Curriculum Sample Template
Max. 8 Pages

Grade Level	11th	**Content Area**	Writing
Course Title (grades 9-12 Only)	Survey of American Literature		
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 essential 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.*	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 point(s) of view, and introducing a narrator and/or characters; create 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	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 develop a narrative with real or imagined experiences by setting out a problem and its significance, 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 *and its significance*
	  ○ 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. Students will engage in a turn and talk where they describe what they're learning about today, "Developing our narratives by setting out a problem, creating point of view, 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 open their portal and 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 new material module will show students how to use three techniques	Students will login in to either Acellus or Canvas, 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 three main narrative techniques (setting out a problem/situation/ observation, establishing points of view, and introducing

	when writing a narrative (setting out a problem/situation/observation, establishing points of view, and introducing characters). 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.	characters), and examine several exemplars, posting any questions they have.
	Guided Practice: Teacher will instruct students to open a new forum board, and tell students to write a summary of each narrative technique being presented (setting out a problem/situation/observation, establishing points of view, and introducing characters). Teacher will then ask students to post their summaries in the online forum. 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.	SW open the appropriate forum and review today's major narrative techniques (setting out a problem/situation/ observation, establishing points of view, and introducing characters). Students will write a two sentence summary of each one, then post on the forum. After posting, students will respond to three other classmates' posts. This will help students internalize and own the strategies used when writing a strong narrative.
	Independent Practice: Teacher will transition from the guided practice and ask students to access the formative assessment/independent practice section of Acellus. Independent practice will be to begin writing an original narrative, using the three techniques focused on earlier in class. Teacher will again provide exemplars if students need additional support. Teacher will model the expected behavior and use checks for understanding to ensure comprehension.	SW return to their Acellus login and complete the formative assessment/independent practice. SW be writing the first draft of a new narrative, using the three techniques focused on in class today. SW 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.

	Objective: SW create a well-structured and smooth progression of events by using well-chosen details when writing their narrative. **Key Points**: • When writing our narrative, we must make sure to sequence the events of our story, and progress through them smoothly. • Carefully choosing details will support this, as well as an engaging and coherent narrative as a whole.	Students will type the objective and key points in their interactive/online notebooks. Students will engage in a brief turn and talk where they tell their neighbor what they are learning today, "Smooth progression of events and well-chosen details."
	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.
2	**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. Today's module will model how to progress smoothly through events, as well as how (and how not!) to carefully choose details when writing. 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 progress smoothly through events in a story, as well as how to carefully choose details. SW be able to access exemplars and non-examples to further support this learning.
	Guided Practice: Teacher will set guidelines for the day's "Writer's Workshop." TW explain that students will be working further on their narrative, adding on or editing for a smooth progression of events, and well-chosen details. Teacher will open the Writer's Workshop online forum, and	Students will listen to the teacher explain expectations for Writer's Workshop. Students will go through the brainstorming process, and then focus on their smooth progression of events, as well as well-chosen details. SW access the exemplars should they

	instruct students to post their rough drafts as they complete them. Teacher will monitor the forum and provide feedback. **Independent Practice**: TW close the guided practice and ask students to access the formative assessment/ independent practice section of Acellus. The independent practice will be to edit and revise today's writing, based on the summative rubric. TW 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.	need additional support. Students will post their rough drafts to the forum. Students will reference teacher feedback and the INM modules if they need assistance. Students will return to their Acellus portal and complete the formative assessment/independent practice. SW focus on using the summative rubric to edit their narrative for a smooth progression of events and well-chosen details. 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 create a strong narrative by editing their final draft to include techniques building towards a particular tone and outcome. **Key Points**: • When editing and finishing a strong narrative, it is crucial that we use a variety of techniques to build towards a particular tone and outcome. • Using these techniques effectively adds up to an engaging and coherent whole. **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 the Acellus or Canvas login, depending on the lesson.	Students will type the objective and key points in their interactive/online notebooks. SW engage in a stop and jot where they write down what their brains are focusing on today, "Building towards tone and outcomes." 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 login into their personal Acellus or Canvas portal. No other screens will be up at this time. Students will complete the

	Teacher will instruct students to complete the daily diagnostic and continue onto the new material modules. TW provide a module that models how to create a particular tone and outcome using a variety of techniques, such as a sense of mystery, suspense, growth, or resolution. 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.	daily diagnostic before moving onto the new material modules. Students will take notes on how to create a particular tone and outcome using a variety of techniques, such as a sense of mystery, suspense, growth, or resolution. SW access non-examples and exemplars to further support their understanding.
	Guided Practice: Teacher will review the purpose and importance of final draft writing. Teacher will aid students in improving their rough drafts and creating final drafts by editing for tone and particular outcomes. 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 go through their outline to create their rough drafts, paying attention to the tone and outcomes of their narratives. 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. TW explain that this is the final time for students to complete their narratives and include everything on the summative rubric. TW remind students that today's learning (tone and outcomes) needs to be present in their narrative. 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 focus on finishing their narrative strong, and including many techniques that will establish particular tones and outcomes. Students will 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 30 points 27-30=Excels 23-26=Meets 20-22=Approaches 20<=Lacking

1. Which of the following is true when writing a strong narrative?
   a. Narratives should develop real experiences/events using effective technique, well-chosen details, and well-structured events.
   b. Narratives should develop real or imagined experiences/events using effective technique, well-chosen details, and well-structured events.
   c. Narratives should use many techniques, such as brainstorming, drafting, editing, and revising.
   d. Narratives should use only a few techniques at a time, so that the audience or readers do not feel overwhelmed.

   [Answer: B, 2 points]

2. Outline a narrative to develop real or imagined experiences/events based on the following prompt:
   *Your character is a writer. But his/her new neighbors are so noisy that (s)he can neither work nor sleep. (S)he decides to take action....*12 points.

Skill	1	2	3	4
Setting out a problem and its significance	No clear problem, conflict, or situation. It is in no way significant.	The problem, situation, or observation is unclear or unoriginal. It does not necessarily help the narrative move forward. It is unclear why the problem is significant.	Clear problem, situation, or observation. It engages the reader and makes sense. The significance of the problem is clear. At times may be a bit slow or unoriginal.	Clear and engaging problem, situation, or observation. Its significance is well-designed to engage the reader and keep the narrative moving.
Establishing point(s) of view	No clear use of point of view.	Point of view is unclear or does not make sense. It is not used as a tool to keep the narrative engaging.	Point of view is clear. The various points of view presented are interesting, and help the narrative to move forward. POV could have been more interesting.	Point of view is clear and deliberate. The various points of view presented are interesting and engaging, and help the narrative to move forward.
Introducing a narrator and/or characters	Narrator and characters are unclear or nonexistent.	The narrator and characters are unclear or confusing. Introductions do not make logical sense and the reader must re-read to understand.	The narrator and characters are interesting, but their introductions were a bit choppy. They do enhance the narrative, but could be more engaging.	The narrator and characters are not only interesting and complex, but their introductions were clearly planned so that readers understand.

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

3. Write a narrative to develop real or imagined experiences or events using effective technique, well-chosen details, and well-structured event sequences by converting your outline from item 2 into a complete, well-structured narrative *(16 points possible).*

Skill	1 Lacking	2 Approaching	3 Achieving	4 Excelling
Creating a smooth progression of events; sequencing events to build one another	Events are nonexistent, or do not progress at all.	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 are sequenced in a way to build on one another. The progression is smooth, engaging, and supports the development of the narrative.
Creating a coherent whole	The narrative as a whole is incoherent or nonexistent.	The narrative as a whole is sometimes coherent and engaging.	The narrative as a whole is typically coherent and engaging.	The narrative as a whole is very coherent and engaging.
Techniques to build towards a particular tone and outcome	No techniques are deliberately used; the tone and outcome are not present.	Techniques sometimes build on one another, but do not add up to a particular tone or outcome.	Use of narrative techniques sequence events and often build on one another. The whole is mainly coherent, and tone is often present through mystery, suspense, growth, or resolution.	Use of narrative techniques cause sequenced events to build on one another and create a coherent whole. Tone is created through sense of mystery, suspense, growth, or resolution.
Well-chosen details	Details are nonexistent or poorly chosen.	Details are sometimes well-chosen, sometimes missing or haphazard. They do not help to engage and orient the reader.	Details are well-chosen, and tend to support the narrative as a whole. They engage the reader.	Details are very well-chosen and support the narrative as a whole. They engage and orient the reader and encompass many techniques.

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