Curriculum Sample Template – 8 Pages Max. (12 pages for integrated ELA sample)

Grade Level	10	**Content Area**	Writing
Course Title (grades 9-12 Only)	English 102		
Expected Prior Knowledge *List the knowledge/skills mastered earlier in the year that are foundational to the mastery of the Required Standard(s).*	Prior to this lesson, students are expected to have mastered the following skills: Students should have mastered the writing process. Students should have experience with expository text features and main ideas.		
Alignment to Program of Instruction *Describe how the methods of instruction found in this sequence of lessons align to the Program of Instruction described in the application package.*	This unit strengthens writing skills so that learners may read and comprehend expository articles in Science, Technology, Engineering, and Math texts and other subjects. Specifically, this unit's instruction includes objective-driven instruction and daily formative assessments for the following standard. Nonfiction writing is the backbone of a successful literacy and student achievement strategy. Narrative techniques should be used to add voice to informational writing pieces.		
Standard Number* and Description *The standard number and description of the Required Standard(s) being instructed and assessed to mastery in the curriculum sample.*	Grade 10.W.3 Writing Standards (W) Text Types and Purposes 10.W.3 – Write narratives to develop rigor or imagined experiences or events using effective technique, well-chosen details, and well-structured event sequences. **a**. Engage and orient the reader by setting out a problem, situation or observation, establishing one or multiple point(s) of view, and introducing a narrator and/or characters; create a smooth progression of experiences or events. **e.** Provide a conclusion that follows from and reflects on what is experienced, observed, or resolved over the course of the narrative.		
Materials/Resources Needed *List all items the teacher and students will need for the entire sequence of instruction (excluding common consumables)*	Model essays will be used to give students examples of a final product and the scoring rubric used to score the essay. Famous First lines from classic novels Computers and internet connection.		

* ***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, Cluster, Standard (e.g., 6.EE.B.7). For HS Math, use Conceptual Category-Domain, Cluster, Standard (e.g., A-REI.C.6).*

Lesson (add as needed)	**Instructional Strategies -** *List and describe teacher actions, lesson by lesson, which will provide students with opportunities to engage the grade-level rigor defined by the Required Standard(s). Indicate alignment of instructional strategies to specific component(s) or content/skill(s) of the Required Standard/component.*	**Student Activities -** *Describe the activities, lesson by lesson, in which students will engage to allow them to master the grade-level rigor defined by the Required Standard(s). Indicate alignment of student activities to specific component(s) or content/skill(s) of the Required Standard/component.*
1	**Objective:** "You never really understand a person until you consider things from his point of view...until you climb into his skin and walk around in it." Students will write a narrative by introducing a character(s), creating the conflict, setting, and point of view(s). **Key points:** 1) All stories have a <u>character(s)</u>. 2) Stories are based around a <u>conflict</u> -<u>a problem, situation or observation.</u> 3) Your story will have a <u>point of view(s)</u> and <u>events</u> or <u>experiences.</u> **Activation of prior knowledge:** TW read from an examples of a classic novel made into a movie. TW have students discuss the character(s), problem(s), point of view (s) and some of the events in their group. **Introduction to new material: TW** examine a variety of pictures of shoes and select one pair. TW think aloud the character to match the shoe. TW envision and think aloud what the owner would look like, such as their appearance, actions, etc. TW think aloud and list all of the attributes of the character. TW model how to start planning the narrative by beginning with the conflict, think aloud problems, situations, or observations character might have, then choose one. TW brainstorm multiple points of view about the conflict, and setting, and events that would make the conflict interesting. **Guided Practice and Exploration:** TW instruct each pair of students to pick one pair of shoes. TW instruct each group to brainstorm a character to match the shoe then brainstorm a conflict and associated multiple points of view, setting and events that would make the conflict interesting. **Independent practice:** TW monitor, facilitate, and support students as students individually plan their narrative assignment. **Flipped classroom/Blended Learning**: Students will use the thesaurus and type their story plans on the computer. **Assessment:** TW collect and read narrative plans and provide feedback.	**SW** read and write the underlined objective in their notes. **SW** write the key points and discuss with their partner the underlined words. **SW** actively listen and participate in the discussion. **SW** actively listen and follow the modeling. SW listen and take notes of important details. **SW** work in pairs to examine a pictures of a pair of shoes and envision the owner. SW create their character, conflict, list multiple points of view, setting, and events that will make the conflict interesting. Students will share with the class. **SW** individually create the characters, conflict, and other components for their narrative. SW plan about the experience or events that would make the story interesting. . **SW** submit their plans.

2	**Objective:** The Student will plan their narrative by developing the character, conflict, establishing one or multiple points of view, and developing the plotlines for the narrative. **Key points:** 1) Stories are based on one of seven different types of conflict: Person vs. Fate/God, Self, Person, Society, Nature, Supernatural, Technology. 2) Plan your story using a story map to keep you organized.3) Use a plot map for each point of view (multiple) plotline (s). **Activation of prior knowledge:** Students will read an essays by E.B. White. TW ask students to write some of the attributes or traits of the character. TW facilitate the discussion the regarding the character description, points of view, conflict, and plotlines. TW share some strong examples from student work in yesterday's Guided Practice and ask students about the different characters, conflicts, points of view, and the plotlines. **Introduction to new material:** TW have a list of the seven different types of conflict around the room. TW go over definitions of the different types of conflict and have students match the definition with the type of conflict. TW discuss and give examples of the types of conflict that would fall under each category. TW model how to plan using a story conflict from previous lesson's (Intro to new material) on a plot map. TW model how to plan for multiple points of view, with multiple plot lines. TW begin with the conflict and climax, then the falling action and resolution, and finishing with the exposition and rising actions for each of the plotlines from different points of view. **Guided Practice and Exploration:** TW have students work in groups of three. Each group will receive an envelope with a 3 half sheets of paper with the title of a book and a short summary of the book. The group must put them in one of the seven categories and fill in the answer sheet stating the category and a short sentence why they chose the category and the significance of the problem/conflict. TW post multiple plot maps around the classroom. TW assign students to groups of three and instruct the groups to engage in a gallery walk and take note of strengths and weakness in the plot maps. TW provide discussion at the end of the gallery walk. **Flipped classroom/Blended Learning:** various essays and poetry written by E.B White are provided for students.	**SW** write the objective in their notes. **SW** write down the key points and circle words they do not understand for discussion. SW leave room next to the types of conflict to write their definitions. **SW** actively listen by writing down words that describe the character and add it to their list of character traits. **SW** write the definition in their notes. SW participate in giving examples of problems/conflict in books, movies, or real life. SW actively listen to the modeling. **SW** read the summaries of the book and categorize the conflict and write a sentence on the significance of the problem/conflict. SW engage in plot map gallery walk. SW take notes strengths and weaknesses in the plot maps. SW discuss observations in their group and share during the class discussion.

	Independent Practice: TW facilitate, monitor, and support students as they create their plot maps focusing on the point of view (s) for their narrative assignment. **Assessment**: TW review the plot map and provide feedback.	**SW** individually create the plot maps for their narrative. **SW** submit their plot maps.
3	**Objective:** SW use the plot maps to establish their develop rigor or imagined experiences or events using effective technique, well-chosen details, and well-structured event sequences one or multiple points of view to write their narrative. SW improve their narrative by using the rubric to revise conflict, multiple points of view, characters and creating a smooth progression of experiences or events. **Key points:** 1) When editing, check for grammatical errors. 2) When revising, check for clearly setting out the problem, situation or observation to establish the conflict. 2) Is there a description and introduction of the character? 3) Does the narrative show a progression of experiences or events? 4) Read your draft, fill out your scoring rubric. **Activation of prior knowledge:** TW share some examples from yesterday's plot maps. TW ask students about the strengths of the examples. **Introduction to new material:** TW model using the plot map to develop rigor or imagined experiences or events using effective technique, well-chosen details, and well-structured event sequences narrative. TW use the plot map to write the narrative. TW model editing. TW model how to use the rubric to revise their narrative focusing on the key points as she reads the text aloud. TW rewrite sentences if the description or introduction of the character is not clear, or use the thesaurus for word choice. TW read aloud and check the conflict: asking out loud, "is the problem or situation clear, is there a smooth progression of events." TW use the rubric to revise the narrative. **Guided Practice and Exploration:** TW instruct students to develop rigor or imagined experiences or events using the modeled technique; well-chosen details, and well-structured event sequences using their plot maps. TW instruct students to read event sequences in their group. TW instruct student to work with a partner and use the rubric to revise the narrative. **Flipped classroom/Blended Learning:** TW have students work individually on a computer to type their narrative use the review tab to help them edit their work on the computer.	**SW** read and record the objective in their notebooks. **SW** write the key points in their notebooks. **SW** listen and write down examples to use for their own editing or revisions. **SW** actively listen to modeling. **SW** write their experiences/events then work with a partner to read the narratives and revise their work. SW work with a partner to revise the narrative using the given rubric. **SW** work on the computer to use the review tab to help edit and revise their work before peer editing and revising with a partner.

	Independent practice: TW instruct students use the plot map to write their narrative. TW instruct students to use the rubric to revise their first draft. TW monitor student work and support struggling students. **Assessment**: TW collect the first draft and provide feedback.	**SW** individually complete their first draft using the given rubric. **SW** submit their first draft.
4	**Objective:** SW improve their narrative by writing a deliberate conclusion that reflects what is experience, observed or resolved over the course of the narrative**.** **Key points:** 1) The conclusion contains the answer and does two things. A) It sums up what you have learned or experienced and it relates this learning to the wider context. B) Self-knowledge requires you to write about what you have learned from the experience and how you might use the knowledge in the future. **Activation of prior knowledge:** TW review rubric and share strong first student drafts. TW ask students to consider what more they need to do before they may submit their final draft of their narrative. **Introduction to new material:** TW read the vignette to the class. TW read and underline the conclusion of the vignette. TW think aloud what makes a strong conclusion. TW review key points.TW think aloud to determine if the conclusion in the vignette sums up the experience. TW think aloud to what was learned and does the author share how he/she might use this knowledge in the future. **Guided Practice**: TW group students, and give each group a different vignette to read. TW instruct the students to identify the strength of the conclusion using the key points. **Flipped classroom/Blended Learning** Literature examples provided online learning for students who need additional practice. **Independent practice:** TW instruct students take out their narratives and begin their conclusions. Students will be asked to read their conclusion and ask themselves the key points. TW monitor student writing and support struggling writers. **Assessment**: TW grade final narrative based on the rubric. TW give individual feedback.	**SW** write the objective in their notebook. **SW** write the key points in their notebook. **SW** actively listen to student models. **SW** actively listen to the example and participate in the discussion and review of vignette. . **SW** write down key components of the lesson as identified by the teacher. **SW** be able to determine the message and the final impression. **SW** read a vignette in their group and identify the conclusion. TS will use the key points to determine the strength of the conclusion. The students share their conclusion with the class. The class will determine the best conclusion. **SW** individually write their conclusion to complete their narrative assignment. **SW** score their final draft and submit both their rubric and their narrative.

5	**Objective: TW direct students to complete the summative assessment.**	**SW** complete the summative assessment.
S.A	*Provide an opportunity for the student to complete the summative assessment items which is clearly separate from instruction and guided or independent practice, and in which the student is assessed independently. In the Student Activities column, provide a brief description of the summative assessment (S.A) items that will allow students to demonstrate mastery of the rigor of the Required Standard(s)/components, and the context in which the items will be administered.*	**SW** work individually to write an organized narrative by introducing a character, creating the conflict, setting, and point of view. SW narrative techniques and descriptive language. SW write a conclusion that follows from and reflects on what is experienced, observed, or resolved over the course of the narrative.

Summative Assessment Items and Scoring: *Below, provide at least three Summative Assessment Items that together accurately measure student mastery of the application of the content and/or skills as defined by the grade-level rigor in the Required Standard(s). For each assessment item, provide an answer key or scoring rubric which clearly describes how assessment items are to be scored and how points will be awarded, such that mastery of the application of the content and/or skills as defined by the grade-level rigor in the Required Standard is clearly demonstrated by an acceptable score.*

Summative Assessment Item 1

1. Imagine that you are less than an inch tall. What would you do? Write a narrative of one day of your life. Be sure to use descriptive language

4	3	2	1
Character The main characters are named and clearly described in text. Characters have unique attributes and detailed traits. Point(s) of view is sophisticated and established	**Character** The main characters are named and described. Most readers would have some idea of the attributes of the characters. Point(s) of view is established	**Character** The main characters are named. The reader knows very little about the characters. Point of view is unclear.	**Character** It is hard to tell who the main characters are and there is no clear point of view.
Organization The story is very well organized. One idea or scene follows another in a logical sequence with clear transitions. Multiple plot lines are established. Plot map is followed.	**Organization** The story is well organized. Many of the ideas or scenes follow a logical sequence with some transitions. Some plot lines are established. Plot map is	**Organization** The story is hard to follow. The transitions are sometimes not clear. Some of the plot map is followed.	**Organization** Ideas and scenes seem to be randomly arranged. The plot map was not followed**.**

	followed with only a few ideas missing.		

Total: _____ /8 8=100% 7=88% 6=75% 5 = Proficient = Reteach/Retest 0-4 = Reteach/Retest

Mastery 80%

(The rubric below will be used to assess Summative Assessment Item 2 and 3.)

Summative Assessment Item 2

Imagine you come across a treasure chest filled with gold. Who does it belong to? How did that person obtain the money? Why did they lose it? Write a story that details the life of the owner of the treasure chest. Be sure to use descriptive language.

Assessment 2 Total

Total: _____/16 16=100% 15=94% 14=88% 13=81% 12-0=Reteach/Retest

Summative Assessment Item 3

One day you find a magic lamp that would grant you three wishes. The only catch is that you aren't allowed to wish for more wishes. What would you wish for? Why? How would your life change if you were granted these wishes? Write a story about this event. Be specific.

Scoring- Rubric

4 Points	3 Points	2 Point	1 Point
Character The main characters are named and clearly described in text. Characters have unique attributes and detailed traits. Point of view is sophisticated and established	**Character** The main characters are named and described. Most readers would have some idea of the attributes of the characters. Point of view is established	**Character** The main characters are named. The reader knows very little about the characters. Point of view is unclear.	**Character** It is hard to tell who the main characters are and there is no clear point of view.
Organization The story is very well organized. One idea or scene follows another in a logical sequence with clear transitions. Multiple plotlines are established. Storyboard is followed.	**Organization** The story is well organized. Many of the ideas or scenes follow a logical sequence with some transitions. Some plot lines are established.	**Organization** The story is hard to follow. The transitions are sometimes not clear. Some of the storyboard is followed.	**Organization** Ideas and scenes seem to be randomly arranged. The story board was not followed.

	Storyboard is followed with only a few ideas missing.		
Narrative Techniques: Dialogue, Pacing, Descriptions, Tone There is an appropriate amount of dialogue to bring the characters to life and it is always clear which character is speaking. Pacing is varied but logical. Descriptions are interesting and detailed.	**Narrative Techniques: Dialogue, Pacing, Descriptions, Tone** There is some dialogue in the story and we get some information about the character. Pacing is varied. The descriptions are interesting.	**Narrative Techniques: Dialogue, Pacing, Descriptions, Tone** There is very little dialogue and we don't get to know the character. Pacing is not varied. The descriptions are **few.**	**Narrative Techniques: Dialogue, Pacing, Descriptions, Tone** There is dialogue but is confusing. There is no pacing. Descriptions are few**.**
Conclusion The conclusion clearly sets the tone and is significant to the character. The solution to the character's problem is easy to understand and is logical. The conclusion sums up what was learned or experienced and it relates this learning to the wider context. The conclusion contains information about how the writer might use the knowledge in the future.	**Conclusion** The conclusion sets a tone but is not significant to the character. The solution to the character's problem is easy to understand. The conclusion sums up what was learned or experienced. The conclusion does not contain information about how the writer might use the knowledge in the future.	**Conclusion** The solution to the character's problem is a little hard to understand. The conclusion does contain what was learned	**Conclusion** No solution is attempted or it is not understandable. The narrative does not have a conclusion.

Total: _____/16 16=100% 15=94% 14=88% 13=81% 12-0=Reteach/Retest

Total Points for Summative Assessments = 40 Grading Scale 80 % Mastery

40- 36= A 90- 100% Mastery

35 -32 =B 80-89% Mastery

31-28=C 70-79% Proficient= Reteach/Retest

15-Below Reteach/Retest