Curriculum Sample Template

Max. 8 Pages

Grade Level	12th	**Content Area**	Writing
Course Title (grades 9-12 Only)	AP Language and Composition		
Expected Prior Knowledge *The knowledge/skills mastered earlier in the year foundational to the mastery of the required Standard in the current sample.*	Students should have a grasp of the writing process, including research and argument formation.		
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.*	This unit's instruction includes objective-driven instruction and daily formative assessments. All lessons include a Marzano high-yield strategy (ie summarizing and Venn diagrams), a Socratic seminar, or a Kagan cooperative learning structure (ie gallery walk, think-pair-share). In alignment to STEM programs, this unit also integrates technology as students research their ideas. In addition, the summative assessment relates to social studies content, illustrating the integrated nature of language arts and social studies instruction at Western Tech: CFA.		
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. 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	Several model essays and segments of essays will be needed. Sample essays may be found here: http://www.thewritesource.com/studentmodels/ Plot mountain templates will be needed for the students. Narrative prompt: Write a piece of historical fiction in which an individual develops a new war-time technology. Choose the war during which your story will take place, and maintain accurate details. Be as creative and realistic as possible with your new technology.		

* ***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	**Objective**: The students will ("TSW") plan a narrative piece by creating the significance, conflict, characters, point of view, protagonist, and setting. **Activation of Prior Knowledge**: Teacher will ("TW") ask students why certain stories are more memorable than others. TW lead a discussion about the significance of certain stories. **Key Points**: 1) Stories are all based around a conflict, so when we're writing a narrative, we should start by creating the problem of our story. 2) Once we have created the conflict, we plan how we want our story to be remembered; the significance. 3) Everything else—setting, sensory details, multiple plotlines, and theme can now be added in to strengthen our stories. **Introduction to New Material ("INM")/Modeling**: TW model how to start planning a narrative piece by beginning with the conflict. TW think aloud a variety of interesting conflicts, and then choose one. TW brainstorm how the story can be significant, and then think aloud what characters, points of view, and setting would be strong for that conflict. **Guided Practice ("GP")**: TW instruct students to individually brainstorm a conflict and associated story components (characters, POV, setting, etc). TW then put students into small groups to brainstorm how they could make their stories significant and lasting to readers. **Independent Practice ("IP")**: TW facilitate, monitor, and support students as they individually plan their narrative assignment. **Assessment**: TW read over students' narrative ideas and provide feedback for the following lesson.	Students will ("SW") read and record daily objective. SW actively listen to teacher question. TW think-pair-share their favorite story. SW record key points in notes. SW actively listen to modeling. SW brainstorm conflict in their notes. SW create their own characters, point of view, setting, and other details for that conflict. SW create various ways to make significant stories in groups. SW share out with the class. SW individually create the conflict, significance, and other main components for their narrative prompt. SW submit their plans.
2	**Objective**: TSW plan their narrative piece by developing plotlines, points of view, and character development. **Activation of Prior Knowledge**: TW share some strong examples from yesterday's GP and ask students for any more suggestions for significant storylines, characters, or conflicts. **Key Points**: 1) Plan your narrative piece using a plot map. 2) Use two more plot maps if you have multiple storylines. 3) Writing out a rough sketch of our story on a plot map keeps everything organized	SW read and record daily objective. SW actively listen to teacher's examples. SW share significant conflicts and characters. SW record key points in notes.

	and allows us to add in multiple storylines, suspenseful moments, and other interesting narrative features. **INM/Modeling**: TW model how to plan a story (using yesterday's conflict from INM) on a plot mountain. TW model how to plan multiple storylines. TW begin with the conflict and climax, then the falling action and resolution, and finishing with the exposition and rising actions. **Guided Practice**: TW post multiple plot mountains around the classroom. TW ask students to observe these plans and take note of what seems effective, weak, interesting, or anything else. TW facilitate class discussion afterwards. **Independent Practice**: TW facilitate, monitor, and support students as they create a plot mountain for their narrative assignment. **Assessment**: TW look over students' plot mountains and provide feedback.	SW actively listen to modeling. SW engage in plot mountain gallery walk. SW take notes on which plans seem best. SW discuss their observations. SW individually create the plot(s) for their narrative assignment. SW submit their plot mountain for feedback.
3	**Objective**: TSW create their narrative piece using specific techniques such as tone, dialogue, and sensory details. **Activation of Prior Knowledge**: TW read a section of "The Raven" by Poe. TW ask students to take note of the tone. TW facilitate a discussion of how he conveys a creepy, eerie, suspenseful tone. **Key Points**: 1) Choosing the right words can create whatever tone we want for our stories. 2) Tone, dialogue, and sensory details make stories interesting and memorable. 3) Narrative writing should show the reader what's happening, not tell the reader what's happening. **INM/Modeling**: TW model how to create tone through deliberate word choice (i.e., "slowly, he crept through the mist" versus "he walked through the fog"). TW model adding effective dialogue and sensory details. **GP**: TW give students a 'boring,' straight forward narrative section of a few sentences. TW instruct students to rewrite that section with tone, dialogue, and sensory details (show, don't tell). TW share some student examples. **IP**: TW facilitate, monitor, and support students as they draft their narrative piece, paying attention to dialogue and sensory details. **Assessment**: TW read over first drafts and provide feedback.	SW read and record daily objective. SW actively listen to "The Raven." SW engage in class discussion. SW record key points in notes. SW actively listen to modeling. SW individually create a more interesting version of the given story. SW share and listen to each other's plots in small groups. SW share with the class. SW individually create the first draft of their narrative assignment. SW submit their draft for feedback.
4	**Objective**: SW improve their narrative by revising for sensory details, vivid language, precise wording, and other key narrative components.	SW read and record daily objective.

	Activation of Prior Knowledge: TW share some strong examples from yesterday's drafts. TW ask students what they like about various examples. **Key Points**: 1) When editing, check for errors. 2) When revising, create clearer tone and more interest; examine story line, dialogue, sensory details, and word choice. 3) Read your draft aloud to see if you can truly picture your story. **INM/Modeling**: TW model editing. TW model revising paying careful attention to effective word choice by reading a text out loud. TW change sections to show, rather than tell. TW add interesting and realistic dialogue. TW model anything here that seemed weak from yesterday's drafts. **Guided Practice**: TW instruct students to read their stories aloud to themselves all at once. explain peer editing expectations. TW monitor and facilitate group editing and revising. **Independent Practice**: TW instruct students to revise their narratives. TW monitor student work and support struggling writers. **Assessment**: TW ask students to write down three things they improved upon when revising. TW read over.	SW actively listen to teacher's examples. SW share their thoughts on the examples. SW record key points in notes. SW actively listen to modeling. SW read their narratives aloud all at once, taking note of what should be improved. SW provide feedback, both subjective and based on the rubric, to classmates. SW use peer feedback to improve their own essays. SW submit their improvements.
5	**Objective**: SW improve their narrative piece by writing a deliberate conclusion. **Activation of Prior Knowledge**: TW ask students to look over rubric. TW ask students to consider what more they need to do before they may submit their final draft of the narrative. **Key Points**: 1) Conclusions finish your story and extend its significance. 2) Final drafts should be the best version of your story. 3) Use all of your writing tools from the week to create your best work. **INM/Modeling**: TW read the second half of "The Raven." TW think aloud what makes this narrative strong, like the tone, significance, conclusion, and character. **Guided Practice**: TW put students into groups, each with a group exemplar. TW instruct students to highlight what makes that narrative interesting, compelling, or otherwise strong. **Independent Practice**: TW monitor student writing and support struggling writers. **Assessment**: TW grade final narrative based upon the rubric. TW give individual feedback.	SW read and record daily objective. SW actively listen to teacher's examples. SW share interesting conflicts and characters. SW record key points in notes. SW actively listen to modeling. SW work together to find strengths of exemplar. SW share and listen to other groups' observations. SW individually finish their narrative assignment. SW score their final draft and submit both their rubric and their narrative.

6	TW direct students to complete the summative assessment.	SW complete the summative assessment.

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

1. Extended Narrative
   Craft a thorough narrative based on the following prompt: Write a piece of historical fiction in which an individual develops a new war-time technology. Choose the war during which your story will take place, and maintain accurate details. Be as creative and realistic as possible with your new technology.

CATEGORY	**4**	**3**	**2**	**1**
Problem/Conflict and Solution	It is very easy for the reader to understand the problem the main characters face and why it is a problem.	It is fairly easy for the reader to understand the problem the main characters face and why it is a problem.	It is fairly easy for the reader to understand the problem the main characters face but it is not clear why it is a problem.	It is not clear what problem the main characters face.
Organization of Plotlines	The story is very well organized. One idea or scene follows another in a logical sequence with clear transitions. Multiple plotlines are established.	The story is pretty well organized. One idea or scene may seem out of place. Clear transitions are used. Plotlines may be confusing.	The story is a little hard to follow. The transitions are sometimes not clear.	Ideas and scenes seem to be randomly arranged.
Characters and Point of View	The main characters are named and clearly described in text as well as pictures. Most readers could describe the characters accurately. Point of view is sophisticated and established.	The main characters are named and described. Most readers would have some idea of what the characters looked like. Point of view is established.	The main characters are named. The reader knows very little about the characters. Point of view is unclear.	It is hard to tell who the main characters are. There is no clear point of view.

Narrative Techniques: Dialogue, Pacing, Descriptions	There is an appropriate amount of dialogue to bring the characters to life and it is always clear which character is speaking. Pacing is varied but logical. Descriptions are interesting and detailed.	There is too much dialogue in this story, but it is always clear which character is speaking. Pacing is clear. Descriptions are interesting.	There is not quite enough dialogue in this story, but it is always clear which character is speaking. Pacing is confusing or changes too often. Descriptions are lacking or boring.	It is not clear which character is speaking. Pacing is nonexistent or unclear. Very few descriptions are present.
Conclusion	The solution to the character's problem is easy to understand, and is logical. There are no loose ends.	The solution to the character's problem is easy to understand, and is somewhat logical.	The solution to the character's problem is a little hard to understand.	No solution is attempted or it is impossible to understand.
Precise Wording	Words were precisely chosen to advance the tone, themes, plot, and enhance the story.	Words are varied and advance the story's plot.	Words are repetitive or inappropriate for the level and topic.	Words are below grade level and do not improve the narrative.

Total: _____/24; Grading Scale: 0-17=Incomplete; 18-19=C; 20-22=B; 23-24=A. 80%=Mastery.

2. Engage and orient the reader
Create a narrative outline (plot map) around the following idea: Someone has created a new type of weapon. Where and how is it used?

CATEGORY	**4**	**3**	**2**	**1**
Engage and orient the reader with a problem/conflict and solution	It is very easy for the reader to understand the problem the main characters face and why it is a problem.	It is fairly easy for the reader to understand the problem the main characters face and why it is a problem.	It is fairly easy for the reader to understand the problem the main characters face but it is not clear why it is a problem.	It is not clear what problem the main characters face.

Organization of Plotlines	The story is very well organized. One idea or scene follows another in a logical sequence with clear transitions. Multiple plotlines are established.	The story is pretty well organized. One idea or scene may seem out of place. Clear transitions are used. Plotlines may be confusing.	The story is a little hard to follow. The transitions are sometimes not clear.	Ideas and scenes seem to be randomly arranged.
Narrative Techniques: Dialogue, Pacing, Descriptions	There is an appropriate amount of dialogue to bring the characters to life and it is always clear which character is speaking. Pacing is varied but logical. Descriptions are interesting and detailed.	There is too much dialogue in this story, but it is always clear which character is speaking. Pacing is clear. Descriptions are interesting.	There is not quite enough dialogue in this story, but it is always clear which character is speaking. Pacing is confusing or changes too often. Descriptions are lacking or boring.	It is not clear which character is speaking. Pacing is nonexistent or unclear. Very few descriptions are present.
Conclusion	The solution to the character's problem is easy to understand, and is logical. There are no loose ends.	The solution to the character's problem is easy to understand, and is somewhat logical.	The solution to the character's problem is a little hard to understand.	No solution is attempted or it is impossible to understand.

Total: _____/16; Grading Scale: 0-11=Incomplete; 12-13=C; 14=B; 15-16=A. 80%=Mastery.

3. Narrative Techniques

Create a character description of someone involved in a new weapon invention. Be conscious about precise wording and descriptions.

CATEGORY	**4**	**3**	**2**	**1**
Engage and orient the reader with a problem/conflict and solution	It is very easy for the reader to understand the problem the main characters face and why it is a problem.	It is fairly easy for the reader to understand the problem the main characters face and why it is a problem.	It is fairly easy for the reader to understand the problem the main characters face but it is not clear why it is a problem.	It is not clear what problem the main characters face.

Characters and Point of View	The main characters are named and clearly described in text as well as pictures. Most readers could describe the characters accurately. Point of view is sophisticated and established.	The main characters are named and described. Most readers would have some idea of what the characters looked like. Point of view is established.	The main characters are named. The reader knows very little about the characters. Point of view is unclear.	It is hard to tell who the main characters are. There is no clear point of view.
Precise Wording	Words were precisely chosen to advance the tone, themes, plot, and enhance the story.	Words are varied and advance the story's plot.	Words are repetitive or inappropriate for the level and topic.	Words are below grade level and do not improve the narrative.

Total: _____/12; Grading Scale: 0-8=Incomplete; 9-10=C; 9-10=B; 11-12=A. 80%=Mastery.