive effect; uses transitions to create cohesion and show the relationship among the claim, reasons, and evidence; ends with a power concluding section.
	Language Facility and Conventions (9.W.1c, 9.W.1d)	Consistently maintains a formal style and objective tone; shows a strong command of conventions.
4	Development of Ideas (9.W.1a, 9.W.1b)	States a precise claim; offers valid reasons and evidence; counters opposing claims with counterclaims.
	Organization of Ideas (9.W.1a, 9.W.1b, 9.W.1c, 9.W.1e)	Is logically organized; uses transitions to show the relationship among the claim, reasons, and evidence; ends with a strong concluding section.
	Language Facility and Conventions (9.W.1c, 9.W.1d)	Uses a formal style and objective tone; has a few errors in conventions.
3	Development of Ideas (9.W.1a, 9.W.1b)	States a clear claim; offers mostly valid support; needs to more fairly address opposing claims.

	Organization of Ideas (9.W.1a, 9.W.1b, 9.W.1c, 9.W.1e)	Reflects a logical organization, with one or two exceptions; could use a few more transitions; has an adequate concluding section.
	Language Facility and Conventions (9.W.1c, 9.W.1d)	Mostly uses a formal style, but sounds defensive at times; includes a few distracting errors in conventions.
2	Development of Ideas (9.W.1a, 9.W.1b)	States a claim that could be more precise; provides some relevant support but not enough to be sufficient; unfairly dismisses other viewpoints.
	Organization of Ideas (9.W.1a, 9.W.1b, 9.W.1c, 9.W.1e)	Has some flaws in organization; needs more transitions to show how ideas relate; has a somewhat weak concluding section.
	Language Facility and Conventions (9.W.1c, 9.W.1d)	Often lapses into an informal style or defensive tone; has several errors in conventions.
1	Development of Ideas (9.W.1a, 9.W.1b)	Has a weak claim; offers irrelevant reasons and insufficient evidence; fails to acknowledge other viewpoints.
	Organization of Ideas (9.W.1a, 9.W.1b, 9.W.1c, 9.W.1e)	Has major organizational flaws; lacks transitions throughout; has a weak concluding section.
	Language Facility and Conventions (9.W.1c, 9.W.1d)	Uses an informal style and defensive tone; has many errors in conventions.

Score: _____