Curriculum Sample Template
Max. 8 Pages

Grade Level	8th grade	**Content Area**	Humanities-Language Arts
Course Title (grades 9-12 Only)			
Length of Unit	5 class periods based on a two hour block for a total of 10 instructional hours.	**Time of Year**	Block three of ten
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 been instructed on basic paragraph structure, persuasive techniques, writing a thesis statement and will be familiar with the class revision strategies (Berger Critique, color-coding, etc.)		
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.*	As part of the Humanities block students will participate in a project that includes taking a stand on a community issue that is of personal concern and will write and present a persuasive speech targeted toward a group or individual that has the power to make change in the community. They will write a formal persuasive letter asking permission to present their speech to a community group. This will meet the Quadrant D criteria of creating and applying learning.		
Standard Number and Description *List the Number* and full description for the required Standard. To c*	8.W.2. Text Types and Purposes #2 – Write informative/explanatory texts to examine a topic and convey ideas, concepts, and information through the selection, organization, and analysis of relevant content. a. Introduce a topic clearly, previewing what is to follow; organize ideas, concepts, and information into broader categories; include formatting (e.g. headings), graphics (e.g. charts, tables); and multimedia when useful to aiding comprehension. b. Develop the topic with relevant, well-chosen facts, definitions, concrete details, quotations, or other information and examples. c. Use appropriate and varied transitions to create cohesion and clarify the relationships among ideas and concepts. d. Use precise language and domain-specific vocabulary to inform about or explain the topic. e. Establish and maintain a formal style. f. Provide a concluding statement or section that follows from and supports the information or explanation presented.		
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*	Each student will write a persuasive letter that is targeted towards a group or individual that has the power to make change in the community. The letter will be designed to persuade an individual/group to allow the student to present a speech to their organization and will include specific solutions to address the issue. The student letter must meet the criteria in the Persuasive Writing Scoring Guide Rubric that is attached.		

curriculum sample.	
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 essay that serves as the speech will be scored according to the six point Persuasive Writing Scoring Guide Rubric that is attached. The following mastery level scale will be used: Exceeds 23-24; Meets 18-22; Developing 14-17, Below 14 Beginning. Students must score 18 (75%) or better to receive credit.
Materials/Resources Needed	Lesson One – Students will need their IPads each day. Butcher Paper and white board space will be provided. Lesson Two – Materials to support student research (internet sites, books, articles from the humanities class, etc.) Lesson Three – Examples to model the selection of effective facts and examples. Lesson Four – The revision strategy information and mini-lesson on transitions (vocabulary sort works well) Lesson Five – Video taping equipment as a support to the IPad options for recording speeches.

* ***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	1. Introduce the standard and assignment. 2. As a class, brainstorm issues in the community that are of concern to students and track these using a web. 3. Assign partner and have student pairs choose 2 or 3 issues to discuss in more detail, listing several causes and/or effects for each one. 4. Have student pairs share several of their causes, adding information to the web. 5. As students to select an issue that is the most interesting to them. 6. As a ticket out, have students respond to the following prompt: Which issue did you choose and why? What is your point of view regarding this issue?	1. Students will write the standard and assignment in their notebook using Cornell Note approach. 2. Students will participate in brainstorm activity and volunteers will place ideas on the whiteboard web. 3. With a partner, students will choose two or three topics to explore in more detail. They will set up their Cornell notes to include the categories of facts, examples and experiences and begin to complete each of these. 4. Students will actively participate in the class discussion. 5. Students will choose an issue of focus for the persuasive speech and complete a ticket out.
2	1. Show resources collected then have the class brainstorm other places/methods to find information relating to their topic. 2. Direct students to research their topic, reminding them to use their Cornell Note approach to keep track of terminology specific to their issues. Instruct them the find a specific audience (name and address). 3. Circulate to check on individual progress and to answer questions or provide support.	1. Students will participate in brainstorming. 2. Students will engage in researching their topic and will track the results in their notebooks, using the Cornell note structure.
3	1. Model how to differentiate between effective vs. less effective facts and examples using a think aloud. 2. Have students work with a partner to organize their information. Students should help each other choose the most effective facts and examples to support their point of view. 3. Teacher models how facts and examples are grouped into categories/paragraphs (white board).	1. Students will participate in the lesson and take Cornell notes. 2. Students will work with a partner to select the most relevant facts and examples to include. 3. Individual students will group their facts and examples into categories/paragraphs. 4. Students will write a rough draft of body paragraphs being sure to include specific vocabulary and persuasive strategies.

	4. Have students work with a partner to group their facts and examples and include this information in their notes. 5. Remind students that this is a persuasive speech intended for a real audience. Persuasive strategies should be included and a formal tone should be maintained. Circulate to monitor and support.	
4	1. Provide partner teams with strips of paper with transitions on them. Have students sort transitions and defend their categories. As a class review transitions and their various purposes. 2. Have students read through their body paragraphs and add/change transitions as necessary to clarify meaning and add cohesion. 3. Ask students to develop an introduction and conclusion tailored for their audience. The introduction should contain a thesis statement and conclusions should restate the point of view. 4. Circulate to monitor and support as students complete rough drafts of speeches. 5. Assign students to present their speech to a family member or adult outside of class as a practice for the final presentation and taping.	1. Students will sort transitions into categories then defend their categories. 2. Students will add/adapt transitions in the body of their paragraphs. 3. Students will develop introduction and conclusion according to specifications. 4. Students will complete a rough draft of their speech.
5	1. Facilitate a revision strategy. Students will be able to use either the Berger Critique or color coding. 2. Ask students to incorporate revisions into their final draft. 3. Have students upload to their portfolio for teacher evaluation. 4. Pair students to present their speech to one another as practice for the final taping. 5. Begin taping as students are ready. This may need to be continued the following day to assure that all students have time.	1. Students will participate in the revision strategy based upon meeting the writing rubric requirements. They will circle issues and highlight areas that are strong. 2. Students will individually incorporate their revisions into their final draft. 3. Students will upload the final draft to their portfolio. 4. Students will practice speeches in pairs then begin the taping.
6	1. Ask students to research community groups that may be able to take action regarding another community issue of importance to them. 2. Provide the writing rubric and assign the summative assessment: Write a letter to the community group that will persuade them to support the solution(s) you are proposing for your identified issue. You will include a request to present your speech at one of their meetings. Allow	1. Students will conduct a web search of local community groups targeting their issue. Students will research their topic. 2. Students will prepare the letter based upon the writing rubric. 3. Students will upload the final letter to their portfolio. 4. Students will send the teacher approved letter to their community

	two days for in class and homework completion of the letter. 3. Instruct students to upload their letter to their portfolio for teacher evaluation. 4. Teacher will send a follow up letter to each community group inviting them to participate in the student learning experience. 5. Teacher will assist student in completion of their speech.	group. 5. Students selected for delivering a speech will prepare for this with a project team and receive feedback from the class and teacher.

Paste Summative Assessment Here:

You have completed a speech on the community issue that you and your pair partner selected. For your final assignment please write a persuasive letter in which you take a stand on a different issue of importance to you and request permission to present a speech to their organization. Target and send your letter to a group or an individual that has the power to make change in the community. Upload the letter to your portfolio for teacher evaluation. Send the approved letter. The letter will be evaluated using the Persuasive Writing Scoring Rubric, so use that as a guide. Be sure to include all elements of the writing standard assigned.

Paste Answer Key/Scoring Rubric Here:

The letter developed for the community group will be scored according to the six point Persuasive Writing Scoring Guide Rubric that is attached. The following mastery level scale will be used: Exceeds 23-24; Meets 18-22; Developing 14-17, Below 14 Beginning. Students must score 18 (75%) or better to receive credit.

Persuasive Writing Scoring Guide COMPONENT	**6**	**5**	**4**	**3**	**2**	**1**
Focus	Takes a clear position and supports it consistently with well-	Takes a clear position and supports it with relevant reasons and/or	Takes a clear position and supports it with some relevant	Takes a position and provides uneven support; may lack development in parts or be repetitive OR	Takes a position, but essay is underdeveloped.	Attempts to take a position (addresses topic), but

	chosen reasons and/or examples; may use persuasive strategy to convey an argument.	examples through much of the essay.	reasons and/or examples; there is some development of the essay.	essay is no more than a well-written beginning.		position is very unclear OR takes a position, but provides minimal or no support; may only paraphrase the prompt.
Organization	Is focused and well organized, with effective use of transitions and information logically grouped into paragraphs and sections.	Is well organized, but may lack some transitions. Formats related information into sections.	Is generally organized, but has few or no transitions among sections. Grouping lacks cohesion.	Is organized in parts of the essay; other parts are disjointed and/or lack transitions. Lack of paragraph structure.	Is disorganized or unfocused in much of the essay OR is clear, but too brief. Related information is not grouped together.	Exhibits little or no apparent organization.
Sentence Fluency and Word Choice	Consistently exhibits variety in sentence structure and word choice. Includes domain specific vocabulary	Exhibits some variety in sentence structure and uses good word choice; occasionally, words may be used inaccurately.	Most sentences are well constructed but have similar structure; word choice lacks variety or flair. Includes minimal, if any, domain specific vocabulary	Sentence structure may be simple and unvaried; word choice is mostly accurate.	Sentences lack formal structure; word choice may often be inaccurate.	Sentences run-on and appear incomplete or rambling; word choice may be inaccurate in much or the entire essay.
Conventions	Errors in grammar,	Errors in grammar,	More frequent errors in	Errors in grammar, spelling, and	Errors in grammar, spelling, and punctuation	Errors in grammar,

	spelling, and punctuation are few and do not interfere with understanding.	spelling, and punctuation do not interfere with understanding.	grammar, spelling, and punctuation, but they do not interfere with understanding.	punctuation sometimes interfere with understanding.	interfere with understanding in much of the essay.	spelling, and punctuation prevent reader from fully understanding essay.

*Adapted from Readwritethink.org