Curriculum Sample Template
Max. 8 Pages

Grade Level	12	**Content Area**	Writing
Course Title (grades 9-12 Only)	Rhetoric and Drama		
Expected Prior Knowledge *The knowledge/skills mastered earlier in the year foundational to the mastery of the required Standard in the current sample.*	Students will have mastered analytical writing including all elements of logic, rhetoric, and grammar, and will have significant experience with Socratic Seminar. Furthermore, students will have read Aristotle's *Poetics* in previous classes and have extensive experience with narrative writing through the reading and analysis of the Great Books. Finally, students will have studied several one-act plays and the format of dramatic/narrative writing.		
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.*	The Writing curriculum is designed to extend and enhance the writing component in Humane Letters and to build skills in writing across the curriculum. The writing program will primarily follow the Trinity Schools' Writing Program as outlined by Rollin Lasseter.		
Standard Number and Description *List the Number* and the full description for the Required Standard or Science Performance Objective listed in section A.6.*	12.W.3 Grade: 12 Strand: Writing Standards (W) Cluster: Text Types and Purposes Standard: #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 a smooth progression of experiences or events. 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 and build toward a particular tone and outcome (e.g., a sense of mystery, suspense, growth, or resolution). d. Use precise words and phrases, telling details, and sensory language to convey a vivid picture of the experiences, events, setting, and/or characters. 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	Copies of Aristotle's *Poetics*, copies of August Wilson's play, "Fences."		

**** 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).*

APPROVED 03/11/2013

Lesson (add as needed)	**Instructional Strategies**	**Student Activities**
1	This is an 8 day lesson. Day 1 The teacher will begin the class by asking students to review and discuss the fundamentals of Aristotle's *Poetics* in which the students identify the elements of superior narrative writing. Terms to be reviewed include: Mimesis (imitation), Catharsis (purification), Peripeteia (reversal), Anagnorisis (recognition), Hamartia (tragic flaw), Mythos (plot), Ethos (character"), Dianoia (theme), Lexis (speech), Melos (melody), and Opsis (spectacle). The teacher will then hand out copies of August Wilson's play, "Fences" and will assign parts for the students to read Act I aloud.	Students will have reviewed the *Poetics* for homework the night before (although they will already have read the entire text in previous classes). As Seniors, students will be expected to conduct the discussion largely without the interference of the teacher. Students will read August Wilson's play, "Fences," aloud. For homework, students will continue reading the play.
2	Day 2 The teacher will begin the class with a brief reading quiz. Once the class has finished reading the play, the teacher will ask the class the following seminar question: "How does the fence that Troy builds serve to tell the story of his family?"	**Assessment #1**: Students will take and grade a brief reading quiz over "Fences." Students will then finish reading the play aloud. **Assessment #2**: Students will begin a seminar discussing the ways in which the fence, as object, serves to establish the narrative of the family. In particular, students should assess

		the play based upon Aristotle's principles of narrative writing.
3	Day 3	Students will continue the seminar over "Fences." For homework, students are to find and bring in objects from home that tell personal narratives about their families. Students should be encouraged to bring in items other than photographs.
4	Day 4 The teacher will ask for volunteers to briefly share family stories about their objects. The teacher will then present the students with the narrative rubric (see assessment #3) and ask them to map Aristotle's principles from the *Poetics* to the rubric. Once the class has fully understood the narrative elements, the teacher will present the class with the assignment. Based upon their understanding of the previous days' discussions, students will be asked to write narratives about objects that tell the stories of their families. Students may choose a short story or one-act play format (minimum length 5 pages/maximum length 7 pages).	Students will briefly present stories based upon the objects they have brought to class. Students will examine the narrative rubric and discuss the ways in which the rubric reflects Aristotle's principles of narrative writing. **Assessment #3**: For homework, students will begin writing their narratives.
5	Days 5 & 6 The teacher will meet with each student during class to review progress and help with any problems in writing the narratives.	Students will write their narratives in class on days 5 & 6 and for homework. The narratives will be due one week later in order to allow enough time for them to finish writing.
6	Day 7	**Assessment #4**: Students will have one week to produce and

	Once the teacher has read, corrected, commented on, and returned the narratives, students will be asked to submit a rewrite of the essay.	submit a rewrite of their narratives.
7	Day 8 Once the teacher has read, corrected, and returned the rewrites, the teacher will assign the final assessment. Just as August Wilson addresses the difficulties and complexities of family, students should choose a moment in their family's history that was particularly poignant (either directly experienced or a story passed down through generations) and create a narrative essay following the same guidelines/rubric from the first essay.	**Assessment #5**: Independent Narrative Essay. Students will have one week to independently complete a narrative essay based upon a significant moment in their family's history. The essay will be evaluated according to the rubric previously used.

Summative Assessment Items: *Attach here.* For each summative assessment item, include an answer key or scoring rubric describing how points are to be awarded.

Assessment #1: Brief reading quiz on the play "Fences."

1. What is the setting of the play (time and place)? (Ans. Pittsburgh, 1957) (2 points)
2. What does Troy's son Cory lie to him about? (Ans. Getting his job back at the A&P) (1 point)
3. After Troy announces he is getting a promotion to the position of "driver," what problem does Jim Bono highlight? (Ans. Troy does not have a driver's license.) (1 point)
4. What does Troy do to upset Cory? (Ans. Prevents Cory from being reviewed by a university football recruiter) (1 point)
5. What devastating information does Troy reveal to Rose? (Ans. He is going to be a father to the child of another woman) (1 point)
6. What is the name of Cory's half-sister? (Ans. Raynell)

Total Points Possible: 7
Mastery: 6 points (85%)

Assessment #2: Seminars will be evaluated based on the Socratic seminar rubric below. This rubric corresponds exactly with that for Humane Letters in order to maintain consistency of the Socratic approach across the curriculum.

	1	2	3	4
Relevant Participation	Student rarely speaks and does not contribute meaningfully to the conversation.	Student speaks infrequently, but the quality of comments is good.	Student speaks moderately frequently and offers analysis that keeps the conversation moving positively.	Student speaks frequently without dominating the conversation and offers crucial insight that engenders further analysis from others.
Effective Use of Text	Student rarely uses the text as a basis for seminar contributions.	Student uses the text occasionally, but should anchor comments and analysis more directly in textual evidence.	Student often uses the text to support analysis.	Student consistently uses the text as a basis for analysis and supports all claims exceptionally well.
Peer Interaction	Student does not engage in discussion with peers.	Student seems more comfortable speaking directly to the teacher and not with peers.	Student generally speaks to peers, but occasionally looks to the teacher for affirmation.	Student speaks directly to peers and rarely to the teacher, except when necessary.
Civil Discourse	Student is generally disrespectful of peers.	Student is respectful but can be prone to showing momentary irritation, hostility, or condescension.	Student is generally polite and respectful.	Student is exceptionally courteous and respectful even during debates and disagreements.

Total Points Possible: 16
Mastery: 14 points (≈85%)

Assessment #3: Student narratives will be evaluated according to the rubric below:

	1	2	3	4
Establishment of problem/situation	Situation is unclear or problem/situation is implausible.	The problem/situation is presented, but lacks substance or clarity.	The initial problem/situation is interesting and clearly presented.	The initial problem/situation is clearly presented and is sophisticated both in its content and exposition.
Use of Object as Narrative Focus	The object chosen by the student appears to have little relationship to the story and does not serve to focus the narrative.	The object chosen by the student is used within the story, but does not serve to focus the narrative.	The object chosen by the student serves to focus the narrative effectively.	The object chosen by the student is used in a clever manner to focus the narrative and engage the reader's imagination.
Use of Narrative Techniques	Narrative techniques are weak and do not engage the reader.	Narrative techniques such as dialogue are used to a limited degree but could be improved to engage the reader more through better pacing and description.	Narrative techniques are used competently throughout the narrative.	Narrative techniques including dialogue are expertly used to develop the story.
Character Development	Characters are vaguely described or have little substance and are improbable.	Some character development is present, but characters lack depth.	Characters are plausible and reasonably well developed.	Characters are vividly presented and draw the reader into the story emotionally.
Language	Language is simple and not descriptive.	Metaphorical/descriptive language is used, but only to a limited degree or is distracting rather than useful in presenting the narrative.	Metaphorical/descriptive language is employed competently and enhances the reading experience.	Metaphorical/descriptive language is sophisticated and vivid.
Sequencing	Events are disordered and do not build upon each other to develop tension.	Events are presented in an orderly manner, but do not build sufficient tension/interest.	Events are presented in a clear and logical manner and build to a climactic moment allowing for a satisfactory resolution.	Events are intertwined expertly creating a clear but complex storyline.
Grammar and mechanics	The essay contains numerous grammatical and mechanical errors.	Occasional grammatical and mechanical errors detract from the clarity of the essay.	The essay has only minor grammatical or mechanical errors.	The essay is grammatically and mechanically flawless.
Conclusion	Conclusion is abrupt or implausible and does not appropriately resolve the initial conflict/situation.	A conclusion is presented but fails to completely resolve the initial situation.	The conclusion adequately resolves the original situation.	The eagerly anticipated conclusion resolves the initial situation in an unexpected, clever or sophisticated manner.

Total Points Possible: 32
Mastery: 27 points (≈85%)

APPROVED 03/11/2013

Assessment #4: Because the rewriting process is essential to understanding and producing excellent writing, all students will be required to produce a rewrite/revision of their narratives which will be evaluated according to the same rubric listed in Assessment #2.

Assessment #5: Students will independently write a narrative essay about a poignant moment/issue in their family's history (either directly experienced or from a story passed down through generations). Students should use August Wilson's play as a model and should follow the guidelines from the rubric used to evaluate their first narrative essay.