Curriculum Sample Template
Max. 8 Pages

Grade Level	11	**Content Area**	Writing
Course Title (grades 9-12 Only)	Writing III		
Expected Prior Knowledge *The knowledge/skills mastered earlier in the year foundational to the mastery of the required Standard in the current sample.*	Students will have covered grammar, sentence writing, and paragraph writing extensively. In addition to understanding the Six Traits, students will also have mastered the five-paragraph essay format and have extensive experience with thesis writing.		
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.*	The Writing curriculum is designed to extend and enhance the writing program in Humane Letters and to build skills in writing across the curriculum. The writing program will primarily follow the Trinity Schools' Writing Program as outlined by Rollin Lasseter.		
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 Grade: 11 Strand: Writing Standards (W) Cluster: Text Types and Purposes Standard: #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	Copies of Homer's *Iliad*, Stephen Crane's poem "War is Kind," Wilfred Owen's poem "Dulce et Decorum Est" and Virgil's *Aeneid*.		

**** 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).*

APPROVED 03/11/2013

Lesson (add as needed)	**Instructional Strategies**	**Student Activities**
1	This will be an eight day lesson. Day 1 The teacher will begin by passing out copies of Stephen Crane's poem "War is Kind." Following seminar, the teacher will introduce the writing assignment: To write a 5-7 page essay in which students compare one book of the *Iliad* with Crane's poem in terms of their viewpoints on war. Students should generally endeavor to answer the question "What is war?"	Students will read the poem aloud and in small groups will discuss the major themes and ideas of the poem. They will pay particular attention to tone and the connotations of the poem's language. **Assessment #1**: Seminar Following small group discussions, the class will reconvene and students will offer their observations to the entire class in a seminar discussion. Students will begin to prepare a 5-7 page essay comparing a book from the *Iliad* and Crane's poem to answer the question, "What is War?" For homework, students will be asked to choose a book from the *Iliad* to use for their essays and reread it in order to write an essay outline for the next day. (Students will already have read the *Iliad* in Humane Letters class.)
2	Day 2 The teacher will review concepts of Rhetorical Purpose and Methods of Development covered in previous classes. The teacher will also review the essential elements of thesis	As the teacher reviews each type of Rhetorical Purpose and Method of Development, students will volunteer to write example thesis statements on the board of each type being sure to employ the LSU test for each one.

	statements, namely that they must be Limited (contain a single subject), Specific (contain a single active transitive verb), and Unified (contain one focused idea that links the subject and verb analytically). The teacher will ask students to outline their essays on warfare in the following format which will have been covered in detail in previous classes: Introduction: - Grabber opening - Identification of texts being analyzed - Thesis - Plan of attack statement leading to first body paragraph Body Paragraphs: - Parallel, LSU Topic Sentence - Textual Evidence to be used Conclusion: - Review of comparative argument - Exploration of the implications of the thesis Since this essay will expand upon the five-paragraph essay format mastered in previous classes and grades, the teacher will focus on discussing appropriate transitional elements in essay that create cohesion between and among claims and counterclaims in a longer essay.	**Assessment #2**: The Outline. Students will outline their papers according to the format provided while the teacher circulates among students spot-checking work. Primary among the outline tasks will be the writing of the thesis statement which should clearly illustrate a precise claim about the comparison of perspectives within the two literary works. Students will write example paragraphs based upon their outlines and share their examples in order to discuss the various methods of using transitional elements to create cohesion between and among claims and counterclaims. For homework students will begin writing the essay.
3	Days 3 & 4 The teacher will meet individually with students during class to review their progress on writing their essays.	Students will write their essays in class and continue to work on them for homework.
4	Day 5	

APPROVED 03/11/2013

	The teacher will choose a selection of essay drafts to use for peer review. (Student names will be removed from samples to ensure anonymity.) The teacher will facilitate a peer review discussion.	Students will turn in essay drafts. In small groups, students will review a peer's example essay and grade it according to the essay rubric (see below). After 15-20 minutes, students will reconvene into the larger class and each group will share results systematically concerning key sections of the rubric, highlighting particularly the strengths of the papers and noting possible areas for improvement. **Assessment #3**: Final Drafts. For homework, students will complete their final drafts. (Total time for completing the essays will be approximately 7-8 hours.)
5	Day 6 The teacher will collect final drafts of essays along with the original outlines.	
6	Day 7 Once the teacher has read, evaluated, and returned the essays, students will be asked to rewrite them.	**Assessment #4**: The Rewrite. Students will have one week to complete a rewrite.
7	Day 8 Once the teacher has read, evaluated, and returned the essays, students will be asked to independently write a 5-7 page essay based on Wilfred Owen's poem "Dulce et Decorum Est."	**Assessment #5**: Independent Essay. Students will be asked to write a 5-7 page analytical essay on Wilfred Owen's poem "Dulce et Decorum Est" comparing it to one book from Virgil's Aeneid (read in a previous class) using the same process they used to write their essays about Crane's poem. Students will have one week to complete the assignment. The essay will be evaluated according to the same rubric used for the Crane essay.

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

APPROVED 03/11/2013

Assessment #1: Seminars will be evaluated based on the Socratic seminar rubric below. This rubric corresponds exactly with that for Humane Letters in order to maintain consistency of the Socratic approach across the curriculum.

	1	2	3	4
Relevant Participation	Student rarely speaks and does not contribute meaningfully to the conversation.	Student speaks infrequently, but the quality of comments is good.	Student speaks moderately frequently and offers analysis that keeps the conversation moving positively.	Student speaks frequently without dominating the conversation and offers crucial insight that engenders further analysis from others.
Effective Use of Text	Student rarely uses the text as a basis for seminar contributions.	Student uses the text occasionally, but should anchor comments and analysis more directly in textual evidence.	Student often uses the text to support analysis.	Student consistently uses the text as a basis for analysis and supports all claims exceptionally well.
Peer Interaction	Student does not engage in discussion with peers.	Student seems more comfortable speaking directly to the teacher and not with peers.	Student generally speaks to peers, but occasionally looks to the teacher for affirmation.	Student speaks directly to peers and rarely to the teacher, except when necessary.
Civil Discourse	Student is generally disrespectful of peers.	Student is respectful but can be prone to showing momentary irritation, hostility, or condescension.	Student is generally polite and respectful.	Student is exceptionally courteous and respectful even during debates and disagreements.

Total Points Possible: 16
Mastery: 14 points (≈85%)

Assessment #2: Outlines

Outlines will be graded according to the following rubric:

1. Grabber is relevant and helpful to introducing the thesis (2 points)
2. Thesis clearly uses a "compare/contrast" Rhetorical Purpose and Method of Development (2 points)
3. Plan of attack clearly identifies the elements of war being compared in the two texts (2 points)
4. Topic sentences are all LSU and thematically parallel (6 points)
5. Textual evidence uses one quote from each text in each paragraph (6 points)
6. Conclusion supports the original thesis (2 points)

Total points possible: 20
Mastery: 17 points (85%)

Assessment #3: Essay Final drafts will be evaluated according to the following rubric:

	1	2	3	4
Limited, Specific, and Unified (LSU) Thesis Statement	Thesis statement is present, but is not LSU	Thesis statement is limited or specific, but not both.	Thesis statement is LSU but lacks a worthwhile argument.	Thesis statement is LSU and presents a valid and interesting argument.
Introduction	The student has written an introduction, but it does not present precise claims and counterclaims.	The introduction presents precise claims and counterclaims but does not adequately establish a clear relationship between the two.	The introduction establishes precise claims and counterclaims and adequately establishes the relationship between them.	The introduction presents a sophisticated exposition of claims and counterclaims and their relationship.
Rhetorical Purpose and Method of Development	The student does not present a clear purpose or method of development.	The student has a clear purpose or method of development but not both.	The student has a clear purpose and method of development.	The student has a superior purpose and method of development that leads to a sophisticated essay.
Parallel Topic Sentences	Topic sentences are present, but are not parallel grammatically or thematically to the thesis.	Topic sentences are grammatically or thematically parallel, but not both.	Topic sentences are grammatically and thematically parallel.	Topic sentences are grammatically and thematically parallel and provide smooth transitions between paragraphs.
Cohesion and transitions	The student does not provide sufficient words, phrases, and clauses to link major sections of the essay.	The student employs some words, phrases, and clauses to link major sections of the essay.	The student links major sections of the essay, but with awkward words, phrases, and clauses.	The student uses advanced and sophisticated words, phrases, and clauses to link major sections of the essay.
Use of Textual Evidence	The student does not use textual evidence effectively.	The student uses some textual evidence but very ineffectively.	The student uses textual evidence adequately.	The student uses textual evidence exceptionally well throughout the essay
Grammar and mechanics	The essay contains numerous grammatical and mechanical errors.	Occasional grammatical and mechanical errors detract from the clarity of the essay.	The essay has only minor grammatical or mechanical errors.	The essay is grammatically and mechanically flawless.
Style	The style is too colloquial and the tone is informal.	The style and tone both tend toward the informal.	The style and tone are generally formal and appropriate to the essay's conventions.	The style and tone are of a high and formal quality appropriate to the essay's conventions.
Conclusion	The essay does not contain a sufficiently comprehensive conclusion.	The essay contains a conclusion that follows from the previous evidence, but which introduces new ideas that do not necessarily support the original claim.	The essay contains a conclusion that follows from and supports the original argument.	The essay contains an advanced conclusion that follows from and supports the original claim, and which is complex and sophisticated in its scope.

Total points possible: 36
Mastery: 31 points (85%)

APPROVED 03/11/2013

Assessment #4: The Rewrite

As part of all writing assignments, students will be asked to rewrite their papers (even if they achieve mastery level) in order to improve or find new ways of expressing important ideas. All rewrites will be evaluated according to the same rubric above.

Assessment #5: Independent Essay. Students will prepare a 5-7 page paper analyzing Wilfred Owen's poem "Dulce et Decorum Est" and comparing it to Virgil's *Aeneid*. The essay will be assessed according to the same rubric used for the Crane essay.