Curriculum Sample Template

Max. 8 Pages

Grade Level	7th	**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.*	Students will have familiarity of the basic writing process, including: planning, outlining, drafting, editing/revising, and final drafting. Students will have familiarity with a five paragraph essay. Social studies content will have been taught alongside this unit. Formal Writing - For all formal writing assignments in a unit, the students will brainstorm, draft, revise, edit, and publish written work using technology. The students will demonstrate a command of standard English grammar, capitalization, punctuation, and spelling. When researching, the students will cite digital and print sources in MLA format to avoid plagiarism.		
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 Common Core emphasizes repeated expository writing with a unified focus, developed with evidence and examples. This unit furthers mastery of this by providing significant instructional minutes on expository writing. This sample also demonstrates the three distinctive features of SySTEM Phoenix's Program of instruction: 1) Integration: English and Social Studies standards are taught in a mutually reinforcing manner. 2) Problem-Based Learning: The standard is introduced to students within the context of a real-world problem that they continually hook their new knowledge into in order to create a viable solution or make an evaluative judgment 3) All lessons include a Marzano high-yield strategy (i.e. summarizing and Venn diagrams), a Socratic seminar, or a Kagan cooperative learning structure (i.e. gallery walk, think-pair-share).		
Standard Number and Description *List the Number* and the full description for the Required Standard or Social studies Performance Objective listed in section A.6.*	7.W.1 Write arguments to support claims with clear reasons and relevant evidence. A) Introduce claim(s), acknowledge and distinguish the claim(s) from alternate or opposing claims, and organize the reasons and evidence logically. B) Support claim(s) with logical reasoning and relevant evidence, using accurate, credible sources and demonstrating an understanding of the topic or text. C) Use words, phrases, and clauses to create cohesion and clarify the relationships among claim(s), reasons, and evidence. d) Establish and maintain a formal style. E) Provide a concluding statement or section that follows from and supports the argument presented.		
Materials/Resources Needed	"The Progressive Era" video http://www.youtube.com/watch?v=z-ztBdclkYU "Strengthen Argumentative Writing By Identifying an Opposing Claim" video https://www.youtube.com/watch?v=h35jfS7jnpc Background on the Progressive Era: http://fallbrookuhsd.cyberschool.com/view/1162.pdf, http://quizlet.com/20032087/summary-of-progressive-era-thinkers-flash-cards/, Legislation created by the era; http://www.digitalhistory.uh.edu/historyonline/us31.cfm Interactive Timeline--http://www.timetoast.com/timelines/the-progressive-era--11 Graphic Organizer: Know, Want to Know, How to find information, Learned, Still need to find out (KWHLS), Research Log (RL)		

* ***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 Social studies, use Grade, Strand, Concept, PO (e.g., 4.1.3.1).*

Lesson (add as needed)	Instructional Strategies	Student Activities
1	***1. Essential Question:*** Why are words powerful? ***2. Launch:*** How do we decide what is best for society? During the Progressive era, some people believed that making alcohol illegal would be good for society, yet an unintended consequence of this decision was the formation of an organized crime syndicate. The teacher will share excerpt from "The Progressive Era" video, and then a guide a discussion about the reforms/ideas associated with the Progressive Era. ***3. Introduction:*** **The Case:** You are a member of the Naming Committee that works for the Smithsonian. A new exhibit recognizing the contributions of the Progressive era has to be named. You will have to research the name of an American who has helped change society and write a proposal to name the exhibit in honor of one person. It has been requested by the Executive Board that the person be from the following groups' due to their contributions to the changing social and political structure of the United States: labor leaders (e.g., Samuel Gompers, Mother Jones), social reformers (e.g., Susan B. Anthony, Elizabeth Cady Stanton), industrialists (e.g., Andrew Carnegie, John D. Rockefeller), inventors (e.g., Thomas Edison, Henry Ford), Populists (e.g., William Jennings Bryan) financiers (e.g., J.P. Morgan, Jay Gould.) Your task is to determine who the exhibit should be named after. Your challenge write an argument in favor of the individual selected and include at least two corroborating sources of information about the person that prove they are worthy of being named for the new exhibit. ***6. Debrief/Summarize:*** The teacher will offer a topic and prompt students to individually craft a "claim" (position). Teacher will then write a claim in regards to this topic and guide students to categorize their individual claims as "in line with", "opposing", or "alternative" to the teacher's claim. The teacher will ensure the following learning target is generalized: acknowledging alternative or opposing claims helps writers develop a stronger argument by addressing doubts the reader may have.	***4. PBL Casework:*** **Meet the Problem:** Students will be organized into collaborative working groups, "Naming Committees", of four, which will stay consistent throughout the entire case. *S*tudents will examine the case and get familiar with the provided case material. **Know/Need to Know:** Students will identify information and ideas into a KWHLS (see Resources) chart. Each group will then identify which reform; Labor Rights, Consumer Protection, Political Reform, Environmental Regulation, Regulation of Industry and Redistribution of Wealth. The group facilitator will prompt group members to **Define the Problem Statement** which should include defining which reform they believe was the most important and then choose the person they will bolster as their pick. ***5. Investigate/Explore:*** Using the "Strengthen Argumentative Writing By Identifying an Opposing Claim", students will create a definition and identify examples of the following terms: "claim", "opposing claim", and "alternative claim". ***7. Reflection/Closure:*** Students will respond to the following prompt: Think about a time you were trying to win an argument. How would it have helped you to acknowledge the other person's claim? ***8. Formative Assessment:*** Students will write a claim for their PBL case and create a rough outline for what they think their essay will look like. Students will then list possible alternative or opposing claims to consider. Students will be assessed on ability to: 1) introduce a claim(s) and 2) acknowledge alternative or opposing claims. ***9. PBL Casework:*** **Explore:** Students will revisit their KWHLS chart and reflect on how their new knowledge relates to the case. In teams, students will create a plan to: gather information, acquire skills/knowledge, share information, and generate possible solutions. The group may delegate tasks to individual group members.
2	***1. Introduction:*** "Today teams will be working on collecting at least	***3. Investigate/Explore:*** Using a RL, students will source each document

	12 sources (3 per person) related to their reform. You will record the title, author, date of publication, and publisher's name in your Research Log (RL) graphic organizer. You will not be analyzing your resources in depth yet. This is a research day." ***2. Direct Instruction/Presentation:*** The teacher will define the concepts of credibility and accuracy. Teacher will review the types of articles and information in valid research and emphasize the use of the sourcing techniques along with corroboration used in historical thinking ("Sourcing"). Teacher will use small quotes from primary source documents and explicitly review for sourcing information. Teacher will also present primary source evidence from a different perspective to help corroborate what the first piece says. 5. Teacher's role is to facilitate the research process and cognitively coach students through their dilemmas while researching. ***6. Vocabulary Tier 2 and Tier 3:*** After students have collected their words from the source documents the teacher will guide the class to categorize them. Teacher will keep running list of each type of Vocabulary, and use in novel ways such as vocab 4 squares, Pictionary and online resources such as Study Stack.	to evaluate its credibility, accuracy, and relevancy. Students will read source documents related to their problem. 4. Teams will collect research and record source information in their research logs. Each member of the group will answer a sourcing sentence starter: 1) This author probably believes… 2) Based on the sourcing information… 3) I predict this author will…. 4) I do/don't trust this document because… Students will source every document. Logs will be shared using Google docs. Each log will be accessible to all members related to the project, as well as the teacher. Teams will categorize their data and ensure the information gathered covers multiple perspectives. 7. During and after research, each student will use a graphic organizer to show a claim with reference to a source and then an opposing or alternate with reference to a source. This may either be done with a diagram or T-chart. Students will share as a whole group. ***8. Reflection/Closure:*** Students will scan their three sources and make an initial determination about the relevancy of their research by rating their top three "most relevant" sources based on the knowledge they gained from "sourcing." ***9. Formative Assessment:*** Using the resources gathered, students will provide a justification of why materials are both credible and accurate. *Students will be assessed on ability to determine if sources are credible and accurate.*
3	***1. Introduction:*** "Now that we have researched and digested information about our topic, it is time to clarify what we are writing about. Teams will use close reading strategies to evaluate the evidence in each of their sources." 3. Throughout the evaluation of source documents the role of the teacher is facilitative. 4. **Modeling/Presentation:** The teacher will introduce and model the process to gather valuable information from sources. Teacher will show examples of each the following evidence/information that authors use to support their claims: anecdotes, primary and secondary sources, quotes, paraphrase, statistics/ data/numbers. ***6. Vocabulary/Tier 2 Language:*** Students will be supported in groups and by teacher with their academic and content specific	***2. Investigate/Explore:*** Each student will closely read and annotate their three sources and determine how the resource supports their claim. 5. Students will present their findings to their group members in small presentations. Together, they will examine the articles and choose the most relevant 4-5 sources (of the total 12 per group) from which to work during the rest of the project. Once they make that determination, the group members will break up into pairs, and complete entries in their research logs that detail 4 quotes, 4 paraphrases, and 4 statistics or facts from each source. Students will evaluate themselves and their group members. ***7. Reflection/Closure:*** Students will respond to the following question: When does evidence strengthen a claim? When does evidence weaken a claim? ***8. Formative Assessment:*** Students will write an outline of their paper.

	language.	Outlines will introduce claim(s) and use logical reasoning and cite relevant evidence as support. *Students will be assessed on ability to provide relevant evidence to support claims.* ***9. PBL Casework:*** **Explore:** Students will revisit their KWHLS chart and reflect on how their new knowledge relates to the case. In teams, students will create a plan to: gather information, acquire skills/knowledge, share information, and generate possible solutions. The group may delegate tasks to individual group members.
	1. Introduction: "When a text is disorganized or doesn't make sense, the reader is unlikely to agree with the author or take them seriously. Today we will look at ways to organize our ideas in a logical way that our readers will be able to follow." 2. Teacher will give each student an envelope with claims and evidence. The teacher will instruct students to organize each claim with evidence that logically supports it. 4. "Reasons are like glue that binds a claim and evidence. For each claim/evidence pairing, your team will provide logical reasoning to connect them." ***6. Summarize/Debrief:*** Teacher will guide a discussion as each group presents their organization and reasoning. Teacher will ensure students recognize that the connection between a claim and evidence is only as strong as the reasoning provided by the author, therefore as long as the reasoning is strong any claim and any evidence could be paired.	***3. Investigate/Explore:*** Each team will organize the claims and evidence from their envelope in a logical way. 5. Students will write logical reasons, that "make sense", to connect claims and evidence. ***7. Formative Assessment:*** On separate strips of paper, students will write down the major claims and pieces of evidence for their PBL essay. Students will organize the claims and the evidence and paste them on a piece of paper. Then, students will provide logical reasoning to connect each claim with its evidence. *Students will be assessed on ability to: 1) organize reasons and evidence logically and 2) provide logical reasoning.*
4	***1. Introduction:*** Today you will revise a draft of your proposal. Revisions should clarify purpose and language in order to strengthen your proposal. ***3. Presentation:*** Teacher will define the concept of cohesion and present the words, clauses, and phrases an author uses to signal the relationships between key structures in an effective argument and successful essay. Teacher will also formally review these structures: <u>Part 1.</u> Intro-Attention getter; credentials of author, thesis, three main supports for thesis, transition to next segment; <u>Part 2</u> Body; Main argument 1 (support, support, examples, reasons, and connection to thesis, transition); Main argument 2; <u>Opposing/ Alternative Claim</u>; clearly stated points, understanding of that perspective, exposure to flaws or contradictions inherent in other claims; Main argument 3;	2. Students will come with a draft essays. Teams will use a graphic organizer to analyze in-text citations, language choices/tone, power of data, order/structure, claims/opposing or alternative claims. 5. Students will write a concluding paragraph to their essay, which emphasizes the purpose of their essay and strengthens the claim and evidence. ***Formative Assessment:*** *Students will be assessed on ability to write a conclusion that follows from and supports the argument presented.* 7. Each group will exchange essays with other teams and engage in a peer review protocol. Students will give each other specific feedback about creating cohesion and clarifying the relationships between claims, reasons, and evidence. Reviewers will use language structures as they

	Part 3 Conclusion: Restatement of thesis in powerful way, a fresh restatement of key ideas and evidence in paper, call to action, reader's role in making change. 4. The teacher will present three examples of conclusion paragraphs about the same topic representing the adequate, proficient, and expert level on the argumentative writing rubric. Teacher will prompt students to observe how conclusions should follow from and support the argument presented. ***6. Conferences/Feedback:*** Teacher will use cognitive coaching with students as they analyze their writing. Teacher will ensure students receive feedback on small sections of their essays with formal feedback coming from drafts and peer evaluations.	verbally evaluate each essay such as: 1) Could you explain/give an example of that? 2) Where in the text can we find this quote … to help make this clearer? 8. Students will revise drafts based on feedback and ensure the following questions have been addressed: 1) What is my argument? (goals, aims, and outcomes) 2) What are my reasons and claims? (significance) 3) What evidence confirms our conclusions are valid? (criteria for success) ***9. Formative Assessment:*** *Students' revised drafts will be assessed on ability to: 1) effectively use words, phrases, and clauses to create cohesion and clarify the relationships among claim(s), reasons, and evidence and 2) provide a conclusion that follows from and supports the argument presented.*
5	***2. Introduction:*** "Today we are going to read and workshop your essays so that you can make important revisions. Remember, editing is finding mistakes to fix, but revising is changing your paper to be better overall. Make sure to reference the rubric." 3. Teacher will facilitate and access prior knowledge and understanding of argumentative writing rubric. Teacher will prompt students to brainstorm what would make the tone of a text formal and offer several examples/non-examples of formal tone. Teacher will also direct students to a few exemplar essays from https://sites.google.com/a/dwight.edu/extended-essay/exemplars, asking students to point out what makes those papers strong.	***1. Stimulus:*** Students will respond to the following prompt: Pretend that your paper is complete and someone you respect just finished reading it. What do you want them to say about it? ***4. Investigate/Explore:*** In groups, students will examine the exemplar essays and highlight what makes them strong and why. Students will also identify ways the author establishes and maintains a formal tone. Students will collaborate within their teams. 5. Students will share out, as a class, their elements for an excellent paper. Groups will make corrections, as needed, after engaging in discussion with the teacher and distinguishing the key differences between a typical research paper and their PBL essay. 6. Each student will refine his/her thesis statement and polish the structure and organization their paper. ***7.*** Students will reread their body paragraphs and self-evaluate their writing by asking themselves these three questions: Is the focus of my paragraph clear? Have I clarified the relationship between my claims and reasons, and between my reasons and evidence? Is my tone formal? ***Formative Assessment:*** *Students' body paragraphs will be assessed on students' clarification between claims, reasons, and evidence, as well as the ability to establish and maintain a formal style.* ***10. Self-evaluation:*** Students will use rubric for argumentative writing to evaluate their essay.
8		***1. Summative Assessment:*** Students will take summative assessment.

Summative Assessment Items: *Attach here.* For each summative assessment item, include an answer key or scoring rubric describing how points are to be awarded.

Type I:

Read the passage and complete the task that follows it.

Television is bad for you? What an exaggeration! Many television programs today are specifically geared towards improving physical fitness, making people smarter, or teaching them important things about the world. I love to watch shows about science, history, and technical topics.

Rewrite this paragraph in a way that strengthens the author's main claim.

RUBRIC[1]	Level 2 (Adequate)	Level 3 (Proficient)	Level 4 (Exceptional)
CLAIM	Text introduces a claim, but alternative or opposing claims ignored. Text attempts to organize reasons and evidence, but organization is not logical.	Text introduces a claim(s). Text acknowledges alternative or opposing claims. Text organizes reasons and evidence logically.	Text introduces a claim(s). Text acknowledges and distinguishes the claim(s) from alternative or opposing claims. Text organizes reasons and evidence logically.

[1] Words in red are specific to 7th grade level.

Type II:

Today you will write an argumentative essay for publication in a school newspaper on whether or not graphic novels should be used in Middle-School English and Language Arts classrooms. You will first be given a prose and graphic-novel version of the same scene from a literary work. You will then read and listen to two authors' opposing views before writing your argumentative essay. Now you will read online a brief excerpt from a novel and take notes. Next, you will read the same scene in comic book/graphic novel form. Take notes because you will use them to write your essay. Refer back to the excerpt and graphic novel as often as you like while you are taking notes. Your notes and the two sources will be the basis for writing your final draft.

Source 1: Passage A	Original passage of pivotal moment in canonical novel
Source 2: Video	Same moment from novel above in video format
Source 3: Passage B	A few frames from graphic novel version of canonical novel above
Source 4: Passage C	Text arguing for the use of graphic novels in middle school language arts classes, which includes video interviews of middle school teachers and students
Source 5: Radio Report	Radio report arguing against the use of graphic novels in middle school language arts classes

Answer the questions below. They will help you think about the sources you have read and viewed. Refer back to the sources or your notes when you think it would be helpful.

1. Which is the best excerpt to cite in order to appeal to the reader's emotions?

2. Which source presents the most compelling evidence in favor of graphic novels' use in Middle-School classes?

3. Using your notes, identify and contrast the strategies that the author of the text and the speaker in the radio report use to make their claims.

4. Using your notes, contrast the evidence presented in the radio report as opposed to the text. Identify and evaluate areas in which the radio report surpassed or lacked the evidence presented in the text.

RUBRIC	Level 2 (Adequate)	Level 3 (Proficient)	Level 4 (Exceptional)
DEVELOPMENT	Text provides reasons and evidence that attempt to support the claim, but reasoning is not logical. Sources are of questionable credibility and accuracy.	Text provides logical reasoning and relevant evidence to support claims. Sources are credible and accurate.	Text provides logical reasoning and relevant evidence to support develop claims fairly. Sources are credible and accurate.

Type III: Today you will write an argumentative essay for publication in a school newspaper on whether or not graphic novels should be used in Middle-School English and Language Arts classrooms. You will first be given a prose and graphic-novel version of the same scene from a literary work. You will then read and listen to two authors' opposing views before writing your argumentative essay. Now you will read online a brief excerpt from a novel and take notes. Next, you will read the same scene in comic book/graphic novel form. Take notes because you will use them to write your essay. Refer back to the excerpt and graphic novel as often as you like while you are taking notes. Your notes and the two sources will be the basis for writing your final draft.

Source 1: Passage A	Original passage of pivotal moment in canonical novel
Source 2: Video	Same moment from novel above in video format
Source 3: Passage B	A few frames from graphic novel version of canonical novel above
Source 4: Passage C	Text arguing for the use of graphic novels in middle school language arts classes, which includes video interviews of middle school teachers and students
Source 5: Radio Report	Radio report arguing against the use of graphic novels in middle school language arts classes

Your school district is planning to revise its Middle-School Language-Arts curriculum. Write an argumentative essay for publication as an editorial in the school newspaper. Make a claim for or against the use of graphic novels within the curriculum. Your essay will be read by students, parents, teachers, and community members who read the school newspaper. Support your claim with details from what you have read, viewed, heard, and discussed with some of your classmates.

RUBRIC	Level 2 (Adequate)	Level 3 (Proficient)	Level 4 (Exceptional)
CLAIM	Text introduces a claim, but alternative or opposing claims ignored. Text attempts to organize reasons and evidence, but organization is not logical.	Text introduces a claim(s). Text acknowledges alternative or opposing claims. Text organizes reasons and evidence logically.	Text introduces a claim(s). Text acknowledges and distinguishes the claim(s) from alternative or opposing claims. Text organizes reasons and evidence logically.
DEVELOPMENT	Text provides reasons and evidence that attempt to support the claim, but reasoning is not logical. Sources are of questionable credibility and accuracy.	Text provides logical reasoning and relevant evidence to support claims. Sources are credible and accurate.	Text provides logical reasoning and relevant evidence to support develop claims fairly. Sources are credible and accurate.
COHESION	Text inconsistently uses words, phrases, and clauses to create cohesion and clarify the relationships among claim(s) and reasons.	Text effectively uses words, phrases, and clauses to create cohesion and clarify the relationships among claim(s), reasons, and evidence.	Text strategically uses words, phrases, and clauses to create cohesion and clarify the relationships among claim(s), reasons, and evidence.
STYLE	Text illustrates a limited awareness of formal style.	Text establishes and maintains a formal style.	Text establishes and maintains formal style and objective tone.
CONCLUSION	The conclusion merely restates the position.	The conclusion follows from and supports the argument presented.	The conclusion strengthens the argument presented.

**Student must score a Level 3 in each category to demonstrate Level 3 mastery.