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

Grade Level	11th Grade	**Content Area**	Writing
Course Title (grades 9-12 Only)	English 103		
Expected Prior Knowledge *List the knowledge/skills mastered earlier in the year that are foundational to the mastery of the Required Standard(s).*	Students will be able to follow the writing process. Student will have skills for research and argument formation.		
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's instruction includes high-yield strategies such as summarizing, Socratic seminar and cooperative learning structures. STEM is incorporated into the curriculum and also integrates technology as students use research.		
Standard Number* and Description *The standard number and description of the Required Standard(s) being instructed and assessed to mastery in the curriculum sample.*	11.W.3 Text Types and Purposes 11. W.3 Write Narratives to develop real 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 and its significance, establishing one or multiple points of view, and introducing a narrator and/or characters; create a smooth progression of experiences or events. c. Use a variety of techniques to sequence events so that they build on one another to create a coherent whole and build toward a particular tone and outcome (e.g., a sense of mystery, suspense, growth, or resolution.		
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 needed. Students will use storyboards, plot templates, and a variety of STEM narrative examples. Students will have computers available for typing their drafts. Technology will also be available for research.		

* ***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:** SW plan a narrative piece by setting out a problem and its significance, conflict, characters, point of view, and setting. **Key points:** 1) Select the problem or experience you want to write about and its significance. 2) Establish one or more point(s) of view. 3) Where does your story take place, and 4) how will you set the tone of the essay. **Activation of prior knowledge:** TW ask students why certain stories are more memorable than others. TW lead the discussion about the significance of a story. **Introduction to new material:** TW have students re-examine characteristics of personal reflective writing in the following prose: "The Courage of Turtles" by Edward Hoagland (or "Once More to the Lake" by E.B. White). TW lead discussion about the thesis of the story. Where is the story set and how is the setting used to establish a mood and set the tone of the essay? TW lead the discussion of the connections between the problem/experiences and the significance, and point, of view. TW model how to start planning a narrative piece with a brainstorming activity. TW think aloud about some experiences then select one and begin to outline the events in the order in which they happened. TW list words describing how he/she felt during the experience. TW name other people involved. TW identify the setting of the event. TW review the notes and see if all the information is included. If not, list some questions to do some research. TW direct students write a proposal to ensure students have a plan before they write. **Guided Practice and Exploration:** TW instruct students to individually brainstorm a conflict and its significance and associated story components. TW put students in groups to brainstorm how they could make their stories significant. TW require prewriting stage before they begin to write their narrative. TW ask students to write a proposal that includes the problem or	**SW** write the objective in their notebook. **SW** write the key points in their notebook. **SW** actively listen and participate in the discussion. **SW** actively listen and participate in the modeling. **SW** brainstorm conflict and significance in their notes. SW create their own characters, point of view, setting and other details for the conflict. **SW** work in their groups to discuss and share some experiences they could write about. SW share in class.

	experience/events and its significance, the setting, character and point of view. **Flipped classroom/Blended Learning:** Students will research needed information and type all parts of the writing process. **Independent practice:** TW facilitate the student selection of an experience from his or her life that has been significant and brought some personal insight. Student will set out a problem and its significance and supports the writing of a proposal. **Assessment**: Student proposal to provide feedback for the narrative.	**SW** select their experience by setting out the problem and its significance. SW write a proposal which includes the thesis. **SW** submit their proposal.
2	**Objective:** SW organize the narrative by developing plotlines, points of view, setting and character development. **Key points:** 1) The conflict is the key element that provides interest, tension, and suspense. . 2) Significance of the problem or events. 3) Organize the events by time, organize by Space, or by Importance with descriptions and reflections on a plot map. **Activation of prior knowledge:** TW share student examples from the proposals and discuss any more suggestions for significant storylines, characters, point of view, multiple plotlines and setting (s). TW review the use of plot map: exposition, rising action, climax, falling action, and resolution. **Introduction to new material:** TW model the process for the opening or lead used to grab the attention of the reader to establish the tone of the story. TW think aloud a variety of interesting leads and then choose one. TW will then brainstorm how the story can be significant, then think aloud the order of events in the order in which it happened by time, by location or by describing the least important to the most important event. TW model the use of the plot maps for each event. **Guided Practice and Exploration:** TW post multiple plot maps around the classroom. TW ask students to observe these plot maps and take not of what is effective, interesting, weak, and other observations. TW facilitate class discussion after the observations. **Flipped classroom/Blended Learning:** Online learning will have examples of leads to grab reader's attention, examples of how to organize events in a narrative, and examples of plot maps. TW also have blank plot maps.	**SW** write the objective in their notebook. **SW** write the key points in their notebook. **SW a**ctively listen to the proposals and participate by offering suggestions for epiphany, relevance to the reader, plotlines or setting. **SW** actively listen to modeling and take notes as given by the teacher. **SW e**ngage in the gallery walk of the plot maps around the classroom.

	Independent practice: TW facilitate, monitor, and support students as they work on a lead and establish the tone of the story, and fill out the plot map for the sequence of events. **Assessment: TW give feedback on the lead, point of view, setting, and review plot maps and give feedback.**	**SW** individually develop a lead to set the tone of the story, and create the plot maps for their narrative assignment. **SW** submit their lead, point of view, setting, and plot maps.
3	**Objective:** SW create their narrative piece using tone, dialogue, and sensory details. **Key points:** 1) Choosing tactics such as metaphor, anecdotes, authority, or personal observations create the tone for the story. 2) Dialogue and sensory details make stories interesting and memorable. 3) Communicate the significance of the events through concrete sensory details. **Activation of prior knowledge:** TW read will read and annotate Donald Murray's "The Stranger in the Photo Is Me." TW ask students to take note of details, memories, perceptions, and ideas that can be gathered up and purposefully arranged. **Introduction to new material:** TW model selection of experience from the past to write about. TW brainstorm details of experience: who, what, when, where, why, and how. TW think out loud about feelings or mood to create the tone through the deliberate choice of words. TW model how to relate a sequence of events to communicate the significance of the events using sensory details and effective dialogue to depict the characters feelings. **Flipped classroom/Blended Learning:** Students will have examples of figurative language. **Independent practice:** TW instruct students to create their narrative using the process modeled. **Assessment**: TW read first drafts and provide feedback using a rubric. TW share exemplar student work using concrete details about a place, a time, or a person.	**SW** read and write the objective in their notebook. **SW** write the key points in their notebook. **SW** actively listen to "The Stranger in the Photo is Me." SW engage in class discussion. **SW** actively listen to modeling and take notes. **SW i**ndividually create details about people, places, and a period in time. SW individually create the first draft of their narrative assignment. **SW** submit their draft for feedback.
4	**Objective:** SW improve their narrative by revising for sensory details, word choice, setting, organization of events, character development, point of view, tone and significance of the events to the conflict. **Key points:** 1) When revising check the 1) Strong introduction establishes tone, 2) significance of the event(s), 3) provides detailed description of event(s).	**SW** write the objective in their notebook. **SW** write the key points in their notebook. **SW** record notes as examples are given.

	Activation of prior knowledge: TW model revising the introduction. TW model the revision of events by thinking aloud the sequence and details of the event(s). TW model the revision of word choice and the use of the thesaurus on the computer. **Introduction to new material:** TW provide students with a rubric for peer editing. TW model the use of the rubric with a student narrative. TW instruct students to read their stories aloud with a partner. The partner will fill out the rubric providing the student with feedback on their narrative. **Guided Practice and Exploration:** TW put students in groups of two. TW instruct student A to read their narrative to B. B will fill out the rubric and then read their narrative to A. A will fill out the rubric for B. **Flipped classroom/Blended Learning:** TW instruct students to type their narratives and use the review tools for spelling and grammar. **Independent practice:** TW instruct students to revise their narratives using feedback from their partner and the rubric. TW monitor student work and support struggling writers. **Assessment:** TW ask students to write a reflection regarding the comments and guidance received in the peer editing. TW collect the rubric used to give feedback and the narrative.	**SW** actively listen to modeling of the rubric. **SW** work in pairs, A & B. Student A will read their narrative to B and B will fill out the rubric for A. Then, B will read their narrative to A, and A will fill out the rubric. **SW** use peer feedback to improve their own essays. **SW** write a reflection regarding the peer editing. SW submit the reflection with the rubric and feedback. SW also submit the narrative.
5	**Objective:** SW write a conclusion for their narrative. 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. **Key Points**: 1) Conclusions will finish your story and connect all the pieces. 2) Connect the conflict with the significance of the narrative. 3) Does the argument appeals to logos, pathos, or ethos? 3) Final idea you want to leave your readers. **Activation of Prior Knowledge:** TW ask students to look over the rubric. TW ask students what is needed to complete the narrative. TW ask students what they know about writing a conclusion. TW take notes from student responses. **Introduction to New Material/Modeling:** TW will re-read the conclusion of "The Stranger in the Photo Is Me" by Donald Murray. TW think aloud what makes this narrative strong; like the tone, significance, and the final message the author gave to the reader. TW define the art of persuading others to your point of view relies on different arguments for different individuals. Understanding of the three basic ways to influence your audience: Ethos, Logos, and Pathos the writer to appeal to his audience's sense of authority, logic or their emotions. TW identify	**SW** write the objective in their notebook SW write the key points in their notebook. **SW** actively listen and participate in the discussion of the rubric and share their knowledge about writing a conclusion. **SW a**ctively listen to teacher's examples and modeling.

	the argument used for the essay. TW model the writing two different conclusions to have the three examples of the narrative. **Guided Practice**: TW put students into pairs and provide them with a rubric to write a conclusion for a given short story. TW have students discuss the short story and use the key points and rubric to brainstorm and list the needed information to write their conclusion. TW ask students to pick either ethos, logos, or pathos to appeal to the audience. TW have students share their conclusions. **Flipped classroom/Blended Learning**: Students will have examples of conclusions and practice examples for writing conclusions. **Independent Practice**: TW instruct students to write a conclusion for their narrative essay. TW instruct students to use the rubric to score their essay when they are done with their first draft. TW monitor student writing and support struggling writers. **Assessment**: TW grade final narrative based on the rubric. TW give individual feedback.	**SW** work together to find the key points and use the rubric to brainstorm and list the information to write their conclusion. SW select ethos, logos, or pathos to appeal to the audience. SW share their conclusions. **SW** individually complete their narrative assignment by writing their conclusion. **SW** score their draft and submit both their rubric and narrative.
S.A	TW direct students to complete the summative assessment. *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 student to demonstrate mastery of the rigor of the Required Standard(s)/components, and the context in which the items will be administered.*	SW complete the summative assessment. SW work individually to create their narrative piece by setting out the problem, situation or observation and its significance, using well defined character, point of view, tone, dialogue, precise wording, and sensory details.

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. Write an essay about the three most important lessons you have learned in high school. How will they guide your life in the future? Use specific examples and details to support your ideas.

Summative Assessment Item 2

2. Write an essay explaining how you have worked to turn a weakness into a strength. What steps have you taken to improve yourself? Have you been successful? Include specific details and examples.

The rubric will be used to score 1 and 2 of the Summative Assessment Items.

Category	4	3	2	1
Characters and Point of View	The main character is identified and clearly described. Descriptions are interesting and detailed. Point of view is sophisticated and established.	The main characters is identified and described. Point of view is established.	The main character is named. Point of view is unclear.	It is hard to tell who the main character is. There is no clear point of view.
Organization of Plot lines	The narrative is very well organized. One idea or scene follows another in a logical sequence with clear transitions. Multiple plotlines are established.	The narrative is well organized. One idea may seem out of place. Clear transitions are used. A few plotlines may be out of place.	The narrative is a little hard to follow. The transitions are sometimes not clear.	Ideas and scenes seem to be randomly arranged.
Narrative Techniques: Dialogue, Pacing, Descriptions	Pacing is varied and logical. Descriptions are interesting and detailed.	Pacing is clear. Descriptions are interesting.	Pacing is confusing or changes too often. Descriptions are boring.	Pacing is nonexistent or unclear. Very few descriptions are present.
Precise wording	Words are precisely chosen to advance the tone, plot, significance of the narrative.	Words are varied and advance the narrative's purpose.	Words are repetitive or inappropriate for the level and topic.	Words are below grade level and do not improve the narrative.
Conventions	The text intentionally uses standard English conventions of usage and mechanics while specifically attending to the norms of the discipline in which they are writing (MLA, APA, etc.).	The text demonstrates standard English conventions of usage and mechanics while attending to the norms of the discipline in which they are writing (MLA, APA, etc.).	The text demonstrates some accuracy in standard English conventions of usage and mechanics.	The text contains multiple inaccuracies in standard English conventions of usage and mechanics.

20 Points Grading Scale= 80 % Mastery

Scoring 20-18 =100%-90%Mastery 17-16=89-80%Mastery 15 = 79-70%Proficient 14-0 Reteach/Retest

Total: _____/20 for each of the two summative assessments.

Summative Assessment Item 3

3. Write an essay about what your life will be like 10 years from now. What will you have accomplished in that time? What goals will you still be working to achieve? Include specific details and examples.

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. Storyboard is followed with only a few ideas missing.	**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**.**
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.	**Conclusion:** The conclusion sets a tone but is not significant to the character. The solution to the character's problem is easy to understand.	**Conclusion:** The solution to the character's problem is a little hard to understand.	**Conclusion:** No solution is attempted or it is not understandable.
Conventions: The text intentionally uses standard English conventions of usage and mechanics while specifically attending to the norms of the discipline in which they are writing (MLA, APA, etc.).	**Conventions:** The text demonstrates standard English conventions of usage and mechanics while attending to the norms of the discipline in which they are writing (MLA, APA, etc.).	**Conventions:** The text demonstrates some accuracy in standard English conventions of usage and mechanics.	**Conventions:** The Text contains multiple inaccuracies in standard English conventions of usage or mechanics.

Scoring Total: _____/20

Total Points Possible 60 Grading Scale 80 % Mastery

54-60=90%-100% Mastery 48-53=80-89% Mastery 42-48% Proficiency 41 and Below Reteach/Retest