Curriculum Sample Template
Max. 8 Pages

Grade Level	9th Grade	**Content Area**	English Language Arts (Writing)
Course Title (grades 9-12 Only)	English 1-2		
Expected Prior Knowledge *List the knowledge/skills mastered earlier in the year foundational to the mastery of the Required Standard(s).*	Students are expected to have prior knowledge of and/or skills mastered to: 9.W.4: Produce clear and coherent writing in which the development, organization, and style are appropriate to task, purpose, and audience. 9.W.5: Develop and strengthen writing as needed by planning, revising, editing, rewriting, or trying a new approach, focusing on addressing what is most significant for a specific purpose and audience. 9.L.1a-1b: Demonstrate command of the conventions of Standard English grammar and usage when writing or speaking. 9.L.2a-2c: Demonstrate command of the conventions of Standard English capitalization, punctuation, and spelling when writing. 9.L.3a: Apply knowledge of language to understand how language functions in different contexts, to make effective choices for meaning or style, and to comprehend more fully when reading or listening.		
Alignment to Program of Instruction *Describe how the methods of instruction found in this sequence of lessons that align to the Program of Instruction described in the application package.*	Direct instruction includes lecture (structured overview, review) and small-group (peer partners) learning activities. Formative assessments include Cornell Notes and graphic organizers as well as collaborative activities. Summative assessments designed for student mastery of content.		
Standard Number* and Description *The standard number and description of the Required Standard(s) being instructed and assessed to mastery in the curriculum sample.*	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 *List all items the teacher and students will need for the entire sequence of instruction (excluding common consumables).*	Dictionary, Thesaurus		

* ***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**	**Student Activities**
1	**Writing Workshop: Narrative Essay** Narrative Writing Traits (1) Teacher will present a structured overview of the techniques used to develop experiences, events and/or characters and to sequence events coherently in a narrative essay including (a) foreshadowing; (b) point of view; (c) figurative language; (d) imagery; (e) symbolism; and (f) irony.	Narrative Writing Traits (1) Students will prepare Cornell Notes for the narrative techniques used to develop experiences, events and/or characters and to sequence events in a narrative essay.
2	Planning/Prewriting (1) Teacher will present a structured overview of the components for planning/prewriting a narrative essay: (a) setting with descriptive details; (b) main character with descriptive details; (c) other characters; (d) central conflict; (e) sequence of events leading to central conflict; (f) resolution; (g) sequence of events leading to resolution; and (h) message of or lessons learned from the events. (2) Teacher will present a structured overview of a graphic organizer for planning/prewriting a narrative essay.	Planning/Prewriting (1) Students will prepare Cornell Notes for the components for planning/prewriting a narrative essay. (2) Students will work with peer partner to prepare a graphic organizer for a narrative essay on the topic: A typical day in high school. (3) **Summative Assessment:** Students will prepare a graphic organizer for a narrative essay responding to Writing Prompt #1.
3	Drafting (1) Teacher will present a structured overview of the components for drafting a narrative essay: (a) Exposition: introduce setting, introduce characters, introduce conflict, establish point of view or narrator; (b) Rising Action and Climax: order of events, transition between actions, details and dialogue surrounding the conflict; (c) Falling Action and Resolution: solution to the conflict, reflections on events.	Drafting (1) Students will prepare Cornell Notes for the components for drafting a narrative essay. (2) Students will work independently to prepare a rough draft for a narrative essay on the topic: A typical day in high school. (3) **Summative Assessment:** Students will prepare a rough draft for a narrative essay in response to Writing Prompt #1.
4	Revising (1) Teacher will present a structured overview of the strategies for revising a narrative essay.	Revising (1) Students will prepare Cornell Notes for the strategies for revising a narrative essay. (2) Students will work with peer partner to review, revise, and rewrite the rough draft for a narrative essay on the topic: A typical day in high school.

5	Editing/Finalizing (1) Teacher will present a structured overview of the components for editing/finalizing a narrative essay: (a) grammar; (a) spelling; and (c) punctuation.	Editing/Finalizing (1) Students will prepare Cornell Notes for the components for editing/finalizing a narrative essay. (2) Students will work independently to edit the rough draft and prepare a final draft for a narrative essay on the topic: A typical day in high school. (3) **Summative Assessment:** Students will revise and edit the rough draft and prepare a final draft for a narrative essay in response to Writing Prompt #1.
6	Write a narrative essay (1) Teacher will review rubric for narrative essay in response to Writing Prompt #1.	Write a narrative essay (1) **Summative Assessment:** Students will prepare a narrative essay in response to Writing Prompt #2.

Summative Assessment Items and Scoring: *Below, provide at least three Summative Assessment items that together accurately measure student mastery of the application of the content and/or skills as defined by the grade-level rigor in the Required Standard(s). For each assessment item, provide an answer key or scoring rubric which clearly describes how assessment items are to be scored and how points will be awarded, such that mastery of the application of the content and/or skills as defined by the grade-level rigor in the Required Standard is clearly demonstrated by an acceptable score.*

(1) **Narrative Essay - Writing Prompt #1 (Graphic Organizer**): Assessment is scored on a 5-point rubric scale for development of ideas. Students will score 4 out of 5 (80%) to demonstrate mastery.*
(2) **Narrative Essay - Writing Prompt #1 (Rough Draft):** Assessment is scored on a 5-point rubric scale for organization of ideas. Students will score 4 out of 5 (80%) to demonstrate mastery.*
(3) **Narrative Essay - Writing Prompt #1 (Final Draft):** Assessment is scored on a 5-point rubric scale for language facility and conventions. Students will score 4 out of 5 (80%) to demonstrate mastery.*
(4) **Narrative Essay - Writing Prompt #2:** Assessment is scored on a 5-point rubric scale for development of ideas, organization of ideas, and language facility and conventions. Students will score 12 out of 15 (80%) to demonstrate mastery.*

*assessment independent from instruction

ELA-Writing-9th
Persuasive Essay - Writing Prompt #1

You won a school contest that allowed you to be teacher-for-a-day. Write a narrative essay about your experience as teacher-for-a-day. Include in your essay background information about the contest, sensory and descriptive details with supporting dialogue and examples about the experience, and the significance of the experience.

ELA-Writing-9th
Persuasive Essay - Writing Prompt #2

The transition from middle school to high school is both exciting and terrifying. As a freshman, you have recently experienced these emotions. Write a narrative essay to advise incoming freshman about the transition to high school. Include in your essay background information about your real and imagined perceptions of high school, descriptive details with supporting examples about the experience, and reflections about how the transition was a positive experience.

ELA-Writing-9th
Narrative Essay – Writing Prompt #1

Graphic Organizer Rubric

Standard	Score	Description
Development of Ideas (9.W.3b; 9.W.3c)	5	Maintains a sustained focus on setting, characters, events, experiences and/or ideas that strengthens in complexity throughout the story.
	4	Maintains a strong focus on setting, characters, events, experiences and/or ideas that develops throughout the story.
	3	Maintains a focus on setting, characters, events, experiences and/or ideas but limited in development throughout the story.
	2	Has a limited focus on setting, characters, events, experiences and/or ideas and is incomplete in the development of a coherent story.
Score: _____	1	Has little or no focus on setting, characters, events, experiences and/or ideas and little or no development of a coherent story.

Rough Draft Rubric

Standard	Score	Description
Structure of Ideas (9.W.3b; 9.W.3c)	5	Includes multiple narrative techniques that enhance effectiveness; skillfully sequences events to develop ideas and build toward a climax; and provides an insightful ending with a clear and reasonable conclusion.
	4	Includes some narrative techniques; includes a sequence of events to develop ideas and build toward a climax; and provides an ending with a clear conclusion.
	3	Includes narrative techniques that are partially effective; includes a sequence of events that build toward a climax; and provides an ending with a conclusion.
	2	Has narrative techniques that are not effective; includes a sequence of events that are disconnected; and provides an underdeveloped ending.
Score: _____	1	Has little or no narrative techniques; includes a sequence of events that are disconnected; and provides no ending or conclusion.

Final Draft Rubric

Standard	Score	Description
Use of Language (9.W.3b; 9.W.3c)	5	Has purposeful details, descriptions, and dialogue to enhance mood or tone, effectively uses a range of literary strategies to enhance the plot; and demonstrates technical command of standard English conventions.
	4	Has details, descriptions, and dialogue to define mood or tone, uses literary strategies to enhance the plot; and demonstrates technical command of standard English conventions with minor errors.
	3	Has details and descriptions without dialogue to define mood or tone, uses limited literary strategies to enhance the plot; and demonstrates some technical command of standard English conventions with frequent errors.
	2	Has limited details and descriptions without dialogue that create a vague mood or tone, uses few literary strategies to enhance the plot; and demonstrates limited technical command of standard English conventions with many errors.
Score: _____	1	Has little or no details and descriptions without dialogue to create mood or tone, uses no literary strategies to enhance the plot; and misuses standard English conventions that interfere with meaning.

ELA-Writing-9th
Narrative Essay - Writing Prompt #2

Narrative Essay Rubric

Score	Standard	Description
5	Development of Ideas (9.W.3b; 9.W.3c)	Maintains a sustained focus on setting, characters, events, experiences and/or ideas that strengthens in complexity throughout the story.
	Structure of Ideas (9.W.3b; 9.W.3c)	Includes multiple narrative techniques that enhance effectiveness; skillfully sequences events to develop ideas and build toward a climax; and provides an insightful ending with a clear and reasonable conclusion.
	Use of Language (9.W.3b; 9.W.3c)	Has purposeful details, descriptions, and dialogue to enhance mood or tone, effectively uses a range of literary strategies to enhance the plot; and demonstrates technical command of standard English conventions.
4	Development of Ideas (9.W.3b; 9.W.3c)	Maintains a strong focus on setting, characters, events, experiences and/or ideas that develops throughout the story.
	Structure of Ideas (9.W.3b; 9.W.3c)	Includes some narrative techniques; includes a sequence of events to develop ideas and build toward a climax; and provides an ending with a clear conclusion.
	Use of Language (9.W.3b; 9.W.3c)	Has details, descriptions, and dialogue to define mood or tone, uses literary strategies to enhance the plot; and demonstrates technical command of standard English conventions with minor errors.
3	Development of Ideas (9.W.3b; 9.W.3c)	Maintains a focus on setting, characters, events, experiences and/or ideas but limited in development throughout the story.
	Structure of Ideas (9.W.3b; 9.W.3c)	Includes narrative techniques that are partially effective; includes a sequence of events that build toward a climax; and provides an ending with a conclusion.
	Use of Language (9.W.3b; 9.W.3c)	Has details and descriptions without dialogue to define mood or tone, uses limited literary strategies to enhance the plot; and demonstrates some technical command of standard English conventions with frequent errors.
2	Development of Ideas (9.W.3b; 9.W.3c)	Has a limited focus on setting, characters, events, experiences and/or ideas and is incomplete in the development of a coherent story.
	Structure of Ideas (9.W.3b; 9.W.3c)	Has narrative techniques that are not effective; includes a sequence of events that are disconnected; and provides an underdeveloped ending.
	Use of Language (9.W.3b; 9.W.3c)	Has limited details and descriptions without dialogue that create a vague mood or tone, uses few literary strategies to enhance the plot; and demonstrates limited technical command of standard English conventions with many errors.

1	Development of Ideas (9.W.3b; 9.W.3c)	Has little or no focus on setting, characters, events, experiences and/or ideas and little or no development of a coherent story.
	Structure of Ideas (9.W.3b; 9.W.3c)	Has little or no narrative techniques; includes a sequence of events that are disconnected; and provides no ending or conclusion.
	Use of Language (9.W.3b; 9.W.3c)	Has little or no details and descriptions without dialogue to create mood or tone, uses no literary strategies to enhance the plot; and misuses standard English conventions that interfere with meaning.

Score: _____