Curriculum Sample Template
Max. 8 Pages

Grade Level	10	**Content Area**	Writing
Course Title (grades 9-12 Only)	Writing 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 will have read and studied Aristotle's *Poetics* (in Humane Letters the previous year) and will be familiar with the five elements of plot: exposition, rising action/conflict, climax, falling action, and resolution. Students will also have extensive experience with analytical 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. *(Portions of this lesson were adapted from a Common Core lesson by Mary Magee writing for the North Carolina Essential Standards and from notes on narrative writing by The Daedalus Group.)*		
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 Grade: 10 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, 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. 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	Overhead or poster of the "School's Out" painting by Allan Rohan Crite Copies of the slave narrative of Martha Organ, Copies of personal narrative worksheet		

**** 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).*

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Lesson (add as needed)	**Instructional Strategies**	**Student Activities**
1	This is a five day lesson and is an introduction to narrative writing. Day 1 The teacher will present the painting "School's Out" by Allen Crite and ask the students to examine the ambiguities represented by the expressions of black and white students in the depiction. The teacher will ask 2 or 3 students to share their stories and then will provide additional details about the artist and his perspective. Following the brief discussion of African-American art movements, the teacher will distribute copies of Martha Organ's slave narrative. The teacher will then pose a seminar question for a short seminar discussion. Students should focus on diagramming the five literary elements of the story as well as the style of the written expression in reference to the oral history.	Students will briefly discuss the painting and then individually write brief stories according to their own interpretations. After sharing their stories, students will discuss what they know about the Civil Rights Movement and artistic movements within the African-American community during the eras of Reconstruction, the Harlem Renaissance, and the 1960s – all with guidance from the teacher. Students will read the narrative aloud. (This narrative is a combination of stories told by Martha Organ about life during slavery.) **Assessment #1**: Students will engage in a short seminar of 20-30 minutes and at some point during the discussion one student should be designated to write the narrative diagram on the board. As a result of the discussion, students should identify and evaluate the narrative's structure, progression of events, techniques of description and dialogue, and overall effect.

2	Day 2 The teacher will begin with a brief comprehension/review quiz. In preparation for writing their own narratives, the teacher will give each student a copy of a story map. The teacher will then organize students into pairs and instruct them to brainstorm events in their life on the back of the story map. The teacher will also ask for examples of good narrative material. The teacher will then circulate, reviewing individual story maps.	**Assessment #2**: Students will take and grade the quiz. Students will offer examples of good narrative fodder to the entire class and then begin brainstorming story ideas in pairs. Students will share their ideas with partners and help each other decide on the best option for a narrative. Students will then fill out the story map showing the general progression of events up to the climax and through to the resolution. Students will begin to write their personal narratives and then complete them for homework.
3	Day 3 The teacher will begin by asking for a volunteer to read his/her story and present a story map on the board for evaluation and discussion.	Students will discuss a peer narrative example. Students will then work in groups for peer editing and revising of narratives. **Assessment #3**: Students will complete their final narrative drafts for homework.
4	Day 4 The teacher will ask for volunteers to share individual narratives.	Students will recite their narratives and offer critiques of each other's work. Students will then submit their final narratives.
5	Day 5 Once the teacher has read, corrected and commented upon the	**Assessment #4**: Students will choose a narrative prompt to independently write a narrative essay. Students will have one

	narratives and returned them to students, the teacher will give an independent narrative writing assignment. Students will have a choice among the following three options to write an independent narrative essay: 1. Think of an experience when you realized that you suddenly understood an idea, a skill, or a concept you had been struggling with--it might be something related to a class that you took or a specific athletic skill you were trying to perfect. Write a narrative that tells the story of your movement toward understanding. How did you finally come to understand? What changed your perceptions and gave you a new understanding? Your paper should help readers understand how you felt to struggle with the idea or skill and then to understand. 2. Choose a vivid time from your childhood. Narrate the events related to the childhood memory that you've chosen so that your readers will understand why the event was important and memorable. 3. Think of a time when you achieved a personal goal. Tell your readers about the story of how you met your goal. Be sure that your readers understand why the goal is important to you.	week to complete the essay, and it will be evaluated according to the same rubric used for their first essay.

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: Seminars/discussions 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	Student speaks infrequently, but the quality of comments is	Student speaks moderately frequently and offers analysis that	Student speaks frequently without dominating the

	conversation.	good.	keeps the conversation moving positively.	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.
Understanding of Narrative Form	Student cannot clearly identify, describe, and explain key narrative elements such as voice, structure, progression of events, and techniques of description	Student can identify key elements of the narrative, but is unable to explain or describe them in detail.	Student is generally able to identify, describe, and explain key narrative elements.	Student has a superior ability to identify, describe, and explain key narrative elements.

Total Points Possible: 20
Mastery: 17 points (85%)

Assessment #2: Brief comprehension quiz on the Narrative of Martha Organ.

1) Was Martha Organ a slave? (Ans: No – 1 point)
2) Where does her information come from? (Ans: Her slave mother's stories – 1 point)
3) What did the Yankees do to the plantation? (Ans: Killed the livestock, stole the silver, drank all the wine – 3 points)
4) What is unusual about Mr. Jones' will? (Ans: Left a plot of land for every former slave – 1 point)
5) What happened to Alice when she wanted to warm herself with the fire? (Ans: She was punished by her new master for entering the house by being forced to stand too close to fire such that she was burned – 1 point)
6) Why do you think the " 'oman" would do this to Alice? (Answers will vary – 3 point possible depending upon the level of detail provided.)
7) Describe the way the story is written? (Answers will vary – 3 point possible depending upon the level of detail provided.)
8) What affect does this have on you, the reader? (Answers will vary – 3 point possible depending upon the level of detail provided.)
9) What assumptions do you make about the person talking? (Answers will vary – 3 point possible depending upon the level of detail provided.)

Total Points Possible: 19
Mastery: 16 points (≈85%)

Assessments #3 and #4: Student written 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.
Reflection / Narrative Voice	Personal reflection / narrative voice is inconsistent or incoherently presented.	Personal reflection / narrative voice is consistent but not entirely effective for the type of story being told.	Personal reflection / narrative voice is appropriate to the story and consistently applied.	The student has chosen a sophisticated approach to the narrative voice that thoroughly engages the reader.
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.
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 of the five elements of plot	Events are disordered and do not build upon each other to develop tension leading to final resolution	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 incorporating all five plot elements elegantly.
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: 28
Mastery: 24 points (≈85%)

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