Curriculum Sample Template

Max. 8 Pages

Grade Level	11th	**Content Area**	Writing
Course Title (grades 9-12 Only)	American Literature		
Expected Prior Knowledge *The knowledge/skills mastered earlier in the year foundational to the mastery of the required Standard in the current sample.*	Students should have basic familiarity with the writing process, including grammar and rhetoric. Students will have knowledge of 11th Grade American history social studies content. Students are familiar with the concept of bias. Students are familiar with different types of syntax and sentence structures.		
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 unit furthers STEM goals by having students create original, expository arguments, using well-developed evidence and examples. Students can apply these skills to all classes in the forms of reports, summaries, and other uses. Specifically, this unit's instruction includes objective-driven instruction and daily formative assessments. All lessons include a Marzano high-yield strategy (ie summarizing and Venn diagrams), a Socratic seminar, or a Kagan cooperative learning structure (ie gallery walk, think-pair-share). In addition, the summative assessment is connected to social studies, which shows the integrated nature of social studies and language arts instruction at Western Tech: CFA.		
Standard Number and Description *List the Number* and the full description for the Required Standard or Science Performance Objective listed in section A.6.*	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	Mimeo document camera		

* ***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	Instructional Strategies	Student Activities

(add as needed)		
1	**Activation of Prior Knowledge:** Teacher will ("TW") direct students to share with the class what they already know about writing an editorial. **Objective:** SW create an outline for an editorial. **Introduction to New Material ("INM"):** Key Points: 1. An editorial tries to convince someone of something 2. The editorial must include all of the components in the summative rubric. 3. A "claim" in an author's belief in an editorial – what you are trying to convince other people of. 4. You need to be knowledgeable about your claim. 4. An editorial is a type of editorial with particular norms and conventions. **Modeling:** TW begin the unit by reviewing the assessment rubric with students; to communicate the end goal of the unit, and what will be expected. TW conduct a read aloud of an exemplar editorial. While reading, TW create a list of the above listed components titled "Key Ingredients of Excellent Editorials" on chart paper. TW explain what each component is and why it is necessary to include. TW check for understanding by asking relevant questions. **Guided Practice:** TW direct students to work in groups of three; each group has a graphic organizer, pre-made with "key ingredients" included on it. TW instruct each group to look at the editorial provided to them, and identify examples of each key ingredient. TW circulate through the room and coach and correct students as they complete the assignment. TW monitor each group's work, and adjust instruction as needed. **Independent Practice:** TW direct students to read and analyze a different editorial. TW instruct students to complete the graphic organizer, citing examples of each component of an editorial. **Assessment:** TW give students a quick "exit ticket," in which they must label an editorial with its various components.	Students will ("SW") discuss what they already know about writing an editorial. SW repeat the objective, and reflect on how it will help them reach their goals in writing. SW actively listen to today's key points, and take notes. SW review the end of unit assessment rubric, and discuss each section. SW listen, watch, and participate as teacher lists the key components of the editorial. SW answer questions aloud. SW work with their groups. They will examine their editorial, and identify examples of the "key ingredients". SW work individually to examine another editorial. They will cite examples of each key component of the editorial on their graphic organizers. SW complete the Exit Ticket, by labeling each component of the given editorial.
2	**Activation of Prior Knowledge:** TW display one of the editorials shown in previous day's lesson. TW ask students to work with a partner to describe the key ingredients that each editorial contains. **Objective:** SW select a precise claim about which they are knowledgeable and gather more information for an editorial. **INM:** Key Points: 1. Editorials focus on one precise – that means exact - claim. 2. Once we have a claim, we gather evidence and reasons to support the claim from different sources. This process is	SW discuss with their partners, describing what each key ingredient is, and what they learned about it yesterday. SW repeat today's objective, and describe how it will help them reach their big goal in writing. SW listen as teacher explains today's key points.

	called "prewriting." 3. Strong evidence is fair and nonbiased and relevant. 4. Our evidence and reasons should be valid – which means they need to be the truth and we need to believe them. **Modeling:** TW model how to state a precise claim, and how to prove she is knowledgeable about it. TW model out how to gather relevant evidence and logical reasoning to support a claim. TW model out how to use valid resources, like textbooks and unbiased newspapers. TW check for understanding ("CFU") by asking relevant questions, such as "What is a claim?" or "How do we select valid evidence?" TW clarify any misunderstandings. **Guided Practice:** TW direct students to an example of a student's claim, which is lacking evidence and reasoning, and about which the student isn't knowledgeable. TW direct students to work in groups of three to collaboratively provide relevant evidence and logical reasoning from valid sources to support the claim. TW CFU by circulating to each group and coaching and correcting responses. **Independent Practice:** TW direct students to state a precise claim about which they are knowledgeable. TW direct students to gather relevant evidence and logical reasoning from valid sources to support the precise claim. TW circulate throughout the room. **Assessment:** TW conference with each student to review the claim and gathered information. TW modify and adjust instruction based on results of this assessment.	SW actively listen and copy down what the teacher is writing on the board. SW work collaboratively using resources to complete the incomplete example of a student's prewriting. SW individually determine a precise claim about which they are knowledgeable and gather relevant evidence and logical reasoning from valid sources to support the claim. SW explain why they selected their claim and what information they have gathered. SW ask any questions they have.
3	**Activation of Prior Knowledge:** TW direct students to think-pair-share ("TPS") about what organization means in writing. **Objective:** SW write an organized outline for an editorial. **INM:** Key Points: 1. Once we have gathered evidence and reasoning, we outline information that will develop our claim. This helps us organize our editorial well. 2. Our organization of reasons and evidence in the outline needs to logically sequence the claim, counterclaim, reasons, and evidence. **Modeling:** TW model how to place and organize evidence and reasoning into an outline using gathered information. TW reference the summative assessment rubric as a guide for exemplar organization. TW CFU by asking relevant questions, such as "What is an outline?" or "Is this a logical organization for our evidence?" **Guided Practice:** TW direct students to an example of a student's incomplete outline about a topic. TW direct students to work in	SW TPS about what organization means in writing. SW repeat today's objective, and describe how it will help them reach their big goal in writing. SW listen as teacher explains today's key points. SW actively listen and copy down what the teacher is writing on the board. SW work collaboratively using resources to complete the incomplete example of a student's outline. SW check the outline against the summative assessment rubric.

	groups of three to complete the outline based upon gathered evidence or reasoning. TW CFU by circulating to each group and coaching and correcting responses. **Independent Practice:** TW direct students to write a well-organized, logically-sequenced outline for their editorial and to check their outlines against the summative assessment rubric to ensure quality. TW circulate throughout the room to clarify misunderstandings. **Assessment:** TW conference with each student to review the organized outline. TW use the summative assessment rubric to assess the outline. TW track student understanding using a checklist. TW modify and adjust instruction based on results of this assessment.	SW write a well-organized outline for their editorial and check their editorial against the summative assessment rubric to ensure quality. SW meet with the teacher to examine his/her outline. SW ask questions as needed.
4	**Activation of Prior Knowledge:** TW direct students to review their outlines from the previous day. **Objective:** SW draft their editorials with an introduction and distinguish their claim from alternate or opposing claims, while providing fair evidence for the counterclaims. **INM:** Key Points: 1. Exemplar editorials have introductions that strongly and clearly introduce a single claim and establish the significance – that means importance – of the claim. 2. Exemplary informational text and differentiates itself from alternate or opposing claims – which are called counterclaims. 3. Exemplary editorials treat both fairly, but point out the strengths and limitations of both. 4. Exemplary editorials consider the audience's knowledge level, concerns, values, and possible biases. **Modeling:** TW read out a strong introduction to an exemplar editorial. TW model how to write a draft of an introduction for an editorial. TW model using all of the information from her outline to write a draft of an editorial that differentiates itself from counterclaims, while provides evidence for counterclaims, treats them fairly, and points out the strengths and limitations of claims and counterclaims. TW model how to identify and take into account audience knowledge, concerns, values, and biases. TW use the "Think Aloud" strategy to show students her thought process as she is writing. TW model the first two paragraphs, and model how to include all elements above and how to use the summative assessment rubric as a guide for good writing. TW ask students CFU questions such as "What elements should I include in this section?" or "How do I fairly treat a counterclaim?" **Guided Practice:** TW show students and example of a student's	SW examine their outline from yesterday. SW repeat today's objective, and describe how it will help them reach their big goals in writing. SW actively listen to today's key points. SW watch as the teacher demonstrates how to use the outline to draft the editorial. SW ask and answer questions to clarify their understanding. SW write the introduction (which establishes the significance of the

	paper, which is missing an introduction and a final body paragraph that fairly differentiates counterclaims and acknowledges the audience's knowledge, concerns, values, and biases. TW direct students, in groups of three, to aid her in writing the remainder of the rough draft introduction and body paragraph. TW circulate around each group and adjust instruction as needed, to ensure each key ingredient is included in the draft. **Independent Practice:** TW direct students to use their own outlines to write a rough draft, with an introduction and well-developed body paragraphs, of their editorial independently. TW direct students to include all evidence and reasoning in their paper and a paragraph that acknowledges and differentiates from alternate or opposing editorials. TW direct students to use the summative assessment rubric. **Assessment:** TW conference with each student to review his/her rough draft. TW provide notes and feedback, based on the summative assessment rubric.	claim) and final body paragraph that acknowledges and fairly differentiates counterclaims and acknowledges the audience's knowledge, concerns, values, and biases. SW use the summative assessment rubric to aid their writing. SW ask and answer questions as they arise. SW refer to their outlines, and draft their editorial introduction (which establishes the significance of the claim) and body paragraph that acknowledges and differentiates from alternate or opposing editorials. SW make sure the audience knowledge, concerns, values, and biases are addressed. SW use their summative assessment rubric to draft the editorial. SW meet individually with the teacher to review their rough draft.
5	**Activation of Prior Knowledge:** TW direct students to discuss what they've learned so far in the writing unit. **Objective:** SW draft concluding sections. **INM:** Key Points: 1. Exemplary editorials have a strong concluding section that follows from and supports the editorial presented. **Modeling**: TW model how to draft a strong, creative, and clear concluding section. TW use the "Think Aloud" strategy to show students her thought process as she is writing. TW ask CFUs. **Guided Practice:** TW project an example of a student's draft using the document camera that is missing a conclusion. TW direct the class to add a concluding section to use the summative assessment rubric as a guide in groups. TW circulate throughout the room to coach and correct students as they work. **Independent Practice:** TW direct students to use their editorial and add a concluding section. TW direct students to use the summative assessment rubric to assist in their writing. **Assessment:** TW conference with each student to review his/her editorial. TW provide notes and feedback, based on the summative assessment rubric.	SW discuss with their partners, sharing what they've learned so far in this Writing unit. SW repeat today's objective, and describe how it will help them reach their Big Goals in writing. SW actively listen to today's key points. SW watch as the teacher demonstrates how to use the outline to draft the concluding section to the editorial. SW ask and answer questions to clarify their understanding. SW use their summative assessment rubrics to, in their groups, add a concluding section. SW ask and answer questions as they arise. SW write a concluding section. SW use the summative assessment rubric to assist in their writing. SW meet individually with the teacher to review their rough draft.
6	**Activation of Prior Knowledge:** TW direct students to discuss what they've learned so far in the writing unit. **Objective:** SW edit their editorials to include words, phrases, and clauses that link text, create	SW discuss with their partners, sharing what they've learned so far in this Writing unit. SW repeat today's objective, and describe how it will help them reach

	cohesion and clarify relationships, and a formal, objective style. **INM:** Key Points: 1. Exemplary editorials use words, phrases, and clauses (including transition words) that link text, create cohesion and clarify relationships among claims, counterclaims, reasons, and evidence. 2. Exemplary editorials use a formal, professional writing style. 3. Exemplary editorials use an objective tone – which means there is no bias. 4. Exemplar editorials vary syntax. **Modeling**: TW model how to include use words, phrases, and clauses as well as varied syntax that link text, create cohesion and clarify relationships among claims, counterclaims, reasons, and evidence in the editorial. TW use the "Think Aloud" strategy to show students her thought process as she is writing. TW include each component necessary for an excellent editorial, according to the summative assessment rubric. TW then model how to edit an editorial for a formal, objective, professional writing style. TW ask students CFU questions such as "Does this have an objective style? How do you know? Is the syntax varied?" TW remind students of the norms and conventions of editorials from the first lesson. **Guided Practice:** TW project an example student's draft using the document camera that is missing words, phrases, and clauses as well as varied syntax that link text, create cohesion and clarify relationships among claims, counterclaims, reasons, and evidence and is not written in a formal, objective style. TW direct the class to edit the editorial in groups to include use words, phrases, and clauses that link text create cohesion and clarify relationships and formal, objective style. TW circulate throughout the room to coach and correct students as they work. **Independent Practice:** TW direct students to use their editorial and add words, phrases, and clauses as well as varied syntax that link text create cohesion and clarify relationships among claims, counterclaims, reasons, and evidence, and a formal, objective style and tone. TW also remind students to edit for the norms and conventions of editorials. TW then direct students to write a final draft of their editorial using the summative assessment rubric. **Assessment:** TW conference with each student to review his/her editorial, providing notes and feedback.	their Big Goals in writing. SW actively listen to today's key points. SW watch as the teacher demonstrates how to edit the editorial. SW ask and answer questions to clarify their understanding. SW use their summative assessment rubrics to aid the teacher in making edits and improvements to the sample rough draft in groups. SW ask and answer questions as they arise. SW edit for language, syntax, and style. SW write a final copy of their editorial. SW use the summative assessment rubric to assist in their writing. SW meet individually with the teacher to review their finished editorial.
7	TW instruct students to complete the summative assessment.	SW complete the 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.

Answer the following three writing prompts.

1. Write an editorial in which you would encourage others to vote for Taft, Roosevelt, or Wilson with valid reasoning and relevant and sufficient evidence. You must introduce your precise, knowledgeable claim, establish the significance of the claim, distinguish the claim from alternate or opposing claims, and create an organization that logically sequences the claim, counterclaims, reasons, and evidence; develop claims and counterclaims fairly and thoroughly, supplying the most relevant evidence for each while pointing out strengths and limitations of both in a manner that anticipates the audience's knowledge level, concerns, values, and possible biases; use words, phrases, and clauses as well as varied syntax to link major sections of the text, create cohesion and clarify the relationship between the claim and reasons, between reasons and evidence, and between the claim and counterclaims; establish and maintain a formal style and objective tone while attending to the norms and conventions of editorials; and provide a concluding statement or section that follows from and supports the editorial presented.

2. Write an editorial in which you agree or disagree President Jefferson's decision to buy Louisiana Territory with valid reasoning and relevant and sufficient evidence. You must introduce your precise, knowledgeable claim, establish the significance of the claim, distinguish the claim from alternate or opposing claims, and create an organization that logically sequences the claim, counterclaims, reasons, and evidence; develop claims and counterclaims fairly and thoroughly, supplying the most relevant evidence for each while pointing out strengths and limitations of both in a manner that anticipates the audience's knowledge level, concerns, values, and possible biases; use words, phrases, and clauses as well as varied syntax to link major sections of the text, create cohesion and clarify the relationship between the claim and reasons, between reasons and evidence, and between the claim and counterclaims; establish and maintain a formal style and objective tone while attending to the norms and conventions of editorials; and provide a concluding statement or section that follows from and supports the editorial presented.

3. Write an editorial in which you advocate for the United States to go to war or not with Spain after the *Maine* was sunk with valid reasoning and relevant and sufficient evidence. You must introduce your precise, knowledgeable claim, establish the significance of the claim, distinguish the claim from alternate or opposing claims, and create an organization that logically sequences the claim, counterclaims, reasons, and evidence; develop claims and counterclaims fairly and thoroughly, supplying the most relevant evidence for each while pointing out strengths and limitations of both in a manner that anticipates the audience's knowledge level, concerns, values, and possible biases; use words, phrases, and clauses as well as varied syntax to link major sections of the text, create cohesion and clarify the relationship between the claim and reasons, between reasons and evidence, and between the claim and counterclaims; establish and maintain a formal style and objective tone while attending to the norms and conventions of editorials; and provide a concluding statement or section that follows from and supports the editorial presented.

All three of the writing prompts will be evaluated using the following rubric:

Skill	1	2	3	4
Introduces the Claim	No introduction is written, or what is written is off topic, or the claim is imprecise. The author is not knowledgeable about the topic; no significance is provided.	An introduction is attempted, but is unclear. The introduction does not effectively introduce the precise, knowledgeable claim. Limited significance for the claim is presented.	An effective, clear introduction to the piece is written. The introduction effectively introduces the precise, knowledgeable claim. Significance for the claim is established.	The claim is strongly and clearly introduced, and introduction is organized around a single precise, knowledgeable claim. Significance for the claim is strongly established.

Distinguish the Claim from Alternate or Opposing Claims	Does not at all distinguish the claim from alternate or opposing claims.	Does not effectively distinguish the claim from alternate or opposing claims.	Effectively distinguishes the claim from alternate or opposing claims.	Exceptionally distinguishes the claim from alternate or opposing claims.
Organization of Claims, Counterclaims, Reasons, and Evidence	Unclear and illogical organization of claims, counterclaims, reasons, and evidence.	Attempts to organize claims, counterclaims, reasons, and evidence, but does not do so logically or effectively.	Organization sequences claim, counterclaims, reasons, and evidence.	Strong organization logically sequences claim, counterclaims, reasons, and evidence.
Development of Claims and Counterclaims	Claims and counterclaims are not developed; evidence is not be supplied for each and does not point out strengths and limitations of both. Development does not anticipate audience's knowledge level, concerns, values, and possible biases.	Claims and counterclaims are developed, but not fairly or thoroughly; evidence may not be supplied for each and may not point out strengths and limitations of both. Development does not well anticipate audience's knowledge level, concerns, values, and possible biases.	Claims and counterclaims are developed fairly and thoroughly; evidence is supplied for each and points out strengths and limitations of both. Development anticipates audience's knowledge level, concerns, values, and possible biases.	Claims and counterclaims are developed exceptionally fairly and thoroughly; evidence is supplied for each and points out strengths and limitations of both. Development exemplarily anticipates audience's knowledge level, concerns, values, and possible biases.
Words, Phrases, and Clauses	Words, phrases, and clauses do not link major sections of the text, do not create cohesion, and do not clarify relationships between claim(s) and reasons, between reasons and evidence, and between claim(s) and counterclaims. Syntax is not varied.	Words, phrases, and clauses link major sections of the text, create limited cohesion, and clarify limited relationships between claim(s) and reasons, between reasons and evidence, and between claim(s) and counterclaims. Syntax is rarely varied.	Words, phrases, and clauses link major sections of the text, create some cohesion, and clarify some relationships between claim(s) and reasons, between reasons and evidence, and between claim(s) and counterclaims. Syntax is somewhat varied.	Words, phrases, and clauses link major sections of the text, create cohesion, and clarify relationships between claim(s) and reasons, between reasons and evidence, and between claim(s) and counterclaims. Syntax is effectively varied.
Formal Style, Objective Tone, and Norms and Conventions of Discipline	Written in an informal style; no attempt was made towards establishing or maintaining a formal style. Not in an objective tone. Norms and conventions of editorials are not apparent.	Attempt is made towards establishing a formal style and objective tone, but is not maintained throughout the piece. Norms and conventions of editorials may be apparent in parts.	Mostly formal style and mostly objective tone is established and maintained throughout the piece; norms and conventions of editorials are established and mostly maintained throughout.	Formal writing style and objective tone is established and maintained throughout the piece; norms and conventions of editorials are established and maintained throughout the piece.
Concluding section	No concluding section is written, or what is written does not follow from or support the editorial.	A concluding section is attempted, and occasionally follows from and supports some of the editorial.	An effective concluding section largely follows from and supports the editorial presented.	A strong concluding section follows from and supports the editorial presented.

Total: _____/28; Grading Scale: 0-20=Incomplete; 21-22=C; 23-25=B; 26-28=A. 80%=Mastery.