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. Students will be familiar with 8th Grade Core Knowledge social studies content, including America in the 20th century.		
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 Core Knowledge Sequence states that "instruction should emphasize repeated expository writing…paragraphs should have a unified focus, be developed with evidence and examples…" This unit furthers this goal by having students create original, expository arguments, using well-developed evidence and examples. This unit also furthers learning for STEM students, as they will 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 related to Core Knowledge social studies content, reflecting 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.*	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	Various prompts may be needed for modeling. Prompts may be found at: http://grammar.about.com/od/developingessays/a/topicargumt07.htm Outline templates may be needed for students. 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 (add as needed)	**Instructional Strategies**	**Student Activities**

1	**Activation of Prior Knowledge:** Teacher will ("TW") direct students to share with the class what they already know about writing an argument. **Objective:** SW create an outline for an argument. **Introduction to New Material ("INM"):** Key Points: 1. An argument tries to convince someone of something 2. The argument must include the following components: an introduction that introduces the claim; acknowledge and distinguish the claim from alternate or opposing claims, and organize the reasons and evidence logically; support the claim with logical reasoning and relevant evidence, using accurate, credible sources and demonstrating an understanding of the topic or text; use words, phrases, and clauses to create cohesion and clarify the relationships among the claim and another claim, counterclaims, reasons, and evidence; establish and maintain a formal style; and provide a concluding statement or section that follows from and supports the argument presented. 3. A "claim" in an author's belief in an argument – what you are trying to convince other people of. **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 argument. While reading, TW create a list of the above listed components titled "Key Ingredients of Excellent Arguments" 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 argument 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 argument. TW instruct students to complete the graphic organizer, citing examples of each component of an exemplar argument. **Assessment:** TW give students a quick "exit ticket," in which they	Students will ("SW") discuss what they already know about writing an argument. 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 argument. SW answer questions aloud. SW work with their groups. They will examine their argument, and identify examples of the "key ingredients". SW work individually to examine another argument. They will cite examples of each key component of the argument on their graphic organizers. SW complete the Exit Ticket, by labeling each component of the given

	must label an argument with its various components (introduction, evidence, etc.)	argument.
2	**Activation of Prior Knowledge:** TW display one of the arguments shown in previous day's lesson. TW ask students to work with a partner to describe the key ingredients that each argument contains. **Objective:** SW select a claim and gather more information for an argument. **INM:** Key Points: 1. Arguments focus on one clear claim. 2. Once we have a claim, we gather evidence and reasons to support the claim from different sources. This process is called "prewriting." 3. Strong evidence is relevant – so it connects to the claim – and strong reasoning is logical – so it makes sense. 4. Our sources should be accurate and credible – which means they need to be the truth and we need to believe them. **Modeling:** TW model how to state a claim. TW model out how to gather relevant evidence and logical reasoning to support a claim. TW model out how to use accurate and credible resources, like textbooks. TW check for understanding ("CFU") by asking relevant questions, such as "What is a claim?" or "How do we select relevant evidence?" TW clarify any misunderstandings before moving on. **Guided Practice:** TW direct students to an example of a student's claim, which is lacking evidence and reasoning. TW direct students to work in groups of three to collaboratively provide relevant evidence and logical reasoning from accurate and credible 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 claim. TW direct students to gather relevant evidence and logical reasoning from accurate and credible sources to support the claim. TW circulate throughout the room to clarify misunderstandings. **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 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. 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 claim and gather relevant evidence and logical reasoning from accurate and credible 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 argument.	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.

	INM: Key Points: 1. Once we have gathered evidence and reasoning, we outline information that will develop our claim. This helps us organize our argument well. 2. Our organization of reasons and evidence in the outline needs to be strong to lead to a well-organized argument.	SW listen as teacher explains today's key points.
	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?"	SW actively listen and copy down what the teacher is writing on the board.
	Guided Practice: TW direct students to an example of a student's incomplete outline about a topic. TW direct students to work in 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 by checking each outline against the summative assessment rubric.	SW work collaboratively using resources to complete the incomplete example of a student's outline. SW check the outline against the summative assessment rubric.
	Independent Practice: TW direct students to write a well-organized outline for their argument and to check their outlines against the summative assessment rubric to ensure quality. TW circulate throughout the room to clarify misunderstandings.	SW write a well-organized outline for their argument and check their argument against the summative assessment rubric to ensure quality.
	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 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.	SW examine their outline from yesterday.
	Objective: SW draft their arguments with an introduction and acknowledge and distinguish their claim from alternate or opposing claims.	SW repeat today's objective, and describe how it will help them reach their big goals in writing.
	INM: Key Points: 1. Exemplar arguments have introductions that strongly and clearly introduce a single claim. 2. Exemplary informational text acknowledges – that means mentions – and differentiates itself from alternate or opposing claims.	SW actively listen to today's key points.
	Modeling: TW read out a strong introduction to an exemplar argument. TW model how to write a draft of an introduction for an argument. TW model using all of the information from her outline to write a draft of an argument that acknowledges and differentiates itself from alternate or opposing claims. TW use the "Think Aloud"	SW watch as the teacher demonstrates how to use the outline to draft the argument. SW ask and answer questions to clarify their understanding.

	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 acknowledge an opposing claim?" **Guided Practice:** TW show students and example of a student's paper, which is missing an introduction and a final body paragraph that acknowledges and differentiates alternate or opposing claims. 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 argument independently. TW direct students to include all evidence and reasoning in their paper and a paragraph that acknowledges and differentiates from alternate or opposing arguments. TW direct students to use the summative assessment rubric to assist in their writing. **Assessment:** TW conference with each student to review his/her rough draft. TW provide notes and feedback, based on the summative assessment rubric.	SW write the introduction and final body paragraph that acknowledges and differentiates from alternate or opposing arguments in their groups. 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 argument introduction and body paragraph that acknowledges and differentiates from alternate or opposing arguments.. SW use their summative assessment rubric to draft the argument. 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 arguments have a strong concluding section that follows from and supports the argument 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 students CFU questions such as "How do we know this is a strong concluding statement?" **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	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 argument. 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.

	coach and correct students as they work. **Independent Practice:** TW direct students to use their argument 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 argument. TW provide notes and feedback, based on the summative assessment rubric.	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 arguments to include words, phrases, and clauses that create cohesion and clarify relationships, and a formal style. **INM:** Key Points: 1. Exemplary arguments use words, phrases, and clauses that create cohesion and clarify relationships among claims, counterclaims, reasons, and evidence. 2. A counterclaim is the opposite of your claim. 2. Exemplary arguments use a formal, professional writing style. **Modeling**: TW model how to include use words, phrases, and clauses that create cohesion and clarify relationships among claims, counterclaims, reasons, and evidence in the argument. TW use the "Think Aloud" strategy to show students her thought process as she is writing. TW include each component necessary for an excellent argument, according to the summative assessment rubric. TW then model how to edit an argument for a formal, professional writing style. TW ask students CFU questions such as "Does this have a formal style? How do you know?" **Guided Practice:** TW project an example student's draft using the document camera that is missing words, phrases, and clauses that create cohesion and clarify relationships among claims, counterclaims, reasons, and evidence and is not written in a formal style. TW direct the class to edit the argument in groups to include use words, phrases, and clauses that create cohesion and clarify relationships among claims, reasons, and evidence, and formal style. TW circulate throughout the room to coach and correct students as they work. **Independent Practice:** TW direct students to use their argument and add words, phrases, and clauses that create cohesion and clarify relationships among claims, counterclaims, reasons, and evidence,	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 edit the argument. 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 and style. SW write a final copy of their argument. SW use the summative assessment rubric to assist in their writing.

	and a formal style. TW then direct students to write a final draft of their argument. TW direct students to use the summative assessment rubric to assist in their writing. **Assessment:** TW conference with each student to review his/her argument. TW provide notes and feedback, based on the summative assessment rubric.	SW meet individually with the teacher to review their finished argument.
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. President Truman believed the United States needed to drop the atomic bomb on Japan to end World War II. Write an argument in which you agree or disagree with Truman with clear reasons and relevant evidence. You must introduce your claim, acknowledge and distinguish the claim from alternate or opposing claims, and organize the reasons and evidence logically; support claim your claim with logical reasoning and relevant evidence, using accurate, credible sources and demonstrating an understanding of the topic or text; use words, phrases, and clauses to create cohesion and clarify the relationships among the claim and Truman's, counterclaims, reasons, and evidence; establish and maintain a formal style; and provide a concluding statement or section that follows from and supports the argument presented.

2. In *Roe v. Wade*, the Supreme Court declared abortion to be a constitutional right. Write an argument in which you agree or disagree with the Supreme Court with clear reasons and relevant evidence. You must introduce your claim, acknowledge and distinguish the claim from alternate or opposing claims, and organize the reasons and evidence logically; support claim your claim with logical reasoning and relevant evidence, using accurate, credible sources and demonstrating an understanding of the topic or text; use words, phrases, and clauses to create cohesion and clarify the relationships among the claim and the Court's, counterclaims, reasons, and evidence; establish and maintain a formal style; and provide a concluding statement or section that follows from and supports the argument presented.

3. President Johnson believed escalation of the war in Vietnam would lead to an American victory. Write an argument in which you agree or disagree with the Johnson with clear reasons and relevant evidence. You must introduce your claim, acknowledge and distinguish the claim from alternate or opposing claims, and organize the reasons and evidence logically; support claim your claim with logical reasoning and relevant evidence, using accurate, credible sources and demonstrating an understanding of the topic or text; use words, phrases, and clauses to create cohesion and clarify the relationships among the claim and Johnson's, counterclaims, reasons, and evidence; establish and maintain a formal style; and provide a concluding statement or section that follows from and supports the argument 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.	An introduction is attempted, but is unclear. The introduction does not effectively introduce the claim.	An effective, clear introduction to the piece is written. The introduction effectively introduces the claim.	The claim is strongly and clearly introduced, and introduction is organized around a single claim.
Acknowledge and Distinguish the Claim from Alternate or Opposing Claims	Does not acknowledge or distinguish the claim from alternate or opposing claims.	Acknowledges but does not effectively distinguish the claim from alternate or opposing claims.	Effectively acknowledges and distinguishes the claim from alternate or opposing claims.	Exceptionally acknowledges and distinguishes the claim from alternate or opposing claims.
Organization of Reasons and Evidence	Unclear organization of reasons and evidence.	Attempts to organize reasons and evidence, but does not do so logically.	Organization of reasons and evidence is logical.	Exceptionally logical organization of reasons and evidence
Support for Claim	Claim is not supported by reasoning and evidence; sources are lacking; author lacks understanding of the topic.	Claim is supported by reasoning and evidence, but it may be illogical or irrelevant in places; sources are inaccurate or not credible; author demonstrates limited understanding of the topic.	Claim is supported with logical reasoning and relevant evidence; sources are, for the most part, accurate and credible; authors demonstrate understanding of the topic.	Claim is supported with exceptionally logical reasoning and relevant evidence; accurate and credible sources are used; author demonstrates an exceptional understanding of the topic.
Words, Phrases, and Clauses	Words, phrases, and clauses do not create cohesion and do not clarify, or in some cases make more confusing, relationships among claim, counterclaims, reasons, and evidence.	Words, phrases, and clauses are somewhat cohesive and sometimes clarify relationships among claim, counterclaims, reasons, and evidence.	Words, phrases, and clauses are cohesive and clarify relationships among claim, counterclaims, reasons, and evidence.	Words, phrases, and clauses create cohesion and exceptionally clarify relationships among claim, counterclaims, reasons, and evidence.
Formal Style	Written in an informal style; no attempt was made towards establishing or maintaining a formal style.	Attempt is made towards establishing a formal style, but is not maintained throughout the piece.	Mostly formal style is established and maintained throughout the piece, but may slip into informal style in parts.	Formal writing style is established and maintained throughout the piece.
Concluding section	No concluding section is written, or what is written does not follow from or support the argument.	A concluding section is attempted, and occasionally follows from and supports some of the argument.	An effective concluding section largely follows from and supports the argument presented.	A strong concluding section follows from and supports the argument presented.

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