Curriculum Sample Template
Max. 8 Pages

Grade Level	6	**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) • Students will have completed reading of *The Hobbit* • 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. Writing exercises will be based on readings from works of recognized literary merit, as often as possible, in keeping with the Great Books orientation of 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.*	W.6.1 Literacy Text Types and Purposes #1 - Write arguments to support claims with clear reasons and relevant evidence. a. Introduce claim(s) and organize the reasons and evidence clearly. b. Support claim(s) with clear reasons and relevant evidence, using credible sources and demonstrating an understanding of the topic or text. c. Use words, phrases, and clauses to clarify the relationships among claim(s) and reasons. d. Establish and maintain a formal style. e. Provide a concluding statement or section that follows from the argument presented.		
Materials/Resources Needed	Tolkein, *The Hobbit*		

**** 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 a 3 day lesson. Day 1 Anticipatory set: teacher will ask students: • who are your heroes? • what makes them heroic? As students offer answers to the above, a volunteer will record responses on the board. Discussion should generate at least five examples of heroes and five qualities that distinguish heroes from others.	• Participation in teacher-led discussion
2	Anticipatory set, continued: to arrive at a common set of criteria for evaluating heroic qualities, students will break into small groups and rank the top three heroes from the class-generated discussion. The groups will then explain their choices and their reasoning for choosing those people as the best representatives of the idea of a "hero."	• Small-group discussion • **Assessment #1:** Seminar discussion
3	The teacher will note the class responses on the board, using a matrix listing the two characters across the top, the heroic qualities along the side (e.g., *resourcefulness*, *bravery*, and *selflessness*), with brief words in each corresponding box in the matrix to reflect student input (i.e., characteristic is strong, medium, or weak in the given character).	• Continued class discussion

4	Day 2 The teacher will instruct the class to generate a sample paragraph (**Assessment #2**) in class that makes an argument evaluating the relative heroism of two characters (as discussed previously). In small groups,	**Assessment #2** • Small-group work on paragraphs • Whole-class discussion / evaluation of small group products • Students will create an appropriate topic sentence for the paragraph. • Students will state why one character can be considered a greater hero than the other, using effective language to emphasize contrast, such as "on the other hand," "unlike Character X,", etc. • Students will create a conclusion for their paragraphs, reinforcing the central argument. • One member of each group will read the group's paragraph aloud, and the rest of the class will discuss whether the paragraph is effective, using the rubric that will be used later for individual student paragraph evaluation. **Assessment #3**: Proofreading exercise to prepare students for independent work.
5	Day 3 • Teacher will ask students to use the same process to compare the heroic qualities of Bilbo Baggins and Thorin Oakenshield (the leader of the dwarves) from *the Hobbit*, filling in their data on a similar blank matrix (**Assessment #4**).	**Assessment #4**: Independent paragraph writing: • In-class, independent completion of the heroism matrix for *The Hobbit.* • In-class, independent creation of outline for a paragraph arguing for the superior heroism of one of two characters from *The Hobbit* • Students will search for and note particular incidents in the story where the character has shown/failed to show the quality in question, recording that page number in the matrix, for reference. • Students will compose a one-paragraph argument for the superior heroism of one of the two characters, using the techniques that the class as a whole used when the small

		groups composed their own paragraphs. The argument should contain three ways in which one character can be deemed more heroic than the other. Students will create an outline of their argument in class, and compose the final draft as homework.

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	Student occasionally refers to specific words or phrases	Student often uses the text to support analysis, and	Student consistently uses the text as a basis for analysis

	from the text.	from the text.	contributions show thoughtful consideration of word meanings and connotations.	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%)

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

	1	2	3	4
Evaluation of heroic trais	Student evaluation does not demonstrate understanding of heroic attributes.	Student evaluation demonstrates understanding of at least one heroic attribute but inadequately develops, or fails to develop, more than one.	Student evaluation demonstrates understanding of at least two heroic attributes but inadequately develops, or fails to develop, more than two.	Student evaluation demonstrates understanding of three heroic attributes.
Student argument	The student's argument contains serious logical flaws.	The student's argument is plausible but illogically presented.	The student's argument is reasonably presented but may contain minor logical flaws.	The student's argument is well-developed and logical.
Text use	The student does not use specific textual evidence.	The student uses ineffective evidence or fails to include the required number of specific examples from the text.	The student uses the required number of textual examples; the references are acceptable but do not demonstrate a high degree of sensitivity to character differences, motivations, etc.	The student uses textual evidence effectively throughout the essay, and in the required amount.
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 and among all ideas.
Conclusion	The paragraph does not contain a concluding sentence.	The paragraph contains a concluding sentence, but one which does not clearly summarize the main argument of the paragraph.	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 copy of a short description of Bilbo's decision to join the adventure that the dwarves and Gandalf have proposed. They are to identify the (ten) errors in the paragraph and rewrite the paragraph so that all errors are corrected.

(The errors are noted here by underlining. Where two sentences are joined incorrectly, the inclusion of an end mark and capitalization of the following word counts as two points. If a student uses an alternative method of correcting the error, such as joining two sentences with a comma and a suitable conjunction, two points will be given.)

Bilbo <u>doesnt</u> want to go on a journey he likes staying at home in the Shire. when Gandalf visits him with <u>alot</u> of dwarves Bilbo worries about his dishes getting <u>broke</u>. But when he hears the dwarves sing he decides that an adventure would be fun. <u>going to explore new areas and meet new people</u>. He joins them the next morning but a couple of the dwarves <u>isn't</u> happy that he's <u>their</u>.

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

Summative Assessment #4: Independently written paragraphs.

Teacher will ask students to independently use the same process they used to write their first paragraphs to compare the heroic qualities of Bilbo Baggins and Thorin Oakenshield (the leader of the dwarves) from *the Hobbit,* a text which they will already have read and discussed in earlier lessons. The paragraph will be evaluated according to the rubric used for the first paragraph.