Curriculum Sample: 11th Writing
Max. 8 Pages

Grade Level	11	**Content Area**	Language Arts
Course Title (grades 9-12 Only)	Honors English Literature		
Length of Unit	Three 55-minute classes, plus a week to research and write the summative assessment.	**Time of Year**	Second 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.		
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.*	Honors English Literature is taught currently (in 11th grade) with Honors/AP U.S. Government. 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.*	11.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 write an essay arguing either FOR or AGAINST the following proposition: The Constitution's Founders would have approved of the ways in which the 14th Amendment's changed judicial interpretation of the Bill of Rights and the Constitution. Make sure you essay's ideas are informed by evidence from primary and secondary sources. The essay will be graded using 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 highest possible score is 36, and grades are as follow: A=32-36; B=29-31; C= 25-28; D=21-24; F= Below 21. Mastery will be set at 80% (29/36) or higher.
Materials/Resources Needed	student notebooks, U.S. Constitution, Founders' Library Books handout, Influences on the Constitution graphic organizer, and summaries of Barron v. Baltimore, Palko v. Connecticut , Adamson v. California, and Duncan v. Louisiana

- ***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):** Intellectual Influences on the Framers of the Constitution. **List of Materials:** student notebooks, U.S. Constitution, Founders' Library Books handout, Influences on the Constitution graphic organizer **Curriculum Standards (on board):** 11.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 intellectual influences on the Founders of the Constitution by identifying on graphic organizers the similarities between works read by the Founders and the Constitution. **Anticipatory Set:** Students respond to this prompt in writing: List the books, movies, television shows, and music groups that have most influenced you. Have students share their choices and their reasons for those choices. Teacher leads discussion, guiding students toward understanding that no develops his/her ideas in isolation: we all have influences that shape our ideas and values. **Instructional Input:** Teacher reminds students of pertinent facts about the Constitutional Convention and the delegates to the Convention, who became the Framers of the Constitution. Teacher reminds students that the Framers and other Founders had read widely in social, political, and legal history. **Independent Practice:** Teacher divides students into groups of four. Each group receives a colored highlighter pen. Each group receives four selections from the Founders' Library Books handout, which contains short quotations from documents like the Magna Carta and from works by John Locke, Adam Smith, Baron Montesquieu, Thomas Paine, et al. Each student receives a copy of the United States Constitution that includes Articles I-VII and Amendments 1-10 (the Bill of Rights). Each group receives a copy of the Influences on the Constitution graphic	Students respond to this prompt in writing: List the books, movies, television shows, and music groups that have most influenced you. Students take notes during discussion following the anticipatory set. Students take notes during instructional input. In groups of four, students use Founders' Library handout and the Constitution to identify key sections in the Articles or Amendments that hold similar ideas as those presented in the assigned passages by filling out the Influences on the Constitution graphic organizer. The group notes on the document using a highlighter or pen the sections that correlate with the assigned section. Teacher instructs students to use examine their personal influences from the anticipatory set. Teacher instructs each group to write a paragraph that connects the influences that they listed to the current condition of teenagers in America. Groups hand in their paragraph.

	organizer. Teacher instructs each group to read the assigned sections of the Founders' Library Books handout as a group. Then, the group identifies key sections in the Articles or Amendments that hold similar ideas as those presented in the assigned passages. The group notes on the document using a highlighter or pen the sections that correlate with the assigned section. When finished, project the Influences on the Constitution blank handout. Ask a member of each group to fill in their portion of the handout, creating a master compilation that all the students can see. **Guided Practice:** Teacher leads a discussion on the following questions: Did one thinker or book have more influence on the Constitution? Some have called the Constitution one of most revolutionary documents ever produced. If all of these works had been written before the Constitution was ever conceived, how can it be revolutionary? What other documents, ideas, or events do you think should have been included? Teacher checks for understanding, corrects mistakes, and summarizes the main concepts of the discussion. **Independent Practice:** Teacher instructs students to use examine their personal influences from the anticipatory set. Teacher instructs each group to write a paragraph that connects the influences that they listed to the current condition of teenagers in America. Have groups hand in their paragraph. **Closure:** Teacher reviews the main concepts of the lesson and previews the next lesson.	
2	**Lesson Title (on board):** The 14th Amendments Effect on the Bill of Rights and Constitutional interpretation **List of Materials:** student notebooks, U.S. Constitution, summaries of Barron v. Baltimore, Palko v. Connecticut , Adamson v. California, Duncan v. Louisiana **Curriculum Standards (on board):** 11.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	Students respond to this prompt in writing: How did the 14th Amendment affect judicial interpretation of the Bill of Rights? Students take notes on their reading assignment in preparation for the lesson. Students take notes during discussion following the anticipatory set. Teacher divides the class into three groups. Each group will receive one case to review. Each group is to use the remaining class time to read and discuss the key points of their respective case. The students in their

	understanding of the 14th Amendment's effect on the Bill of Rights and constitutional interpretation. **Anticipatory Set:** Students respond to this prompt in writing: How did the 14th Amendment affect judicial interpretation of the Bill of Rights? Have students share and discuss their answers. Teacher checks for understanding, corrects mistakes, and summarizes the main concepts. **Instructional Input:** Before the lesson, the teacher assigns students to read the Fifth and the Fourteenth Amendments, and summary of Barron v. Baltimore (1833). Next, use the Anticipatory Set from above. Also, answer any questions over the readings, and clarify how Barron is an example of an era in which the Bill of Rights was only guaranteed in federal proceedings. **Independent Practice:** Teacher divides the class into three groups. Each group will receive one case to review. Each one of the cases will include the "fundamental rights interpretation," the "total incorporation," or the "selective incorporation" of the Bill of Rights into the 14th Amendment. Handout summaries of the following cases to each respective group: Palko v. Connecticut (fundamental rights interpretation) Adamson v. California (total incorporation) Duncan v. Louisiana (selective incorporation) Each group is to use the remaining class time to read and discuss the key points of their respective case. The students in their groups are to outline their respective case and use specific examples from their case to show how the Supreme Court has interpreted the 14th Amendment in regards to applying the Bill of Rights to the states. **Closure:** Teacher summarizes the day's lesson and reminds students that groups will give presentations during the next lesson.	groups are to outline their respective case and use specific examples from their case to show how the Supreme Court has interpreted the 14th Amendment in regards to applying the Bill of Rights to the states.
3	**Lesson Title (on board):** The 14th Amendments Effect on the Bill of Rights and Constitutional interpretation **List of Materials:** student notebooks, U.S. Constitution, summary of Barron v. Baltimore, Palko v. Connecticut , Adamson v. California, Duncan v. Louisiana **Curriculum Standards (on board):** 11.W.2 Write informative/explanatory texts to examine and convey complex ideas, concepts, and information clearly and accurately through the	Each group gives a presentation to the class as a whole. The board or a PowerPoint may be utilized if the equipment is available.

	effective selection, organization, and analysis of content. **Learning Objectives (on board):** Students will demonstrate understanding of the 14th Amendment's effect on the Bill of Rights and constitutional interpretation by writing and giving group presentations. **Independent Practice:** Each group gives a presentation to the class as a whole, i.e., the board or a PowerPoint may be utilized if the equipment is available. The presentation is to encompass the following: What type of interpretation was used by the Supreme Court The facts of the case How the court ruled Examples from the case supporting the court's interpretation of the 14th Amendment and the rights it applies to the states Groups give their presentations. **Closure:** Teacher summarizes the major concepts of the lesson, and previews the next lesson. Teacher hands out the unit's summative assessment, which is due in two weeks: Write an essay arguing either FOR or AGAINST the following proposition: The Constitution's Founders would have approved of the ways in which the 14th Amendment's changed judicial interpretation of the Bill of Rights and the Constitution. Make sure you essay's ideas are informed by evidence from primary and secondary sources. The essay will be graded using the Six-Trait Analytic Writing Assessment Rubric.	

Paste Summative Assessment Here:

Write an essay arguing either FOR or AGAINST the following proposition: The Constitution's Founders would have approved of the ways in which the 14th Amendment's changed judicial interpretation of the Bill of Rights and the Constitution. Make sure you essay's ideas are informed by evidence from primary and secondary sources. The essay will be graded using the Six-Trait Analytic Writing Assessment Rubric.

Paste Answer Key/Scoring Rubric Here:

Each category is equally weighted. The highest possible score is 36, and grades are as follow: A=32-36; B=29-31; C= 25-28; D=21-24; F= Below 21. Mastery will be set at 80% (29/36) 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.