Curriculum Sample Template
Max. 8 Pages

Grade Level	10th	**Content Area**	Writing
Course Title (grades 9-12 Only)	High School English II		
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 expected to have basic knowledge of the writing process (i.e., brainstorming, drafting, revising). However, if diagnostic data shows a lack of proficiency here, then then appropriate differentiation will be employed by the instructor.		
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.*	In alignment with FES's one-to-one methodology, students will use their computers, Canvas, and the Acellus software. Canvas and Acellus will provide diagnostic data and videos/modules for introduction to new material/direct instruction. At the end of the lesson, students will use Acellus Courseware or their Canvas Online Learning System to complete a formative assessment. For the summative assessment, students will also use Acellus or Canvas. Direct instruction will use multiple checks for understanding, and computer-based 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.*	10.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, establishing one or multiple points of view, and introducing a narrator and/or characters; create 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	Computers, Acellus software, Canvas, headphones, interactive notebook, 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 write a narrative that develops real or imagined experiences by setting out a problem/situation/ observation, establishing points of view, and introducing characters.
	
	Key Points:
	• Strong narratives develop real, or imagined, experiences in an interesting and original way.
	• There are several ways to develop these experiences/events, such as:
	  ○ Setting out a problem=clearly stating the conflict or situation of the story in an engaging way
	  ○ Establishing point of view (POV)=deliberately choosing whose point of view is represented in the narrative, and presenting it in an interesting way
	  ○ Introducing a narrator/characters=planning who will be introduced in the story and how
		Students will copy the objective and key points in their interactive/online notebooks. They will title their notes with the main focus of today, "Setting out a problem, establishing POV, and introducing characters."

	Activation of Prior Knowledge: Teacher will model the 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.	Student will participate in the Do Now activity diligently and quietly. 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 or Canvas login, depending on the lesson. Teacher will instruct students to complete the daily diagnostic and continue onto the new material modules. The module will	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 take notes on how to set out a problem, establish point of view, and introduce characters. SW

	provide notes on how to set out a problem, establish POV, and introduce narrators/characters. TW also provide exemplars of each narrative technique. 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.	also view exemplars of these narrative techniques.
	Guided Practice: Teacher will instruct students open a new forum board, and instruct students to write the first draft of their narrative, using the techniques learner during INM (how to set out a problem, establish point of view, and introduce characters).Teacher will model the expected behavior during guided practice and will use checks for understanding to monitor comprehension. Teacher will walk around the room and provide assistance when necessary.	Students will open the appropriate forum and review the main narrative techniques of the lesson (how to set out a problem, establish point of view, and introduce characters). Students will write their first draft of the week's narrative using these techniques, and then post on the forum. After posting, students will respond to three other classmates' drafts.
	Independent Practice: Teacher will transition from the guided practice and ask students to access the formative assessment/independent practice section of Acellus. The lesson's independent practice will be to edit the draft from GP in order to make sure that the imagined or real experiences from the narrative are well-developed. Teacher will model the expected behavior and use checks for understanding to ensure comprehension.	Students will return to their Acellus login and complete the formative assessment/independent practice. Students will edit their draft to make sure that their imagined/real experiences and well-develop and include a well set-out problem, established point of view, and well-introduced characters. Students will remain respectful during independent practice and will answer all checks for understanding.
	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 reflect on the exit ticket prompt and place the tickets in the appropriate location when exiting the classroom.
2	**Objective**: SW use effective techniques and well-chosen details when writing a narrative by creating a smooth	Students will type the objective and key points in their interactive/online notebooks. Students will title their notes with

	progression of experiences or events. **Key Points**: • When drafting a narrative, it is important to effectively use a variety of techniques. • Strong techniques include well-chosen details, and a smooth progression of events and experiences.	today's main focus, "Well-chosen details and smooth progression of events."
	Activation of Prior Knowledge: Teacher will direct students to log in and complete the 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.	Student will log in to Canvas and actively 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 ask students to read through the daily objective, and cold call to check for understanding. Teacher will then ask students to open their computers to the Acellus or Canvas login, depending on the lesson. Teacher will instruct students to complete the daily diagnostic and continue onto the new material modules, which are notes and exemplars of how to create well-chosen details and smoothly progress events throughout the story. 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 close all other screens, and complete the daily diagnostic before moving onto the new material modules. Students will take notes on how to create well-chosen details, and ensure that one's narrative has a smooth progression of events. Students will examine exemplars as well as non-examples.
	Guided Practice: Teacher will set guidelines for the day's "Writer's Workshop." Teacher will explain that students will be adding on to/continuing their narrative from yesterday. TW prompt students to continue drafting, adding in well-chosen details, and check that events progress smoothly. TW open the Writer's Workshop online forum, and instruct students to post their rough drafts as they complete them.	Students will listen to the teacher explain expectations for Writer's Workshop. Students will go through the brainstorming process, and then add in well-chosen details and events. Students will post their rough drafts to the forum. Students will reference teacher feedback and the INM modules if they need assistance.

	Teacher will monitor the forum and provide feedback. **Independent Practice**: Teacher will close the guided practice and ask students to access the formative assessment/independent practice section of Acellus. TW explain that today's IP is very similar to yesterday, in that students will be editing their draft to make sure that all details are well-chosen and that events are progressing smoothly. Teacher will model the expected behavior and use checks for understanding to ensure comprehension. **Exit Ticket**: Teacher will ask students to summarize the day's learning 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 portal and complete the formative assessment/independent practice. SW focus on editing their drafts to ensure that they include well-chosen details and smoothly progressing events. If students need more assistance, they can refer back to the exemplars from the INM module. SW remain respectful during independent practice and will answer all checks for understanding. Students will complete the exit ticket reflection and will place the tickets in the appropriate location when exiting the classroom.
3	**Objective**: SW write a narrative with well-structured events by providing a conclusion that reflects on what is experienced/observed/resolved over the course of the narrative. **Key Points**: • When revising a narrative, it is important to keep the key techniques in mind, and use a rubric. • Using a rubric to help write a summative can help you stay organized and logical in your story. **Activation of Prior Knowledge**: Teacher will have an interactive "Do Now" activity, 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 ask students to read through the daily objective, and cold call to check for understanding. Teacher will then ask students to open their computers to	Students will type the objective and key points in their interactive/online notebooks. SW title their notes with the main focus of today, "Conclusions that reflect experiences." Student will actively complete the Do Now. Students will respond to all checks for understanding and will volunteer to share their answers when prompted. Students will log into their personal Acellus or Canvas portal. No other screens will be up at this time. Students will complete the daily diagnostic before moving onto the new material modules.

	the Acellus or Canvas login, depending on the lesson. Teacher will instruct students to complete the daily diagnostic and continue onto the new material modules. 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 take notes during the module and will read their independent reading book until all others are finished.
	Guided Practice: Teacher will review the purpose and importance of reflective conclusions. Teacher will aid students in improving their rough drafts and creating final drafts by adding in a conclusion that reflects the experiences/observations that have unfolded over the course of the narrative. 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 explain expectations for Writer's Workshop. Students will write an original conclusion that reflects the experiences and observations from the narrative. Students will post their rough drafts to the forum and leave feedback for one another. Students will reference their peers' feedback and the INM modules if they need assistance.
	Independent Practice: Teacher will close the guided practice and ask students to access the formative assessment/independent practice section of Acellus or Canvas. Independent practice will revolve around editing and completing their draft by improving the conclusion. Teacher will model the expected behavior and use checks for understanding to ensure comprehension.	Students will return to their Acellus or Canvas portal and complete the formative assessment/independent practice. SW complete their narrative by improving or finishing their conclusion, which reflects on experiences and observations over the course of the text. SW remain respectful during independent practice and will answer all checks for understanding.
	Exit Ticket: Teacher will ask students to summarize the day's learning 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 complete the exit ticket reflection and will place the tickets in the appropriate location when exiting the classroom.

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

1. What are 5 techniques used to effectively engage and orient the reader when writing a narrative? 2 points each.
   _____, _____, _____, _____, _____.

   [Answers: setting out a problem/situation/observation, establishing points of view, introducing a narrator and/or characters, having a smooth progression of events, and providing a conclusion that reflects on experiences/observations].

2. Using your knowledge of narrative skills, outline a short story based on the following prompt: *A child moves into a new house and finds out that the other kids in town think it's haunted. She begins to invent ghost stories to tell at school in order to get attention. But the more stories she tells, the more frightened she becomes of the house...*

Skill	1 Lacking	2 Approaching	3 Achieving	4 Excelling
Narrative technique #1: *Setting out a problem/ situation/observation*	No clear problem, conflict, or situation.	The problem, situation, or observation is unclear or unoriginal. It does not necessarily help the narrative move forward.	Clear problem, situation, or observation. It engages the reader and makes sense. At times may be a bit slow or unoriginal.	Clear and engaging problem, situation, or observation. Well-designed to engage the reader and keep the narrative moving.
Narrative technique #2: *Establishing point(s) of view & introducing narrators/characters*	No clear use of point of view. Narrator and/or characters are unoriginal, confusing, or nonexistent	Point of view is unclear or does not make sense. It is not used as a tool to keep the narrative engaging. The narrators and characters introduced are confusing, or their introductions are not well thought-out.	The various points of view presented are interesting, and help the narrative to move forward. POV could have been more established. Narrators/ characters are original and interesting.	The various points of view presented are clear, interesting, and engaging, and help the narrative to move forward. Narrators/ characters that are introduced are complex, original, and interesting.
Narrative technique #3: *Creating a smooth progression of events or experiences*	Events and experiences do not progress smoothly.	Events and experiences sometime progress smoothly, but are often rough and do not create a coherent whole.	Events and experiences progress throughout the narrative, but are sometimes rough/could be smoother.	Events and experiences progress smoothly, and enhance the coherent whole of the narrative.

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
Narrative technique #1: *Setting out a problem/ situation/observation*	No clear problem, conflict, or situation.	The problem, situation, or observation is unclear or unoriginal. It does not necessarily help the narrative move forward.	Clear problem, situation, or observation. It engages the reader and makes sense. At times may be a bit slow or unoriginal.	Clear and engaging problem, situation, or observation. Well-designed to engage the reader and keep the narrative moving.

Narrative technique #2: *Establishing point(s) of view & introducing narrators/characters*	No clear use of point of view. Narrator and/or characters are unoriginal, confusing, or nonexistent	Point of view is unclear or does not make sense. It is not used as a tool to keep the narrative engaging. The narrators and characters introduced are confusing, or their introductions are not well thought-out.	The various points of view presented are interesting, and help the narrative to move forward. POV could have been more established. Narrators/ characters are original and interesting.	The various points of view presented are clear, interesting, and engaging, and help the narrative to move forward. Narrators/ characters that are introduced are complex, original, and interesting.
Narrative technique #3: *Creating a smooth progression of events or experiences*	Events and experiences do not progress smoothly.	Events and experiences sometime progress smoothly, but are often rough and do not create a coherent whole.	Events and experiences progress throughout the narrative, but are sometimes rough/could be smoother.	Events and experiences progress smoothly, and enhance the coherent whole of the narrative.
Conclusion that reflects on what is experienced, observed, or resolved over the course of the text	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.