

Black Horse Pike Regional School District Curriculum Template

ENGAGING STUDENTS • FOSTERING ACHIEVEMENT • CULTIVATING 21ST CENTURY GLOBAL SKILLS

Course Name: Creative Writing

Course Number:

PART I: UNIT RATIONALE

WHY ARE STUDENTS LEARNING THIS CONTENT AND THESE SKILLS?

<p>Course/Unit Title: Discovering the Writer</p>	<p>Unit Summary: The primary function of this unit is to help the students learn about themselves as writers: how does their backgrounds and values influence their writing, what is their style as a writer, and what type of writing interests them the most. Students will discover their personal style it will give them a vocabulary to discuss and evaluate the quality of writing and writer's choices. There will be a strong focus on memoir, autobiography, structural choices, and the sometimes uncertain ethics behind factual storytelling the the importance of using universal truisms when writing. This unit will also lay the groundwork for the writing process with a heavy focus on researching, interviewing, and pre-writing. Ideally it will get students to discover and reflect on their own journey as writers as they begin to develop a writing portfolio.</p>
<p>Grade Level(s): 10-12</p>	
<p>Essential Question(s):</p> <p>Reading</p> <ul style="list-style-type: none"> ● How does a reader identify author's style and develop it in his or her own writing? ● How does independent reading improve the reader's own writing? <p>Writing</p> <ul style="list-style-type: none"> ● How can I best present myself as a writer? ● Why write? What makes writing worth reading? ● How do authors manipulate or create their style? ● What are the steps of the writing process? ● What are the 1st, 2nd, and 3rd person point of view? 	<p>Enduring Understanding(s):</p> <p>Reading</p> <ul style="list-style-type: none"> ● Close readers can identify a writer's stylistic choices and the effectiveness of those choices. ● Reading independently texts of one's choosing improves writing ability. <p>Writing</p> <ul style="list-style-type: none"> ● Thoughtful construction makes for better final drafts. ● One gains a greater understanding of him or herself through the act of writing. ● One can influence others through writing. ● Developing a personal style will help a writer become more effective. ● Understanding and developing the steps of the writing process will help one produce better final pieces. ● Understanding the effects of different points of view will help a writer construct more effective final pieces. ● A writer will often be influenced by his or her own values and

- How does an author decide the most effective point of view?
- How does a person's values and ideals impact his or her writing?
- How do different organizational strategies (e.g., notes and outlines) to plan writing impact the final products?
- Why is research and background information important to writing?
- What strategies can we employ to develop our own voice in writing?
- What is the purpose of writing a memoir, autobiography, or biography?
- How does technology improve the research and discovery stage of writing?

Language

- How does language influence the effectiveness of a piece of writing?
- How does an author's background and values impact his or her natural word choice?

Speaking and Listening

- How do speakers express their thoughts and feelings while evaluating each other's writing?

experiences.

- Different organizational strategies are more or less effective depending on the type of writing.
- Detailed and documented research will improve the quality of a piece.
- Developing a strong voice as a writer convey his or her message.
- Writing about one's own experiences can help uncover various truths.
- Using different forms of technology to improve the research and discovery aspect of the writing process will improve the quality of a final piece.

Language

- An expanded lexicon, with understanding of connotation, promotes improved communication, can prevent misunderstanding or miscommunication and will improve one's ability to be an effective writer.
- Use and purposeful misuse of grammatical convention in writing will improve the overall effectiveness of a piece.

Speaking and Listening

- Domain specific word choice, specific details and non-aggressive non verbal techniques can be used to express meaning while giving feedback.

PART II: INSTRUCTIONAL STRATEGIES AND RESOURCES

DESCRIBE THE LEARNING TARGETS.

After each target, identify the NJCCCS or Common Core Standards that are applicable

<u>Learning Target</u>	<u>NJCCCS or CCS</u>
<u>Reading</u>	1. .RI.11-12.6, RI.4,L.11-12.3a
1. Identify and evaluate the effectiveness of a writer’s stylistic choices	2. RL.11-12.3
<ul style="list-style-type: none"> ● syntax ● structure ● word choice 	3. RL.6, RI.11-12.6
2. Identify and evaluate the effect of a writer’s choices in creating voice	
3. Identify different points of view and evaluate the effectiveness of each depending on the author’s purpose and audience	
<u>Writing</u>	
4. Integrate the stylistic choices of mentor authors into those appropriate to a writing task	4. .W.11-12.2
5. Utilize and develop a number of different organizational strategies during pre-writing	5. W.11-12.5
6. Develop various methods of research to strengthen a writing piece	6. W.11-12.7, 8,10
<ul style="list-style-type: none"> ● Internet search ● Personal interviews ● Organized note taking and fact checking 	7. .W.11-12.2-3 a,b,c,
7. Write a piece in different points of view to weigh each impact on the overall effectiveness	8.W.11-12.10
8. Collect a sample of their engagement in the writing process and reflect on choices and growth made during the unit	9. .W.11-12.2-3 a,b,c
9. Compose written pieces about their background, values, and beliefs in order to identify future writing topics or truisms that create a specific outcome or tone	
<u>Speaking and Listening</u>	10. L.11-12.6, SL.11-12.6
10. Utilize domain specific vocabulary to give peers evaluative feedback to improve their writing	11.L.11-12.6, SL.11-
11. Prepare for and participate in socratic seminars about the stylistic choices of writers	12.6
<u>Language</u>	12. W.11-12.2d, L.11-12.4d
12. Revise writing for effective word choice	
13. Recognize purposeful misuse of grammar rules and the effect of breaking those rules on writing.	13. L.11-12.3a, L.11-12.1

Inter-Disciplinary Connections:

- Historical/Scientific non-fiction narratives/articles used as mentor texts

Students will engage with the following text:

Short Fiction

Alice's Adventures in Wonderland by Lewis Carroll "Alice and the Caterpillar Who are You"

"Evona Darling" available at NarrativeMagazine.com

"Salvadore Late or Early" by Susan Cisneros

Ted Talk

The true story of 'true' by Gina Cooke

Youtube.com

Writing Process Animation: <https://youtu.be/V1pnpL8295E>

Poetry

"Where I am From" by George Ella Lyon

"One-Self I Sing" by Walt Whitman

"Self-Portrait at Twenty" by Gregory Orr

Short Memoir

Nana Upstairs, Nana Downstairs or *First One Foot, Now the Other* by Tomie DePaola (relationship with a person)

Somewhere to Love by Patricia MacLachlan or *Roxaboxen* by Alice McLerran (relationship with a place)

Lily's Purple Plastic Purse or *Owen* by Kevin Henkes (relationship with a thing)

Short Non-Fiction

Ethics: <http://www.npr.org/templates/story/story.php?storyId=5152136> (NPR audio debate about embellishing the events to provide a more exciting book)

Excerpts from

* *Tell It Slant* by Miller and Paolo (a memoir anthology)

* *Vernon Can Read: A Memoir* by Vernon Jordan

* *Persepolis* by Marjane Satrape (a memoir as a graphic novel)

* *Rocket Boys: A Memoir* by Homer Hickman

* *Comeback* by Claire and Mia Fontaine (memoir about a mother/daughter struggle)

* *Growing Up Poor* by Robert Coles

* *On Writing* by Stephen King

* *I Know Why the Caged Bird Sings* by Maya Angelou

* *King of the Mild Frontier: An Ill-Advised Autobiography*

* *Indian Education* by Sherman Alexie

Independent Reading:

Students choose a fiction or non-fiction text to read. Students will be required to read independently and complete various written responses to their reading.

Students will write:

- **Quickwrites:** 5-10 minute writing exercises with the focus on the day's lesson based off mentor texts (examples: memoir, grammar, point of view, syntax, and word choice)
- **Informative essay:** What happened on the day I was born (using research from family or the internet. Students give the essay a focus that develops a universal truism)
- **Descriptive essay:** a photograph of a person, place, or event is significant to the student
- **Personal history narrative:** describing some aspect of their or a member of their family's past using elaboration (using one of the universal truisms to give the piece focus)
- **Soundtrack to their life essay:** a collection of small vignettes, each one describing a moment of their lives using a line from a song somewhere in the description
- **Reflection:** evaluating choices made during the writing process and overall sense of struggle and growth (in the form of a portfolio into letter and short reflective paragraphs which as included in the portfolio)
- **Other writing suggestions:** Graphic Novel, poem, children's book

PART III: TRANSFER OF KNOWLEDGE AND SKILLS

DESCRIBE THE LEARNING EXPERIENCE.

How will students uncover content and build skills.

Whole Group and Individual Activities (Move from Whole to Individual as students gain mastery)

- Lecture, teachertube, and Ted Talks, take Cornell notes or work with interactive notebook activities
- Socratic Seminars to explore key quotes, make connections to themes, discuss character development, identify elements of style and craft
- Attempt to write the same piece from different points of view to discover the benefits and drawbacks of each considering the writing task
- Analyze mentor texts to identify grammatical conventions, writer's stylistic choices, and specific word choice
- Completion of various student generated methods of brainstorming (webbing, sticky-note story board, charts) in order to discern with method is best for which writing task
- Close reading/Annotation of text to identify examples of literary elements in text and respond to author's use of features of the genre of the short narrative
- Define words in text using context; discuss the differences between words with similar meaning yet different connotations

Small Group Activities

- Jigsaw/Pair/Group analysis of text to identify style and craft
- Group/Individual brainstorming to collect writing topics, compose thesis statements, formulate writing

plans, plan and organize writing.

- Peer-editing for grammatical convention and/or organization of writing
- Writing conferencing to revise and improve use the features of Individual Activities

Individual Activities

- Post writing pieces to a class blog and comment on the writing of others as a means of publication
- Writer's Notebook/Journal writing to examine thematic topics and implement methods discovered in mentor texts
- Reader's Notebook/Journal writing to compare, evaluate and/or revise literary elements discovered in mentor texts and independent reading texts
- Use Reader's Notebook/Journals to record powerful words from mentor texts
- Independent Reading: Use reader's notebook to respond to literature in terms of the writer's style.
- Routinely reflect on the writing process to note choices, growth, and self discovery
- Compile a collection of writing samples, which include prewriting, editing, revising, and drafting in a portfolio

PART IV: EVIDENCE OF LEARNING

IDENTIFY THE METHODS BY WHICH STUDENTS WILL DEMONSTRATE THEIR UNDERSTANDING OF CONTENT AND THEIR ABILITY TO APPLY SKILLS. IDENTIFY BLOOM'S LEVELS.



Formative Assessments:

The following assessments will be used to gauge students' understanding of key concepts, as well as students' abilities to use their knowledge to engage in analysis and evaluation. These assessments require students to think independently as well as collaboratively. Teachers will use these assessments throughout the unit to determine where interventions and modifications are necessary in order to prepare students for summative and performance assignments

- **Quizzes:** Writer's notebooks will be checked for quiz grades. Quick writes, writing assignments, along with annotations and revisions will be checked for effort and completion. Draft of smaller writing assignments including reflections will also be graded.
- **Warm-up & Closure activities:** Activities related to learning objectives that engage students in applying skills, evaluating text, and generating thoughts through writing tasks. These will also be assessed through notebook checks, class discussion and observations.
- **Whole-class observations, discussion, and questioning**
- **Socratic Seminar:** Prep-work, including reading and annotation of text; written responses to central questions; evaluations of peers and self-evaluation based on individual goals for participation.
- **Reader's / Writer's Notebooks:** Collection of writing ideas; development of writing; revisions for word choice, grammar, and sentence structure, completion of, or effort towards writing assignments.
- **Individual writing conferences:** Student-teacher and peer-to-peer conference discussions and observations offer opportunity for teacher evaluation; students should also engage in self-evaluation and reflection.
- **Class participation and Homework:** Students complete given assignments, take notes in class, and participate in whole-class and small-group discussions based on the following: text annotations; student-based questions; and analysis of characters, language, story elements, and themes, especially as they relate to real life.

Accommodations/Modifications:

- Provide historical context if not previously covered
- Use graphic organizers
- Provide guided notes and/or copies of notes
- Model appropriate expectations for assignments
- Choose cooperative learning groups to ensure effective work and socialization skills
- Reduce quantity of written assignments if needed
- Reduce value for spelling and grammar errors on assignments
- Writing grade based on organization and content, not mechanics

Summative Assessments:

The following assessments will be used to evaluate students' abilities to recall and apply knowledge; analyze and evaluate text; and create their own text.

- **Annotation of mentor text:** marking text for writer's stylistic choice while questioning and evaluating those choices
- **Participation on class blog:** publishing and engaging in an online discussion regarding each other's writing

Accommodations/Modifications:

- Longer or shorter texts with key sections in bold
- Teacher created check-lists and time-lines

Performance Assessments:

The following assessments will be used to gauge students' understanding of key concepts, as well as students' abilities to use their knowledge to engage in analysis and evaluation. These assessments require students to think independently as well as collaboratively. Teachers will use these assessments throughout the unit to determine where interventions and modifications are necessary in order to prepare students for summative and performance assignments

- **Final Draft Writing Pieces:** utilizing skills identified in mentor texts, students compose a number of writing samples as outlining in "What Students Will Write"
- **Portfolio:** Compile a collection of writing samples, which include prewriting, editing, revising, and drafting in a portfolio

Accommodations/Modifications:

- Teacher created check-lists and time-lines
- Reduce quantity of written assignments if needed
- Reduce value for spelling and grammar errors on assignments
- Writing grade based on organization and content, not mechanics

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PART II: UNIT RATIONALE

WHY ARE STUDENTS LEARNING THIS CONTENT AND THESE SKILLS?

Course/Unit Title: Writing Through the Senses	Unit Summary: <p>In this unit students will tap into their senses to improve imagery and details which will give their writing the energy it needs to garner and retain reader's interests. By developing their sensory writing in a number of different genres, students will learn the value and need for quality "real-world" writing beyond the formal essay.</p> <p>As a means of developing student's sensory writing, the teacher may choose to take this unit in a number of different directions depending on the class's interests in the form of mini-units. For example, he or she could develop small units on food, music, art, movies, current events or even a style of literature like horror, suspense, or young adult.</p> <p>Students will continue to grow in the writing process by identifying and developing revising skills. They will use what they now know about craft and style to revise their work for sentence structure, word choice, and redundancy. They will continue to develop their technological skills by not only researching but using the Internet to comment and edit each other's writing. Students will also read their writing to the class, seeking feedback or criticism, depending on the stage of writing.</p>
Grade Level(s): 10-12	
Essential Question(s): Reading <ul style="list-style-type: none"> ● How does a reader identify author's style and develop it in his or her own writing? ● How does independent reading improve the reader's own writing? ● How does a writer develop an idea or theme throughout a piece? ● How do different authors use sensory details? Writing	Enduring Understanding(s): Reading <ul style="list-style-type: none"> ● Close readers can identify a writer's stylistic choices and the effectiveness of those choices. ● Reading independently texts of one's choosing improves writing ability. ● Writers create unity by referencing a similar idea or image through a piece. ● Author's create a specific effect depending on their use of sensory details. Writing <ul style="list-style-type: none"> ● Writing with carefully selected sensory details will improve the quality

- Why are including and excluding certain details important to a writer?
- How does specific word choice impact one's writing?
- How can sensory details improve the reader's experience?
- What elements of narrative writing can be useful in non-fiction?
- What is the purpose of peer revising?
- What are the different forms of revising?
- How does reflection improve one's writing ability?
- How does technology improve the revising stage of writing?
- In what ways do different genres overlap?
- How can a story be built around a sound or a smell?
- How does a writer use setting to create meaning for the reading (importance of nature)?
- How does a writer clearly describe a person, place, or object in order for the reader to have a particular experience?

Language

- How do we appropriately solicit and respond to comments

of the piece.

- Paying attention to specific word choice will help the writer convey his or her intended message.
- Revising for weak details will improve the overall quality of a piece.
- Effective peer revising will allow writers to improve their writing.
- Revising writing is a multi-step process: identify main purpose, audience; evaluate evidence, clean up language, and switch from writer-centered to reader-centered writing.
- Reflection is beneficial to a writer because it will help him or her evaluate choices that will positively impact style.
- Using technology will improve the overall quality of a piece.
- Different genres have overlapping features and modes, the mastery of which will help writers become more effective.
- All senses even sound or smell can greatly impact the reader's ability to visualize the setting.
- Developing a setting is important to the overall quality of a piece.

Language

- An expanded lexicon, with understanding of connotation, promotes improved communication, can prevent misunderstanding or miscommunication and will improve one's ability to be an effective writer.
- Varied sentence construction can help one's writing become less monotonous.
- Purposeful repetition can help support a writer's message or tone.

<p>of our peers?</p> <ul style="list-style-type: none"> • How can varied sentence construction improve the effectiveness of writing? • How can a writer use repetition to reflect his or her message or tone? • How does specific domain specific language improve the quality of writing? <p>Speaking and Listening</p> <ul style="list-style-type: none"> • How do speakers express their thoughts and feelings while evaluating each other’s writing? • How does technology improve the presentation of information? 	<ul style="list-style-type: none"> • Understanding and appropriately using domain specific language such as that of a music or movie critique will help a writer be more successful at writing in different genres. <p>Speaking and Listening</p> <ul style="list-style-type: none"> • Domain specific word choice, specific details and non-aggressive non verbal techniques can be used to express meaning while giving feedback. • Using technology will allow a writer to use multiple forms of communication to convey a message.
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PART II: INSTRUCTIONAL STRATEGIES AND RESOURCES

DESCRIBE THE LEARNING TARGETS.

After each target, identify the NJCCCS or Common Core Standards that are applicable

<u>Learning Target</u>	<u>NJCCCS or CCS</u>
<p>Reading</p> <ol style="list-style-type: none"> 1. Identify and evaluate the effectiveness of a writer’s stylistic choices <ul style="list-style-type: none"> • details • repetition • word choice 2. Identify and evaluate the effect of a writer’s choices in repeated ideas or images to create an unified theme or tone 3. Identify how different authors use sensory details and evaluate the effectiveness of each depending on the author’s purpose and audience <p>Writing</p> <ol style="list-style-type: none"> 4. Integrate the stylistic choices of mentor authors into those appropriate to a writing task 5. Revise multiple pieces of writing by identifying the main purpose, audience; evaluating evidence, cleaning up language, and switching from writer- 	<ol style="list-style-type: none"> 1. .RI.11-12.6, RI.4,L.11-12.3a 2. RL.11-12.2 & 3 3. RL.6, RI.11-12.6 4. .W.11-12.2; W.11-12.3d 5. W.11-12.5

centered to reader-centered writing.	
6. Compose a song or poem with carefully selected sensory details that create a unified theme throughout.	6. W.11-12.3d W.11-12.2a,b,c,d,e,f; W.11-12.3c,b,e
7. Write a personal narrative about a food or music memory that develops a unifying message or theme.	7. W.11-12.3a,b,c,d,e W.11-12.2a,b,c,d,e,f; W.11-12.3c,b,e
8. Collect a sample of their engagement in the writing process and reflect on choices and growth made during the unit	8.W.11-12.10
9. Compose written pieces using the conventions of a genre that highlight the writer’s command of sensory details (i.e. the sound of rushed footsteps on the gravel driveway in a suspense narrative).	9. .W.11-12.2-3 a,b,c
<u>Speaking and Listening</u>	
10. Utilize domain specific vocabulary to give peers evaluative feedback to improve their writing	10. L.11-12.6, SL.11-12.6
11. Prepare for and participate in socratic seminars about the stylistic choices of writers	11.L.11-12.6, SL.11-12.6
<u>Language</u>	
12.Revise writing for effective and specific word choice	12. W.11-12.2d, L.11-12.4d
13. Compose a review (music, art, film) effectively using domain specific language and carefully selected sensory details.	13. L.11-12.3a, L.11-12.1

Inter-Disciplinary Connections:

- Historical/Scientific non-fiction narratives/articles used as mentor texts

Students will engage with the following text:

Excerpts from Non-Fiction Instructional Texts

Writing from the Senses by Laura Deutsch
Writing Down the Bones by Natalie Goldberg
On Writing with Others by William Zinsser

Ted Talks

Embrace the Remix by Kirby Ferguson
Finding the Story Inside the Painting by Tracy Chevalier
The Power of Simple Words by Terin Izil

Excerpts from

Kitchen Confidential by Anthony Bourdain

Getting Personal by Phillip Lopate

The Amazing Adventures of Kavalier and Clay by Michael Chabon

A Natural History of the Senses by Diane Ackerman

Perfume by Patrick Suskind

The Story of My Life by Helen Keller

Selected Poems D.H. Lawrence

Various samples of music and movie review from New York Times or Rolling Stone

Independent Reading:

Students choose a fiction or non-fiction text to read. Students will be required to read independently and complete various written responses to their reading.

Students will write:

- **Quickwrites:** 5-10 minute writing exercises with the focus on the day's lesson based off mentor texts (examples: point of view, sensory detail, vivid description)
- **Alternative Recipe:** Writing a recipe for something other than a food (Happy Family Soup or Perfect Day Cake)
- **Movie or music review:** A detailed review in the conventions of the genre (using research, sensory details, and domain specific vocabulary)
- **Descriptive essay:** students describe a food item without using the name of the food in that description
- **Personal narrative:** describing a memory associated with food or music (using one of the universal truisms to give the piece focus)
- **Reflection:** evaluating choices made during the writing process and overall sense of struggle and growth (in the form of a portfolio into letter and short reflective paragraphs which as included in the portfolio)
- **Other writing suggestions:** song lyrics, blog entries, internet countdowns in the style of buzzfeed.com, fictional story in the conventions of a specific genre (horror or suspense story)

PART III: TRANSFER OF KNOWLEDGE AND SKILLS

DESCRIBE THE LEARNING EXPERIENCE.

How will students uncover content and build skills.

Whole Group and Individual Activities (Move from Whole to Individual as students gain mastery)

- Lecture, teachertube, and Ted Talks, take Cornell notes or work with interactive notebook activities
- Socratic Seminars to explore key quotes, make connections to themes, discuss character development, identify elements of style and craft
- Attempt to write the same piece including and excluding various sensory details to comment

on the effect

- Analyze mentor texts to identify grammatical conventions, writer's stylistic choices, and specific word choice
- Revise sample pieces together
- Close reading/Annotation of text to identify examples of literary elements in text and respond to author's use of features of the genre
- Define domain specific words in text using context; discuss the differences between words with similar meaning yet different connotations

Small Group Activities

- Jigsaw/Pair/Group analysis of text to identify style and craft
- Group/Individual brainstorming to collect writing topics, compose thesis statements, formulate writing plans, plan and organize writing
- Peer-revising for main purpose, audience; evaluating evidence, cleaning up language, and switching from writer-centered to reader-centered writing
- Writing conferences to improve skills developed during individual writing assignments

Individual Activities

- Post writing pieces to a class blog and comment on the writing of others as a means of publication
- Writer's Notebook/Journal writing to examine thematic topics and implement methods discovered in mentor texts
- Reader's Notebook/Journal writing to compare, evaluate and/or revise literary elements discovered in mentor texts and independent reading texts
- Use Reader's Notebook/Journals to record powerful words from mentor texts
- Independent Reading: Use reader's notebook to respond to literature in terms of the writer's style.
- Routinely reflect on the writing process to note choices, growth, and self discovery
- Compile a collection of writing samples, which include prewriting, editing, revising, and drafting in a portfolio

PART IV: EVIDENCE OF LEARNING

IDENTIFY THE METHODS BY WHICH STUDENTS WILL DEMONSTRATE THEIR UNDERSTANDING OF CONTENT AND THEIR ABILITY TO APPLY SKILLS. IDENTIFY BLOOM'S LEVELS.



Formative Assessments:

The following assessments will be used to gauge students' understanding of key concepts, as well as students' abilities to use their knowledge to engage in analysis and evaluation. These assessments require students to think independently as well as collaboratively. Teachers will use these assessments throughout the unit to determine where interventions and modifications are necessary in order to prepare students for summative and performance assignments

- **Quizzes:** Writer's notebooks will be checked for quiz grades. Quick writes, writing assignments, along with annotations and revisions will be checked for effort and completion. Draft of smaller writing assignments including reflections will also be graded.
- **Warm-up & Closure activities:** Activities related to learning objectives that engage students in applying skills, evaluating text, and generating thoughts through writing tasks. These will also be assessed through notebook checks, class discussion and observations.
- **Whole-class observations, discussion, and questioning:** what is the effective or sensory details, what details are the most effective, how we using details to unify writing?
- **Socratic Seminar:** Prep-work, including reading and annotation of text; written responses to central questions; evaluations of peers and self-evaluation based on individual goals for participation.
- **Reader's / Writer's Notebooks:** Collection of writing ideas; development of writing; revisions for word choice, grammar, and sentence structure, completion of, or effort towards writing assignments.
- **Individual writing conferences:** Student-teacher and peer-to-peer conference discussions and observations offer opportunity for teacher evaluation; students should also engage in self-evaluation and reflection.
- **Class participation and Homework:** Students complete given assignments, take notes in class, and participate in whole-class and small-group discussions based on the following: text annotations; student-based questions; and analysis sensory detail, writer's style and purpose, and audience.

Accommodations/Modifications:

- Provide historical context if not previously covered
- Use graphic organizers
- Provide guided notes and/or copies of notes
- Model appropriate expectations for assignments
- Choose cooperative learning groups to ensure effective work and socialization skills
- Reduce quantity of written assignments if needed
- Reduce value for spelling and grammar errors on assignments
- Writing grade based on organization and content, not mechanics

Summative Assessments:

The following assessments will be used to evaluate students' abilities to recall and apply knowledge; analyze and evaluate text; and create their own text.

- **Annotation of mentor text:** marking text for writer's stylistic choice while questioning and evaluating those choices especially pertaining to the use of sensory details
- **Participation on class blog:** publishing and engaging in an online discussion regarding each other's writing

Accommodations/Modifications:

- Longer or shorter texts with key sections in bold
- Teacher created check-lists and time-lines

Performance Assessments:

The following assessments will be used to gauge students' understanding of key concepts, as well as students' abilities to use their knowledge to engage in analysis and evaluation. These assessments require students to think independently as well as collaboratively. Teachers will use these assessments throughout the unit to determine where interventions and modifications are necessary in order to prepare students for summative and performance assignments

- **Final Draft Writing Pieces:** utilizing skills identified in mentor texts, students compose a number of writing samples as outlining in "What Students Will Write"
- **Portfolio:** Compile a collection of writing samples, which include prewriting, editing, revising, and drafting in a portfolio

Accommodations/Modifications:

- Teacher created check-lists and time-lines
- Reduce quantity of written assignments if needed
- Reduce value for spelling and grammar errors on assignments
- Writing grade based on organization and content, not mechanics

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PART III: UNIT RATIONALE

WHY ARE STUDENTS LEARNING THIS CONTENT AND THESE SKILLS?

<p>Course/Unit Title: Discovering Fiction</p>	<p>Unit Summary: Writing fiction allows students the opportunity to explore themes, plot lines, characterization, pacing, suspense, setting, and description as well as integrate skills in using sensory details, repetition and structure in non-traditional forms of fiction. Reading and discussing fictional pieces along with their elements and characteristics will provide not only a groundwork for students' writing, but also a source of ideas, inspiration, and reference. During the fictional writing process, students will use prior knowledge of revision and conferencing and focus on the editing of their work.</p> <p>In this unit, students will understand and develop skills in the elements and structure of a fictional piece, create authentic and creative characters, conflicts, and themes, demonstrate knowledge of fiction, and learn how to effectively and appropriately edit and critique writing. In addition, they will further demonstrate growth and reflection with the final portfolio project at the conclusion of the unit.</p>
<p>Grade Level(s): 10-12</p>	
<p>Essential Question(s):</p> <p>Reading</p> <ul style="list-style-type: none"> ● How are the themes and subjects of short stories relevant to our lives? ● How do author's convey purpose and meaning in fictional stories? <p>Writing</p> <ul style="list-style-type: none"> ● How can we demonstrate our understanding of short stories through writing? ● How does the structure of a plot impact pacing 	<p>Enduring Understanding(s):</p> <p>Reading</p> <ul style="list-style-type: none"> ● Incorporating relevant, universal themes improves text-to-self connections. ● Authors use figurative language, description, theme and character development to convey purpose and meaning. <p>Writing</p> <ul style="list-style-type: none"> ● Writing short stories will demonstrate understanding of fictional elements, structure, conflict and theme. ● Suspense in writing is created through plot structure, pacing, and word choice. ● Understanding indirect and direct characterization, conflict, climax, and resolution, will aid in the creation of authentic characters and plot lines. ● Developing skills in using descriptive language and syntax will help show a scene.

and/create suspense and interest?

- How does a writer create authentic characters and plot lines?
- How does an author show a scene?
- How does an author use setting to create meaning for the reading?
- How does revising writing improve the final product?
- How does technology improve the editing stage of writing ?

Language

- How do certain literary devices enhance or detract from the meaning or subject of a story?
- How do sentence lengths and syntax create reader interest in fiction?
- Why are action verbs effective?
- How does effective editing improve a writing piece?

Speaking and Listening

- How can a writer effectively conference with

- Constructing and describing a setting helps to create mood.
- Deconstructing and critiquing writing allows a writer to reflect and improve on weaknesses and expand on and celebrate successes.
- Applying skills developed with computed aid improves production time, relevance, and accuracy.

Language

- Literary devices are significant to expressing a subject meaningfully and creatively.
- Demonstrating an understanding of varied syntax creates fluency, style, and voice.
- Action verbs effectively move a plot forward.
- Changes made with content, sentence structure, punctuation and grammar, organization, and overall portrayal of ideas can improve a piece of writing.

Speaking and Listening

- Evaluating one's own writing and a peer's writing shows ability to reflect, adjust, change, and improve.
- Eye contact, pacing, projection, voice, and clarity are all effective storytelling methods.

other writers? ● What are effective oral storytelling methods?	
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PART II: INSTRUCTIONAL STRATEGIES AND RESOURCES

DESCRIBE THE LEARNING TARGETS.

After each target, identify the NJCCCS or Common Core Standards that are applicable

<u>Learning Target</u>	<u>NJCCCS or CCS</u>
<p><u>Reading Literature</u></p> <ol style="list-style-type: none"> 1. Identify a writer’s style and the purpose of that style. 2. Read, understand, and interpret short fiction. <ol style="list-style-type: none"> a. Types of Conflict b. Plot Structure c. Characterization d. Setting 3. Identify and analyze theme by interpreting: <ol style="list-style-type: none"> a. Imagery b. Irony c. Symbolism <p><u>Writing</u></p> <ol style="list-style-type: none"> 4. Demonstrate understanding of fictional elements by applying them to one’s own writing (plot, theme, setting, characters, conflict). 5. Develop suspense in writing through pacing, structure, and diction. 6. Create authentic characters by using both direct and indirect characterization. 7. Construct a plot line that is original, well developed, and creative. 8. Utilize computers for drafting and publishing writing. <ol style="list-style-type: none"> a. Valid internet and database research when necessary b. Appropriate use of typing and spacing 9. Write in a variety of fictional styles including, but not limited to, short stories, children’s literature, and the epistolary form. 10. Compose a variety of storytelling forms. <ol style="list-style-type: none"> a. Timelines b. Twitter stories c. Photo Journalism d. Wikistories <p><u>Language</u></p> <ol style="list-style-type: none"> 11. Incorporate literary devices and figurative language in writing. 	<p>1.RL.11-12.4;RL.11-12.5</p> <p>2. RL.11-12.3</p> <p>3. RL.11-12.2</p> <p>4. W.11-12.3d</p> <p>5. W.11-12.3b; W.11-12.3c.</p> <p>6.W.11-12.3b;W.11-12.3d</p> <p>7. W.11-12.3a</p> <p>8. W.11-12.6</p> <p>9.W.11-12.3a;W.11-12.4</p> <p>10.W.11-12.3b;W.11-12.3c;W.11-12.4</p> <p>11.L.11-12.5a;L.11-12.5b</p> <p>12.L.11-12.3a</p> <p>13.L.11-12.6</p> <p>14.L.11-12.3a</p> <p>15.W.11-12.5</p> <p>16.SL.11-12.1b;SL.11-12.1c;SL.11-12.1d</p> <p>17.SL.11-12.4;SL.11-12.5;SL.11-12.6</p>

- a. Simile and Metaphor
 - b. Alliteration and Assonance
 - c. Personification and Allegory
12. Demonstrate knowledge of the writing craft
- a. syntax
 - b. style
 - c. voice
13. Develop an advanced usage of vocabulary relevant to content and audience.
14. Demonstrate constructive and effective editing.
- a. Active v. Passive voice
 - b. Sentence Structure

Speaking and Listening

15. Critique, reflect, conference and comment on one's own writing and a peer's.
16. Share and discuss writing with peers.
- a. Create a comfortable learning environment
 - b. Celebrate one another's work
 - c. Provide constructive feedback
17. Develop visual presentations to accompany writing and present projects to the class.

Inter-Disciplinary Connections:

History

- Background information for reading and analyzing short fiction including historical and social context, and author biography.
- Researched historical information to support students' own writing when necessary and relevant.

Art

- Writing exercises with original student photography (making connections, building and creating stories)
- Picture prompt activities with photographs found on the internet and/or famous paintings and artwork
- Analysis of artwork and cover work of short stories, children's literature, etc.

Music

- Period and geographically appropriate music in connection to stories or as inspiration for writing.

Students will engage with the following text:

Mentor and Teaching Texts:

Write Beside Them-Penny Kittle

Writing from the Senses-Laura Deutsch

Teaching Adolescent Writers-Kelly Gallagher

Suggested Texts:

Short Stories and excerpts:

Grimm's Fairy Tales

Hans Christian Anderson's Fairy Tales

"A Tell-Tale Heart"-Edgar Allan Poe

"Charles" by Shirley Jackson

"Linoleum Roses" by Sandra Cisneros

"Waiting" by Peggy McNally

"A Choice of Weapons" by Gordon Parks

"Ambush" by Tim O'Brien (fiction, though written in nonfiction style)

"Polaroids" by Anne Lamott

"Salvation" by Langston Hughes

Excerpts from *The Glass Castle* by Jeannette Walls

"Pilgrims" by Julie Orringer

Children's Literature: Dr. Seuss, "The Giving Tree"-Shel Silverstein, The Berenstain Bears Series

Videos/Clips

TED Talks (ed.ted.com):

"The Politics of Fiction"-Elif Shafak

"The Clues to a Great Story"-Andrew Stanton

"Finding the Story Behind the Painting"-Tracy Chevalier

"How to Build a Fictional World"-Kate Messener

"The Power of Great Introduction"-Carolyn Mohr

"The Mystery of Storytelling"-Julian Friedmann

Supplemental Texts:

Independent Reading: Students choose a fiction or nonfiction text to read. Students will be required to read independently throughout the school year.

Students will write:

- **Quickwrites:** 5-10 minute writing exercises with the focus on the day's lesson (examples: character description, conflict development, creating suspense, using figurative language, grammar and punctuation practice, etc.)
- **Short Stories:** 1-3 short stories to be drafted during the unit
- **Reflection:** evaluating choices made during the writing process and overall sense of struggle and growth (in the form of a portfolio into letter and short reflective paragraphs which are included in the portfolio)
- **Other writing suggestions:** Graphic Novel, Epistolary form, Allegory, Flash Fiction, etc.

PART III: TRANSFER OF KNOWLEDGE AND SKILLS

DESCRIBE THE LEARNING EXPERIENCE.

How will students uncover content and build skills.

Whole Group and Individual Activities (Move from Whole to Individual as students gain mastery)

- Lecture, teachertube, and Ted Talks, take Cornell notes or work with interactive notebook activities
- Large themes and concepts in short fiction
- Reinforce information of short story elements: Exposition, Rising action, Climax, Falling action, Resolution, Denouement, Character, Plot, Conflict (and four types), Setting, Theme,
- Creating authentic characters: Protagonist/Antagonist, Flat characters/round characters/dynamic characters/static characters
- Suspense and story pacing
- Point of View (1st Person/2nd Person/3rd Person (limited and omniscient))
- Sentence length, diction and syntax
- Moving from revisions to editing
- Storytelling techniques
- Socratic Seminars: Review of ground rules, procedures, and goals; Centered on analysis of excerpts from short stories and universal themes to be used in writing.
 - ❑ "Pilgrims" by Julie Orringer
 - ❑ "Guest of the Nation" by Frank O'Connor
- Analyze mentor texts to identify grammatical conventions, writer's stylistic choices, and specific word choice
- Revise sample pieces together
- Close reading/Annotation of text to identify examples of literary elements in text and respond to author's use of features of the genre
- Define domain specific words in text using context; discuss the differences between words with similar meaning yet different connotations

Small Group Activities

- Jigsaw/Pair/Group analysis of text to identify style and craft

- Group/Individual brainstorming to collect writing topics, create authentic plot lines and characters, formulate writing plans, plan and organize writing
- Peer-revising for theme, audience; effective characterization, detailed setting, cleaning up language, and switching from writer-centered to reader-centered writing
- Writing conferences to improve skills developed during individual writing assignments

Individual Activities

- Writer's Notebook: Teacher-student and peer-to-peer conferences for revisions and editing; modeling for students the kinds of questions they should be asking themselves as they write and revise. Use for imitating mentor texts, developing ideas, and constructing original work.
 - ❑ Brainstorming/Planning: Graphic organizers, class discussion, idea and word walls, lists, study and analysis of mentor texts.
 - ❑ Quick writes will be used for warm-ups, grammar practice, and style/technique experimentation.
 - ❑ Closures will include sharing and discussing writing or recording ideas for the next writing assignment.
- Use Reader's Notebook/Journals to record powerful words from mentor texts
 - ❑ Independent Reading: Use reader's notebook to respond to literature in terms of the writer's style.
- Routinely reflect on the writing process to note choices, growth, and self discovery
- Post writing pieces to a class blog and comment on the writing of others as a means of publication
- Portfolio: In addition to students write full-length fictional pieces, students will compile their work into a portfolio at the end of the unit. Students will choose their best work, create a visual representation (poster, Prezi, etc.) and share their work with the class.
- Technology: Use of SmartBoard, projector, PowerPoint, YouTube.com, DVD, and TED talks. Various texts, pictures, movies, or clips, can be displayed on the Board to highlight specific points. Use of SmartBoard as an interactive tool to demonstrate how to annotate and revise.

Accommodations/Modifications

- o Provide historical context if not previously covered
- o Use graphic organizers
- o Provide guided notes and/or copies of notes
- o Model appropriate expectations for assignments
- o Choose cooperative learning groups to ensure effective work and socialization skills
- o Reduce quantity of written assignments if needed
- o Reduce value for spelling and grammar errors on assignments
- o Writing grade based on organization and content, not mechanics

PART IV: EVIDENCE OF LEARNING

IDENTIFY THE METHODS BY WHICH STUDENTS WILL DEMONSTRATE THEIR UNDERSTANDING OF CONTENT AND THEIR ABILITY TO APPLY SKILLS. IDENTIFY BLOOM'S LEVELS.



Formative Assessments:

The following assessments will be used to gauge students' understanding of key concepts, as well as students' abilities to use their knowledge to engage in analysis and evaluation. These assessments require students to think independently as well as collaboratively. Teachers will use these assessments throughout the unit to determine where interventions and modifications are necessary in order to prepare students for summative and performance assignments.

- **Quizzes:** Writer's notebooks will be checked for quiz grades. Quick writes, writing assignments, (along with annotations and revisions) will be checked for effort and completion. Drafts of smaller writing assignments including reflections will also be graded.
- **Warm-up & Closure activities:** Activities related to learning objectives that engage students in applying skills, evaluating text, and generating thoughts through writing tasks. These will also be assessed through notebook checks, class discussion and observations. A major focus this unit will be on effective and constructive forms of editing.
- **Whole-class observations, discussion, and questioning**
- **Socratic Seminar:** Prep-work, including reading and annotation of text; written responses to central questions; evaluations of peers and self-evaluation based on individual goals for participation.
- **Reader's / Writer's Notebooks:** Collection of writing ideas; development of writing; revisions for word choice, grammar, and sentence structure, completion of, or effort towards writing assignments.
- **Individual writing conferences:** Student-teacher and peer-to-peer conference discussions and observations offer opportunity for teacher evaluation; students should also engage in self-evaluation and reflection.
- **Class participation and Homework:** Students complete given assignments, take notes in class, and participate in whole-class and small-group discussions based on the following: text annotations; student-based questions; and analysis of characters, language, story elements, and themes, especially as they relate to real life, and editing.

Accommodations/Modifications:

- o Extended time if needed
- o Bold instructions on assessments and thoroughly review, repeat and clarify directions if needed
- o Chunk sections of assessment and/or reduce quantity of sections if needed
- o Reduce quantity of written assignments if needed
- o Reduce value for spelling and grammar errors on assignments
- o Writing grade based on organization and content, not mechanics
- o Grade based upon content not creativity
- o Select cooperative learning groups to ensure success of all students

Summative Assessments:

The following assessments will be used to evaluate students' abilities to recall and apply knowledge; analyze and evaluate text; and create their own text.

Students will write a short story on a topic of their choice.

- Students will use ideas from their writer's notebooks and inspirations from in-class and independent reading to create an original plot line and authentic characters. Students will use skills learned about effective characterization, voice, style, syntax, tone and the development of conflict to write a fictional story. Brainstorming, drafting, revising and editing, and conferencing will be part of the summative assessment.

Alternate Storytelling:

- Students will create a graphic novel using the same skills learned about the elements of a fictional story. Students must generate images to represent the text on each page of their graphic novel.
- Students will create an oral story that will be shared with the class. The story will focus on tone, style and pacing and skills learned in effective oral storytelling will be applied.
- Students will create a timeline with detailed information following dates and accompanied by images.
- Students will create a photo journal using original photography and narrative techniques
- **Annotation of mentor text:** marking text for writer's stylistic choice while questioning and evaluating those choices
- **Participation on class blog:** publishing and engaging in an online discussion regarding each other's writing

Accommodations/Modifications:

- Extended time
- Guided brainstorming techniques
- Grade based on content not mechanics
- Graphic organizers for planning

Performance Assessments:

The following assessments will be used to gauge students' understanding of key concepts, as well as students' abilities to use their knowledge to engage in analysis and evaluation. These assessments require students to think independently as well as collaboratively. Teachers will use these assessments throughout the unit to determine where interventions and modifications are necessary in order to prepare students for summative and performance assignments

Final Draft Writing Pieces: utilizing skills identified in mentor texts, students will compose a number of writing samples that they develop into final drafts as outlined in "What Students Will Write"

Portfolio: Compile a collection of writing samples, which include prewriting, editing, revising, and drafting in a portfolio

Accommodations/Modifications:

- Teacher created check-lists and time-lines
- Reduce quantity of written assignments if needed
- Reduce value for spelling and grammar errors on assignments
- Writing grade based on organization and content, not mechanics

Black Horse Pike Regional School District Curriculum Template

ENGAGING STUDENTS • FOSTERING ACHIEVEMENT • CULTIVATING 21ST CENTURY GLOBAL SKILLS

Course Name: Creative Writing

Course Number:

PART IV: UNIT RATIONALE

WHY ARE STUDENTS LEARNING THIS CONTENT AND THESE SKILLS?

<p>Course/Unit Title: Energizing Non-Fiction</p>	<p>Unit Summary: To be successful in school, in the workplace, and in our personal lives, we must learn about this wide range of nonfiction text types so we can navigate and create them with comfort and purpose—to gain control over the unique structures, language, and visual features that comprise the heart of nonfiction texts. ..Students [They] need to develop strategies for using those features to enhance understanding and increase efficiency in seeking and recording information and to communicate ideas (Hoyt and Stead. “A Guide to Teaching Nonfiction Writing”).</p>
<p>Grade Level(s): 10-12</p>	<p>This unit will energize nonfiction in a way that extends beyond the formulaic and anticipated nonfiction forms. In this unit, students will explore different styles of nonfiction by examining mentor texts, participating in Socratic Seminars, and researching necessary background information. By experimenting with nonfiction, students will learn the purpose of voice, structure, organization, style, and opinion. Students will understand author’s purpose and goals, the importance of developing voice and creating appealing and effective nonfiction pieces. In addition, a major focus of this final unit will be publishing their work. After conferencing, revising, and editing, students will concentrate on the final drafts of their work and look to publish them on websites designed for student writers.</p>
<p>Essential Question(s):</p> <p>Reading</p> <ul style="list-style-type: none"> ● In what ways should a reader interpret and appreciate nonfiction differently than fiction? ● How are informational texts products of or indicative of the time in which they are written? 	<p>Enduring Understanding(s):</p> <p>Reading</p> <ul style="list-style-type: none"> ● Readers should identify voice, purpose, and stance in nonfiction writing and appreciate how the text reflects society and culture. ● Understanding the background, purpose, and audience of a nonfiction piece helps the reader reflect on how the piece is representative of the time in which it was written. ● Developing skills in sufficient background research, identifying valid sources, dates, and publishing information determines the validity of nonfictional text.

- How does a reader determine the validity of an informational text?
- How can we determine word meanings from context?

Writing

- What is necessary for the composition of effective and appealing nonfiction writing?
- How does writing expose truths about our world?
- How can viewing and analyzing nonfiction and informational texts make us better creators of those types of texts?
- What is the difference between surface editing and deep revision?
- How does technology improve the production stage of writing?
- How does a student create a publishable draft of their work?

Language

- How is voice established in non-fiction?
- How does vocabulary and word choice enhance a

- Using context clues aids in defining and comprehending unfamiliar words.

Writing

- Understanding the style, technique, purpose and audience is essential for nonfiction writing.
- Writing nonfiction offers a voice about topics relevant to the society in which it is written.
- Developing an appreciation and understanding of nonfiction writing helps improve the skills of nonfiction writers.
- Effective writers understand how surface editing focuses on grammar and punctuation, while deep revision concentrates on ideas, structure, and voice.
- Using technology improves the overall value, appearance, and validity of a piece of writing.
- Utilizing skills in revision and editing, students will create final drafts of the work and attempt to publish them on student writing internet sites.

Language

- Word choice, content, tone, and sentence structure contribute to a writer's voice.
- Appropriate diction and vocabulary help a nonfiction piece's coherence and clarity.
- Syntax enhance a text's style and reader appeal.

<p>nonfictional piece?</p> <ul style="list-style-type: none"> ● How does syntax function in a nonfictional text? <p>Speaking and Listening</p> <ul style="list-style-type: none"> ● How can a writer effectively conference with other writers? ● How can a reader productively and appropriately discuss a text with peers? ● How can a student accurately present their written work to the class? 	<p>Speaking and Listening</p> <ul style="list-style-type: none"> ● Evaluating one’s own writing and a peer’s writing shows ability to reflect, adjust, change, and improve. ● Students will be able to respond orally to written works, grounding their ideas in the text. ● Students will be able to deliver a clear, coherent oral presentation using information and diction suitable for subject, purpose, and audience.
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PART II: INSTRUCTIONAL STRATEGIES AND RESOURCES

DESCRIBE THE LEARNING TARGETS.

After each target, identify the NJCCCS or Common Core Standards that are applicable

<u>Learning Target</u>	<u>NJCCCS or CCS</u>
<p><u>Reading Nonfiction</u></p> <ol style="list-style-type: none"> 1. Interpret and appreciate nonfiction as a reflection of the society in which it was written. 2. Understand the historical context, purpose, and audience of a nonfictional text. 3. Develop skills in identifying the reliability and validity of a nonfiction piece 4. Identify and comprehend unknown words in a text through context clues 	<p>1.RI.11-12.2 2.RI.11-12.2;RI.11-12.6 3.RI.11-12.7 4.RI.11-.12.4 5.W.11-12.2a;W.11-12.2b;W.11-12.4 6.W.11-12.2b 7.W.11-12.5 8.W.11-12.6;W.11-12.7</p>
<p><u>Writing</u></p> <ol style="list-style-type: none"> 5. Demonstrate ability to write nonfiction text with a purpose, authentic style, and identified audience. 6. Analyze the truths nonfiction text expose about our society and culture. <ol style="list-style-type: none"> a. Evaluate accuracy and validity 7. Rearrange and reconstruct writing to improve the structure, 	<p>9.L.11-12.3 10.L.11-12.6 11.L.11-12.3a 12.W.11-12.5 13.SL.11-</p>

<p>organization, coherence and fluency.</p> <p>8. Apply computer skills in creating and publishing written work.</p> <ol style="list-style-type: none"> a. Valid internet and database research when necessary b. Appropriate use of typing and spacing c. Utilizing graphics when necessary <p><u>Language</u></p> <p>9. Apply knowledge of voice through content, structure, and tone.</p> <p>10. Use vocabulary and word choice appropriate to content and audience.</p> <p>11. Understand how varying syntax improves reader comprehension and text style.</p> <p><u>Speaking and Listening</u></p> <p>12. Critique, reflect, conference and comment on one's own writing and a peer's.</p> <p>13. Share and discuss writing with peers.</p> <ol style="list-style-type: none"> a. Create a comfortable learning environment b. Celebrate one another's work c. Provide constructive feedback <p>14. Deliver clear, comprehensive presentations about written work.</p> <ol style="list-style-type: none"> a. Develop visual presentations when necessary 	<p>12.1b;SL.11-12.1c;SL.11-12.1d 14.SL.11-12.2;SL.11-12.4;SL.11-12.5</p>
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Inter-Disciplinary Connections:

History

- Background information for nonfiction text including historical and social context, and author biography.
- Researched information to support students' own writing.

Art

- Writing exercises with original student photography (making connections, using art as a

secondary source)

- Picture prompt activities with photographs found on the internet and/or famous paintings and artwork

Music

- Using songs to connect to or as examples for nonfiction writing

Students will engage with the following text:

Mentor and Teaching Texts:

Write Beside Them-Penny Kittle, *Models for Writers*-Eschholz and Rosa

Suggested Texts:

“Salvador, Late or Early”-Sandra Cisneros

“The Paradox of Our Time”-George Carlin

“Never to Be Forgotten”-Teenink.com

“A Short History of Nearly Everything” (excerpt)-Bill Bryson

Excerpts from *This I Believe*-Allison and Gediman

Articles from NYTIMES.com: “Why Women are Meant to Other Women” by Juliette Frette, “Boys and Reading: Is There Any Hope?” by Robert Lipsyte

Excerpts from *I am Malala*-Malala Yousafzai

Articles from Huffingtonpost.com

Articles by Leonard Pitts (<http://www.miamiherald.com/opinion/opn-columns-blogs/leonard-pitts-jr/>)

Articles from TheOnion.com (Satirical writing): “Study: Human Ability To Cooperate Most Strongly Exhibited When Ordering Pizza,” “Girl moved to Tears by ‘Of Mice and Men’ Cliff Notes,” and “New Study Finds Employee Morale Drastically Improves After Watching Co-worker Throw Fit”

Countdowns, Memes, hashtags (Social Media Text)

Videos/Clips

Excerpts from *The Daily Show* and *The Colbert Report* (Satire)

“How-To” videos

Publishing

Writersmarket.com

<http://webenglishteacher.com/publish.html>

<http://www.publishingstudents.com/>

<http://www.ncte.org/parents/students/108196.htm>

http://www.plsweb.com/resources/newsletters/hot_archives/81/publishing/

http://www.bethanyroberts.com/rejection_letters.htm

http://dmoz.org/Kids_and_Teens/Arts/Creative_Writing/

Supplemental Texts:

Independent Reading: Students choose a fiction or nonfiction text to read. Students will be required to read independently throughout the school year.

Students will write:

- **Quickwrites:** 5-10 minute writing exercises with the focus on the day's lesson (examples: mini lessons on grammar, punctuation, syntax, arguments/opinions, reader responses to articles etc.)
- **Editorial:** using ideas developed in class and through mentor texts, students will write an editorial on a topic of their choice. Students will research any necessary background information before writing.
- **Satirical Piece:** students will choose a vice or folly to address in a satirical article or essay
- **How-To:** students will create a step-by-step "how-to" piece to present and teach to the class.
- **Social Media Writing:** students will mimic writing seen on social media (examples: countdowns, hashtags, memes, etc.)
- **Recipe:** using knowledge from the unit on "writing with the senses," along with how to create a step-by-step informational piece, students will create a recipe of their own choosing.
- **Reflection:** evaluating choices made during the writing process and overall sense of struggle and growth (in the form of a portfolio into letter and short reflective paragraphs which are included in the portfolio)

PART III: TRANSFER OF KNOWLEDGE AND SKILLS

DESCRIBE THE LEARNING EXPERIENCE.

How will students uncover content and build skills.

Whole Group and Individual Activities (Move from Whole to Individual as students gain mastery)

- Lecture, teachertube, and Ted Talks, take Cornell notes or work with interactive notebook activities
- Grammar practice
- Syntax and diction
- Purpose and audience
- Structure and organization
- Hooks and conclusions
- Creating valid and reliable informational pieces.
- Socratic Seminars: Review of ground rules, procedures, and goals; Centered on nonfiction texts and ideas for writing (societal and cultural issues, etc.)
- Analyze mentor texts to identify grammatical conventions, writer's stylistic choices, and specific word choice
- Teacher will model analysis, annotations, revisions, and following the writing process.
- Conferencing: Students will conference with teacher and peers during the writing process to discuss, analyze, and evaluate content, structure, voice, and fluency.
- Revise sample pieces together
- Define domain specific words in text using context; discuss the differences between words with similar meaning yet different connotations

Small Group Activities

- Jigsaw/Pair/Group analysis of text to identify style and craft
- Group/Individual brainstorming to collect writing topics, create authentic plot lines and characters, formulate writing plans, plan and organize writing
- Peer-revising for theme, audience; effective characterization, detailed setting, cleaning up language, and switching from writer-centered to reader-centered writing
- Writing conferences to improve skills developed during individual writing assignments

Individual Activities

- Writer's Notebook: Teacher-student and peer-to-peer conferences for revisions and editing (with a focus on publishing); modeling for students the kinds of questions they should be asking themselves as they write and revise. Use for imitating mentor texts, developing ideas, and constructing original work.
- Brainstorming/Planning: Graphic organizers, class discussion, idea and word walls, lists, study and analysis of mentor texts.
- Quick writes will be used for warm-ups, grammar practice, and style/technique experimentation.
- Closures will include sharing and discussing writing or recording ideas for the next writing assignment.
- Use Reader's Notebook/Journals to record powerful words from mentor texts
- Independent Reading: Use reader's notebook to respond to literature in terms of the writer's style.

- Routinely reflect on the writing process to note choices, growth, and self discovery
- Post writing pieces to a class blog and comment on the writing of others as a means of publication
- Portfolio: In addition to students write full-length fictional pieces, students will compile their work into a portfolio at the end of the unit. Students will choose their best work, create a visual representation (poster, Prezi, etc.) and share their work with the class.
- Technology: Use of SmartBoard, projector, PowerPoint, YouTube.com, DVD, and TED talks. Various texts, pictures, movies, or clips, can be displayed on the Board to highlight specific points. Use of SmartBoard as an interactive tool to demonstrate how to annotate and revise.
- Publishing work: Teenink, Class Blog, The Telling Room, and Canvas

Accommodations/Modifications

- o Provide historical context if not previously covered
- o Use graphic organizers
- o Provide guided notes and/or copies of notes
- o Model appropriate expectations for assignments
- o Choose cooperative learning groups to ensure effective work and socialization skills
- o Reduce quantity of written assignments if needed
- o Reduce value for spelling and grammar errors on assignments
- o Writing grade based on organization and content, not mechanics

PART IV: EVIDENCE OF LEARNING

IDENTIFY THE METHODS BY WHICH STUDENTS WILL DEMONSTRATE THEIR UNDERSTANDING OF CONTENT AND THEIR ABILITY TO APPLY SKILLS. IDENTIFY BLOOM'S LEVELS.



Formative Assessments:

The following assessments will be used to gauge students' understanding of key concepts, as well as students' abilities to use their knowledge to engage in analysis and evaluation. These assessments require students to think independently as well as collaboratively. Teachers will use these assessments throughout the unit to determine where interventions and modifications are necessary in order to prepare students for summative and performance assignments.

- **Quizzes:** Writer's notebooks will be checked for quiz grades. Quick writes, writing assignments, along with annotations and revisions will be checked for effort and completion. Draft of smaller writing assignments including reflections will also be graded.
- **Warm-up & Closure activities:** Activities related to learning objectives that engage students in applying skills, evaluating text, and generating thoughts through writing tasks. These will also be assessed through notebook checks, class discussion and observations.
- **Whole-class observations, discussion, and questioning**
- **Socratic Seminar:** Prep-work, including reading and annotation of text; written responses to central questions; evaluations of peers and self-evaluation based on individual goals for participation.
- **Reader's / Writer's Notebooks:** Collection of writing ideas; development of writing; revisions for word choice, grammar, and sentence structure, completion of, or effort towards writing assignments.
- **Individual writing conferences:** Student-teacher and peer-to-peer conference discussions and observations offer opportunity for teacher evaluation; students should also engage in self-evaluation and reflection.
- **Class participation and Homework:** Students complete given assignments, take notes in class, and participate in whole-class and small-group discussions based on the following: text annotations; student-based questions; and analysis voice, structure, purpose, and audience.

Accommodations/Modifications:

- o Extended time if needed
- o Bold instructions on assessments and thoroughly review, repeat and clarify directions if needed
- o Chunk sections of assessment and/or reduce quantity of sections if needed
- o Reduce quantity of written assignments if needed
- o Reduce value for spelling and grammar errors on assignments
- o Writing grade based on organization and content, not mechanics
- o Grade based upon content not creativity
- o Select cooperative learning groups to ensure success of all students

Summative Assessments:

The following assessments will be used to evaluate students' abilities to recall and apply knowledge; analyze and evaluate text; and create their own text.

- **Editorial:** using ideas developed in class and through mentor texts, students will write an editorial on a topic of their choice. Students will research any necessary background information before writing.
- **Reflection:** evaluating choices made during the writing process and overall sense of struggle and growth (in the form of a portfolio into letter and short reflective paragraphs which as included in the portfolio)
- **Other Options** (outlined in "What Students Will Write"): Satirical Piece, How-To, Social Media Writing, Recipe, etc.
 - **Annotation of mentor text:** marking text for writer's stylistic choice while questioning and evaluating those choices
 - **Participation on class blog:** publishing and engaging in an online discussion regarding each other's writing

Accommodations/Modifications:

- Extended time
- Grade based on content not mechanics
- Graphic organizers for planning
- Use of mentor texts to mimic style and structure

Performance Assessments:

The following assessments will be used to gauge students' understanding of key concepts, as well as students' abilities to use their knowledge to engage in analysis and evaluation. These assessments require students to think independently as well as collaboratively. Teachers will use these assessments throughout the unit to determine where interventions and modifications are necessary in order to prepare students for summative and performance assignments

- **Final Draft Writing Pieces:** utilizing skills identified in mentor texts, students compose a number of writing samples as outlining in "What Students Will Write"
- **Portfolio:** Compile a collection of writing samples, which include prewriting, editing, revising, and drafting in a portfolio

Accommodations/Modifications:

- Teacher created check-lists and time-lines
- Reduce quantity of written assignments if needed
- Reduce value for spelling and grammar errors on assignments
- Writing grade based on organization and content, not mechanics

