Curriculum Sample Template

Grade Level	11	**Content Area**	Writing
Course Title (grades 9-12 Only)	Humanities III		
Expected Prior Knowledge *The knowledge/skills mastered earlier in the year foundational to the mastery of the required Standard in the current sample.*	Students now have experience doing research and can evaluate multiple sources and opinions related to the research. They are also able to write well developed opinion pieces that take into consideration counterclaims and prior research. Students also are able to organize and present their claims formally in an objective and coherent manner. Appendix A of The Common Core for English Language Arts expects a text complexity Lexile measure of 1215L-1335 at the 11-CCR grade band.		
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.*	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. Students utilize "Thinking Like a Historian" to foster deep thinking. 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 final written products are authentic documents (in this sample a real-world proposal) that students will present to an audience of stakeholders.		
Standard Number and Description	11.W.1 Write arguments to support claims in an analysis of substantive topics or texts, using valid reasoning and relevant and sufficient evidence. A) Introduce precise, knowledgeable claim(s), establish the significance of the claim(s), distinguish the claim(s) from alternate or opposing claims, and create an organization that logically sequences claim(s), counterclaims, reasons, and evidence. B) Develop claim(s) and counterclaims fairly and thoroughly, supplying the most relevant evidence for each while pointing out the strengths and limitations of both in a manner that anticipates the audience's knowledge level, concerns, values, and possible biases. C) Use words, phrases, and clauses as well as varied syntax to link the major sections of the text, create cohesion, and clarify the relationships between claim(s) and reasons, between reasons and evidence, and between claim(s) and counterclaims. D) Establish and maintain a formal style and objective tone while attending to the norms and conventions of the discipline in which they are writing. E) Provide a concluding statement or section that follows from and supports the argument presented.		
Materials/Resources Needed	Living Wage Strike video "Framework to Building a Great Persuasive Argument" http://cmes.arizona.edu/sites/cmes.arizona.edu/files/Effective%20Policy%20Paper%20Writing.pdf Students will use self-directed research. Excerpts from secondary source documents: Students will evaluate blogs and opinion pieces to incorporate as counter claims. Graphic Organizers: Research Logs, T-charts, Essay outline, Paragraph Outline,		

* ***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. Essential Question:*** What is the role of government? ***2. Introduction:*** Play segment of a news report about the Living Wage strike in NYC from April 4, 2013. Then play a segment of President Obama talking about expectations for people's lives. This news segment will be available for further review. ***3. Launch:*** **The Case:** President Obama has enacted a budget that requires that all states raise minimum wage to what is considered a "Living Wage" relative to each states' cost of living. You are a member of the Governors Economic Implementation team tasked with deciding how the State of Arizona will implement this policy. Your task is to submit a White Paper on this issue. Your challenge is to develop a claim about how to best address the "Living Wage" problem. Your writing must require you to conduct substantial research, develop your claim with evidence-based support, anticipate counterclaims, and propose a solution.	4. Students will be organized into Economic Implementation Teams (EIT) or collaborative working groups, which will stay consistent throughout the entire case. Students will identify at least three claims presented in the clip played by teacher. Students will determine what evidence is used to back up those claims and they will evaluate the credibility of that evidence. Students will develop at least three counterclaims that oppose the original claims. *Teacher will assess students' ability to identify and create claims and counterclaims.* ***5. PBL Casework:*** EITs will examine the problem and fill out first impressions using a graphic organizer to record answers to the following prompts: A. What is the problem? B. What do we know about the problem? C. What information or supplies do we need to solve the problem? D. What should we do to solve the problem? When finished, groups will write up a draft of their "Problem Statement" addressing the four questions mentioned above. ***Formative Assessment:*** *Students responses will be assessed on articulation of competing perspectives—claims and counterclaims—in their Problem Statement.* 6. Students will develop an action plan for the completion of their research as well as their initial working contract and task assignments. ***7. Closure:*** Students will write a brief definition of the words "claim" and "counterclaim." They will write 2-3 complete sentences responding to this question: Why might it be useful to include multiple perspectives (a claim and a counterclaim) in a formal piece of writing? ***Formative Assessment:*** *Students will be assessed on definitions of key vocabulary ("claim" and "counterclaim") as well as students' understanding of the importance of including both.*
2	***1. Introduction:*** Today EITs will collect at least 12 sources (3 per person) about the impact of the living wage policy on Americans. For each source, you will record the title, author, title of publication, publishers name, and date of the article in your Research Log Graphic Organizer. You will not be	3. ***Investigate/Explore:*** EITs will collect research and record basic information in their research logs. These logs will be shared using Google docs and will be accessible to group members as well as the teacher. EIT's will categorize their data and ensure the information gathered includes multiple perspectives of the living wage issue.

	analyzing your resources in depth yet. This is a research day. ***2. Direct Instruction/Presentation:*** Teacher will review the types of articles and information in valid research and emphasize the use of the sourcing techniques along with corroboration, skills from "Thinking Like a Historian." 4. Throughout the research process, the teacher has a facilitative role. Teacher will cognitively coach students through their dilemmas while researching.	5. EIT's will use a T- chart graphic organizer to show a claim with reference to source and then a counter claim with the reference to a source. As well, students will provide an explanation of how to calculate a living wage (formula) based on economic data. Research must be based on Arizona income data as opposed to different state. ***5. Closure:*** Students will scan their three sources and make an initial determination about the relevancy of their research by rating the top three "most relevant" sources based on the knowledge they gained about "sourcing." Additionally, students will provide a brief explanation as to why those sources seem most relevant to their problem statement. ***Formative Assessment:*** *Students will be assessed on the ability to connect source materials' relevancy to their problem statement.*
3	1. ***Introduction: "***Now that each EIT has gathered copious amounts of research about the topic, it is time to refine your understanding of the topic and use close reading strategies to evaluate the evidence in each of your articles." ***2. Direct Instruction/Modeling:*** The teacher will introduce and model the process to gather valuable information from sources. Teacher will show examples of each: • Quotes—the expert worded it so well you couldn't do it justice. • Paraphrase—you want to use a large idea from the expert, but you want to put it into your own words. • Statistics/ Data/Numbers—powerful all by themselves. 4. Throughout the evaluation of source documents the role of the teacher is facilitative. ***6. Vocabulary/Tier 2 Language****:* Students will be supported in groups and by teacher with their academic and content specific language.	***3. Investigate/Explore:*** Each student will closely read and annotate their three sources and determine whether their research is relevant to their group's "Problem Statement." 5. The students 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. Group members will then 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. ***6. Closure:*** In the same research pairs, students will categorize their data into three different lists or columns: statistics, quotes, and paraphrases—all with appropriate citations. Students will also briefly note, next to each piece of evidence, how the evidence will support specific points in their problem statement. ***Formative Assessment:*** *Students will be assessed on the ability to identify relevant evidence and connect it to specific points in their problem statement.*
4	***1. Introduction:*** "Today you will use the your gathered data to formalize your argument and create something for your peers to use to evaluate and use as a resource. The abstract is an excellent tool for creating interest in your research and getting public	3. ***Investigate/Explore:*** Before writing the abstract, EIT's will create a list of what they want to teach the citizens of Arizona about the living wage. Each EIT will read 3 different examples/models of abstracts. Each team will explain what the different aspects of the abstract are

	organizations to help endorse the plan that you are creating. An abstract concisely states the problem, identifies the research, and offers a solution." ***2. Direct Instruction/Presentation:*** Teacher will present the elements of an abstract: 1.) Motivation/Problem Statement—Why do we care? What is your research attempting to solve? 2.) Methods/Procedures —What did you do to find out your results, what kinds of things did you analyze? 3.) Results/ Finding: What did you learn and what you are teaching me about? 4.) Implications/ Conclusion: What do we have to do now? What is the call to action? Throughout the writing process the role of the teacher is facilitative. The teacher will cognitively coach ETI's through their dilemmas related to their research and the writing of their abstract by asking questions.	and how they work. 4. Individually, students will write their own abstract based on group discussions, research, and the sample abstract models. Students will respond to the abstract-related questions as they craft their abstract. Students will write in an objective tone and anticipate the audience's knowledge level and perspective by clearly introducing the material and including multiple perspectives. ***Formative Assessment:*** *Student abstracts will be assessed for organization, clarity of thought, and use of evidence.* ***5. PBL Casework:*** Students will brainstorm where to post the abstract to solicit discussion from the citizens of Arizona (i.e. blog or public forum). Students will post the Abstract in order to make it accessible to their classmates, teachers, and the general public. ***6. Closure:*** Students will exchange abstracts and read each other's work as the final activity. As they read they will keep these questions in mind: does this writer use an objective tone? Is this writer anticipating readers' knowledge level and perspective? ***Formative Assessment:*** *Student's abstracts will be on use of tone and anticipation of the audience's knowledge level and perspective.*
5	***1. Introduction:*** "Today EITs will review the 'Framework to Build a Great Persuasive Argument' and connect each component to a successful real-world White Paper." ***3. Accessing Prior Knowledge:*** Teacher will facilitate and access prior knowledge and understanding of the framework. ***5.***Teacher will add to and clarify sections of student-created criteria in order to differentiate the typical research paper from the White Paper they will be writing. 6. Teacher will formally review the graphic organizer students will use to create their White Papers: <u>Part 1.</u> Intro-Attention getter; bond to audience, 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, support, support, examples, reasons and connection to thesis, transition, <u>Counterclaims</u>; clearly stated points, understanding of that perspective, exposure to flaws or contradictions inherent in	2. ***Investigate/Explore:*** In groups, students will create a rubric for an excellent research paper by writing down the key parts of essay, persuasive techniques, appropriate tone, word choice, strategies for anticipating reader knowledge and point of view, as well as other necessary components. 4. Students will share out, as a class, their elements for an excellent research paper. Groups will make corrections to their rubric, as needed, after engaging in discussion with the teacher and learning the key differences between a typical research paper and the White Paper they will be writing. 7. Each student will develop a clear thesis statement and begin writing an outline to structure and organize their paper. 8. Students will begin writing their introduction and first body paragraph during class. ***9. Closure/Self-evaluation:*** Students will reread their first body paragraph and self-evaluate their writing by responding to the following questions: Is the focus of my paragraph clear? Have I

	those counterclaims, Main argument 3, support, support, examples reasons and connection to thesis, transition; Part 3 Conclusion: Restatement of thesis in powerful way, a fresh restatement of key ideas and evidence in paper, call to action, emotional appeals, reader's role in making change.	clarified the relationship between my claims and reasons, and between my reasons and evidence? Is my tone objective and does it anticipate my audience's knowledge or bias of this topic? ***Formative Assessment:*** *Student's body paragraph will be assessed on clarification between claims, reasons, and evidence, as well as focus, organization, and appropriate tone (to anticipate audience).*
6	***1. Introduction:*** "Today EITs will read and workshop White Papers in order to make important revisions. Please review the rubric; it contains the 'components of an excellent paper' that you, as a class, came up with yesterday (day 5), as well as some of the key differences between a research paper and a White Paper. You will use this to evaluate at least two other students' papers in class today." ***2. Conferences/Feedback:*** Teacher will use a reflection map along with a planning map and cognitively coach students as they evaluate their papers. Students will receive feedback on small sections of their essays with formal feedback coming from drafts and peer evaluations. 5. Teacher will address components of 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. (W.9-10.4, W.9-10.5, W.9-10.6, W.9-10.8, W.9-10.10, L.9-10.1, L.9-10.2, L.9-10.3)	3. Students will come to class with completed first-drafts of their White Paper. Teams will use a teacher-created rubric (a compilation of work developed by students in day 5 as well as key concepts deemed important by teacher) to evaluate the clarity of claims and counterclaims, claims and reasons, reasons and evidence, strength of evidence, relevance of evidence, cohesiveness, tone, word choice, syntax, and the writer's anticipation of audience knowledge and bias. Students will read and evaluate at least two papers in class and will have their own papers evaluated at least two times. 4. Students will meet with teacher one on one to be coached with the "cognitive coaching" method in order to evaluate their own papers through rigorous questions and encouraged reflection. **Formative Assessment:** *Student writing will be assessed based on the rubric mentioned above, and will assess students' verbal reflections (in cognitive coaching) knowledge and understanding of key essay components.*
7		***1. Summative Assessment:*** Summative assessment will be administered.

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

Lexile Measure 1260

Type I:

Excerpt from Mary Sarton, "The Rewards of Solitary Life." © 1974 by The New York Times

"The other day an acquaintance of mine, a gregarious and charming man told me he had found himself unexpectedly alone in New York for an hour or two between appointments. He went to the Whitney Museum and spent the 'empty' time looking at things in solitary bliss. For him it proved to be a shock nearly as great as falling in love to discover that he could enjoy himself so much alone. […] It takes a while, as I watch the surf blowing up in foundations at the end of the filed, but the moment comes in when the world falls away, and the self emerges again from the deep unconscious, bringing back all I have recently experienced to be explored and slowly understood, when I can converse again with my hidden powers."

1. What type of evidence does the author use to support her arguments about the solitary life?
   A. Interviews
   B. Observations
   C. Statistics
   D. Surveys

Excerpt from Loren Eiseley, "The Hidden Teacher." © 1969 by Loren Eiseley.
"We think we learn from teachers, and we sometimes do. But the teachers are not always to be found in school or in great laboratories. For example, I once received an unexpected lesson from a spider. […] I began to see that among the many universes in which the world of living creatures existed, some were large, some small, but that all, including man's, were in some way limited or finite. We were creatures of many different dimensions passing through each other's lives like ghosts through doors."

2. Which sentence, if added, would provide the best introduction for the final paragraph?
   A. I gained a new perspective on the experience of all living things.
   B. I saw that human lives were different from those of animals.
   C. I understood that he world was full of strange creatures.
   D. I realized that life was once simpler for all creatures.

SOLUTION

1. B
2. A

Scoring: This item represents a level 2 mastery of the standard. To achieve this level, students must answer 80% or more of the questions correctly. The student must demonstrate:

Student can recognize relevant and sufficient evidence.

Student can recognize concluding statements or sections that support the argument presented.

Type II: College admissions are more competitive than ever at some schools, particularly for women: females comprise a steadily increasing majority of applications. Two-thirds of colleges and universities report that they get more female than male applicants; by 2009, more than 60% of undergraduate degrees will be awarded to women. As a consequence of this gender imbalance, admissions staff at many colleges have recently begun to reevaluate and intensify the criteria used to admit female candidates, often times wait listing or denying admission to those females who are more qualified than their male counterparts, but who fall below the standard set by other female applicants. Consciously seeking a gender balance on their campuses, universities are becoming proactive about maintaining student diversity, but they have encountered considerable criticism for rejecting worthy candidates who feel they are being judged by statistics rather than their qualifications as students.

This chart identifies differing perspectives on university policies attempting to ensure gender balance in undergraduate college admissions.

Perspectives Supporting Gender-Balance Policies in College Admissions	**Perspectives Opposing Gender-Balance Policies in College Admissions**
• In the past three decades the United States' higher education system has created policies to increase enrollment of underrepresented demographic groups. Gender is a demographic category and should be treated no differently. • Giving admission preference to men increases the ability for low-income male students to attend selective colleges and universities. In fact, gender preferences may increase a school's ethnic and cultural diversity. • Campuses with increasing female majorities often experience a decrease in applications from both female and male candidates, thereby reducing the entire pool of applicants. Because social atmosphere is such an integral component of a university, significant gender imbalance may lead to a decline in a school's reputation. • Given that nearly 40% more women than men graduate from college, it is imperative that college takes the initiative to increase the postsecondary achievements of men. One way to do this is to admit more men to selective colleges and adapt the learning environment to meet their needs. • Prior rulings on bias have dealt only with race; very few states have language outlawing gender preferences in college admissions.	• U.S. society has historically been dominated by males; to give lower performing male students more options than their higher-achieving female equivalents sends a powerfully negative message about gender equity in this country. Furthermore, it perpetuates the conception that women must work harder than men to be recognized and appreciated. • Gender favoritism at public colleges violates antidiscrimination laws and works as a mechanism of affirmative action, which was declared unconstitutional in 2003. States should outlaw the practice, regardless of the implications. • Schools should accept market forces and serve their key customer: women. Men disproportionately dominated college admissions until the 1980s, and no criteria changes were made to restore gender balance then. • The number of males attending college is increasing, and student achievement by males is not declining. Female achievement levels and college attendance are simply increasing at significantly faster rates. • Women deserve to have greater college representation than men: multiple studies show women study harder, get better grades, write better and are more likely to graduate from high school.

Write an essay in which you explain how the differences in values and ideas between people who support gender-balance policies in college admissions and those who oppose gender-balance policies in college admissions make the issue difficult to resolve. You are encouraged to use your own understanding of the issue, as well as the information presented in the chart, to develop your explanation.

Please note that the assignment does not ask you to take a position on the issue of ensuring gender balance in undergraduate college admissions, but rather asks you to discuss why it is a difficult issue to resolve.

RUBRIC[1]	**Level 2 (Adequate)**	**Level 3 (Proficient)**	**Level 4 (Expert)**
DEVELOPMENT	Text provides data and evidence that attempt to back up the claim and unclearly addresses counterclaims or lacks counterclaims. The conclusion merely restates the position.	Text develops claims and counter claims fairly and thoroughly, supplying the most relevant evidence for each. The conclusion ties to the claim and evidence.	Text provides convincing and relevant data and evidence to back up the claim and skillfully addresses counterclaims. The conclusion effectively strengthens the claim and evidence.

[1] Words in red are specific to 11-CRR grade level band.

Type III: For millions of people around the world, freedom of speech is more than just a right: it's one of the most cherished values of life. However, in a world of so many cultures and media messages, the right to say what one wants can often clash with the beliefs and behaviors of others. For example, visual representations of religious figures in the form of sculptures, cartoons, etc., often anger many religious people. Some faiths have specific rules about how their religion may be represented; those who many view holy persons idealistically are hurt when an artist represents these persons in a different manner. Events such as these, along with the rise of new tools for self-expression like YouTube and blogs, has led many to wonder if the current work necessitates greater self-censorship, or if absolute freedom to voice one's thoughts and feelings is more necessary now than ever. Use a variety of sources, such as newspapers, magazines, scholarly journals, and internet publications, to identify and explain the likely arguments of those supporting moderate censorship and those opposing any censorship. Then, write an argumentative essay in which you make a case for either supporting or opposing moderate censorship.

RUBRIC	**Level 2 (Adequate)**	**Level 3 (Proficient)**	**Level 4 (Expert)**
CLAIM	Text contains an unclear or emerging claim that suggests a vague position. Text attempts a structure and organization to support the position.	Text introduces precise, knowledgeable claim(s) and establishes the significance of claim(s). Text has a structure and organization that is logically sequenced.	Text introduces a compelling claim that is clearly arguable and takes a purposeful position on an issue. Text has a structure and organization that is carefully crafted to support the claim.
DEVELOPMENT	Text provides data and evidence that attempt to back up the claim and unclearly addresses counterclaims or lacks counterclaims. The conclusion merely restates the position.	Text develops claims and counter claims fairly and thoroughly, supplying the most relevant evidence for each. The conclusion ties to the claim and evidence.	Text provides convincing and relevant data and evidence to back up the claim and skillfully addresses counterclaims. The conclusion effectively strengthens the claim and evidence.
AUDIENCE	Text addresses the needs of the audience. Text illustrates an inconsistent awareness of audience's knowledge level and needs.	Text addresses the specific needs of the audience. Text considers audience's knowledge level, concerns, values, and possible biases about the claim.	Text addresses the specific needs of the audience. Text consistently addresses audience's knowledge level, concerns, values, and possible biases about the claim.
CON LUSION	Text contains limited words, phrases, and clauses to link the major sections of the text. Text attempts to connect the claim and reasons.	Text uses words, phrases, and clauses as well as varied syntax to link the major sections of the text. Text connects the claim and reasons. Text links the counterclaims to the claim.	Text strategically uses words, phrases, and clauses as well as varied syntax to link the major sections of the text. Text explains the relationships between the claim and reasons as well as the evidence. Text strategically links the counterclaims to the claim.
STYLE AND CONVENTIONS	Text illustrates a limited awareness of formal tone. Text demonstrates some accuracy in standard English conventions of usage and mechanics.	Text presents a formal tone. Text demonstrates standard English conventions of usage and mechanics while attending to the norms of the discipline (i.e. MLA, APA, etc.).	Text presents an engaging, formal and objective tone. Text intentionally uses standard English conventions of usage and mechanics while attending to the norms of the discipline (i.e. MLA, APA, etc.).

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