Curriculum Sample Template
Max. 8 Pages

Grade Level	7	**Content Area**	Writing
Course Title (grades 9-12 Only)			
Expected Prior Knowledge *The knowledge/skills mastered earlier in the year foundational to the mastery of the required Standard in the current sample.*	• Use of transitional devices and other language to establish logical relationships between ideas (words to establish sequencing, priority, contrast) • Summation (writing of conclusions) • In writing, basic punctuation (end marks and complete sentences vs. fragments), spelling, usage.		
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 Socratic method as outlined and described by The Great Books program and Michael Strong's text *The Habit of Thought* will be implemented throughout the lesson. This method accompanies writing instruction, as a means of enhancing critical thinking skills and organizing thoughts before putting ideas into written form. 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.*	7.W.1 Grade: 7 Strand: Writing Standards (W) Cluster: Text Types and Purposes Standard: #1 - Write arguments to support claims with clear reasons and relevant evidence. a. Introduce claim(s), acknowledge alternate or opposing claims, and organize the reasons and evidence logi b. Support claim(s) with logical reasoning and relevant evidence, using accurate, credible sources and demo c. Use words, phrases, and clauses to create cohesion and clarify the relationships among claim(s), reasons, 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	• Printed versions of relevant documents (including reports from Salt River Project, a main Arizona utility company, at http://www.ngspower.com/ ; the Sierra Club's negative report about the NGS http://www.sierraclub.org/designarchive/factsheets/beyondcoal/096%20NavajoGen/High96_NavajoGeneratingStation_FactSht.pdf ; various other sources may be printed and distributed, as needed, depending on results of class research. Short articles on the benefits and problems of wind power (acquired from the education department of the windmill museum in Lubbock, Texas).		

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***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	This is a 5 day lesson. Day 1 Teacher-led opening discussion. • What are the reasons why we don't use one particular means of electric power- what are the possible drawbacks of each source of power? Teacher, or student recorder, will record responses on the board.	Preparatory discussion: what are the various sources of electric power? (Students will likely suggest hydroelectric, solar, wind, perhaps nuclear, and possibly coal-fired power production.)
2	Have students break into groups of three to four, and research the Navajo Generating Station near Page, Arizona. They should find answers to the following questions (which will be written on the board or projected on the board via Power Point): • where is the station located? • to whom does the station supply electricity? • how many people work for the station? • how many people work at the Kayenta coal mine, which supplies coal exclusively for the NGS? • what are the complaints about the NGS? (Complaints can include concerns about health of residents in northern Arizona; general lowering of air quality, disruption of area's natural beauty; safety issues at Kayenta mine) • What are reasons that some people support the presence of the NGS? (Answers may include jobs created for Navajo and Hopi residents of the state; other spin-off benefits to	Students in small groups will research energy, environmental, and economic concerns involved with operation of the Navajo Generating Station, and then report their findings to the class.

	the local economy; cheapness of power being generated)	
3	Day 2 Hand students printed copies of online material from different sources regarding the NGS: • What are the sources of the positive reports regarding NGS? (e.g., SRP, the utility company) • What are the sources of the negative reports regarding the NGS? (e.g., the Sierra Club) • What sort of facts does each group emphasize to make their point(s)? • Do the groups contradict each other? Do they emphasize different, rather than contradictory, information? • What does each group seem to feel is most important - economic benefit to the community? environmental quality? health and safety? • What key words or phrases in each source add emphasis to the arguments that they are making?	**Assessment #1**: Socratic class discussion.
4	Discussion of balance of pro-con arguments about NGS: do the benefits of operating the NGS outweigh the disadvantages? • If you were a political leader in the state, what would be your position on the question of the value of the NGS to the public good?	Students outline all arguments presented and group information in preparation for writing a paragraph response to their findings.
5	Day 3 Paragraph response to the following prompt: "Imagine you are a state representative for Arizona, representing the Phoenix area. A proposal has been made to begin shutting down the Navajo Generating Station, due to concerns regarding health and environmental issues. How would you respond? In one paragraph, summarize why you believe the Station should remain in service or be taken out of service. Be sure to mention what the arguments are	**Assessment #2**: • Written paragraph on benefit or damage of operation of NGS. • Students will work on paragraphs in class and for homework. **Assessment #3**: In-class proofreading exercise.

	that would be raised by those who disagree with your position. Use evidence from the articles consulted on the Web to support your position." Students should be sure to include transitional elements between data points to create cohesive arguments.	
6	Day 4 The teacher asks for a volunteer to share his/her paragraph with the group as an example. Once a paragraph has been chosen, the teacher will guide the student through the process of peer editing, paying particular attention to highlighting ways in which claims and counterclaims should be presented while establishing the credibility of sources and creating a cohesive flow to the argument. Teacher organizes and guides peer editing groups.	After working through an example of editing, students will engage in peer review and editing of paragraphs in small groups. Students rewrite paragraphs as necessary and turn them in.
7	Day 5 The teacher reads, comments on, and returns all paragraphs. The teacher assigns Assessment #4.	**Assessment #4:** Independently written paragraphs. Students will be given a series of short articles on wind power (acquired from the education department of the Windmill Museum in Lubbock, Texas) and will be asked to independently formulate an argument for or against wind power based on their reading.

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

Assessment #1. Discussion participation rubric

Summative Assessment #1 represents an activity that is approved and used by the top liberal arts academies in the Phoenix area. It is designed to be aligned with the philosophy of the school and fulfill the mission of the Socratic Method which requires the active engagement of students with each other even though they may be evaluated independently. Furthermore, this style of evaluation is cross-aligned with the evaluation system used in other classes at the school, particularly Science and Math, in order to create a consistency across the entire curriculum.

Name	**Relevant Participation**	**Effective Textual Use**	**Consideration of Others' Contributions**	**Civil Discourse**	**Additional Comments**
Student #1					
Student #2					
Etc.					

	1	2	3	4
Relevant Participation	Student does not speak during the seminar.	Students speaks infrequently, but the quality of comments is fairly good.	Student speaks moderately frequently and offers comments that enhance understanding of the texts.	Student speaks frequently and comments clearly illuminate the point being discussed.
Effective Use of Text	Student does not refer to specific words or statements from the texts.	Student occasionally refers to specific words or phrases from the texts.	Student often uses the texts to support analysis, and contributions show consideration of word meanings and connotations.	Student consistently uses the texts as a basis for analysis and demonstrates careful consideration of an author's language and imagery.
Consideration of Others' Contributions	Student does not refer to what others have said.	Student rarely shows that he or she has heard others; he or she occasionally repeats what others have said. Student comments do not show logical connection to preceding statements.	Student generally refers to what peers have said.	Student frequently refers directly to what others have said, preparatory to adding comments. Student asks questions directly to peers, for purposes of clarification.
Civil Discourse	Student is generally disrespectful of peers. Student does not show interest in what others have to say.	Student generally listens or speaks respectfully but occasionally shows disrespect through inappropriate reactions or distracting behavior.	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%)

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Assessment #2: Student-written paragraphs will be evaluated according to the following rubric:

	1	2	3	4
Student argument	The student's argument contains serious logical flaws or fails to acknowledge alternative viewpoints	The student's argument is plausible but illogically presented, or alternative viewpoints are stated inaccurately	The student's argument, or the alternative views, are reasonably presented but may contain minor logical flaws.	The student's argument is well-developed and logical, and considers alternative viewpoints
Text use	The student does not use specific textual evidence.	The student uses ineffective or insufficient evidence to substantiate the reasons supporting claims.	Student arguments, or presentation of alternative views, are acceptable but do not demonstrate a high degree of sensitivity the arguments being used.	The student uses textual evidence effectively throughout the essay.
Grammar and style	The essay contains numerous grammatical errors and is not clearly written.	Grammatical errors detract from the clarity or the essay and the style is somewhat unclear.	The essay has some minor grammatical errors but overall is written clearly.	The essay has few, if any, grammatical errors and an exceptionally clear and elegant style.
Use of transitional or ordering elements	Student uses no connecting words or phrases to establish the order of ideas.	Student uses only one connecting word or phrase to establish the order of ideas, or uses connecting ideas inappropriately.	Student uses connecting words or phrases at least twice, and connecting words are reasonable but basic.	Student effectively uses a variety of connecting words and phrases between all ideas
Introduction	The paragraph does not contain an adequate introductory sentence/sentences giving the background of the discussion.	The introduction provides some information about energy, but it is not clearly presented.	The introduction provides a basic background to the paragraph's argument.	The introduction gives the background to the energy question in a way that builds interest in the paragraph.
Conclusion	The paragraph does not contain an adequate concluding sentence.	The paragraph contains a concluding sentence, but one which does not clearly summarize the main argument.	The concluding sentence provides a basic summation of the paragraph's argument.	The concluding sentence summarizes the paragraph in a particularly forceful or interesting manner.

Total Points Possible: 24
Mastery: 21 points (≈85%)

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Assessment #3: Proofreading exercise.

Students will be given a short passage about the Navajo Generating Station. They are to identify ten errors in the paragraph and rewrite the paragraph so that all errors are corrected.

1 There is disagreement about the Navajo Generating Station. Their are some people who beleive that its a good thing for the
2 nearby towns like Page Arizona. Giving many jobs to residents including Native americans. Others like the Sierra club think that
3 it creates to much pollution it makes the sky hazy in the Grand Canyon. if they shut it down it might rise water bills around the
4 state, too.

(line 1: change *Their* to *There*; correct spelling of *believe*; insert apostrophe in *it's*. Line 2: add comma after *Page*; change next phrase so that it is no longer a fragment [attach to preceding line, or change wording to create a complete thought]; capitalize *Americans*; capitalize *Club*. Line 3: substitute *too* for *to*; add period after *pollution* or otherwise add punctuation and words to avoid run-on sentence; capitalize *if*; add comma after the word *down*; change *rise* to *raise*.)

Total points possible: 12
Mastery = 10 points (≈85%)

Assessment #4: Independently written paragraphs. Students will be given a series of short articles on wind power (acquired from the education department of the Windmill Museum in Lubbock, Texas) and will be asked to independently formulate an argument for or against wind power based on their reading. The paragraphs will be evaluated according to the rubric used for the paragraphs about the NGS.