Curriculum Sample Template
Max. 8 Pages

Grade Level	9	**Content Area**	Writing
Course Title (grades 9-12 Only)	Writing I		
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 extensively in addition to having rigorous practice in sentence, paragraph, and thesis statement writing. Students will be familiar with both the Six Traits and the five-paragraph essay writing format. For this lesson specifically, students will also have read selections from *The Landmark Herodotus* in their Humane Letters class.		
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 component 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.*	9.W.1 Grade: 9 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 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	Copies of *The Landmark Herodotus: The Histories* Excerpts from Thucydides' *The Peloponnesian War*		

**** 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).*

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Lesson (add as needed)	**Instructional Strategies**	**Student Activities**
1	This is an 8 day lesson Day 1 The teacher will begin by choosing a passage from *The Landmark Herodotus* concerning the history and background of the phoenix and winged serpents from *Book II: Euterpe* and reading it aloud with students. The teacher will then pose the question: To what extent can Herodotus' stories and reports be considered history? Following a 20-30 minute discussion, the teacher will introduce the essay assignment which will be to evaluate a passage from Herodotus. The teacher will then review the five-paragraph format and introduce the concept of "rhetorical purpose." Although many possible rhetorical purposes exist, the teacher will limit the discussion to five types: • to analyze a complexity • to interpret a passage or figure • to support a position • to qualify a generalization • to consider or examine the possibilities of an event, idea, etc.	Students will discuss in a mini-seminar the relative merits of Herodotus' history based upon the excerpt read in class and their previous experience with his text in Humane Letters. Students will also discuss what they believe to be the essential qualities of written history and what the term "history" connotes. In small groups, students will discuss each rhetorical purpose and, using Herodotus' text, they will write examples of how to approach each type including claims and counterclaims to demonstrate various perspectives. For homework, students will be asked to review *The Landmark Herodotus,* select a passage about which they wish to write

		and brainstorm as they consider the rhetorical purpose they will use to develop their claim.
2	Day 2 The teacher will begin by asking students to share their rhetorical purpose examples. The teacher will then briefly explain Methods of Development of analysis of which there are five types: ▪ Ways in which ▪ Steps ▪ Parts ▪ Reasons for ▪ Effects of The teacher will explain that for this essay, only the "ways in which" method will be used for which each student will provide two textual examples per body paragraph that support the thesis. The teacher will then ask students to choose a rhetorical purpose related to their selected passage and begin preparing a thesis statement that is Limited (one subject only), Specific (one active, transitive verb), and Unified (one idea that links the subject and verb clearly) (LSU).	Students will selectively write their rhetorical purpose examples on the board. Students will select a rhetorical purpose for their essays and begin to write thesis statements based upon their selection from Herodotus. The teacher will circulate to review these thesis statements. Students will then share their thesis statements with the class by writing them on the board. Students will evaluate each other's theses to determine whether they meet the LSU test and whether they have clear rhetorical purposes. For homework, students will select textual evidence to support their thesis statements according to the "ways in which" Method of Development.
3	Day 3	

	The teacher will review the overall structure of the five-paragraph essay according to the following outline: Introduction: - Grabber opening - Identification of texts being analyzed - Thesis - Plan of attack statement leading to first body paragraph First Body Paragraph: - Parallel, LSU Topic Sentence - Textual Evidence to be used Second Body Paragraph: - Parallel, LSU Topic Sentence - Textual Evidence to be used Third Body Paragraph: - Parallel, LSU Topic Sentence - Textual Evidence to be used Conclusion: - Review of comparative argument - Exploration of the implications of the thesis The teacher will then spend additional time discussing the writing of topic sentences such that they support the thesis by being LSU and thematically and grammatically parallel while providing clear connections between paragraphs.	**Assessment #1**: The Outline. Students will outline their essays according to the format provided, paying particular attention to connecting words, phrases, and sentences, and including the textual evidence they plan to use. The teacher will circulate to spot-check student progress. **Assessment #2**: For homework, students will begin writing their essays.
4	Days 4 & 5 The teacher will meet individually with each student to review progress on the essay, making sure that each student has chosen a clear and appropriate rhetorical purpose, has	Students will write their essays in class.

	written an LSU thesis, and is following the "ways in which" method of development.	For homework, students will continue to write their essays.
5	Day 6 The teacher will collect the final drafts of essays.	
6	Day 7 Once the teacher has evaluated and commented upon the essays and returned them to students, the teacher will assign students the task of rewriting their essays.	**Assessment #3**: The rewrite. Students will rewrite their essays and be evaluated according to the same rubric used for their first submission. Students will have one week to complete this task.
7	Day 8 Once the teacher has evaluated and commented upon the rewrites and returned them to students, the teacher will assign the next essay based upon the writings of Thucydides, a contemporary of Herodotus.	**Assessment #4**: Independent Essay. Students will have one week to independently complete an essay based on and excerpt from Thucydides' *The Peloponnesian War*. The essay will be scored according to the same rubric as the Herodotus 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.

Assessment #1: 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%)

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Assessment #2: 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	The student does not present a clear rhetorical purpose.	The student presents a rhetorical purpose but it is inconsistent with the thesis.	The student has a clear rhetorical purpose.	The student has presented a rhetorical purpose in a sophisticated manner.
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.

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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%)

Assessment #3: 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 #4: Independent Essay

Students will be given an excerpt from Thucydides' *The Peloponnesian War* (a selection not covered in Humane Letters) and will be asked to write a complete essay that includes a clear rhetorical purpose, method of development, LSU thesis statement, and parallel topic sentences. The essay will be evaluated based upon the quality of its arguments, precision of claims, cohesion, and formality of style according to the same rubric used for the Herodotus essay.