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

Grade Level	11th	**Content Area**	Writing
Course Title (grades 9-12 Only)	English 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 are familiar with the writing process, figurative language, elements of a story, and point of view.		
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.*	This course is aligned to Arizona College and Career Ready State Standards. Students are engaged in experiences that require them to write, speak, listen, and read high-level text with rigor and complexity. Students who are engaged in small group lessons will benefit from the type of instruction described here. During this unit SDAIE strategies are being employed to engage English learners, but also for the general benefit of the entire student population. Some SDAIE strategies in reading: special attention to vocabulary; heterogeneous grouping; pair-shares to verbalize new learning; student friendly objectives; etc. Class, group, and individual discussions are throughout the lesson as well ensuring deeper understanding and that the teacher is not simply a "purveyor of knowledge." Finally, students are engaged in higher levels of cognitive thought in accordance with Bloom's Taxonomy.		
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 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)*	PowerPoint presentation on Narrative Writing, Grit Assessment copies (https://upenn.app.box.com/12itemgrit), fictional paragraph demonstrating grit, grit discussion handouts, Narrative Writing (W3) exit ticket, Narrative student model writing examples (total of 2), Narrative Writing assignment and rubric, Narrative Packet, W-3 quiz, PowerPoint presentation on revision strategies, editor's marks handouts, Plot Structure/Narrative Writing Outline, peer review sheets, revision strategies exit ticket.		

* ***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	**Activation of Prior Knowledge:** Teacher will ask students to do a quick write about what the elements a strong character brings to a narrative piece. **Objective:** Students will understand character elements of narrative and recognize markers of character strength in writing samples. **Introduction to New Materials:** Teacher will go over a PowerPoint presentation on narrative writing and the required elements in Writing Standard 3 [engaging and orienting the reader through exposition; establishing point of view, a narrator, and characters; creating sequence; dialogue; pacing; descriptive and figurative language; sensory detail; reflective conclusions] through a PowerPoint. Teacher will give out the Grit assessment (https://upenn.app.box.com/12itemgrit) and ask students to complete it and grade it themselves. **Modeling:** Teacher will read a paragraph that includes a narrative with a strong character in a specific challenging experience. The **teacher will** ask students follow along with the **teacher.** The **teacher will** annotate specific examples of how the author communicates their strong character in a specific experience, especially as it relates to grit and how this can be related to the real world. Teacher may reflect orally upon instances where the narrative passage may mirror real life occurrences. **Guided Practice:** The **teacher will** group students into groups of 4 to participate in a discussion, but each student will complete their own grit paragraph brainstorm based on the following questions: *In what ways can I increase the amount of grit I have? What benefits are there in building my capacity for grit? In what ways can challenges in my life help to build grit? Can grit be built even while I fail? Explain. What does grit "look like" when it's expressed by others?* As the students complete the questions, the **teacher will** meet with students who are struggling to give them extra support. The **teacher will** then annotate the elements of the W-3 standard that need to be present in a quality narrative. Students use a graphic organizer to organize story elements, plot lines, and conflict.	**Students will** complete their quick write naming some specific reasons a strong character makes a narrative creative and interesting. **Students will** be encouraged to share their thoughts with partners or the rest of the class. **Students will** take notes on Writing Standard 3 so that they will be familiar with the all the elements that should be found in a high-quality narrative; though today they will focus on characters and experiences. **Students will** complete grit assessment. **Students will** listen to how the teacher annotates examples of grit with the understanding that they will do the same later. **Students will** participate in grit discussion through oral or written communication of the grit questions. **Students will** share their thoughts with a partner or the class. **Students will** use a second graphic organizer to organize story elements, plot lines, and conflict. Once the teacher feels that the students have done enough self-reflection and brainstorming to begin writing about their experience, **students will** begin their narrative. **Students will** develop themselves as a character with "grit". Using the grit assessment and the model paragraph, students will use the grit handout to plan a strong character based on their own experiences. The student will concentrate on creating experiences in which their grit will show.

	Independent Practice: Teacher will next ask students to develop a paragraph describing a character that radiates grit. The paragraph should reflect upon the earlier questions, especially regarding the question about what grit looks like when expressed by others. Once students have completed the paragraph, **teacher will** ask students to write a narrative about a time when they had to have grit and get through something they felt was very difficult. TW instruct students to try and incorporate the elements from W3 into their narrative as discussed earlier in the lesson. **Assessment: Teacher will** give students an exit ticket asking them to list a primary character in a narrative, that they have previously read, who showed grit in the face of a challenging experience. Demonstrate where the elements of W-3 apply to that story and explain your reasoning.	**Students will** write a narrative about a time when they had to have grit and get through something they felt was very difficult. **Students will** abide by the brainstorming work that links their work to completion of the W-3 standard. **Students will** complete exit ticket.
2	**Activation of Prior Knowledge:** Teacher will review the elements of narrative writing with the class covered in the previous lesson. **Objective:** SW practice and utilize the elements of narrative structure. **Introduction to New Materials:** Teacher will introduce the narrative writing assignment and rubric to the students [final draft is summative assessment #2] **Modeling:** Teacher will take the paragraph they used from the previous day and model for students how to expand the ideas it contains into the Narrative Packet, which directs students throughout the elements of writing a narrative [practicing writing techniques such as engaging and orienting the reader through exposition; establishing multiple points of view; creating event sequences that help to develop a desired tone or outcome; dialogue; pacing; descriptive and figurative language; sensory detail; and writing reflective conclusions] **Guided Practice:** The **teacher will** pass out the narrative writing model that is already annotated for the desired narrative elements. The teacher and students will read through the model together, with the teacher stopping at each annotation to question students so they can develop a more practical and deeper understanding of good narrative writing. The teacher will work whole group with students through first 2 pages of the model narrative. Then students will break into triads and complete the read though of the model and will be instructed to comment on at least THREE of the existing annotations as a group. Teacher will circle amongst groups to help when necessary. Groups will share out when their analysis is complete. **Independent Practice:** Teacher will instruct students to work on their Narrative Packets. Teacher will monitor students work and adjust	**Students will** participate in review by discussing their narratives and how they have included the elements. **Students will** take notes on their assignment and ask questions to enhance their understanding of expectations. **Students will** take notes on how to transform a simple paragraph into a narrative essay from the teacher's example. **Students will** follow along with their Narrative Packets, so they can meet the required elements of W3. **Students will** go through the student narrative model with teacher and carefully note where narrative techniques are being utilized. **Students will** break into pre-determined groups to complete the annotation analysis of the student narrative model. Then they'll share out in whole group. **Students will** work on their Narrative Packets. These exercises provide the students an opportunity to engage with the narrative elements required in their story. This activity will give students ideas and suggestions for refinement on their own story.

	instruction as necessary [reviewing the elements of W3, pairing EL and/or Sped kids with advanced student "buddies" for help, etc.] **Assessment:** Teacher will give students a formative W-3 quiz, where they will identify what examples are parts of W-3 and what examples are not.	**Students will** take exit quiz. The quiz will contain open-ended questions so students can demonstrate their new knowledge in written explanations of what it and what isn't imperative in a narrative.
3	**Objective:** Students will understand editing and revising and how it relates to their grit narratives. **Introduction to New Materials: Teacher will** go over revision strategies and editor's marks with students. **Teacher will** note that correcting every mistake is not necessary, but that students should annotate regular mistakes for their partner. **Modeling: Teacher will** model editor's marks and revision strategies with students on a paragraph that the students will have in front of them and be able to follow along with. TW focus on how to enhance the paragraph with more examples of elements of W-3, such as adding additional sensory detail, figurative language, and description. **Guided Practice: Teacher will** hand out the student model titled "Will Was Right" and work with the students whole group to identify necessary edits, but no revising techniques just yet. Teacher will be sure to make the first couple of edits in first 2 paragraphs, but rely more fully on student-identified edits as the class progresses through the essay. **Independent Practice:** Teacher will extend students into groups and ask them to develop a revision protocol for the student model essay (Will Was Right) that will ensure a more consistent and overall tone. Once completed, **teacher will** ask students to revise their paper after the edits have been made, and continue writing their grit narrative, using a Plot Structure/Narrative Writing Outline to keep students focused on the required elements to meet the standard. **Assessment: Teacher will** collect and grade narrative based on a narrative writing rubric. The teacher will view both the draft and the final version to analyze the quality of edits/revisions.	**Students will** take notes on revision and editor's marks in preparing to use them to edit and revise to make sure that their narrative meets W-3 expectations. **Students will** follow along with teacher modeling, and practice how to recognize when additional description, sensory detail, and figurative language would enhance writing. **Students will** work with teacher to identify and make editing corrections to the student model narrative. **Students will** work in groups to develop a revision protocol for the student model narrative with a specific eye to building more of a tone and outcome for the narrative. **Students will** edit their partners paper, focusing on opportunities where more description, sensory detail, and figurative language could be added [or any other elements of W-3, including a more clear exposition and setting] **Students will** revise their paper, and continue writing, using a Plot Structure/Narrative Writing Outline to help ensure they meet the required mastery of 11.W.3.
4	**Teacher will** give students the summative assessment	**Students will** take the summative assessment
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*	**1.** Using a basic plot, write a first draft of a narrative by adding setting, figurative language, sensory details, and dialogue. **2.** Think about an experience in which you had to face one of your greatest fears. Write an essay in which you use concrete sensory details and images to describe your experience of facing this fearful situation. Did you learn anything by facing, or not facing, your fears?

	Standard(s)/components, and the context in which the items will be administered.	**3.** Using a personal narrative, a*nnotate* the narrative for the elements of narrative structure that you learned in this unit, and *analyze/explain* how they are an effective element in the narrative.

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.*

Summative Assessment Item 1 (clearly identify answer key/scoring rubric, and acceptable score):

Directions: Using this basic plot, write a first draft of a narrative by adding:

● Setting	● Figurative language	● Elements of tone/mood
● Dialogue	● Sensory details	● Coherent outcome

Plot: Within the last month, Hannah has lost her job, her boyfriend, and her dog. She has been on 4 interviews, and has been turned down each time. She is feeling sad, alone, and is losing confidence in herself and her ability to get a new job. She has lunch with her best friend, Anelise, and she describes how she is losing the will to persevere. Anelise gives her advice.

Additional Information: Your version of the narrative should be at least two and a half written pages.

Assessment Rubric:

	4	**3**	**2**	**1**
Development of Narrative Pieces	The writing – creatively and skillfully develops imagined experiences or events using well-chosen details creatively and skillfully uses narrative techniques (such as dialogue, pacing, description, reflection, and multiple plot lines) to develop experiences, events, and/or characters creatively and skillfully uses precise words and phrases, concrete details, and sensory language to convey a vivid picture of the experiences, events, setting, and/ or characters	The writing – develops imagined experiences or events using well-chosen details uses narrative techniques (such as dialogue, pacing, description, reflection, and multiple plot lines) to develop experiences, events, and/or characters uses precise words and phrases, concrete details, and sensory language to convey a vivid picture of the experiences, events, setting, and/ or characters	The writing – develops imagined experiences or events using insufficient details inconsistently uses narrative techniques (such as dialogue, pacing, description, reflection, and multiple plot lines) to develop experiences, events, and/or characters inconsistently uses precise words and phrases, concrete details, and sensory language to convey a vivid picture of the experiences, events, setting, and/or characters	The writing – develops imagined experiences or events using little or no detail uses few, if any, narrative techniques (such as dialogue, pacing, description, reflection. and multiple plot lines) to develop experiences, events, and/or characters uses few, if any, precise words and phrases, concrete details, and sensory language to convey a vivid picture of the experiences, events, setting, and/or characters
Organization and Coherence of Writing	The writing – creatively and skillfully engages and orients the reader by setting out a situation or observation, establishing one or multiple point(s) of view, and,	The writing – engages and orients the reader by setting out a situation or observation, establishing one or multiple point(s) of view, and,	The writing – inconsistently engages and orients the reader by ineffectively setting out a situation or observation, establishing one or multiple point(s) of view, and,	The writing – fails to engage and orient the reader by ineffectively setting out a situation or observation, establishing one or multiple

	when appropriate, introducing a narrator and/or characters creatively and skillfully uses a variety of techniques to sequence events so that they build on one another to create a coherent whole creatively and skillfully creates a smooth progression of experiences or events creatively and skillfully builds toward a tone or mood which works toward a particular resolution or outcome.	when appropriate, introducing a narrator and/or characters uses a variety of techniques to sequence events so that they build on one another to create a coherent whole creates a smooth progression of experiences or events builds toward a tone or mood that helps to ensure a particular outcome or resolution.	when appropriate, introducing a narrator and/or characters inconsistently uses a variety of techniques to sequence events so that they build on one another to create a coherent whole has a progression of experiences or events that may lack cohesion ineffectively or inconsistently builds the tone or mood of the narrative and results in an outcome or resolution that is unintended by the author.	point(s) of view, and, when appropriate, introducing a narrator and/or characters fails to sequence events so that they build on one another to create a coherent whole may lack a clear progression of experiences or events lacks a consistent tone and mood which results in an incoherent outcome or resolution.

Total: _____/4 (average of both scores); Grading Scale: 1-1.9: Incomplete; 2-2.8: C; 3-3.8: B; 3.8-4: A. 2.8 is considered Mastery.

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

Directions: Everybody is afraid of something. Some people may be afraid of certain places, such as a very tall building or a dark forest late at night. Other people might find themselves fearful of certain experiences, such as trying out for a sport or speaking in public. Still others may find themselves frightened by spiders or ferocious dogs.

Think about an experience in which you had to face one of your greatest fears. Write an essay in which you use concrete sensory details and images to describe your experience of facing this fearful situation. Did you learn anything by facing, or not facing, your fears? How did grit or perseverance play an actionable role in how you faced your fear?

As you write, remember your story will be scored based on how well you:

- develop a multi-paragraph response to the assigned topic that clearly communicates the purpose of your story to the audience.
- describe the characters, setting, and conflict using meaningful sensory descriptions and details that enable the reader to visualize the experiences in your narrative.
- organize your story in a clear and logical manner, including a beginning, middle and end with a consistent building of tone throughout.
- develop a coherent resolution that reflects upon the sequence of events laid out in the narrative.

Assessment Rubric:

	4	3	2	1
Development	The writing – creatively and skillfully develops real experiences or events using well-chosen details creatively and skillfully uses narrative techniques (such as dialogue, pacing, description, reflection, and multiple plot lines) to develop experiences, events, and/or characters creatively and skillfully uses precise words and phrases, concrete details,	The writing – develops real experiences or events using well-chosen details uses narrative techniques (such as dialogue, pacing, description, reflection, and multiple plot lines) to develop experiences, events, and/or characters uses precise words and phrases, concrete details, and sensory language to convey a vivid	The writing – develops real experiences or events using insufficient details inconsistently uses narrative techniques (such as dialogue, pacing, description, reflection, and multiple plot lines) to develop experiences, events, and/or characters inconsistently uses precise words and phrases, concrete details, and sensory language to convey a vivid picture of	The writing – develops real experiences or events using little or no detail uses few, if any, narrative techniques (such as dialogue, pacing, description, reflection. and multiple plot lines) to develop experiences, events, and/or characters uses few, if any, precise words and phrases, concrete details, and sensory language to convey a vivid

	and sensory language to convey a vivid picture of the experiences, events, setting, and/ or characters	picture of the experiences, events, setting, and/ or characters	the experiences, events, setting, and/or characters	picture of the experiences, events, setting, and/or characters
Organization	The writing – creatively and skillfully engages and orients the reader by setting out a situation or observation, establishing one or multiple point(s) of view, and, when appropriate, introducing a narrator and/or characters creatively and skillfully uses a variety of techniques to sequence events so that they build on one another to create a coherent whole creatively and skillfully creates a smooth progression of experiences or events creatively and skillfully builds toward a tone or mood which works toward a particular resolution or outcome.	The writing – engages and orients the reader by setting out a situation or observation, establishing one or multiple point(s) of view, and, when appropriate, introducing a narrator and/or characters uses a variety of techniques to sequence events so that they build on one another to create a coherent whole creates a smooth progression of experiences or events builds toward a tone or mood that helps to ensure a particular outcome or resolution.	The writing – inconsistently engages and orients the reader by ineffectively setting out a situation or observation, establishing one or multiple point(s) of view, and, when appropriate, introducing a narrator and/or characters inconsistently uses a variety of techniques to sequence events so that they build on one another to create a coherent whole has a progression of experiences or events that may lack cohesion ineffectively or inconsistently builds the tone or mood of the narrative and results in an outcome or resolution that is unintended by the author.	The writing – fails to engage and orient the reader by ineffectively setting out a situation or observation, establishing one or multiple point(s) of view, and, when appropriate, introducing a narrator and/or characters fails to sequence events so that they build on one another to create a coherent whole may lack a clear progression of experiences or events lacks a consistent tone and mood which results in an incoherent outcome or resolution.

Total: _____/4 (average of both scores); Grading Scale: 1-1.9: Incomplete; 2-2.9: C; 3-3.8: B; 3.8-4: A. 2.8 is considered Mastery.

Summative Assessment Item 3 (clearly identify answer key/scoring rubric, and acceptable score): (add as needed):

Directions: Below is a personal narrative. *Annotate* the narrative for the elements of narrative structure that you learned in this unit, and *analyze/explain* how they are an effective element in the narrative. *You will be annotating and offering detailed explanations for ALL of the following elements*:

Effective technique, such as dialogue, sensory details, precise language.	Time setting – sequence of events that moves fluidly and builds upon each other	Uses description and reflection to develop experiences and characters	Builds a consistent tone throughout that relates to the outcome of the narrative	Provides a conclusion that follows from and reflects on what is experienced, observed

Caught in the Net

"Hello. My name is Kim. I'm an online-aholic." There. I've said it. I guess I've been addicted for quite some time now, but I have just begun to realize it.

My first interaction with the "Net" began when I was only 15 years old. My dad was the computer coordinator at our school, so he wanted to try Internet access at home before installing it at school. We became America Online members in 1993. None of my friends had e-mail back then. My relationship with e-mail started like a Romeo/Juliet conspiracy. I experimented with the Net on the sly at night when the rest of my family was sleeping. That's when I first created my own screen name. Although I was too young to drive, the locked doors of adolescence were suddenly flung open before me. I could be social in the evening rather than hang out with my family—the typical family that every adolescent wants to escape from. Hanging out in chat rooms became a nightly ritual. I quickly found friends who would meet me there, give advice for my adolescent problems, and discuss things such as dating, theater, religion, morals, and entertainment. I began to form emotional attachments with these new friends. In fact, I maintained two online relationships for over two years.

Raul is a Hispanic teenager living in one of the roughest cities in our nation, Compton, California—the filming location of the 1991 movie Boyz 'N the Hood. I met Raul in a chat room one night. He sent me an instant message in the middle of a discussion about religion and asked what I believed. My subsequent chats with Raul seemed to have an impact on him and helped me to grow in my own faith. I occasionally took Raul's questions to my preacher or Bible teacher when I needed further explanation. For Raul's 18th birthday, I sent him a Bible that I bought with my paper-route earnings. Raul and I wrote each other for two years, and then Raul had to sell his computer. I haven't heard from him since.

Brian is a middle-aged high-school theater teacher in Bowie, Maryland. He answered one of my message board posts about an upcoming audition for our school's performance of The Sound of Music. I was 17 years old at the time and greatly desired a part in the musical. Brian had expert advice for how to nail the audition, and as a result I was cast in the role of Maria. Needless to say, we began to communicate regularly via e-mail. My high school drama director had very little experience, so I wrote Brian regarding my struggles with developing character. Brian has written on numerous occasions about coming to see me perform, but it hasn't happened yet. Instead I mail him videos of my performances. We have been writing for four years now, and I never perform without reading advice from him before going on stage. To this day, he is still my mentor, even though I've never seen a picture of him or heard his voice.

Perhaps communicating with my new friends wouldn't have been so bad except that I went on-line nightly. I remember my morn coming out of her bedroom at 2:00 a.m., her eyes unaccustomed to the light, her hair tousled from sleep, and her robe wrapped tightly around her cold, sluggish body. "What are you still doing up?" she would ask. "Go to bed!"Now that I'm 20 years old and in college, not much has changed. I still stay up late writing e-mail, only now I don't have anyone to tell me to "go to bed!" I can disguise my Internet addiction by going to a computer center and frantically typing away at a computer terminal. Little does everyone else know how often I'm not doing school research or paper writing; instead I'm aimlessly writing e-mails or chatting with Internet friends and family hundreds of miles away.

Assessment Rubric:

	4	3	2	1
Annotation of narrative elements	Student correctly identifies and annotates all aspects of narrative writing.	Student correctly identifies and annotates most examples aspects of narrative writing.	Student identifies and annotates some aspects of narrative writing OR identifies and annotates most, but with errors.	Student is unable to identify or annotate aspects of narrative writing OR incorrectly identifies and annotates.
Analysis/Explanation of function of narrative elements	Student provides an explicit, thorough, and accurate analysis of the function of all narrative elements.	Student provides an accurate analysis of most of the function of narrative elements.	Student provides an accurate analysis of some narrative elements OR provides and inaccurate analysis of multiple narrative elements.	Student is unable to provide an accurate analysis of the narrative elements, and/or is unable to explain their purpose in the text.

Total: _____/4 (average of both scores); Grading Scale: 1-1.9: Incomplete; 2-2.9: C; 3-3.8: B; 3.8-4: A. 2.8 is considered Mastery.

Total: _____/12(average of 3summative scores); Grading Scale: 0-5.7=D, 5.8-8.3=C; 8.4-11.1=B; 11.2-12=A; ***8.4 is considered Mastery***

To achieve mastery of Standard 11.W.3, students must receive 8.4 out of 12 or 70% on the summative items.