Grade Level	8	**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.*	• Structure of the paragraph • 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; correct use of commas), spelling, usage. • Peer editing techniques.		
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. Also the use of original source documents in the study of history is emphasized in the curriculum. Overall, 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.*	8.W.1 Grade: 8 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 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	• Copies of selections from Eugene Rostow's "Our Worst Wartime Mistake" (*Annals of America* XVI, published by Encyclopedia Britannica, 1968, pp. 344-349) • Printout of decisions by Justices Black (majority) and Murphy (dissenting) from *Korematsu v. United States*		

	• Printed versions of relevant documents (as described in following sections). • Multimedia player/computer projector • Copies of excerpts of *Terry v. Ohio*.

Curriculum Sample Template

Max. 8 Pages

Lesson (add as needed)	**Instructional Strategies**	**Student Activities**
1	This is a 7 day lesson. Day 1 Teacher will begin a class discussion on whether racial profiling is a legitimate tactic to preserve public safety by asking about such measures that students have heard about in the news, and whether they believe such actions are justifiable .	Class discussion.
2	Teacher will review the background to the internment of Japanese-Americans on the West Coast of the United States in World War II, and video documentation about the internment.	• Brief review of events preceding internment (e.g., Pearl Harbor attack) - lecture or Power Point • View video segments produced by U.S. government to justify internment - http://www.youtube.com/watch?v=_OiPldKsM5w and segment relating hardships of internment (several available, incl. http://www.youtube.com/watch?v=Aqmx2XhHxeY
3	Discuss the arguments and stories used by the various people shown in the video segments: which are convincing? Which do you tend to agree with?	**Assessment #1**: Seminar
4	Day 2 • Have students break into groups of four to read the summary of the internment program as described at the University of Houston "Digital History" website http://www.digitalhistory.uh.edu/learning_history/japanese_internment/internm	• group reading of material on internment • students should write new or unfamiliar vocabulary in vocabulary notebooks • group presentation of reactions to information about internment

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	ent_law.cfm • groups report on their reactions	
5	Read two opinions from *Korematsu* case, and Rostow article about internment • go over new or unclear legal terms • students summarize arguments on both sides of the decision	• oral reading (students volunteer to read aloud) • decoding of unfamiliar words or concepts (context clues, etc.) • students summarize key arguments of Justices and of writer Rostow
6	Day 3 Discussion: was the internment of Japanese-Americans a reasonable policy?	**Assessment #1** continued: Teacher-moderated Socratic discussion
7	Day 4 Writing assignment: "Was the internment of Japanese-Americans a reasonable policy?" • three paragraphs: introduction; main paragraph (two to three arguments); conclusion • paragraph must use specific references from documents read in class, properly cited	• in-class: students begin writing rough drafts of three-paragraph essays, to be completed as homework over three evenings • students bring in rough drafts of essays (whatever has been completed each day) for peer editing on Days 5 and 6 **Assessment #2**: Proofreading exercise
8	Days 5 and 6	• Peer editing in small groups. **Assessment #3**: Essays to be turned in at the end of Day 6.
9	Day 7 Once the teacher has read, commented on, and returned the three paragraph essays, the teacher will assign the final assessment – the independently written essay.	**Assessment #4**: Independent writing. Students will read excerpts from *Terry v. Ohio* and write a three paragraph essay building an argument independently based on the process they used to write their first essays. Students will have 3 days to complete the 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.

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Assessment #1. Discussion participation rubric

Summative Assessment #2 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. Proofreading exercise.

Students will be given a short passage about the internment of Japanese-Americans. They are to identify at least ten errors in the paragraph and rewrite the paragraph so that all errors are corrected.

1 After president Roosevelt signed an order requiring relocation of Japanese-americans. Many of those people would loose their
2 homes and businesses. Friends, as well. They were moved to places in Eastern California where whether was harsh land was dry and
3 there was little recreation. Many people did what they could to improve there lives. Like planting little gardens to grow vegetables.
4 It wasnt fair. Later the government apologized.

(line 1: <u>P</u>resident; <u>A</u>mericans; fix sentence fragment; change *loose* to *lose*. Line 2: Change sentence fragment beginning with *Friends*; change *whether* to *weather*; insert comma after *harsh*. Line 3: change *there* to *their*; fix sentence fragment beginning with *Like*; insert apostrophe into *wasn't*. With suggested changes, twelve corrections can be made; only ten are needed for mastery.

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

Assessment #3. 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 to 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 essay does not contain an adequate introductory paragraph giving the background of the discussion.	The introduction does not clearly give the background to the discussion of internment.	The introduction provides a basic background to the essay's argument.	The introduction gives the background to the internment question in a way that builds interest in the essay.
Conclusion	The essay does not contain an adequate concluding paragraph	The paragraph contains a concluding paragraph, but one which does not clearly summarize the main argument.	The concluding sentence provides a basic summation of the essay's argument.	The concluding sentence summarizes the essay in a particularly forceful or interesting manner.

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

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Assessment #4: Independent Writing

Students will read excerpts from *Terry v. Ohio* and write a three paragraph essay building an argument independently based on the process they used to write their first essays. Essays will be evaluated according to the rubric used with their first essays.