Curriculum Sample Template – 8 Pages Max. (12 pages for integrated ELA sample)

Grade Level	11	**Content Area**	English
Course Title (grades 9-12 Only)	Writing 11		
Expected Prior Knowledge *List the knowledge/skills mastered earlier in the year that are foundational to the mastery of the Required Standard(s).*	• Students will have background knowledge on reading and writing various types of narratives. • Students will have already read, discussed and written examples of the main genres of writing, including narratives. • Students will have already learned about the various types of conflict that are found in literature (human vs. human, human vs. self, human vs. nature, etc.). • Students will have multiple prior lessons on how to analyze and/or plan and develop a plot. • Students will have already read "The Scarlet Letter" by Nathaniel Hawthorne and have analyzed the plot for effective technique, details, and multiple points of view. • Students will have already read "As I Lay Dying" by William Faulkner and have analyzed the plot for event sequencing that builds toward a particular tone and outcome.		
Alignment to Program of Instruction *Describe how the methods of instruction found in this sequence of lessons align to the Program of Instruction described in the application package.*	The sequence of lessons align with the Program of Instruction in multiple ways. All new and key vocabulary is pre-taught and/or reviewed prior to each lesson. Content and language objectives are posted and copied by all students each day, with a brief class discussion on meaning and importance. The sequence of these objectives allow for scaffolding to occur as increasingly difficult and complex tasks are required of students. The students are actively engaged in learning, thinking and writing about compelling narratives. Project based learning occurs when students are engaged in planning, drafting, editing, and revising their own original narrative stories that are full of rich details, interesting characters, and suspense (possibly mystery) that resolve in unexpected/interesting ways.		
Standard Number* and Description *The standard number and description of the Required Standard(s) being instructed and assessed to mastery in the curriculum sample.*	11.W.3.a.c. 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. 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 *List all items the teacher and students will need for the entire sequence of instruction (excluding common consumables)*	• Lap-top cart with a computer for each student • Class set of copies of Edgar Allen Poe's short story "The Tell-Tale Heart" • Class set of Hernando Tellez's short story "Just Lather, That's All" • Class set of O. Henry's short story "The Gift of the Magi" • Summative assessment directions/requirements, with print outs of the grading rubrics		

* ***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, Cluster, Standard (e.g., 6.EE.B.7). For HS Math, use Conceptual Category-Domain, Cluster, Standard (e.g., A-REI.C.6).*

Lesson (add as needed)	**Instructional Strategies -** *List and describe teacher actions, lesson by lesson, which will provide students with opportunities to engage the grade-level rigor defined by the Required Standard(s). Indicate alignment of instructional strategies to specific component(s) or content/skill(s) of the Required Standard/component.*	**Student Activities -** *Describe the activities, lesson by lesson, in which students will engage to allow them to master the grade-level rigor defined by the Required Standard(s). Indicate alignment of student activities to specific component(s) or content/skill(s) of the Required Standard/component.*
1 *1 -2 class periods total*	**Learning Objective:** Students will be able to (SWBAT) define and identify techniques used by an author to build suspense in a story. **Language Objective:** SWBAT write about and discuss examples of Poe's use of suspense in "The Tell-Tale Heart". **Pre-teach/review key vocabulary:** These vocabulary words/terms will be listed and defined on a reference hand-out sheet, with space for students to add notes/examples: suspense, dread, ominous, ponder, burden, prophet, suspect, and relevance. **Access Prior Knowledge:** Teacher will ask students to write down an example of a time when they felt they could not trust a person that was relating a scary and/or strange story, from their own experience. Teacher will tell students to identify the clues/hints that led them to mistrust the story teller. Teacher will then lead a class discussion about students' examples. **Introduce** an author's use of suspense building in a story as a literary technique to grip the attention of the reader. Refer back to earlier stories/novels read in the class and the examples just provided by students to show how an author can raise questions in the reader's mind, slow down or speed up action in a story, place characters in dangerous situations, and/or use unreliable narrators to build interest and/or suspense. **Advise** students that the final project (which will be the Summative Assessment) will be to write a narrative story that has elements of suspense, mystery, and/or uncertainty. They will need to engage the reader by setting out a problem, situation, or observation and make its significance clear. Encourage students to be thinking about their upcoming writing assignment as the lessons progress. **Write:** Direct students to take notes on at least 3 important places in the text of "The Tell-Tale Heart" when suspense is being built, note a personal connection to each, and write how their connection helps them	Students will copy the learning and language objectives from the board into their class journals as teacher reads them out loud and explains/discusses their meaning and significance. Students will go over the vocabulary words/terms listed on the class hand-out. Students will be encouraged to add their own thoughts, etc. in the extra space provided between each word/term. Students will write down an example of a time when they felt they could not trust a person that was relating a scary and/or strange story, from their own experience. Teacher will tell students to identify the clues/hints that led them to mistrust the story teller. This will be done just before the class-wide discussion to access prior knowledge. Students will cite examples of how an author can raise questions in the reader's mind, slow down or speed up action in a story, place characters in dangerous situations, and/or use unreliable narrators to build interest and/or suspense. Students will actively participate in the discussion and make additional notes. Students will read "The Tell-Tale Heart", together as a class, and take notes on at least 3 important places in the text, when suspense is being built, note a personal connection to each, and write how their connection helps them to understand what may be happening in the story.

	to understand what may be happening in the story. Teacher will direct intentional pauses at strategic points to allow students time to make notes. **Read** "The Tell-Tale Heart" aloud, as a class. **Discuss** the story, with a focus on the suspenseful moments, as students share the connections they wrote down. Talk about how all of these add up to an overall growing sense of suspense. **Formative assessment:** The teacher will review students' initial notes/examples of prior experiences with an unreliable story teller. Teacher will read students' notes written about the story and check for comprehension of techniques that build suspense. Based on these observations, teacher will plan additional review and/or re-teaching.	Students will actively participate in the discussion on the suspenseful moments, sharing the connections they wrote down and talk about how all of these add up to an overall growing sense of suspense.
2 *1 - 2 class periods total*	**Content Objective:** SWBAT analyze how details and event sequencing build on one another to create a compelling story. **Language Objective:** SWBAT discuss and write about examples of well-chosen details that support the intentional event sequencing in the story being read. **Introduce/Review key vocabulary** to include: La Violencia (common name that refers to the time period in Columbia when this story takes place), regime, indifference, destiny, virtue, indelible, poised, and inflexible. **Introduce and Discuss** the time in Columbia's history called "La Violencia", providing the historical context and a brief description of the regime that perpetrated the violence and their motivations. Show pictures of the destruction in Bogota and provide statistics on the death toll for citizens. Teacher will ask students to write a brief example of a time in their own lives when they had to choose between 2 difficult responses in a particular situation, especially one that involved inner ethical conflict. Ask them to set up their story by writing 1-2 sentences that clearly describes the problem, situation, and/or observation that is at the core and write 1-2 sentences about why this is significant. During the discussion that follows, teacher will be sure at least 3 distinct examples of conflict types are clearly identified and discussed in depth. **Option:** Ask students to write an alternative set up to the problem, situation, or observation that would dramatically change the significance and possible outcome of their story. Discuss the significance of how an author sets up a story, establishes point(s) of view, and introduces the narrator and characters as this relates to some of the student examples. **Remind:** Teacher will remind students that the final project (which will be the Summative Assessment) will be to write a narrative story that has elements of suspense, mystery, and/or uncertainty. They will need to	Students will copy the learning and language objectives from the board into their class journals as teacher reads them out loud and explains/discusses their meaning and significance. Students will review the vocabulary words/terms listed on the class hand-out. Students will be encouraged to add additional thoughts, etc. in the extra space provided between each word/term. Students will write a brief example of a time in their own lives when they had to choose between 2 difficult responses in a particular situation, especially one that involved inner ethical conflict. They will set up their story by writing 1-2 sentences that clearly describes the problem, situation, and/or observation that is at the core and write 1-2 sentences about why this is significant. During the discussion that follows, students will make note of at least 3 distinct examples of conflict types that come up. Option: Students may write an alternative set up to the problem, situation, or observation that would dramatically change the significance and possible outcome of their story. Discuss the significance of how an author sets up a story, establishes point(s) of view, and introduces the narrator and characters as this relates to some of the student examples. Students will actively participate in the discussion about moments of truth when people have to make a moral/ethical decision in the moment, sharing what they have written and talking about how sometimes there is not a desirable/easy choice available.

	engage the reader by setting out a problem, situation, or observation and make its significance clear. Encourage students to be thinking about their upcoming writing assignment as the lessons progress. **Discuss:** Teacher will lead the students in a discussion about moments of truth when people have to make a moral/ethical decision in the moment, encouraging students to share what they have written and talk about how sometimes there is not a desirable/easy choice available. **Write:** Before reading "Just Lather, That's All" the teacher will let students know that they are to write a description of how the author sets out the problem/situation and establishes its significance. They will also write about any 4 examples from the story when well-chosen details and sequencing made the story more compelling/interesting. **Read** "Just Lather, That's All" by Hernando Tellez, together as a class. **Pair, Share, Discuss:** Teacher will ask students to get into pairs and/or groups of 3-4 students to exchange their examples of well-chosen details and sequencing that made the story more compelling/interesting. Tell them to check each other for accuracy and ideas. Teacher will direct students to add to and edit their summaries before turning them in for a grade. **Formative assessment**: Teacher will collect the students' brief examples of their experiences with moral/ethical conflict and the types of conflicts identified, then review for accuracy and topic comprehension. The teacher will informally make mental and written notes about students' gaps in knowledge about the key concepts of the lessons/unit and plan for time to re-teach/review as necessary.	Students will read the story and write a description of how the author sets out the problem/situation and establishes its significance. They will also write about any 4 examples from the story when well-chosen details and sequencing made the story more compelling/interesting. Students will exchange their cited examples in pairs or small groups and critique for accuracy and full details. Students will add to and edit their summaries before turning them in for a grade.

3 *1 - 2 class periods total*	**Content Objective:** SWBAT identify the set-up in a story (problem, situation, or observation) and its significance and make connections to how this relates to the tone, outcome and resolution. **Language Objective:** SWBAT write a summary of the set-up in the story being read, and write a prediction about what will happen (before the reading is complete). **Introduce/Review key vocabulary** to include: magi, imputation, parsimony, vestibule, pier-glass, depreciate, ransacking, meretricious, and inconsequential. **Introduce/ Review, Write and Discuss** the skillful use of "set-up" (author engages the reader by describing a compelling problem, situation, or observation and establishes its significance) when planning/writing a story and connecting this to the rising action, tone, climax and resolution. Teacher will ask students to think of a favorite story and write a summary of its set-up, then identify how this ended up connecting with the story's outcome/resolution. Teacher will lead a class discussion on the examples cited, making sure that at least 3 of the best story examples are discussed in depth. **Remind:** Teacher will remind students that the final project (which will be the Summative Assessment) will be to write a narrative story that has elements of suspense, mystery, and/or uncertainty. . They will need to engage the reader by setting out a problem, situation, or observation and make its significance clear. Encourage students to be thinking about their upcoming writing assignment as the final lesson progresses. **Read** "The Gift of the Magi" by O. Henry, aloud as a class. Teacher will stop the reading after the set-up and ask the class to write a summary of it and to predict 2 possible outcomes/resolutions. Provide time for this writing and then finish reading the story. **Discuss:** Teacher will ask students to share their set-up summaries and predictions, with a brief discussion and comment session after each one, making sure that rising action, tone suspense, and event sequencing are referenced as they relate to the examples. **Formative assessment**: Teacher will read the first set-up summaries and their connections to the story's outcome/resolution and check for accuracy and comprehension. Teacher will review the Magi set-up summaries and predictions, checking for depth of insight and connections to what is already known about the characters and plot. The teacher will informally make mental and written notes about student's gaps in knowledge about the key concepts of the lessons/unit and plan as needed for re-teaching and review.	Students will copy the learning and language objectives from the board into their class journals as teacher reads them out loud and explains/discusses their meaning and significance. Students will review the vocabulary words/terms listed on the class hand-out. Students will be encouraged to add additional thoughts, etc. in the extra space provided between each word/term. S's will actively participate in the discussion on the skillful use of "set-up" (author engages the reader by describing a compelling problem, situation, or observation and establishes its significance) when planning/writing a story and connecting this to the rising action, tone, climax and resolution. Students will think of a favorite story and write a summary of its set-up, then identify how this ended up connecting with the story's outcome/resolution. Students will actively participate in a class discussion on the examples cited. Students will continue to be thinking about their upcoming writing assignment (Summative Assessment) as the final lesson progresses. Students will read "The Gift of the Magi" by O. Henry, aloud as a class. When the teacher stops the reading, after the set-up, students will write a summary of it and predict 2 possible outcomes/resolutions. Then they will finish reading the story. Students will share their set-up summaries and predictions, with a brief discussion and comment session after each one, including examples of rising action, tone suspense, and event sequencing as they relate to the examples.

S.A.	*Provide an opportunity for the student to complete the summative assessment items which is clearly separate from instruction and guided or independent practice, and in which the student is assessed independently. In the Student Activities column, provide a brief description of the summative assessment (S.A.) items that will allow students to demonstrate mastery of the rigor of the Required Standard(s)/components, and the context in which the items will be administered.*	A summative assessment will be given at the end of this unit, which will be to write an original narrative story that has elements of suspense, mystery, and/or uncertainty. Students will be provided with laptop computers for writing. Students will not have access to prior notes, but will be given copies of the directions/requirements for the summative assessment and the scoring rubrics shown below. No talking and no cell phone or personal device use will be allowed.

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.*

Directions: **You will have 3 one hour class periods (with computer access) to plan, draft, and write a narrative story that uses a variety of techniques to sequence events so that they build on one another to create a compelling, coherent whole and build toward an intentional tone and outcome. You will need to develop a sense of mystery, suspense, growth, and/or revelations with regard to the characters and settings. Your story can be either real or imagined and should use highly effective literary techniques, well-chosen details, and well-structured event sequences. Create a compelling set-up for your story (engaging the reader by setting out a significant problem, situation, or observation), establish clear point(s) of view, and intentionally introduce the narrator and/or characters in a well thought out sequence. The final essay will need to be a minimum of 10 paragraphs.**

Your story will be scored based on the 3 summative assessment item descriptions and the associated rubrics that have been provided. There are a total of 44 points possible, with a minimum of 31 points necessary to pass.

Summative Assessment Item 1 (clearly identify answer key/scoring rubric, and acceptable score): **Write narratives to develop real or imagined experiences or events using effective technique, well-chosen details, and well-structured event sequences.**

Develop real or imagined experiences or events	**Poor - 1 point**	**Fair - 2 points**	**Good - 3 points**	**Excellent - 4 points**
Effective literary techniques	Literary techniques are not present or are not effective	Literary techniques are present and somewhat effective	Literary techniques are effective and contribute to the story	Very effective literary techniques are used and support a compelling story
Well-chosen details	Details are few and not very interesting	Details are somewhat interesting and have some connections to the overall story	Details are interesting and connect to the experiences and events in the story	Details are very interesting and make strong connections to the experiences and events in the story
Well-structured event sequences	Event sequencing seems random and unplanned	Event sequencing is intentional and understandable	Event sequencing is intentional and builds reader interest	Event sequencing is very effective, creative, and compels reader interest

Summative Assessment Item 2 (clearly identify answer key/scoring rubric, and acceptable score): **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.**

Engage and orient the reader	**Poor - 1 point**	**Fair - 2 points**	**Good - 3 points**	**Excellent - 4 points**
Set out a compelling problem, situation, or observation	Story set-up is not clear or interesting	Story set-up is clear, defining a problem, situation, and/or observation	Story set-up is interesting, uniquely defining a problem, situation, and/or observation	Story set-up is very interesting, uniquely defining a compelling problem, situation, and/or observation
Establish significance	Story significance is not well established	Story significance is clearly established	Story significance is clearly established and related to the set-up	Story significance is very well established and has strong threads throughout the narrative
Establish one or multiple point(s) of view	Point(s) of view are not clear or confusing	Point(s) of view are clearly established	Point(s) of view are clearly established and lend support to the overall narrative	Point(s) of view are very clearly established and lend substantially to the overall narrative
Introduce an interesting narrator and/or characters	Narrator and/or characters are not well established	Narrator and/or characters are clearly introduced and established	Narrator and/or characters are clearly introduced and established and lend support to the overall narrative	Narrator and/or characters are very interesting, clearly established and lend substantial support to the overall narrative
Create a smooth progression of experiences and/or events	Progression of experiences/events seems random and unplanned	Progression of experiences/events is orderly and understandable	Progression of experiences/events is smooth and interesting	Progression of experiences/events is very smooth and engages and orients the reader in imaginative ways

Summative Assessment Item 3 (clearly identify answer key/scoring rubric, and acceptable score): **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).**

Use a variety of techniques to sequence events	**Poor - 1 point**	**Fair - 2 points**	**Good - 3 points**	**Excellent - 4 points**
Events build on one another to create a coherent whole	Events seem unrelated and disconnected	Events somewhat build on one another and create an	Events build on one another and create a somewhat	Events build on one another in very compelling ways and

		understandable whole	coherent whole	create an interesting, coherent whole
Events build toward an intentional tone and outcome/resolution	Tone and outcome/resolution seem unrelated to event sequencing	Event sequencing is somewhat intentional with regard to tone and outcome/resolution	Event sequencing is intentional with regard to tone and outcome/resolution	Event sequencing is intentional with regard to tone and outcome/resolution
Writing creates/describes a sense of mystery, suspense, growth, and/or revelations with regard to characters and/or settings	Story lacks a sense of mystery, suspense, growth, and/or revelations with regard to characters and/or settings	Story has a basic sense of mystery, suspense, growth, and/or revelations with regard to characters and/or settings	Story has a sense of mystery, suspense, growth, and/or revelations with regard to characters and/or settings	Story has a compelling sense of mystery, suspense, growth, and/or revelations and has strong connections with characters and/or settings

Scoring explanation: **Each assessment item will be scored using the rubric shown under that item. The maximum total, possible score is 44 points. Minimum passing score is 31.**

***Grade*: 0-30 points = incomplete; 31-35 points = C; 36-39 points = B; 40-44 points = A** **Note: 70% (31 and above) = Mastery/passing**

Final Grade: **Point Total: _____/ 44**