Curriculum Sample Template
Max. 8 Pages

Grade Level	9th	**Content Area**	Writing
Course Title (grades 9-12 Only)	High School English I		
Expected Prior Knowledge *The knowledge/skills mastered earlier in the year foundational to the mastery of the required Standard in the current sample.*	Students are presumed to have basic familiarity with the writing process. However, if daily diagnostic data shows a lack of proficiency, the instructor will differentiate and/or modify. To master this standard, students should need to be familiar with the writing process, including brainstorming, drafting, and revising.		
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.*	To master this standard, students will use their one-to-one computers, Canvas learning system, and the Acellus software. Canvas and Acellus will provide diagnostic data and videos/modules for instruction. At the end of the lesson, students will use the Acellus software to complete a formative assessment. For the summative assessment, students will also use these programs. Direct instruction will use multiple checks for understanding and Kagan cooperative strategies will be implemented during guided practice.		
Standard Number and Description *List the Number* and the full description for the Required Standard or Science Performance Objective listed in section A.6.*	9.W.3. - Write narratives to develop real or imagined experiences or events using effective technique, well-chosen details, and well-structured event sequences. b. Use narrative techniques, such as dialogue, pacing, description, reflection, and multiple plot lines, to develop experiences, events, and/or characters. c. Use a variety of techniques to sequence events so that they build on one another to create a coherent whole.		
Materials/Resources Needed	Computers, Acellus software, Canvas software, headphones, interactive notebooks, scratch paper.		

* ***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 TW = teacher will. SW = students will. CFU = checks for understanding.	Student Activities
1	**Objective**: SW explain the criteria for a strong narrative by writing well-chosen details in their original story. **Key Points**: • Strong narratives include well-chosen details that will enhance the events of the narrative. • We can use well-chosen details by brainstorming, drafting, and editing our narratives.	Students will open Canvas and copy the objective and key points in their interactive/online notebooks. Students will underline/highlight the key focus for the day (Well-Chosen Details) to understand what they're learning about in the lesson.
	Activation of Prior Knowledge: Teacher will model the interactive "Do Now" activity in Canvas, and instruct students to begin. The "Do Now" will include questions about why details are so important in stories. Teacher will facilitate an online discussion about the "Do Now" and will ask for volunteers to share their answers.	Student will participate in the Do Now activity diligently and quietly. Students will brainstorm all the reasons they can think of for the following prompt: "Why do details matter in books, movies, and other stories?" Students will respond to all checks for understanding and will volunteer to share their answers when prompted.
	INM/Modeling: Teacher will review the lesson objective for the day and ask students to open their computers to the Acellus login. Teacher will instruct students to complete the daily Acellus diagnostic and continue onto the new material modules. Today's modules will show students the importance of well-chosen details, and how to create them. Teacher will use checks for understanding to ensure comprehension and will monitor progress by walking around the room. Teacher will provide assistance when necessary and will redirect students if needed.	Students will login into their personal Acellus portal using their computers. No other screens will be up at this time. Students will complete the lesson diagnostic and then move onto the new material modules. Students will takes notes on why well-chosen details are important, and then how to use them. Students will be able to see several exemplars. Students will take notes during the module and will sit quietly and respectfully when finished.
	Guided Practice: Teacher will instruct students open a new forum board, and instruct students to write a "lesson" around how to carefully choose details. Teacher will then instruct students to post their "lesson" on a new forum. Teacher will show students where Teacher will model the expected behavior during guided practice and will use checks for understanding to monitor comprehension.	Students will open the appropriate forum and create a mini-lessons (such as a PowerPoint or Prezi), around how to carefully choose details when writing a narrative.. Students will post their work to an online forum and both give and receive feedback from their peers.

	Teacher will walk around the room and provide assistance when necessary. **Independent Practice**: Teacher will transition from the guided practice and ask students to access the formative assessment/independent practice section of Acellus. The independent practice will be a prompt for students to read, and then carefully choose details for it through brainstorms and drafting. Teacher will model the expected behavior and use checks for understanding to ensure comprehension. **Exit Ticket**: Teacher will ask students to reflect on the day's lesson and the significance of the day's learning. Teacher will ask students to write their reflections on scratch paper and submit the exit ticket on their way out of class.	Students will return to their Acellus login and complete the formative assessment/independent practice. Students will brainstorm and draft well-chosen details for the first draft of their new narrative. Students will be able to access their notes and exemplars to support their practice of well-chosen details. Students will remain respectful during independent practice and will answer all checks for understanding. Students will reflect on the exit ticket prompt and place the tickets in the appropriate location when exiting the classroom.
2	**Objective**: SW use a variety of techniques to sequence events by brainstorming and making a timeline for their original story. **Key Points**: • When writing a narrative, it is important to use a variety of techniques to sequence events. • Some of these techniques are: dialogue, pacing, description, reflection, and multiple plotlines • Writers draft narratives in many ways, including free writing, brainstorming, and outlining. **Activation of Prior Knowledge**: Teacher will share the lesson's interactive "Do Now" activity in Canvas, and instruct students to begin. Teacher will facilitate an online discussion about the "Do Now" and will ask for volunteers to share their answers. **INM/Modeling**: Teacher will go over the objective for the lesson and direct students to open their computers to the Acellus login. Teacher will instruct students to complete the	Students will review the objective and key points and copy them into their interactive/online notebooks. Students will underline/highlight the key focus for the day (Techniques & Sequencing Events) to understand what they're learning about in the lesson. Student will participate in the Do Now activity. Students will respond to all checks for understanding and will volunteer to share their answers when prompted. Students will access the Acellus portal. No other screens will be up at this time. Students will complete the daily diagnostic before moving

	daily Acellus diagnostic and continue onto the new material modules. Modules will include a variety of narrative techniques, and how to use those to sequence events. Teacher will use checks for understanding to ensure comprehension and will monitor progress by walking around the room. Teacher will provide assistance when necessary and will redirect students if needed.	onto the new material modules. Students will take notes on a variety of techniques to sequence events, such as dialogue, pacing, description, reflection, and multiple plotlines. Students will also examine a short, narrative exemplar that uses these techniques. Students will take notes during the module and will sit quietly and respectfully when finished.
	Guided Practice: Teacher will set guidelines for the day's "Writer's Workshop." Teacher will explain that students will work on using a variety of techniques to sequence events in their new narrative, including dialogue, pacing, description, reflection, and multiple plotlines. Teacher will open the Writer's Workshop online forum, and instruct students to post their rough drafts as they complete them. Teacher will monitor the forum and provide feedback.	Students will listen to the teacher explain expectations for Writer's Workshop. Students will go through the brainstorming process, and then draft their sequenced events using a variety of techniques (dialogue, pacing, description, reflection, and multiple plotlines). Students will post their rough drafts to the forum. Students will reference teacher feedback and the INM modules if they need assistance.
	Independent Practice: Teacher will redirect students back to Acellus for the formative assessment/independent practice portion. Teacher will model the expected behavior and use checks for understanding to ensure comprehension.	Students will log back into their Acellus portal and complete the formative assessment/independent practice. Students will remain respectful during independent practice and will answer all checks for understanding.
	Exit Ticket: Teacher will ask students to set a goal for tomorrow's writing lesson. Teacher will demonstrate where to place the exit ticket goals and assist students as they leave the class.	Students will complete the exit ticket goal and will place the tickets in the appropriate location when exiting the classroom.
3	**Objective**: SW sequence the events of their narrative by checking that events build on one another to create a coherent whole. **Key Points**: • Once we carefully choose our details, and then use a variety of techniques to sequence events, we must make sure these events build on one another to create a coherent whole.	Students will type the objective and key points into their interactive/online notebooks. Students will underline/highlight the key focus for the day (Building a Coherent Whole) to understand what they're learning about in the lesson.

	• Re-reading, editing, and revising can help us ensure that our narrative reads as a coherent whole.	
	Activation of Prior Knowledge: Teacher will have an interactive "Do Now" activity in students' online learning forum, and instruct students to begin. Teacher will facilitate an online discussion about the "Do Now" and will ask for volunteers to share their answers.	Students will complete the Do Now. Students will respond to all checks for understanding and will volunteer to share their answers when prompted.
	INM/Modeling: Teacher will review the lesson objective and ask students to go to the Acellus login. Teacher will instruct students to complete the daily Acellus diagnostic and continue onto the new material modules. Module will demonstrate how to edit and revise a narrative to ensure that sequenced events build on one another to create a coherent whole. Teacher will use checks for understanding to ensure comprehension and will monitor progress by walking around the room. Teacher will provide assistance when necessary and will redirect students if needed.	Students will login in to the Acellus portal. No other screens will be up at this time. Students will complete the lesson diagnostic and then move onto the new material modules. Students will take note son how to edit and revise narratives in order to ensure that events build on one another to create a coherent whole. Students will look at examples and non-exemplars. Students will take notes during the module and will sit quietly and respectfully when finished.
	Guided Practice: Teacher will review the purpose and importance of narrative techniques and sequenced events. Teacher will aid students in editing and revising their drafts to ensure that their narrative events build on one another to create a coherent whole. Teacher will direct students to the rubric and advise them to reference it frequently. Teacher will monitor student progress and assist struggling writers.	Students will listen to the teacher review the importance of narrative techniques and sequenced events. Students will revise and edit their narratives to ensure that their events build on one another to build a coherent whole. Students will post to forums if they need feedback or assistance. Students will complete their final draft by the end of the lesson and submit.
	Independent Practice: Teacher will end the guided practice and ask students to login to the formative assessment/ independent practice section of Acellus. In the independent portion, teacher will instruct students to create a coherent whole in their narrative, and then submit the final draft. Teacher will model the expected behavior and use checks for understanding to ensure comprehension.	Students will return to their Acellus portal and complete the formative assessment/independent practice. Students will finish and submit their narrative after ensure that their events are sequenced to create a coherent whole. Students will remain respectful during independent practice and will answer all checks for understanding.
	Exit Ticket: Teacher will ask students to grade their newly	Students will complete the exit ticket rubric and submit before leaving.

	completed essay based on the rubric and justify the grade. Teacher will collect the students' grades before ending class.	

Summative Assessment Items: Total of 34 points 30-34=Excels 27-33=Meets 22-26=Approaches 25<=Lacking

1. What are three of the most important aspects to consider when writing a strong narrative?
   _____, _____, _____

[Answers: well-chosen details, techniques to sequence events, and events building to make a coherent whole. 2 points for each right answer].

2. Using your knowledge of narrative skills, outline an original narrative based on the following prompt: Think of a big problem that one of your friends had to face. Then plan a story in which your character battles with that problem.

Skill	1 Lacking	2 Approaching	3 Achieving	4 Excelling
Well-chosen details	Little to no well-chosen details.	Details are sometimes well-chosen, and sometimes seem haphazard. The narrative would benefit from stronger details.	Details are strong and deliberately chosen, although some pieces of the story could be enhanced by stronger details.	Exceptionally well-chosen details. Clearly thought out, interesting, and well put-together.
Variety of techniques to sequence events	0-1 techniques used when sequencing events.	A few techniques are used, but not enough, or not in a strong enough capacity that enhances the sequence of events.	Some techniques are used when sequencing events, such as dialogue, pacing, description, reflection, and multiple plot lines, to develop experiences, events, and/or characters.	A variety of techniques are used when sequencing events, including dialogue, pacing, description, reflection, and multiple plot lines. Events flow naturally and enhance the story.
Events building on one another to make a coherent whole	Events to not build on one another, and the narrative on a whole is incoherent.	Writer attempts to build on events, but the events do not make a coherent whole.	Writer builds on events more often than not, and the story as a whole is mostly coherent.	Writer deliberately builds on events so as to create a coherent, interesting, and original story.

Total: _____/12; Grading Scale: 0-6=Falls Far Below; 7-8=Approaches; 9-10=Meets; 11-12=Exceeds. 80%=Mastery.

3. Convert your narrative outline from item 2 into a well-constructed, multi-paragraph narrative, using the following rubric to guide your writing. This rubric is slightly different from that in item 1 so read it carefully and thoroughly. *(16 points possible).*

Skill	1	2	3	4
Well-chosen details	Little to no well-chosen details.	Details are sometimes well-chosen, and sometimes seem haphazard. The narrative would benefit from stronger details.	Details are strong and deliberately chosen, although some pieces of the story could be enhanced by stronger details.	Exceptionally well-chosen details. Clearly thought out, interesting, and well put-together.
Variety of techniques to sequence events	0-1 techniques used when sequencing events.	A few techniques are used, but not enough, or not in a strong enough capacity that enhances the sequence of events.	Some techniques are used when sequencing events, such as dialogue, pacing, description, reflection, and multiple plot lines, to develop experiences, events, and/or characters.	A variety of techniques are used when sequencing events, including dialogue, pacing, description, reflection, and multiple plot lines. Events flow naturally and enhance the story.
Events building on one another to make a coherent whole	Events to not build on one another, and the narrative on a whole is incoherent.	Writer attempts to build on events, but the events do not make a coherent whole.	Writer builds on events more often than not, and the story as a whole is mostly coherent.	Writer deliberately builds on events so as to create a coherent, interesting, and original story.
Narrative structure	The plotline makes no sense and is nearly impossible to follow. Characters are unoriginal and dull.	Plotline is illogical, unoriginal, or boring. The story is difficult to follow, and characters are simple.	Plotline makes sense and is engaging. The story has a clear beginning, climax, and conclusion. Characters have some complexity.	Plotline makes sense and is engaging and original. The story has a clear beginning, climax, and conclusion, and characters are complex.

Total: _____/16; Grading Scale: 0-8=Falls Far Below; 9-12=Approaches; 13-14=Meets; 15-16=Exceeds. 80%=Mastery.