Curriculum Sample Template

Grade Level	9	**Content Area**	Writing
Course Title (grades 9-12 Only)	Humanities I		
Expected Prior Knowledge *The knowledge/skills mastered earlier in the year foundational to the mastery of the required Standard in the current sample.*	Students can create arguments by using the research process and identify claims and opposing claims. Students can organize and present their claims formally in an objective coherent manner including a conclusion. *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)* Appendix A of The Common Core for English Language Arts expects a text complexity Lexile measure of 1080L-1305 at the 9-10th 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	9.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 claim(s), distinguish the claim(s) from alternate or opposing claims, and create an organization that establishes clear relationships among claim(s), counterclaims, reasons, and evidence. B) Develop claim(s) and counterclaims fairly, supplying evidence for each while pointing out the strengths and limitations of both in a manner that anticipates the audience's knowledge level and concerns. C) Use words, phrases, and clauses 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	"What's Piece?" video "Ted Wish for City 2.0" video "Literature Review Checklist"		

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***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:*** Are we equal? ***2. Introduction:*** Teacher will play a segment of Martin Luther King's "What Piece?" How does he define equality and justice in the speech? How can we put that into context, what is going on at the same time in history?" Teacher will guide a discussion about equality means and how the U.S. has defined/ changed over time. Teacher may reference marriage equality debate currently discussed in the Supreme Court. ***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 King's claims, identify evidence, and distinguish his claims from alternate or opposing claims.* ***6. Launch:*** **The Case:** The state of AZ has suffered many public opinion assaults based on actions of the Legislature including their failure to recognize MLK day for many years, and the SB1070 or "papers please" law. The City of Phoenix has decided to launch a "Fairest City in the Land" campaign. The city needs to define equality based on historical references and changes and prove that it walks the walk for all people, that it is the fairest in the land. Your task is to create a proposal for the *Ted Wish for City 2.0.* Your challenge is to write a proposal which develops a strong argument to your claims, using valid reasoning and relevant and sufficient evidence	3. Students will watch King's "What Piece?" and identify the claims he makes about equality and justice, as well as evidence he uses to support his point of view. Students will consider the significance of his opinions based on the historical context and anticipate counterclaims of the era by answering this question: what might those who disagreed with King have said in response to his claims? 5. In collaborative working groups of four, students will review claims/counterclaims in "What Piece." First, students will decide which claims are precise and which are not and develop a checklist for precise v. unclear claims. Next, students will identify the strengths and limitations of each claim/counterclaim. ***Formative Assessment:*** *Students will be assessed on ability to develop claims fairly and thoroughly.* 7. Students will watch video related to Ted Wish for city 2.0. In groups, students will brainstorm ideas about creating a TED dream wish for the City of Phoenix and then explain how each wish fulfills the need of fostering equality in the City of Phoenix. Students may choose to reorganize in new collaborative groups based on proposal idea. ***Formative Assessment:*** *Students will be assessed on ability to establish and develop the significance of their claims (the TED wish ideas).* **8.** ***PBL Casework:*** In their new groups, students will examine the problem and use a graphic organizer to record answers to the following prompts: A. What is the problem in Phoenix that we intend to fix with our TED wish? 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 their articulation of competing perspectives—claims and counterclaims—in their Problem Statement.* The teams will create an initial working contract and task assignments. ***Closure/Reflection:*** Each student will respond to the following

		questions in 3 sentences on paper: Why is it necessary that Phoenix address your identified problem? What evidence do you have to support your perspective? ***Formative Assessment:*** *Students will be assessed on ability to briefly identify and develop a claim, as well as students' ability to use evidence.*
2	***1. Introduction:*** "In order for businesses and government agencies to take an interest in your project, you will need to present a proposal. Today teams will work on the proposal writing process." ***2. Model/Present:*** "In order to make your writing stronger, you always need to identify and speak to your audience. If you don't keep your audience in mind as you write, you run the risk of not anticipating their concerns or questions. This lapse could result in your audience losing interest, getting offended, or simply not taking you seriously. Now that each wish team has developed their own idea of what should be wished for, each team will have different sets of audiences to address." Teacher will present 2-3 proposals for students to analyze to see if they can discern who the audience is based on the proposal. Teacher will ensure the following learning target is formalized: *Student can identify audiences and write in a way that anticipates the audience's knowledge level, concerns, values, and possible biases.* 4. Teacher will direct Wish Teams to identify their audience, what they want their audience to understand from their proposal, and ways to ensure their audience understands their goals/ wish.	***3. Investigate/Explore:*** Wish Teams will analyze proposals, examine language used, and discern the audience. Teams will evaluate the language and tone used to ensure it anticipates the audience's knowledge level, concerns, values, and possible biases. ***Formative Assessment:*** *Students will be assessed on ability to evaluate writing that does or does not anticipate the audience's knowledge level, concerns, values, and possible biases.* 5. Wish Teams will identify their audience is as well as three strategies or ideas for anticipating their audience's knowledge level, concerns, values, and possible biases. The whole class will share their identified audiences, as well as their strategies. 6. ***PBL Casework:*** Students will create a research plan. ***7. Closure:*** Students will write three tips or strategies to anticipate an audience's knowledge level, concerns, values, and possible biases. ***Formative Assessment:*** *Student tips/strategies will be assessed for relation to anticipating audience reaction.*
3	**1.** ***Introduction: "***Now that Wish Teams have considered their claims and audience, it is time to research the evidence will provide the support for the proposals claims and reasons. ***2. Modeling:*** Teacher will review effective research strategies including sourcing and completing a research log. 4. Throughout the research process, the role of the teacher is facilitative. The teacher will work with teams to find valid internet resources and use "Thinking Like a Historian" skills.	***3. Investigate/Explore:*** Each member of the wish team will find 2-4 sources to support the need for such a wish in Phoenix. Students will identify the argument, claims, and audience for each source. ***5. Closure:*** Students will explain which two sources they think have the most potential to support the need for the group's proposed wish in Phoenix and why. ***Formative Assessment:*** *Students will be assessed on ability to evaluate evidence.*
4	***1. Introduction:*** "Now that each Wish Team has conducted research, each group will use close reading strategies to evaluate	2. Each member of the wish team will annotate and prepare an informal presentation on the audience, claim, reason, and evidence of

	the evidence in each resource." ***3.*** Throughout the evaluation of source documents the role of the teacher is facilitative. The teacher will introduce and model the process for gather valuable information from sources. Teacher will show examples of each: ***Vocab/Tier 2 Language:*** Students will be supported in groups and by teacher with their Tier 2, 3 Language.	each source to share with their group. 4. ***PBL Casework:*** Each team member will present the data from their articles. Afterwards, teams will examine the articles and decide which provide the strongest evidence. Students will gather quotes, paraphrases, data, and statistics in their research logs. Students will decide how each of those quotes, statistics, and paraphrases supports the team's argument for the need for their Ted in Phoenix. Students will categorize collective evidence and each student will draft a paragraph connecting the evidence to claims in their proposal. ***Formative Assessment:*** *Students will be assessed on ability to use relevant evidence as support for original claims.* ***Closure/Self-Check:*** Students will complete the "Literature Review Checklist" to track their research so far.
5	***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:*** **Writing A Proposal:** Teacher will present on the key elements of an effective argument and how each corresponds to a successful real-world proposal. Elements include: claim, development, audience, cohesion, and style/convention. (i.e. Audience: The majority of grant programs recruit academic reviewers with knowledge of the disciplines and/or program areas of the grant. Thus, when writing your grant proposals, assume that you are addressing a colleague who is knowledgeable in the general area, but who does not necessarily know the details about your research questions.) ***5. 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 second or third drafts of essays. Teams will use a GRO to analyze in-text citations, language choices/tone, power of data, order/structure, claims/counterclaims. 4. Each group will exchange essays with other teams engage in a peer review protocol. 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? 6. Student will revise drafts based on feedback and ensure the following questions have been addressed: 1) What is our argument? (goals, aims, and outcomes) 2) What are our reasons and claims? (significance) 3) What evidence confirms our conclusions are valid? (criteria for success) 7. ***Closure:*** Students will write a concluding paragraph which emphasizes the purpose of the proposed wish and strengthens the claim and evidence. ***Formative Assessment:*** *Students will be assessed on ability to create a conclusion that ties claims to evidence.* ***8. Self-evaluation:*** Students will use 9-10 the rubric for argumentative to evaluate their essay. ***Formative Assessment:*** *Students will be assessed on ability to self-evaluate writing style, tone, and mechanics.*
6		***1. Summative Assessment:*** Summative assessment is 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 1190

Type I:

Excerpt from Susan B. Anthony's speech on the right of women to vote, 1873. Retrieved from http://www.historyplace.com/speeches/anthony.htm. Copyright 1996-2006 by The History Place.

On Women's Right To Vote

Friends and fellow citizens: I stand before you tonight under indictment for the alleged crime of having voted at the last presidential election, without having a lawful right to vote. It shall be my work this evening to prove to you that in thus voting, I not only committed no crime, but, instead, simply exercised my citizen's rights, guaranteed to me and all United States citizens by the National Constitution, beyond the power of any state to deny.

The preamble of the Federal Constitution says:

"We, the people of the United States, in order to form a more perfect union, establish justice, insure domestic tranquility, provide for the common defense, promote the general welfare, and secure the blessings of liberty to ourselves and our posterity, do ordain and establish this Constitution for the United States of America."

It was we, the people; not we, the white male citizens; nor yet we, the male citizens; but we, the whole people, who formed the Union. And we formed it, not to give the blessings of liberty, but to secure them; not to the half of ourselves and the half of our posterity, but to the whole people – women as well as men. And it is a downright mockery to talk to women of their enjoyment of the blessings of liberty while they are denied the use of the only means of securing them provided by this democratic-republican government – the ballot.

For any state to make sex a qualification that must ever result in the disfranchisement of one entire half of the people, is a violation of the supreme law of the land. By it the blessings of liberty are forever withheld form women and their female posterity.

To them this government has not just powers derived from the consent of the governed. To them this government is not a democracy. It is not a republic. It is an odious aristocracy; a hateful oligarchy of sex, which makes father, brothers, husband, sons, the oligarchs over the mother and sisters, the wife and daughters, of every household – which ordains all men sovereigns, all women subjects, carries dissension, discord, and rebellion into every home of the nation.

Webster, Worcester, and Bouvier all define a citizen to be a person in the United States, entitled to vote and hold office. The only question left to be settled now is: Are women persons? And I hardly believe any of our opponents will have the hardihood to say that they are not. Being persons, then, women are citizens; and no state has a right to make any law, or to enforce any old law, that shall abridge their privileges or immunities. Hence, every discrimination against women in the constitutions and laws of the several states is today null and void.

1. In "On Women's Right to Vote," Susan B. Anthony attempts to convince a resistant audience to support her views on women's voting rights.

First, summarize Anthony's claim (main argument) in support of women's voting rights. Then, explain why her speech is or is not likely to convince audience members who do not already agree with her.

RUBRIC[1]	**Level 2 (Adequate)**	**Level 3 (Proficient)**	**Level 4 (Exceptional)**
AUDIENCE	The text illustrates an inconsistent awareness of the audience's knowledge level and needs.	The text considers the audience's knowledge level and concerns about the claim. The text addresses the needs of the audience by providing evidence about the strengths and limitations of the claim and counterclaims.	The text addresses the specific audience's needs. The text consistently addresses the audience's knowledge level and concerns about the claim.

[1] Words in red are specific to 9-10th grade band.

Type II:

Lexile Measure 870[2]

Excerpt from Dr. Martin Luther King, Jr.'s speech in Memphis, TN, April 3, 1968. Copyright 2001-2006 by American Rhetoric.

In this excerpt from one of his most famous speeches, Civil Rights leader Dr. Martin Luther King, Jr. reflects on a stay in the hospital several years before, when he was being treated for a condition that threatened his life.

I've Been to the Mountaintop

If I had merely sneezed, I would have died. Well, about four days later, they allowed me to move around in the wheelchair in the hospital. They allowed me to read some of the mail that came in, and from all over the states and the world, kind letters came in. I read a few, but one of them I will never forget. It said simply,

"Dear Dr. King,

I am a ninth-grade student at the White Plains High School. While it should not matter, I would like to mention that I'm a white girl. I read in the paper of your misfortune, and of your suffering. And I read that if you had sneezed, you would have died. And I'm simply writing you to say that I'm so happy that you didn't sneeze."

And I want to say tonight that I too am happy that I didn't sneeze. Because if I had sneezed, I wouldn't have been around here in 1960, when students all over the South started sitting-in at lunch counters, standing up for the best in the American dream.

If I had sneezed, I wouldn't have been around here in 1961, when we decided to take a ride for freedom and ended segregation in inter-state travel.

If I had sneezed, I wouldn't have been around in 1962, when Negroes in Albany, Georgia, decided to straighten their backs up. And whenever men and women straighten their backs up, they are going somewhere, because a man can't ride your back unless it is bent. […]

We've got some difficult days ahead. But it really doesn't matter with me now, because I've been to the mountaintop.

And I don't mind.

Like anybody, I would like to live a long life. Longevity has its place. But I'm not concerned about that now. I just want to do God's will. And He's allowed me to go up to the mountain. And I've looked over. And I've seen the Promised Land. I may not get there with you. But I want you to know tonight, that we, as a people, will get to the Promised Land!

At the end of "I've Been to the Mountaintop," Dr. Martin Luther King, Jr. expresses his belief that Americans will reach the "Promised Land." Imagine that you are writing an essay to respond to Dr. King's speech. Do you believe that Americans have reached the "Promised Land" that Dr. King hoped for?

Write an introductory paragraph which you would use to begin an essay on this topic. Your introduction should contain an appropriate claim to establish your argument. Your introduction should also have an engaging opening and should adequately introduce two main reasons that you would develop if you were to continue writing the essay.

RUBRIC	Level 2 (Adequate)	Level 3 (Proficient)	Level 4 (Exceptional)
CLAIM	The text contains an unclear or emerging claim that suggests a vague position. The text attempts a structure and organization to support the position.	The text introduces a precise claim that is arguable and takes a position on a substantive topic. The text has a structure and organization that is aligned with the claim.	The text introduces a compelling claim that is clearly arguable and takes a purposeful position on an issue. The text has a structure and organization that is carefully crafted to support the claim.

[22] Though the Lexile measure of the excerpt is not at a 9-10th grade level, it is being used to prompt a grade level appropriate writing task.

Type III: The following are arguments made by leaders across time to promote racial equality: "I Have a Dream," by Martin Luther King, Jr., "Remarks to the Convocation of the Church of God in Christ," by William J. Clinton, "Ending Racial Inequality," by George W. Bush, and "Remarks to the NAACP," by Barack Obama. Analyze at least two of these texts and write an argumentative essay in which you make a case for which of the speakers you think makes the strongest argument to promote racial equality. Consider each speaker's use of claims, counterclaims, reasons, evidence, and methods when making your determination. Your argumentative essay should be one to two pages long and written for an audience familiar with the speeches. Organize your essay so that it is easy to follow and establishes clear relationships among the claim(s), counterclaims, reasons, and evidence. Begin by introducing the topic and argument. Develop your argumentative essay with claims and counterclaims that are grounded in evidence from the two of the texts listed above. Use transitions to link major sections of the text and clarify the relationships between and among claims, counterclaims, reasons, and evidence. Use the conventions of Standard English and maintain a formal style.

RUBRIC	Level 2 (Adequate)	Level 3 (Proficient)	Level 4 (Exceptional)
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 a precise claim that is arguable and takes a position on a substantive topic. Text has a structure and organization that is aligned with the claim.	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 attempts to back up the claim and unclearly addresses counterclaims or lacks counterclaims. The conclusion merely restates the position.	Text provides relevant and sufficient data and evidence to back up the claim and addresses counterclaims. The conclusion follows from and supports the claim and evidence.	Text provides convincing and relevant data and evidence to back up the claim and effectively addresses counterclaims. The conclusion strengthens the claim and evidence
AUDIENCE	Text illustrates an inconsistent awareness of the audience's knowledge level and needs.	Text considers the audience's knowledge level and concerns about the claim. Text addresses the needs of the audience by providing evidence about the strengths and limitations of the claim and counterclaims.	Text addresses the specific audience's needs. Text consistently addresses the audience's knowledge level and concerns about the claim.
COHESION	Text links the counterclaims to the claim. Text contains limited words, phrases, and clauses to link the major sections of the text. Text attempts to connect the claim and reasons.	Text effectively shows clear relationships between counterclaims and the claim. Text uses words, phrases, and clauses to link the major sections of the text. Text connects the claim and reasons.	Text strategically uses words, phrases, and clauses to link the major sections of the text. Text explains the relationships between the claim and reasons as well as the evidence.
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, objective tone appropriate to the discipline of writing. Text demonstrates standard English conventions of usage and mechanics along with discipline specific requirements (i.e. MLA, APA, etc.)	Text presents an engaging, formal and objective tone. Text intentionally uses standard English conventions of usage and mechanics along with discipline-specific requirements (i.e. MLA, APA, etc.).

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