Curriculum Sample: 12th Writing
Max. 8 Pages

Grade Level	12	**Content Area**	Language Arts
Course Title (grades 9-12 Only)	Senior English		
Length of Unit	Three 55-minute classes, plus one 55-minute class for summative assessment	**Time of Year**	First Quarter
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 mastered researching material relevant to a topic, analyzing material for key ideas and concepts, and formulating an essay that is cohesive and defended with relevant facts. Students have been exposed to the principles of the Six-Trait Analytic Writing Assessment; this unit will help students move toward mastery of it. Rubric Students have been exposed to the principles of the VEO SAFE CAT mnemonic device; this unit will help students move toward mastery of it.		
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 school's program of instruction stresses alignment with research-supported instruction techniques: Hunter's Essential Elements of Instruction (EEI) and Bloom's Taxonomy Revised. To align with EEI, the lesson will have the following: a lesson title, a list of materials needed, curriculum standards listed on the board, an anticipatory set, student learning objectives listed on the board, alignment of instructional input with learning objectives/assessment, checks for understanding throughout the lesson, guided practice, closure, and extended practice/homework. To align with Bloom's Taxonomy Revised, the teacher will identify the highest level of cognition required by the students during the lesson: remembering, understanding, applying, analyzing, evaluating, or creating. For writing, all courses will employ the Six-Trait Analytic Writing Assessment Rubric.		
Standard Number and Description *List the Number* and full description for the required Standard.*	12.W.2 Writing Standards (W) Text Types and Purposes #2 - Write informative/explanatory texts to examine and convey complex ideas, concepts, and information clearly and accurately through the effective selection, organization, and analysis of content. a. Introduce a topic; organize complex ideas, concepts, and information so that each new element builds on that which precedes it to create a unified whole; include formatting (e.g., headings), graphics (e.g., figures, tables), and multimedia when useful to aiding comprehension. b. Develop the topic thoroughly by selecting the most significant and relevant facts, extended definitions, concrete details, quotations, or other information and examples appropriate to the audience's knowledge of the topic. c. Use appropriate and varied transitions and syntax to link the major sections of the text, create cohesion, and clarify the relationships among complex ideas and concepts.		

	d. Use precise language, domain-specific vocabulary, and techniques such as metaphor, simile, and analogy to manage the complexity of the topic. e. Establish and maintain a formal style and objective tone while attending to the norms and conventions of the discipline in which they are writing. f. Provide a concluding statement or section that follows from and supports the information or explanation presented (e.g., articulating implications or the significance of the topic).
Summative Assessment *Describe a cumulative and comprehensive activity, clearly separate from instruction and guided or independent practice, which allows each student to individually demonstrate mastery of the required Standard. A copy of the summative assessment must be attached to the curriculum sample.*	Students will do the following summative assessment: Choose a traffic law that should be changed. Write two essays that each argue that the law should be changed. The first essay supports its argument using VEO SAFE CAT evidence. This essay should contain no fallacies. The second essay supports its argument with the techniques of connotation and propaganda; this essay may contain fallacies as long as they are persuasive. Both essays will be graded with the Six-Trait Analytic Writing Assessment Rubric.
Scoring Scale and Mastery Level *Explain how the assessment is scored, to include points per question, how points are awarded, total points possible, criteria necessary to demonstrate mastery, and grading scale. A copy of the answer key and scoring rubric (whichever applicable) must be attached to the curriculum sample.*	The Six-Trait Analytic Writing Assessment Rubric will be used to score the summative assessment. The rubric has six categories: Ideas, Organization, Voice, Word Choice, Sentence Fluency, and Conventions. Each category is scored, based on the rubric criteria, on a 1-6 score. Each category is equally weighted. The summative assessment has two equally weighted essays, each of which will be scored on the Six-Trait Analytic Writing Assessment Rubric. Consequently, the highest possible score is 72, and grades are as follow: A=65-72; B=58-64; C= 50-57; D=43-49; F= Below 43. Mastery will be set at 80% (58/72) or higher.
Materials/Resources Needed	Fallacies handout, Fallacies worksheet, VEO SAFE CAT handout, VEO SAFE CAT worksheet, Six-Trait Analytic Writing Assessment Rubric

- ***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	**Instruction**	**Student Activities**
1	**Lesson Title (on board):** Fallacies in Argumentation **List of Materials:** student notebooks, Fallacies handout, Fallacies worksheet **Curriculum Standards (on board):** 12.W.2 Write informative/explanatory texts to examine and convey complex ideas, concepts, and information clearly and accurately through the effective selection, organization, and analysis of content. **Learning Objectives (on board):** Students will demonstrate understanding of the main types of fallacies by identifying examples of them on a Fallacy worksheet. **Anticipatory Set:** Students will respond in writing to this prompt: What is a fallacy? Explain why using a fallacy can weaken an argument. When finished, have students share answers. Teacher checks for understanding, corrects any mistakes, and summarizes main concepts. **Instructional Input:** Teacher explains how the use of fallacies in an argument might weaken the writer's credibility and stance on an issue. Teacher defines and explains these fallacies: Generalization, Stereotyping, Either/Or Fallacy, Begging the Question, Arguing off the Point, Ad Hominem, Guilt/Glory by Association, Faulty Analogy. Teacher gives students a Fallacies handout that defines and explains these common fallacies. **Guided Practice:** Teacher gives each student a Fallacies worksheet, which contains many examples of fallacies. The teacher models the assignment (completing the worksheet) by using the Fallacies handout to analyze the first example and compare it to the definitions of fallacies. The teacher then identifies the correct fallacy, explaining why. The teacher, with input from students, guides the class through 2-3 more examples. **Independent Practice:** Students complete the rest of the examples on the Fallacies handout by themselves. When finished, students pair up and discuss their answers. When finished, have students share answers.	Students will respond in writing to this prompt: What is a fallacy? Explain why using a fallacy can weaken an argument. Students take notes during discussion following anticipatory set. Students take notes during instructional input. Students take notes during guided practice. Students individually identify examples of fallacies by completing the Fallacies worksheet. When finished, students pair up and discuss their answers. When finished, students share answers in a class discussion.

	Teacher checks for understanding, corrects any mistakes, and summarizes main concepts. **Closure:** Teacher summarizes the day's lesson and previews the rest of the unit's lessons.	
2	**Lesson Title (on board):** The Use of Connotation for Persuasion and Propaganda **List of Materials:** student notebooks, copies of various political speeches (primary sources), colored highlighter pens **Curriculum Standards (on board):** 12.W.2 Write informative/explanatory texts to examine and convey complex ideas, concepts, and information clearly and accurately through the effective selection, organization, and analysis of content. **Learning Objectives (on board):** Students will assess persuasive techniques, identify and critique rhetorical devices from primary sources, identify a speaker's choice of language, and deliver informal presentations to demonstrate their understanding. **Anticipatory Set:** Students respond in writing to this prompt: Write down 3 words or short phrases that create good feelings inside of people. Write down 3 words or short phrases that create bad feelings inside of people. When finished, have students share answers. Making two columns (labeled good and bad), teacher lists the good and bad words on the board. Teacher and students discuss (and perhaps debate) words as they are written. Teacher checks for understanding, corrects any mistakes, and summarizes the main concepts. **Instructional Input:** Teacher reminds students that words can do much more than provide a dictionary definition (denotation). Some words can create a feeling within a person. Teacher reminds students that what they have listed—words that evoke emotion—is called connotation. Words that evoke good feelings are called positive connotation, and words that evoke bad feelings are called negative connotation. Use these terms to label the words on the board. The teacher writes the word propaganda on the board. Teacher reminds	Students respond in writing to this prompt: Write down 3 words or short phrases that create good feelings inside of people. Write down 3 words or short phrases that create bad feelings inside of people. Students take notes during the discussion following the anticipatory set. Students take notes during direct instruction. The teacher puts students in groups of four. Each group receives copies of a primary source document that is chosen based on their reading level. Each group reads its speech together. Using the first color of highlighter, students highlight any words in the speech that contain positive connotation. Using the second color of highlighter, students highlight any words in the speech that contain negative connotation. When finished, each group creates a T-chart and lists the words in the speech that contain positive connotation (left side of the t) and negative connotation (right side of the t). Each group presents its findings to the class and explains how these words are types of propaganda for this speaker— evoking feelings to help or hurt the cause being discussed.

	students that propaganda is a technique a speaker or author uses to spread information to help or hurt a cause. One technique used in propaganda is the use of connotation to evoke feelings in the listener/reader. **Independent Practice:** The teacher puts students in groups of four. Each group receives copies of a primary source document that is chosen based on their reading level. The teacher then provides each group with two different colors of highlighters. Each group reads its speech together. Using the first color of highlighter, students highlight any words in the speech that contain positive connotation. Using the second color of highlighter, students highlight any words in the speech that contain negative connotation. When finished, each group creates a T-chart and lists the words in the speech that contain positive connotation (left side of the t) and negative connotation (right side of the t). Each group presents its findings to the class and explains how these words are types of propaganda for this speaker— evoking feelings to help or hurt the cause being discussed. **Closure:** The teacher summarizes the lesson, explains to students that one way to persuade is to play to the listener's emotional feelings, and previews the next lesson.	
3	**Lesson Title (on board):** Using VEO SAFE CAT Evidence **List of Materials:** student notebooks, VEO SAFE CAT graphic organizer, Six-Trait Analytic Writing Assessment Rubric **Curriculum Standards (on board):** 12.W.2 Write informative/explanatory texts to examine and convey complex ideas, concepts, and information clearly and accurately through the effective selection, organization, and analysis of content. **Learning Objectives (on board):** Students will demonstrate their understanding of what constitutes strong evidence by completing a VEO SAFE CAT organizer and by discussion. **Anticipatory Set:** Students will answer this prompt in writing: What rule would you like to see changed at school? When finished, have students share answers and write them on the	Students will answer this prompt in writing: What rule would you like to see changed at school? Students take notes during discussion following anticipatory set. Students take notes during instructional input. Students take notes during guided practice. Each student receives two different newspaper editorial downloaded from news websites. Each student receives the VEO SAFE CATS graphic organizer and a highlighter. Students highlight and note the types of evidence provided in their article. Next, students transfer the evidence they found to the correct section of the graphic organizer.

	board. Have students vote on one rule to discuss. Write that rule on the board the position statement. For example: The school dress code should be changed. Have students turn to a peer and brainstorm reasons as to why this change should happen. As a class, ask students to share their ideas and write them on the board. **Instructional Input:** Teacher explains to students that they are creating evidence to support a position. Tell them that their position is "The school dress code should be changed" and that their reasons why are called evidence. Explain that having solid evidence creates credibility in the speaker/writer. **Guided Practice:** Teacher distributes the VEO SAFE CATS graphic organizer. VEO SAFE CAT is a mnemonic device to help students remember the types of evidence that can be used to support a position: Values, Expert Opinion, Statistics, Analogies, Facts, Examples, Causes, Anecdotes, Traditions, and Special rules. Using the worksheet as a reference, the teacher labels on the board the types of evidence that students have brainstormed. If any types of evidence have not been brainstormed, ask students to think of new evidence to add to the board. Make sure students understand each of the types of evidence. **Independent Practice:** Each student receives two different newspaper editorial downloaded from news websites. Each student receives the VEO SAFE CATS graphic organizer and a highlighter. Students highlight and note the types of evidence provided in their article. Next, students transfer the evidence they found to the correct section of the graphic organizer. When finished, students pair and share their results. As a class, discuss the types of evidence they discovered. Teacher monitors the discussion and asks guiding questions to help students correct their misconceptions. **Closure:** Teacher summarizes the week's lessons and asks for questions. Teacher refers students to their copy of the Six-Trait Analytical Writing Rubric, and reviews it. Teacher hands out summative assessment, which students will	When finished, students pair and share their results. As a class, discuss the types of evidence they discovered. Teacher monitors the discussion and asks guiding questions to help students correct their misconceptions.

	complete during class the next day: Choose a traffic law that should be changed. Write two essays that each argue that the law should be changed. The first essay supports its argument using VEO SAFE CAT evidence. This essay should contain no fallacies. The second essay supports its argument with the techniques of connotation and propaganda; this essay may contain fallacies as long as they are persuasive. Both essays will be graded with the Six-Trait Analytic Writing Assessment Rubric.	

Paste Summative Assessment Here:

Choose a traffic law that should be changed. Write two essays that each argue that the law should be changed. The first essay supports its argument using VEO SAFE CAT evidence. This essay should contain no fallacies. The second essay supports its argument with the techniques of connotation and propaganda; this essay may contain fallacies as long as they are persuasive. Both essays will be graded with the Six-Trait Analytic Writing Assessment Rubric.

Paste Answer Key/Scoring Rubric Here:

Each of the two equally weighted essays will be graded on the Six-Trait Analytic Writing Assessment Rubric. The highest possible score is 72, and grades are as follow: A=65-72; B=58-64; C= 50-57; D=43-49; F= Below 43. Mastery will be set at 80% (58/72) or higher.

Six-Trait Analytic Writing Assessment Rubric (36 points for each essay)

Score:

6 Ideas: Clear, focused thesis and topic sentences that stand out and are developed by rich details suitable to audience and purpose.
Organization: Effective introductions, highly-developed body, strong conclusion, and a wide variety of transitions move the reader smoothly through the text.
Voice: The writer seems deeply committed to the topic and shows personality with a strong sense of a specific audience.
Word Choice: A rich, broad use of carefully chosen words conveys the message in an interesting, precise and appropriate manner with a sense of writing to be read.
Sentence Fluency: Sentences have a strong and varied structure with a high degree of craftsmanship and evident flow and rhythm.
Conventions: Writer has exceptionally strong control with few and minor errors.

5 Ideas: Clear focused thesis and topic sentences that stand out and are developed by details suitable to audience and purpose.
Organization: Writer employs a purposeful introduction, well-developed body, unifying conclusion, and a variety of transitions.
Voice: Writer seems committed to the topic and shows personality with a sense of audience.
Word Choice: Carefully chosen words effectively convey the intended message in an interesting, clear, and precise way suitable to audience and purpose.
Sentence Fluency: Varied sentence structure enhances reading enjoyment. Writing has flow and rhythm.
Conventions: Strong control is demonstrated. Few and minor errors do not impede the reader.

4 Ideas: Clear and focused thesis and topic sentences with limited or general support are evident.
Organization: Organization is clear and coherent but may seem formulaic.
Voice: The writing is expressive, engaging, and sincere in places.
Word Choice: A variety of functional words appropriate to the audience and purpose are present with a sense of writing to be read.
Sentence Fluency: Writing flows, but transitions may be inefficiently used. Sentence variety is evident.
Conventions: Control of conventions is demonstrated. Minor errors do not impede readability.

3 Ideas: Main ideas are broad or simplistic. Support is limited, insubstantial, general, or slightly off topic.
Organization: Overall structure is inconsistent and sequencing is unclear. The writer may use expressions such as, "My topic is…." or "In conclusion…."
Voice: Commitment to topic seems inconsistent. Voice is either inappropriately personal or impersonal.
Word Choice: Ordinary language, lacking variety or interest, is used. Word choice may also be inappropriate to the audience and purpose of the assignment.
Sentence Fluency: The writing is mechanical rather than fluid. Occasional awkward sentences force the reader to slow down or re-read.
Conventions: Errors begin to impede readability.

2 Ideas: Main ideas are somewhat unclear and there is only minimal attempt to develop them.
Organization: No clear structure exists in the piece.
Voice: Little sense of the author's commitment to the subject is evident.
Word Choice: The language is monotonous and/or misused.
Sentence Fluency: Sentences are choppy and/or rambling with no clear direction or thought.
Conventions: Frequent and significant errors impede readability.

1 Ideas: The writing lacks a central idea or focus.
Organization: The writing is haphazard and disjointed.
Voice: The writing is flat and lifeless with no sense of involvement from the writer.
Word Choice: The writing shows an extremely limited vocabulary.
Sentence Fluency: The writing is difficult to read aloud because the sentences are incomplete, rambling, or very awkward.
Conventions: Numerous errors in grammar, usage, and spelling are present.