Curriculum Sample Template

Max. 8 Pages

Grade Level	6th	**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. Appendix A of The Common Core for English Language Arts expects a text complexity Lexile measure of 955L-1155 at the 6-8th 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.*	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.*	6.W.1 Write arguments to support claims with clear reasons and relevant evidence. A) Introduce claim(s) and organize the reasons and evidence clearly. B) Support claim(s) with clear reasons and relevant evidence, using credible sources and demonstrating an understanding of the topic or text. C) Use words, phrases, and clauses to clarify the relationships among claim(s) and reasons. D) Establish and maintain a formal style. E) Provide a concluding statement or section that follows from the argument presented.		
Materials/Resources Needed	"Did Ancient Civilizations Possess Advanced Technology?" https://www.youtube.com/watch?v=5XAyNQ5t7Os "Select a Topic for an Argumentative Essay" https://www.youtube.com/watch?v=XsauilWlZuk Excerpts from internet sources: "Ancient Civilzations" http://www.socialstudiesforkids.com, "Ancient History" http://www.mrdonn.org/ancienthistory.html, "Some Ancient Civilizations" http://www.factmonster.com/ipka/A0001206.html, "Primary History Romans" http://www.bbc.co.uk/schools/primaryhistory/romans/ Graphic Organizer: Know, Want to Know, How to find information, Learned, Still need to find out (KWHLS),		

* ***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:*** How have ancient complex civilizations affected the modern world? ***3. Launch:*** Teacher will show a clip from "Did Ancient Civilizations Possess Advanced Technology?" ***5. Introduction:*** **The Case:** You are a member of a Research and Development (R&D) department. The department's director is a smart investor with lots of interest in mining the past for new ideas. The director has requested your team research the science and technology of several ancient civilizations. Each team must gather a report on one of the following civilizations: Nubia, Egypt, Sumer, Indus Valley, and China. Your task is to investigate the technology and technological mysteries of one civilization. Your challenge is to write an argumentative essay for how ancient technologies could be useful today. ***8. Model/Present:*** The teacher will model how to determine topics that are fruitful for research. The topic should not be so narrow that students will not be able to find resources, while it should not be so large that it could not be sufficiently discussed in an essay. The teacher will ensure the following learning target is generalized: students can recognize topics appropriate for an argumentative essay. Next, the teacher will define the concept of a "claim", an author's position. The teacher will give several examples of claims and guide students to discern the author's opinion. Teacher will then demonstrate how to make a claim when provided information on a topic.	2. Students will participate in a discussion in which they address what they currently think and know about this question. 4. Students will actively watch video clips and participate in discussion. ***6. Investigate/Explore:*** Students will watch and take notes on "Select a Topic for an Argumentative Essay" video. ***7. PBL Casework:*** **Meet the Problem:** When finished, students will select an ancient civilization to investigate and organize into collaborative working groups based on their interest, which will stay consistent throughout the entire case. Students will then examine teacher developed materials specific to their civilization and identify a topic for their essays. ***9. Formative Assessment:*** Given information about a topic, students will decide on a position and introduce a claim. *Student will be assessed on ability to introduce a claim.*
2	***1. Introduction:*** "Today teams will be working on collecting at least 8 sources (2 per person) related the technology of your ancient civilization. You will record the title, author, date of publication, and publisher's name in your Research Log Graphic Organizer. ***2. Direct Instruction/Presentation:*** The teacher will define the concept of relevancy. The teacher will present several pieces of evidence on the same topic, but not necessarily relevant to the main claim. Teacher will use the "think aloud" strategy to sort each piece as "relevant" or "not relevant". Teacher will review the types of	***3. Investigate/Explore:*** Using a Research Log (RL), students will source each document and evaluate its relevancy to their claim from day 1. Students will read source documents. 4. Teams will collect research and record source information in their research logs. Each member of the group will answer a sourcing sentence starter: This author is…

	articles and information in valid research and emphasize the use of the sourcing techniques along with corroboration used in historical thinking ("Sourcing"). 5. The 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 a 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.	Based on the sourcing information… I do/don't believe this document is relevant 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. 7. During and after research, each student will use a Graphic Organizer to show a claim and reference relevant evidence. 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 sources and make an initial determination about the relevancy of their research by rating their "most relevant" source based on the knowledge they gained from "sourcing." ***9. Formative Assessment:*** Given several pieces of evidence and a claim about a different civilization, students will select several pieces of evidence and justify why the evidence is(not) relevant to the claim. *Students will be assessed on ability to determine if evidence is relevant and supports a claim.*
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 provide clear reasons to support claims." 2. **Modeling/Presentation:** The teacher will introduce and model the process to connect claims to reasons. Teacher will provide a claim such as "Modern people have nothing to learn from Ancient Civilizations." Though this claim is the opposite to the one students will make in their PBL, the example will expose students to consider another position. The teacher will display several reasons and use the "think aloud" strategy to decide first which reasons are clear and then determine which reasons support the claim. Teacher will encourage students to share other reasons that support the claim. 5. 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 the group's top 4 sources and draft reasons to supports their claim. 4. The students present their findings to their group members in small presentations. Students will evaluate each reason and select the three "clearest" reasons. Students may also choose to refine their claims in response to the reasons selected. ***7. Reflection/Closure:*** Students will respond to the following question: How can reasons support a claim? When would a reason not support a claim? ***8. Formative Assessment:*** Students will write an outline of their paper. Outlines will introduce claim(s) and use clear reasoning to support claims and identify relevant evidence. *Students will be assessed on ability to provide clear reasons to support claims.* ***9. PBL Casework:*** **Know/Need to Know:** Students will identify information and ideas into a KWHLS (see Resources) chart. The group facilitator will prompt group members to **Define the Problem Statement.**

	1. Introduction: "When a text is disorganized or doesn't make sense, the reader may dismiss your argument. 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 team an envelope with claims and evidence. The teacher will instruct students to organize each claim with evidence that clearly supports it. 4. "Reasons are like glue that binds a claim and evidence. For each claim/evidence pairing, your team will develop a clear reason 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 iss 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 clear way. 5. Students will write clear reasons to connect claims and evidence. ***7. Formative Assessment:*** On separate strips of paper, students will write down a claim, clear reason, or relevant piece of evidence from their PBL work. Students will organize the claims and the evidence and paste them on a piece of paper. Then, students will first identify reasons that connect each claim/evidence paring and if necessary revise reasons so that the relationship is made clear. *Students will be assessed on ability to: 1) organize reasons and evidence clearly* ***8. 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. ***2. Modeling/Presentation:*** Teacher will define the concept of cohesion. Teacher will then provide students a reference list of supporting/linking words, which create cohesion. Teacher will demonstrate how to use supporting words to turn a claim and three bulleted reasons into a cohesive paragraph. 4. Teacher will also formally review these structures: Part 1. Intro-Attention getter; 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; Opposing/ Alternative Claim; clearly stated points, understanding of that perspective, exposure to flaws or contradictions inherent in other claims; Main argument 3; 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. 5. The conclusion is your last chance to make your case to the reader. This final impression must follow from and support the argument presented. The teacher will present three examples of conclusion	3. Each group member will pair with a student from another group. Pairs will exchange and engage in a peer review protocol. Students will give each other specific feedback about creating cohesion and clarifying the relationships between claims and reasons. Reviewers will use language structures as they verbally evaluate each essay such as: 1) _____, could you explain/give an example of that? 2) What supporting/linking word would help make this clearer? 6. 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.* *8.* Student will revise drafts based on feedback and ensure the following questions have been addressed: 1) What is my argument? (claim) 2) How do my reasons and claims connect? (cohesion) 3) How does my conclusion follow from and support the argument? ***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) and reasons 2) provide a conclusion that follows from and supports the argument*

	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. ***7. Conferences/Feedback:*** Teacher will use cognitive coaching with students as they analyze concluding paragraph. Teacher will ensure students receive feedback on small sections of their essays with formal feedback coming from drafts and peer evaluations.	*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, pointing 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. 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 learning the key differences between a typical research paper and their PBL essay. 5. Each student will refine his/her thesis statement (claim) and polish the structure and organization of their paper. ***6. Self-evaluation:*** Students will reread each body paragraph 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.*
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:

Stimulus: Educational researchers claim that student learning will improve if all printed textbooks are replaced with electronic textbooks, known as e-textbooks. Based on the researcher's findings, students in your school will be issued an e-textbook reader, which is a device that displays electronic books.

Write an essay either supporting or opposing the claim that student learning will improve in your school if all student textbooks are replaced with electronic reading books, known as e-readers. Use your knowledge and your own experience or observation to develop your essay. Use reasons, facts, examples and/or other evidence to support your position.

RUBRIC[1]	Level 2 (Adequate)	Level 3 (Proficient)	Level 4 (Exceptional)
CLAIM	Text introduces a topic more than a claim. Text attempts to organize reasons and evidence, but organization is unclear.	Text introduces a claim(s). Text organizes reasons and evidence clearly.	Text introduces a compelling claim that is clearly arguable and takes a purposeful position on an issue. Text organizes reasons and evidence clearly.
DEVELOPMENT	Text provides reasons and evidence that attempt to support the claim, but reasoning is unclear.	Text provides clear reasons and relevant evidence, to support claims.	Text provides logical reasons and relevant evidence, to support claims.
COHESION	Text inconsistently uses words, phrases, and clauses to clarify the relationships among claim(s) and reasons.	Text effectively uses words, phrases, and clauses to clarify the relationships among claim(s) and reasons.	Text strategically uses words, phrases, and clauses to create cohesion and clarify the relationships among claim(s) and reasons.
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 claim and evidence

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

[1] Words in red are specific to 6th grade level.

Type II:

Your science class is creating a website on recent scientific discoveries, and your assignment is to find out more about genetically modified food (food grown from seeds which scientists have changed by adding or taking away genetic material). (Definition for genetic: related to gene, a part of DNA in people, plants, and animals that controls traits like eye color or height) Many people have strong feelings for or against producing this kind of food. You will read an article and watch two videos about genetically modified foods, which present arguments for and against their use.

Source 1: Video/informational	A brief video explaining the concept of genetic modification and providing examples of how scientists can alter plant seeds to encourage certain traits in crops
Source 2: Article/argumentative	An article arguing for the production of genetically modified food in the United States (e.g., the relative ease of growing greater quantities of healthy crops from genetically modified seeds)
Source 3: Video/argumentative	A brief video interviewing several experts who present evidence against the production of genetically modified food in the United States (e.g., unknown effects on human health, danger of "contaminating" non-GMO crops)

1. Explain why most people have strong feelings about genetically modified food. Use details form the sources to support your answer.

2. Which piece of information from the article you read could be used as the strongest, most convincing supporting evidence for the production of genetically modified food? Use details from the article to explain your answer.

3. Which piece of information form the second video you viewed could be used as the strongest, most convincing supporting evidence against the production of genetically modified food? Use details form the video to explain your answer.

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 unclear.	Text provides clear reasons and relevant evidence, to support claims.	Text provides logical reasons and relevant evidence, to support claims.

Type III:

Your science class is creating a website on recent scientific discoveries, and your assignment is to find out more about genetically modified food (food grown from seeds which scientists have changed by adding or taking away genetic material). (Definition for genetic: related to gene, a part of DNA in people, plants, and animals that controls traits like eye color or height) Many people have strong feelings for or against producing this kind of food. You will read an article and watch two videos about genetically modified foods, which present arguments for and against their use.

Source 1: Video/informational	A brief video explaining the concept of genetic modification and providing examples of how scientists can alter plant seeds to encourage certain traits in crops
Source 2: Article/argumentative	An article arguing for the production of genetically modified food in the United States (e.g., the relative ease of growing greater quantities of healthy crops from genetically modified seeds)
Source 3: Video/argumentative	A brief video interviewing several experts who present evidence against the production of genetically modified food in the United States (e.g., unknown effects on human health, danger of "contaminating" non-GMO crops)

Your assignment is to write an argumentative essay about genetically modified food for the website. In the essay, you should briefly explain what genetically modified food is and argue either for or against its production, including specific details and evidence from the sources you read/viewed during part 1. The audience for your essay will be your teacher and classmates, as well as parents and friends who visit the website where your essay will be published.

RUBRIC	Level 2 (Adequate)	Level 3 (Proficient)	Level 4 (Exceptional)
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DEVELOPMENT	Text provides reasons and evidence that attempt to support the claim, but reasoning is unclear.	Text provides clear reasons and relevant evidence, to support claims.	Text provides logical reasons and relevant evidence, to support claims.
COHESION	Text inconsistently uses words, phrases, and clauses to clarify the relationships among claim(s) and reasons.	Text effectively uses words, phrases, and clauses to clarify the relationships among claim(s) and reasons.	Text strategically uses words, phrases, and clauses to create cohesion and clarify the relationships among claim(s) and reasons.
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 claim and evidence

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