Curriculum Sample Template
Max. 8 Pages

Grade Level	8th Grade	**Content Area**	Writing
Course Title (grades 9-12 Only)	Writing 8		
Expected Prior Knowledge *The knowledge/skills mastered earlier in the year foundational to the mastery of the required Standard in the current sample.*	• Students understand how to work in precision partnerships effectively. • Students have experience editing each other's work and having their own work edited by peers. • Students have produced opinion writing in which they write strong introductions, supply a variety of valid reasons, incorporate transitional words and phrases, and provide a summative, concluding paragraph. • Students are very familiar with pathos, logos, and ethos techniques in the art of persuasion. • Students can smoothly use some key transitional words/phrases throughout an essay to help make the reader's experience more cohesive and enjoyable.		
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.*	This unit is built on the framework of the SIOP Model and incorporates all 8 of the SIOP Model components. Sentence framing and precision partnering are instructional strategies which promote the use and mastery of academic language. Instructional technology is incorporated by teacher and students. The core curriculum is implemented with fidelity. This unit is also built around the culture of writing workshop. This system helps students across the campus to firmly understand the importance of each step of the process of writing: brainstorming, outlining, drafting, self-editing, peer-editing, revising, rewriting, and rubric reconciliation. Students will appreciate the value of being an active participant in a writing community that regularly collaborates, presents, critiques, and publishes written work.		
Standard Number and Description *List the Number* and the full description for the Required Standard or Science Performance Objective listed in section A.6.*	**Writing Standards (W)** 8 Text Types and Purposes #1 - Write arguments to support claims with clear reasons and relevant evidence. a. Introduce claim(s), acknowledge and distinguish the claim(s) from alternate or opposing claims, and organize the reasons and evidence logically. b. Support claim(s) with logical reasoning and relevant evidence, using accurate, credible sources and demonstrating an understanding of the topic or text. c. Use words, phrases, and clauses to create cohesion and clarify the relationships among claim(s), counterclaims, reasons, and evidence. d. Establish and maintain a formal style. e. Provide a concluding statement or section that follows from and supports the argument presented.		

Materials/Resources Needed	• Chromebooks • Butcher paper and Expo markers • Art supplies for monster remakes • Student persuasive draft sans transitions • Essay models for introductions and conclusions • Chapter copies from Our Endangered Values • SMART Board • Death penalty power point presentation • Gold, silver, and blue stars

* ***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	1.Teacher asks students to participate in a lecture chronicling the history of the death penalty. 2. Teacher prompts students to conduct online research collecting reasons FOR and AGAINST the death penalty from credible, reliable sources. Teacher provides two blank walls in the room for reasons+evidence to be posted by students. 3. Teacher provides Former President Carter's chapter on the death penalty from Our Endangered Values and guides students through a 'close reading' protocol: ***1st read** – facilitate student annotation of text (noting claims, counterclaims, rebuttals, and ethos of writer) *Have students **write & discuss** first impressions ***2nd read** –model prosody during teacher read-aloud ***3rd read** –teacher read aloud (again) and annotation modeling *Ask **text-dependent questions** *Prompt students to Write about it	1. Students take historical/legal notes about the death penalty in the US. 2. Students conduct online research to collect compelling reasons+evidence FOR and AGAINST the death penalty from credible, reliable sources. Students fill designated classroom walls with their findings. Students must award each source with a gold, silver, or blue star as a measure of its reliability/credibility. 3. Read Former President Carter's chapter and participate in a 'close reading' protocol: ***1st read** – annotate text marking claims, counter claims, rebuttals, and ethos of writer ***Write & discuss** first impressions ***2nd read** – students find more info during teacher read-aloud ***3rd read** – students improve their annotation attempt during teacher-read aloud with annotation modeling *Answer **text-dependent questions** ***Write** about it
2	1. Ask students to review their notes from yesterday's reading in Our Endangered Values and, with a partner, sketch an	1. In pairs, students sketch an outline of yesterday's reading, noting arguments, address of counterarguments, and

	outline of Former President Carter's argument, address of counterarguments, and rebuttals. 2. Review outlines and guide a whole-group debrief where everyone agrees on a single outline for the reading. Draft this live on the SMART Board. 3. Look at the 'against' wall in the classroom. Host a quick debate about any of the reliability/credibility star ratings posted. 4. Direct students to work with partner to identify which gold and silver rated details from the 'against' wall would have strengthened Former President Carter's argument and prompt them to sketch them into the outline. 5. Review revised outlines and guide a whole-group debrief where everyone agrees on a single revision. 6. Present the basic '5 Paragraph Monster' that most students have seen in elementary school. Prompt students to draw a new monster that best represents this new, revised outline designed by the whole class. Post new monsters on the wall!	rebuttals. 2. Participate in a whole-group debrief and come to consensus on a single outline reconciled to yesterday's reading. 3. Review the 'against' wall facts and sources. Participate in a quick debate about any of the ratings and request an upgrade or a downgrade by providing evidence to substantiate the credibility/reliability claim. 4. Work with a partner to identify gold or silver star rated claims that would have strengthened Former President Carter's argument . . . then sketch them into the outline. 5. Collaborate as a whole-class on a single revision incorporating the best additions. 6. Re-design the '5 Paragraph Monster' of elementary school to accurately depict the new structure of the revised outline.
3	1.Teacher facilitates a quick 'monster gallery walk' so students can see various representations of organizational structure. 2.Teacher highlights a few favorite conventions created by students that represent argument, counterargument, and rebuttal organization in an innovative way . . . then allow students to privately vote for their favorite. 3. Teacher shares a coping and mastery persuasive model using transitional words/phrases to varying degrees of competence. Have students review and highlight various words/phrases that help the essays to flow. 4. Teacher provides a persuasive draft about the death penalty sans transitions and challenges students to add effective transitional words/phrases to help with flow and organization.	1.Monster gallery walk! 2.Students listen to teacher highlight several monster innovations then get to vote for their favorite. 3. Read coping and mastery persuasive papers for transitional word/phrase use. Highlight transitions and add them to writing journals. 4. In pairs, review a persuasive draft sans transitional words/phrases and have them add them to improve flow and organization. 5. Students identify elements in formal and informal models that contribute to that tone of writing and develop a checklist of things to ensure that their writing meets the 'formal' requirement for the assignment. 6. Have students which elements make for a more compelling

	5. Teacher shares two student models that vary in tone from highly informal to academic/formal and prompts students to identify the elements that contribute to those tones. 6. Ask students to identify which elements make for a more compelling argument. Then, distribute the essay rubric and have them identify what is being asked for in this unit.	argument. Have students identify which elements are privileged by the paper rubric.
4	1.Teacher asks students to reframe their thinking and stand on the pro-death penalty platform. Teacher reviews the 'pro' wall designed on Day 1 with the class. 2. Teacher puts students with a writing partner and challenges them to cull a quick list of the most compelling 'pro' arguments from reliable/credible sources. 3. Teacher will share a variety of effective introductions about unrelated social topics that have an attention-grabbing hook, powerful language, and a comprehensive thesis sentence that posits the position. Students will be asked to evaluate what makes theses introductions strong and generate improvement ideas. 4. Teacher will share a variety of effective conclusions that are the bookends to the introductions already reviewed. These conclusions will model calls-to-action, concise summary, and persuasive elements that end with a 'roar'. Teacher will ask students will be asked to evaluate what makes these conclusions strong and generate improvement ideas. Teacher will ask students to give a rating for the 'connectedness' of the introductions and their conclusions. 5. Teacher assigns pairs to write dovetailed introductions and conclusions that would introduce and close a paper around their 'pro' outlines and meet the rubric criteria and reflect the day's discussion.	1.Students 'reframe' their mindset and shift to the pro-death penalty perspective. 2. In pairs, students will use the 'pro' wall to quickly cull a list of most compelling arguments in support of capital punishment from reliable/credible sources. 3. Students will review successful introductions that model attention-grabbing hooks, powerful language, and a comprehensive thesis sentence that posits the position. Students will identify what makes each of these introductions a mastery model and provide ways to improve upon them. 4. Students will review successful conclusions that model call-to-action, persuasive elements that end with a 'roar', and concise summaries. Students will identify what makes each of these conclusions a mastery model and provide ways to improve upon them. Students will give 'connectedness' ratings to these pairs of introductions/conclusions. 5. Using this sketch, students will draft a dovetailed introduction and conclusion that could be used for this essay. 6. Students write dovetailed introductions and conclusions in partnerships that could start and end the 'pro' outlines they drafted at the beginning of class.
5	1. Provide students with short research with source summaries tied to the prompt topic. Have students read	1. Write an essay independently that responds to the prompt provided.

	and consider the research independently about the health impacts of junk food information. 2. Provide the following **Prompt:** Using the research provided to you, select relevant facts from credible sources to write an essay that is either in support or opposition of banning junk food in schools.	

Opinion Piece Rubric

Text Types and Purposes
#1 - Write arguments to support claims with clear reasons and relevant evidence.
a. Introduce claim(s), acknowledge and distinguish the claim(s) from alternate or opposing claims, and organize the reasons and evidence logically.
b. Support claim(s) with logical reasoning and relevant evidence, using accurate, credible sources and demonstrating an understanding of the topic or text.
c. Use words, phrases, and clauses to create cohesion and clarify the relationships among claim(s), counterclaims, reasons, and evidence.
d. Establish and maintain a formal style.
e. Provide a concluding statement or section that follows from and supports the argument presented.

Essential Student Question: Can you write a logically-organized opinion piece that provides supported claims and evidence?

Introduces claims and organizes them clearly 1 2 3 4 5

1=limited claims offered in disorganized fashion; 2=emerging claims offered in a somewhat organized fashion; 3=offers sufficient claims in an organized fashion; 4= offers a variety of claims in an organized fashion; 5=offers a wealth of claims in an impeccably organized fashion.

Introduces reasons and organizes reasons clearly 1 2 3 4 5

1=limited reasons offered in disorganized fashion; 2=emerging reasons offered in a somewhat organized fashion; 3=offers sufficient reason in an organized fashion; 4= offers a variety of reasons in an organized fashion; 5=offers a wealth of reasons in an impeccably organized fashion.

Acknowledges opposing claims and distinguishes them from claim 1 2 3 4 5

1=fails to introduce any opposing claims; 2=introduces minimal opposing claims; 3=introduces sufficient opposing claims; 4=introduces a variety of opposing claims; 5=introduces a wealth of opposing claims

Supports claims with clear reasons and develops them fairly 1 2 3 4 5

1=claims lack clear reasons; 2; claims are introduced but not developed; 3=claims have support from some clear reasons and are developed from one perspective; 4=claims have support from a variety of clear reasons and are developed from both perspectives; 5=claims have support from a wealth of clear reasons and a balanced perspective is offered

Provides relevant evidence to support reasons 1 2 3 4 5

1=fails to support evidence with reasons; 2=offers limited evidence to support reasons; 3=offers adequate, relevant evidence to support reasons; 4=introduces a wealth of relevant evidence to support reasons; 5=introduces a wealth of powerful, relevant evidence to support reasons

Supports reasons with relevant evidence demonstrating topic understanding 1 2 3 4 5

1=evidence is not provided to support reasons; 2= some reasons are provided but the lack key evidence central to the topic; 3=some reasons are provided that include all key ideas central to the topic; 4= many reasons are provided that mostly demonstrate an understanding of the topic 5=many reasons are provided that demonstrate a prioritized, mastery of the topic

Selects information from sources that are credible 1 2 3 4 5

1=sources are not clearly provided for information; 2=several sources are provided for information and most are credible; 3=several sources are provided for information and all are credible; 4=multiple sources are provided for information and all sources are credible; 5=a wealth of balanced sources are provided for information and all are credible

Use of words/phrases/clauses to create cohesion between claims, counterclaims, reasons, and evidence 1 2 3 4 5

1=does not incorporate; 2=attempts to incorporate but may be limited or repetitive; 3=incorporates several linking words/phrases; 4=incorporates a broad variety of many effective linking words/phrases that link claims, counterclaims, reasons, and evidence; incorporates a wide variety of effective transitional words/phrases that tightly link claims, counterclaims, reasons, and evidence.

Establishes and maintains formal style 1 2 3 4 5

1=uses informal style; 2=style has a mix of formal and informal elements; 3=style is mostly formal; 4=style is exclusively formal and academic; 5=formal, academic style is free from passive verbs

Conclusion 1 2 3 4 5

1==attempted but not tightly connected to the body argument; 2= attempted and connects to the body argument; 3= flows seamlessly from the body argument; 4=contains creative, persuasive elements and flows easily from the body arguments; 5= contains creative, compelling call-to-action and flows effortlessly from the body arguments

Opinion Piece Scoring Guide:

Raw rubric points available: **50 points total**

Raw score_____X 2 = Final Score out of 100 points

The 100 points possible assessment will reflect the school's grading scale:
90 -100 = A – Mastery
80 – 89 = B - Mastery
70 – 79 = C – Needs Screening for Remediation
60 – 69 = D – Needs Remediation
0 – 59 = F – Needs Intensive Remediation