Curriculum Sample Template
Max. 8 Pages

Grade Level	8th	**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.*	8.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), counterclaims, 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	Neil deGrasse "On the Importance of Science" http://www.firecold.com/videos/neil-degrasse-tyson-on-science-literacy Graphic Organizers: 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:*** What is truth and how do we determine what is true? ***2. Introduction:*** Teacher will play a segment of Neil deGrasse's "On the Importance of Science." How does he define the value of science and scientific literacy? How can we contextualize this argument both locally and internationally? Teacher will guide a discussion about how science affects society and how U.S attitudes towards science have changed over time. ***4. Summarize/Debrief:*** Teacher will guide a class discussion in which students will share out their responses. The teacher will ensure the following learning target is formalized: *student can identify and establish the significance of deGrasse's claims, identify evidence, and distinguish his claims from alternate or opposing claims.* ***6. Launch:*** You are a physicist that has just lost your research grant from the National Science Foundation (NSF). With budget cuts and restructuring, less money is available to researchers year after year. You decide to contact your local senator, John McCain, about the situation. He is sympathetic to your position and strongly believes science research is important for our economic future. Your task is to write an essay that Senator McCain can use to convince Congress of the detrimental impact of decreased funding on the U.S. in the long-term. Your challenge is to include a historical perspective that highlights the importance of scientific research and the need for continued funding.	3. Students will watch "On the Importance of Science" and identify the claims deGrasse makes about science and science literacy, as well as the evidence he uses to support his claims. Students will consider the significance of his opinions today and anticipate opposing or alternative claims by answering this question: what might those who disagreed with deGrasse say in response to his claims? 5. ***Investigate/Explore:*** In collaborative working groups of four, students will review several claims from various authors on the topic of the importance of science. First, students will develop a working definition for "claim", "opposing claim", and "alternative claim". Then, students will decide which claims fit into each category. Next, students will identify the strengths and limitations of each claim provided. ***Formative Assessment:*** *Students will be assessed on ability to acknowledge and distinguish claims from alternative or opposing claims*. 7. ***PBL Casework:*** **Meet the Problem:** In their groups, students will examine the problem and use a KWHLS 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:*** *Student will be assessed on ability to introduce a claim in their Problem Statement.* ***8. Reflection/Closure:*** Students will respond to the following question: Why might it be useful to include multiple perspectives (a claim and an opposing/alternative claim) in a formal piece of writing?
2	***1. Introduction:*** "Today teams will be working on collecting at least 12 sources (3 per person) related to the decrease of scientific research funding as well as ideas about the importance of science. You will record the title, author, date of publication, and publisher's name in your Research Log 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, accuracy, and relevancy. Teacher will review	***3. Investigate/Explore:*** Using a Research Log (RL), students will source each document to evaluate its credibility, accuracy, and relevancy. Students will read source documents related to their problem. 4. Teams will collect research and record basic information in their RL. Students will note the differences, strengths, and weaknesses of each resource. These 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

	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"). 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.	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 the 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 relevant to the topic and reliable. *Students will be assessed on ability to determine if sources are credible, accurate, and demonstrate an understanding of the topic or text.*
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 articles." 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 language.	***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 RL 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 a draft of their paper. Drafts will introduce claim(s) and use logical reasoning and cite relevant evidence as support. *Students will be assessed on ability to provide logical reasoning and 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.

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 present on the key elements of an effective argument and how each corresponds to a successful essay. Elements include: claim, development, cohesion, and styles, and conclusion. Teacher will also formally review the structure of a successful essay: Part 1. Intro-Attention getter; bond to audience, credentials of author, thesis, three main supports for thesis, transition to next segment; Part 2 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, Counterclaims; clearly stated points, understanding of that perspective, exposure to flaws or contradictions inherent in 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. 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 research. Teacher will ensure students receive feedback on small sections of their essays with formal feedback coming from drafts and peer evaluations.	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. Groups will use these language structures as they 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. Student will revise drafts based on feedback and ensure the following questions have been addressed. • What is our argument? (goals, aims, and outcomes) • What are our reasons and claims? (significance) • What evidence confirms our conclusions are valid? (criteria for success) ***9. Formative Assessment:*** Student writing will be assessed on ability to effectively uses words, phrases, and clauses to create cohesion and clarify the relationships among claim(s), reasons, and evidence. ***10. Self-evaluation:*** Students will use rubric for argumentative writing to evaluate their essay. ***Formative Assessment:*** *Students will be assessed on ability to self-evaluate writing style, tone, and mechanics.*
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." Teacher will facilitate and access prior knowledge and understanding of argumentative writing rubric. Teacher will also guide students through 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? ***3. Investigate/Explore:*** In groups, students will examine the exemplar essays and highlight what makes them strong, and why. Students will collaborate within their teams. 4. 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. 5. Students will develop and refine their thesis statement and polish the structure and organization their paper. ***6.*** Students will be asked to 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 objective and formal? ***Formative Assessment:*** *Students' body paragraphs will be assessed on students' clarification between claims, reasons, and evidence, as well as focus, organization, as well as the ability to establish and maintain a formal style.*
6		***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.

What is a School Year?

When public schools were first organized, many people lived on farms. They were very busy during warm summer months working on their crops. So the school year was held only during fall, winter, and spring. This allowed farm children to stay home and help their families with the crops during the summer. As time went on, more people moved off of farms into towns. But schools continued to use the traditional model of closing for several months in the summer. Most still use that traditional model. However, more and more schools are shifting to a year-round model in which students attend school all year. Breaks at these schools are shorter but occur more often during the year. So students in both models attend school for about the same amount of time each year.

Use information from the passage to write an argument about which school year model you think is best —the traditional model or the year-round model.

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 and distinguishes the claims from alternative or opposing claims. Text organizes reasons and evidence logically.	Text introduces a precise claim(s). Text acknowledges and distinguishes the claim(s) from alternative or opposing claims. Text organization establishes clear relationships among reasons and evidence.
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, accurate, and demonstrate an understanding of the topic or text.	Text provides logical reasoning and relevant evidence to develop claims fairly. Sources are credible, accurate, and demonstrate an understanding of the topic or text.
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.

[1] Words in red are specific to 8th grade level.

Resources for Type II and Type III:

Source 1: Article A	Metro Daily News. June, 2011. "The Rise of the Robot Pet" by Elena Soto
Source 2: Video A	Fugitsu's cute teddy-bear robot shows what it can do, May 2010. http://www.youtube.com/watch?v=AwWeN1ARy74 --This is an introduction to the Fujitsu robot teddy bear. (1:58)
Source 3: Video B	Pleo: Robot, pet or both? December 2007 http://www.youtube.com/watch?v=F6LCEFr8SxQ --The host of a technology show provides an introduction to a specific
Source 4: Article B	Technology Trends Quarterly. Fall, 2010. Love In the Time of Robots by Frank Mullin
Source 5: Radio Report	Maya's Human Interaction – Sensors (A Genibo-QD film), February 2010. http://www.youtube.com/watch?v=9b4jx5RzqAk --The Genibo robot dog displays some of its capabilities. (1:49)

Type II:

Read and review Sources 1, 2, and 3. Then, respond to the questions below.

1. Explain what the author's attitude is toward robot pets in the article "The Rise of the Robot Pet." Use details from the article you read to support your answer.

2. The author of "The Rise of the Robot Pet" uses different types of evidence to support her claim about robotic pets. Identify two different types of evidence she uses and give an example of each.

3. What can people learn about robotic pets from the videos "Fugitsu's cute teddy-bear robot shows what it can do" and "Pleo: Robot, pet, or both?" that they would not learn from "The Rise of the Robot Pet"? Support your answer with details from the videos and the article.

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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 and distinguishes the claims from alternative or opposing claims. Text organizes reasons and evidence logically.	Text introduces a precise claim(s). Text acknowledges and distinguishes the claim(s) from alternative or opposing claims. Text organization establishes clear relationships among reasons and evidence.
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Type III:

Read and review Sources 4 and 5.

Your school is planning a technology fair for which one category of entries is writing about technology. Write an argumentative essay to make a claim for or against robotic pets. Your essay can be read by students, teachers, and community members who attend the technology fair. Support your claim with details from what you have read, viewed, 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 and distinguishes the claims from alternative or opposing claims. Text organizes reasons and evidence logically.	Text introduces a precise claim(s). Text acknowledges and distinguishes the claim(s) from alternative or opposing claims. Text organization establishes clear relationships among reasons and evidence.
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