Curriculum Sample: 10th Writing
Max. 8 Pages

Grade Level	10	**Content Area**	Language Arts
Course Title (grades 9-12 Only)	Honors English Language		
Length of Unit	Four 55-minute classes, plus students have a week to complete 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 identifying and evaluating the concepts cause and effect. Students will have mastered selecting relevant information related to a topic, forming a thesis statement, supporting details, and incorporating such into an objective five paragraph essay. 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 Language focuses on American prose and is integrated with Honors/AP U.S. History. The school's program of instruction stresses alignment with research-supported instruction techniques of Hunter's Essential Elements of Instruction. 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.*	10.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 to make important connections and distinctions; include formatting (e.g., headings), graphics (e.g., figures, tables), and multimedia when useful to aiding comprehension. b. Develop the topic with well-chosen, relevant, and sufficient 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 to link the major sections of the text, create cohesion, and clarify the relationships among complex ideas and concepts. d. Use precise language and domain-specific vocabulary 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	Students will choose one historical event occurring in the United States to analyze the cause and effect of such		

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.	historical event and write an essay demonstrating their mastery of informative writing in an objective manner.
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 highest possible score will be 45 points. The grading is as follows: A= 41-45, B=36-40, C=32-35, D=27-31, F=Below 27. Mastery is set at 80% (36/45) or higher. The scoring will be based on a two-part rubric: Explaining-Effects Rubric (9 points) and Six-Trait Analytic Writing Assessment Rubric (36 points). The Explaining-Effects Rubric has three categories for each type of effect. Each category is scored, based on rubric criteria, on a 1-3 score. The Six-Trait Analytic Writing Assessment 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.
Materials/Resources Needed	Overhead images of different mediums from the time period of the attack on Pearl Harbor, including the attack and resulting influences on language, war posters, articles, news media, etc. Graphic Organizer for Pair Activity, Student notebooks, the Six-Trait Analytic Writing Assessment Rubric, Explaining-Effects 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):** Cause and Effect **List of Materials:** student notebooks, overhead projector	Students will answer this prompt in writing: Give three separate

	Curriculum Standards (on board): 10.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 effects of the Pearl Harbor attack on U.S. society by taking notes and brainstorming ideas. **Anticipatory Set:** Students will answer this prompt in writing: Give three separate examples that show cause and effect. When finished, have students share answers. Have students explain the relationship between cause and effect. Teacher summarizes discussion and fills in any gaps. **Instructional Input:** Teacher will further explain the concept of cause and effect using as an example the historical event of the Japanese attack on Pearl Harbor. Overhead images of different media from this historical period will reinforce understanding of the effect as a result of the cause, the attack on Pearl Harbor. **Guided Practice:** To demonstrate understanding of concepts, teacher and students will participate in verbal brainstorming on what happened (attack) and the effect on the United States (e.g. change from Isolationist stance to Interventionist in war), laws (Japanese-American internment camps, cultural sensitivity/ insensitivity, media images of enemies, language, etc.). Class will participate in identifying whether images are based on emotion, ethics, or logic. Teacher will reinforce effort and success. **Closure:** Teacher summarizes the day's lesson and previews the next lesson.	examples that show cause and effect. Students take notes during instructional input. Students brainstorm during guided practice. Students take notes during guided practice.
2	**Lesson Title (on board):** Cause and Effect **List of Materials:** student notebooks, graphic-organizer handout **Curriculum Standards (on board):** 10.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 effects of the Pearl Harbor attack on U.S. society by using a graphic organizer.	Students will answer this prompt in writing: The Japanese attack on Pearl Harbor caused many effects on the United States. List five of these effects. Students take notes during instructional input/guided practice. Students use the graphic organizer handout to evaluate Pearl Harbor (cause) and its effect on the United States. Students will be encouraged to consider all facets of U.S. society that Pearl Harbor impacted. Students will use a graphic organizer handout to categorize their

	Anticipatory Set: Students will answer this prompt in writing: The Japanese attack on Pearl Harbor caused many effects on the United States. List five of these effects. When finished, have students share answers. Have students explain the relationship between Pearl Harbor attack and changes in America. Teacher summarizes discussion and fills in any gaps. **Independent Practice:** Students use the graphic organizer handout to evaluate Pearl Harbor (cause) and its effect on the United States. Students will be encouraged to consider all facets of U.S. society that Pearl Harbor impacted. Students will use a graphic organizer handout to categorize their responses into columns – emotional, ethical, or logical. When finished, students join in pairs to review, discuss, and revise their graphic organizers. As students work, teacher checks their work in progress. **Closure:** Teacher summarizes the day's lesson and previews the next lesson.	responses into columns – emotional, ethical, or logical. When finished, students join in pairs to review, discuss, and revise their graphic organizers.
3	**Lesson Title (on board):** Organizing Ideas for Writing Essays **List of Materials:** Student notebooks, Six-Trait Analytic Writing Assessment Rubric **Curriculum Standards (on board):** Write informative/explanatory texts to examine a topic and convey ideas, concepts, and information through the selection, organization, and analysis of relevant content. **Learning Objectives (on board):** Students will demonstrate in writing recall of the elements of an essay and an outline, and the definition of a thesis statement. Students will demonstrate their understanding of organization for essay writing by using their brainstorming responses to prior lesson's writing prompt to further organize their ideas and formulate an outline for their essay, including determining their thesis statement. **Anticipatory Set:** Have students answer this prompt in writing: List the elements of an essay. List the elements of an outline. **Instructional Input/Guided Practice/Independent Practice:** Have students refer to their individual copy of the Six-Trait Analytic Writing Assessment Rubric. In the following review instruction, give students opportunity to access	Have students answer this prompt in writing: List the elements of an essay. List the elements of an outline. Students take notes during instructional input/guided practice.

	prior knowledge and provide information and/or teach on essay expectations, transition words, key phrases used with specific writing purposes. Teacher can fill in missing information or components as each area is covered. Review expectations for each of the five paragraphs students will write (introduction, thesis statement, body paragraphs and supporting details, conclusion). This is a good time to review any components students have difficulty with, like writing a thesis statement. Review use of transition words. Review examples of phrases or concepts used with each writing purpose. Writing responses on board, overhead, interactive boards, will reinforce learning. **Closure:** Teacher will summarize the day's lesson and remind students of the procedures for the next day's summative assessment. **Homework:** Students will study the material from this week's lessons in preparation for a summative assessment.	
4	**Lesson Title (on board):** Writing a Research Paper on a Historical Event that Explains Cause and Effect **List of Materials:** Student notebooks, the Six-Trait Analytic Writing Assessment Rubric, Explaining-Effects Rubric **Curriculum Standards (on board):** Write informative/explanatory texts to examine a topic and convey ideas, concepts, and information through the selection, organization, and analysis of relevant content. **Learning Objectives (on board):** Students will demonstrate in writing their ability to write a five-paragraph research paper that explains cause and effect of historical event. **Anticipatory Set:** Students answer this prompt in writing: What historical event are you going to write your research paper about? **Instructional Input/Guided Practice:** Teacher leads students in discussion about research techniques and writing papers. **Closure/Homework:** Teacher assigns a summative assessment, giving students one-week to complete the assessment: Choose one historical event in U.S. history and write a five paragraph Cause and Effect Essay explaining what happened and three significant effects on the United	Students answer this prompt in writing: What historical event are you going to write your research paper about? Students take notes, participate, and ask questions during instructional input/guided practice.

	States. Your answer will be graded using a two-part rubric that you were given in class: Explaining-Effects Rubric (9 points) and Six-Trait Analytic Writing Assessment Rubric (36 points).	

Summative Assessment Here:

Choose one historical event in U.S. history and write a five paragraph Cause and Effect Essay explaining what happened and three significant effects on the United States. Your answer will be graded using a two-part rubric that you were given in class: Explaining-Effects Rubric (9 points) and Six-Trait Analytic Writing Assessment Rubric (36 points).

Answer Key/Scoring Rubric Here:

The highest possible score will be 45 points.
The grading is as follows: A= 41-45, B=36-40, C=32-35, D=27-31, F=Below 27. Mastery is set at 80% (36/45) or higher.
The scoring will be based on a two-part rubric: Explaining-Effects Rubric (9 points) and Six-Trait Analytic Writing Assessment Rubric (36 points).

Explaining-Effects Rubric (9 points)
Score:

3 Effect #1 is commendably explained in the essay.
Effect #2 is commendably explained in the essay.
Effect #3 is commendably explained in the essay.

2 Effect #1 is partially explained in the essay.
Effect #2 is partially explained in the essay.
Effect #3 is partially explained in the essay.

1 Effect #1 is not explained in the essay.
Effect #2 is not explained in the essay.
Effect #3 is not explained in the essay.

Six-Trait Analytic Writing Assessment Rubric (36 points)
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.