



Park Hill School District

Building Successful Futures • Each Student • Every Day

High School Topics Creative Writing Curriculum

Course Description: Creative Writing is designed for students to create original forms of descriptive writing, poetry, drama and fiction. Vocabulary development, creative writing techniques, and skills are explored. Students submit their work to local and national magazines. Computers and word processing are used for composition. Writings are presented orally and in written form.

Scope and Sequence:

Timeframe	Unit	Instructional Topics
2 Weeks	Creative Process	Topic 1: You as a Writer Topic 2: Team Building Topic 3: Journaling
4 Weeks	Short Fiction	Topic 1: Writing Elements Topic 2: Short Stories Topic 3: Film
3 Weeks	Nonfiction	Topic 1: Introduction to Nonfiction Topic 2: Truth versus Reality Topic 3: Interviewing
4 Weeks	One Act	Topic 1: Poetic Devices Topic 2: Introduction to Playwriting Topic 3: Analysis of Playwriting
5 Weeks	Conventions Presentation	Topic 1: Introduction to Audience Topic 2: Analysis of Audience

**This document contains the entire High School Creative Writing curriculum that is taught in a regular education setting. Items that are highlighted in yellow have been designated as priority information that should be taught in the High School Topics Creative Writing class.*

Unit 1: Creative Process

Subject: Creative Writing

Grade: 11-12

Name of Unit: Introduction to Creative Writing

Length of Unit: 2 Weeks

Overview of Unit: This is the beginning unit for this class and requires time to establish comfort, boundaries, and one's writing and speaking voice. These activities and others, coupled with journaling can and should be revisited throughout the course as needed.

Priority Standards for unit:

- 11-12.W.2.A Follow a writing process to produce clear and coherent writing in which the development, organization, style, and voice are appropriate to the task, purpose and audience; self-select and blend (when appropriate) previously learned narrative, expository, and argumentative writing techniques.

Supporting Standards for unit:

- Review, revise, and edit writing with consideration for the task, purpose, and audience.
 - a. Organization and Content: Introduce the topic, maintain a clear focus throughout the text, and provide a conclusion that follows from the text. Achieve the writer's purpose and enhance the reader's understanding of and experience with the text by making choices regarding organization and content.
 - b. Word choice, syntax, and style: Choose precise language and make syntactical choices to reflect an understanding of how language functions in different contexts and enhance the reader's understanding of the text.
 - c. Conventions of standard English and usage: Demonstrate a command of the conventions of standard English grammar and usage including spelling and punctuation.
 - d. Use a variety of appropriate transitions to clarify relationships and connect ideas, claims and signal time shifts.
 - e. Use technology, including the Internet, to produce, publish, and update individual or shared writing products in response to ongoing feedback, including new arguments or information.
- ISTE - KNOWLEDGE COLLECTOR.3: Students critically curate a variety of resources using digital tools to construct knowledge, produce creative artifacts and make meaningful learning experiences for themselves and others.
- ISTE - CREATIVE COMMUNICATOR.6: Students communicate clearly and express themselves creatively for a variety of purposes using the platforms, tools, styles, formats and digital media appropriate to their goals.

- ISTE - GLOBAL COLLABORATOR.7: Students use digital tools to broaden their perspectives and enrich their learning by collaborating with others and working effectively in teams locally and globally.
- TT.AB.D.6: Students will express comfort with people who are both similar to and different from them and engage respectfully with all people.
- TT.AB.J.11: Students will recognize stereotypes and relate to people as individuals rather than representatives of groups.

Unwrapped Concepts (Students need to know)	Unwrapped Skills (Students need to be able to do)	Bloom's Taxonomy Levels	Webb's DOK
routinely over extended time frames (time for research, reflection, and revision) and shorter time frames (a single sitting or a day or two) for a range of tasks, purposes, and audiences	Write	Create	2

Essential Questions:

1. Why do we write?
2. How does the writer's perspective impact a piece of writing?
3. What do you want to get out of creative writing? Why?

Enduring Understanding/Big Ideas:

1. Students will understand writing is a means of expressing their ideas and communicating with others whereas creative writing serves to entertain and relate to others.
2. Students will be able to use voice and tone to determine the effectiveness of a writer's perspective within a piece of writing.
3. Students will be given the opportunity to explore and express creative writing avenues and reflect upon their strengths and weaknesses.

Unit Vocabulary:

Academic Cross-Curricular Words	Content/Domain Specific
<ul style="list-style-type: none"> • Review of basic English words/concepts 	

Resources for Vocabulary Development: Quality Tools

Topic 1: You as a Writer

Engaging Experience 1

Title: Survey Says

Suggested Length of Time: 1-2 Days

Standards Addressed

Priority:

- 11-12.W.2.A Follow a writing process to produce clear and coherent writing in which the development, organization, style, and voice are appropriate to the task, purpose and audience; self-select and blend (when appropriate) previously learned narrative, expository, and argumentative writing techniques.

Supporting:

- Review, revise, and edit writing with consideration for the task, purpose, and audience.
 - a. Organization and Content: Introduce the topic, maintain a clear focus throughout the text, and provide a conclusion that follows from the text. Achieve the writer's purpose and enhance the reader's understanding of and experience with the text by making choices regarding organization and content.
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- ISTE - CREATIVE COMMUNICATOR.6: Students communicate clearly and express themselves creatively for a variety of purposes using the platforms, tools, styles, formats and digital media appropriate to their goals.
- ISTE - GLOBAL COLLABORATOR.7: Students use digital tools to broaden their perspectives and enrich their learning by collaborating with others and working effectively in teams locally and globally.

Detailed Description/Instructions: The teacher will use a survey/Proust Questionnaire to get to know each student. Students will respond to various questions about character traits, interests, likes/dislikes, goals, expectations, etc. *For a questionnaire example, see Google Drive Supporting Material File.* After answering all questions, students and teacher will discuss their responses as a class.

Bloom's Levels: Remember

Webb's DOK: 1

Engaging Experience 2

Title: Games, Games, and More Games

Suggested Length of Time: 2-3 Days

Standards Addressed

Priority:

- 11-12.W.2.A Follow a writing process to produce clear and coherent writing in which the development, organization, style, and voice are appropriate to the task, purpose and audience; self-select and blend (when appropriate) previously learned narrative, expository, and argumentative writing techniques.

Supporting:

- Review, revise, and edit writing with consideration for the task, purpose, and audience.
 - a. Organization and Content: Introduce the topic, maintain a clear focus throughout the text, and provide a conclusion that follows from the text. Achieve the writer's purpose and enhance the reader's understanding of and experience with the text by making choices regarding organization and content.
 - b. Word choice, syntax, and style: Choose precise language and make syntactical choices to reflect an understanding of how language functions in different contexts and enhance the reader's understanding of the text.
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 - d. Use a variety of appropriate transitions to clarify relationships and connect ideas, claims and signal time shifts.
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- ISTE - GLOBAL COLLABORATOR.7: Students use digital tools to broaden their perspectives and enrich their learning by collaborating with others and working effectively in teams locally and globally.

- TT.AB.D.6: Students will express comfort with people who are both similar to and different from them and engage respectfully with all people.

Detailed Description/Instructions: The teacher will promote the playing of various games, including card games, board games, word games, and online personality games with the intention of creating an atmosphere of open dialogue and communication. Students must be willing to consider, communicate, compromise, and analyze how others' point of views, decisions, and choices affect an outcome; students should be able to provide suggestions for various games that allow for more development and understanding of who an individual is as a writer.

Bloom's Levels: Remember, Understand, Apply

Webb's DOK: 1, 2, 3

Topic 2: Team Building

Engaging Experience 1

Title: Mafia

Suggested Length of Time: 2-3 Days

Standards Addressed

Priority:

- 11-12.W.2.A Follow a writing process to produce clear and coherent writing in which the development, organization, style, and voice are appropriate to the task, purpose and audience; self-select and blend (when appropriate) previously learned narrative, expository, and argumentative writing techniques.

Supporting:

- Review, revise, and edit writing with consideration for the task, purpose, and audience.
 - a. Organization and Content: Introduce the topic, maintain a clear focus throughout the text, and provide a conclusion that follows from the text. Achieve the writer's purpose and enhance the reader's understanding of and experience with the text by making choices regarding organization and content.
 - b. Word choice, syntax, and style: Choose precise language and make syntactical choices to reflect an understanding of how language functions in different contexts and enhance the reader's understanding of the text.
 - c. Conventions of standard English and usage: Demonstrate a command of the conventions of standard English grammar and usage including spelling and punctuation.
 - d. Use a variety of appropriate transitions to clarify relationships and connect ideas, claims and signal time shifts.
 - e. Use technology, including the Internet, to produce, publish, and update individual or shared writing products in response to ongoing feedback, including new arguments or information.

Detailed Description/Instructions: This is a storytelling game designed to get creative writers thinking openly and orally providing details to complete the tale. The teacher's role is to set up the room so students are closely situated (in a circle, in the middle of the room) and introduce the integral components. First of all, choose one player to be the narrator. This player will volunteer to sit the game out and be the moderator, running the game so everyone else can play. After you pick a narrator, you start by handing out parts. In this game, each player is given a role to play. Let's run over the roles real quick.

- Mafia member: A player who tries to kill all other players and eliminate them from the game before his or her identity is discovered.

- Detective: A player who has a special skill in guessing who the mafia is and tries to protect the citizens.
- Citizen: Anyone else; players who just play the game, hope not to die, and try to help discover the mafia person.

Games with large groups will often have two detectives and two mafia members. So at the beginning of the game, players draw cards to determine who the mafia are, who the detectives are, and the citizens. You can accomplish this by pulling out cards from your card deck. Assign the different roles to cards: so Kings could be detectives, Jacks would be mafia, and anything else would mark a citizen. If you have a smaller group, put one detective card and one mafia card in your deck. If you have a larger group, try two of each. Once players have picked their roles, it's important they keep them a secret. No one should know who had what role. But tell players to hang onto their cards and keep them hidden; eventually during the game, everyone will end up revealing his or her card. Once players have roles, the game can start. The narrator starts the game, usually by telling a story. The story is about the players and a scenario they're in.

Bloom's Levels: Create

Webb's DOK: 2, 3

Engaging Experience 2

Title: Who Wrote it?

Suggested Length of Time: 2 Days

Standards Addressed

Priority:

- 11-12.W.2.A Follow a writing process to produce clear and coherent writing in which the development, organization, style, and voice are appropriate to the task, purpose and audience; self-select and blend (when appropriate) previously learned narrative, expository, and argumentative writing techniques.

Supporting:

- Review, revise, and edit writing with consideration for the task, purpose, and audience.
 - a. Organization and Content: Introduce the topic, maintain a clear focus throughout the text, and provide a conclusion that follows from the text. Achieve the writer's purpose and enhance the reader's understanding of and experience with the text by making choices regarding organization and content.
 - b. Word choice, syntax, and style: Choose precise language and make syntactical choices to reflect an understanding of how language functions in different contexts and enhance the reader's understanding of the text.
 - c. Conventions of standard English and usage: Demonstrate a command of the conventions of standard English grammar and usage including spelling and punctuation.

- d. Use a variety of appropriate transitions to clarify relationships and connect ideas, claims and signal time shifts.
- e. Use technology, including the Internet, to produce, publish, and update individual or shared writing products in response to ongoing feedback, including new arguments or information.
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- ISTE - GLOBAL COLLABORATOR.7: Students use digital tools to broaden their perspectives and enrich their learning by collaborating with others and working effectively in teams locally and globally.
- TT.AB.J.11: Students will recognize stereotypes and relate to people as individuals rather than representatives of groups.

Detailed Description/Instructions: Students will have a prompt about describing themselves as a superhero and be given 20-30 minutes to respond. Their names will not be written/typed on their sheet of paper. After writing, student examples will be read and discussed. The class will then choose who that writing piece connects to. Discussions of judgments and stereotypes will take place at this time, as will conversations of constructive criticism and the need for peer evaluation.

Bloom's Levels: Create

Webb's DOK: 2

Topic 3: Journaling

Engaging Experience 1

Title: Write On

Suggested Length of Time: 2 Days

Standards Addressed

Priority:

- 11-12.W.2.A Follow a writing process to produce clear and coherent writing in which the development, organization, style, and voice are appropriate to the task, purpose and audience; self-select and blend (when appropriate) previously learned narrative, expository, and argumentative writing techniques.

Supporting:

- Review, revise, and edit writing with consideration for the task, purpose, and audience.
 - a. Organization and Content: Introduce the topic, maintain a clear focus throughout the text, and provide a conclusion that follows from the text. Achieve the writer's purpose and enhance the reader's understanding of and experience with the text by making choices regarding organization and content.
 - b. Word choice, syntax, and style: Choose precise language and make syntactical choices to reflect an understanding of how language functions in different contexts and enhance the reader's understanding of the text.
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- ISTE - GLOBAL COLLABORATOR.7: Students use digital tools to broaden their perspectives and enrich their learning by collaborating with others and working effectively in teams locally and globally.

Detailed Description/Instructions: Teacher will provide various prompts to be responded to given a specific amount of time. For example: Why do I write? What are my plans for growth as a writer? Which skills do I need to improve?, etc. Students will write for 10-20 minutes per prompt (longer if needed). Students must be open-minded and willing to respond truthfully and completely to any prompt. The teacher could consider incorporating Google Classroom for easy sharing of each prompt, or another electronic tool. There will be both small and large group discussion after each student has responded appropriately to each prompt.

Bloom's Levels: Create

Webb's DOK: 2

Engaging Experience 2

Title: Artistic Found Journal

Suggested Length of Time: 3-4 Days

Standards Addressed

Priority:

- 11-12.W.2.A Follow a writing process to produce clear and coherent writing in which the development, organization, style, and voice are appropriate to the task, purpose and audience; self-select and blend (when appropriate) previously learned narrative, expository, and argumentative writing techniques.

Supporting:

- Review, revise, and edit writing with consideration for the task, purpose, and audience.
 - a. Organization and Content: Introduce the topic, maintain a clear focus throughout the text, and provide a conclusion that follows from the text. Achieve the writer's purpose and enhance the reader's understanding of and experience with the text by making choices regarding organization and content.
 - b. Word choice, syntax, and style: Choose precise language and make syntactical choices to reflect an understanding of how language functions in different contexts and enhance the reader's understanding of the text.
 - c. Conventions of standard English and usage: Demonstrate a command of the conventions of standard English grammar and usage including spelling and punctuation.
 - d. Use a variety of appropriate transitions to clarify relationships and connect ideas, claims and signal time shifts.
 - e. Use technology, including the Internet, to produce, publish, and update individual or shared writing products in response to ongoing feedback, including new arguments or information.

- ISTE - CREATIVE COMMUNICATOR.6: Students communicate clearly and express themselves creatively for a variety of purposes using the platforms, tools, styles, formats and digital media appropriate to their goals.
- ISTE - KNOWLEDGE COLLECTOR.3: Students critically curate a variety of resources using digital tools to construct knowledge, produce creative artifacts and make meaningful learning experiences for themselves and others.

Detailed Description/Instructions: Students will first be shown an example and then taken to the Art room for their opportunity to paint, draw, and create an artistic, found journal. Access to paper, construction and computer, paint, stencils, etc. will be needed. After the creation of the journal's exterior, students will add artwork, found or original, and pages for journal writing. This journal will be 100% original and unique to the writer.

Bloom's Levels: Create

Webb's DOK: 2

Engaging Scenario

Engaging Scenario (An Engaging Scenario is a culminating activity that includes the following components: situation, challenge, specific roles, audience, product or performance.)

Students must engage with one another, in small groups, and as a class. For the purpose of building strong relationships, various activities will be used in these first few weeks of class. Using surveys or questionnaires, the initial conversation and sharing process will occur. This will be our foundation for all of the days that follow. Through games, compromise and creativity will be used to establish trust, a working relationship, and attempts to foster idea sharing in the future. Through journals, be they handwritten or “found”, the goal is to promote creativity and unique choices by removing the limitations and boundaries placed upon students in typical ELA classrooms. Here, students can write for mature audiences, read/recreate visually their interpretations of text, and challenge themselves in ways unavailable in other subject areas.

RESOURCE MODIFICATION: Students can select the one work they feel is the best representation of their work and present that to the class.

Summary of Engaging Learning Experiences for Topics

Topic	Engaging Experience Title	Description	Suggested Length of Time
You as a Writer	Survey Says	The teacher will use a survey/Proust Questionnaire to get to know each student. Students will respond to various questions about character traits, interests, likes/dislikes, goals, expectations, etc. <i>For a questionnaire example, see Google Drive Supporting Material File.</i> After answering all questions, students and teacher will discuss their responses as a class.	1-2 days
You as a Writer	Games, Games, and More Games	The teacher will promote the playing of various games, including card games, board games, word games, and online personality games with the intention of creating an atmosphere of open dialogue and communication. Students must be willing to consider, communicate, compromise, and analyze how others' point of views, decisions, and choices affect an outcome; students should be able to provide suggestions for various games that allow for more development and understanding who an individual is as a writer.	2-3 days
Team Building	Mafia	This is a storytelling game designed to get creative writers thinking openly and orally providing details to complete the tale. The teacher's role is to set up the room so students are closely situated (in a circle, in the middle of the room) and introduce the integral components. First of all, choose one player to be the narrator. This player will volunteer to sit the game out and be the moderator, running the game so everyone else can play. Games with large groups will often have two detectives and two mafia members. So at the beginning of the game, players draw cards to	2-3 Days

		<p>determine who the mafia are, who the detectives are, and the citizens. You can accomplish this by pulling out cards from your card deck. Assign the different roles to cards: so Kings could be detectives, Jacks would be mafia, and anything else would mark a citizen. If you have a smaller group, put one detective card and one mafia card in your deck. If you have a larger group, try two of each. Once players have picked their roles, it's important they keep them a secret. No one should know who had what role. But tell players to hang onto their cards and keep them hidden; eventually during the game, everyone will end up revealing his or her card. Once players have roles, the game can start. The narrator starts the game, usually by telling a story. The story is about the players and a scenario they're in.</p>	
Team Building	Who Wrote it?	<p>Students will have a prompt about describing themselves as a superhero and be given 20-30 minutes to respond. Their names will not be written/typed on their sheet of paper. After writing, student examples will be read and discussed. The class will then choose who that writing piece connects to. Discussions of judgments and stereotypes will take place at this time, as will conversations of constructive criticism and the need for peer evaluation.</p>	2 Days
Journaling	Write On	<p>Teacher will provide various prompts to be responded to given a specific amount of time. For example: Why do I write? What are my plans for growth as a writer? Which skills do I need to improve?, etc. Students will write for 10-20 minutes per prompt (longer if needed). Students must be open-minded and willing to respond truthfully and completely to any given prompt. The teacher could consider incorporating Google Classroom for easy sharing of each prompt, or another electronic tool. There will be both small</p>	2 Days

		and large group discussion after each student has responded appropriately to each prompt.	
Journaling	Artistic Found Journal	Students will first be shown an example and then taken to the Art room for their opportunity to paint, draw, and create an artistic, found journal. Access to paper, construction and computer, paint, stencils, etc. will be needed. After the creation of the journal's exterior, students will add artwork, found or original, and pages for journal writing. This journal will be 100% original and unique to the writer.	3-4 Days

Unit 2: Short Fiction

Subject: Creative Writing

Grade: 11-12

Name of Unit: Short Fiction

Length of Unit: 4 Weeks

Overview of Unit: This unit is designed to explore short fiction works, both as a reader and writer, in great detail. This unit culminates in the students' writing a short story for a specific audience.

Priority Standards for unit:

- 11-12.W.2.A Follow a writing process to produce clear and coherent writing in which the development, organization, style, and voice are appropriate to the task, purpose and audience; self-select and blend (when appropriate) previously learned narrative, expository, and argumentative writing techniques.

Supporting Standards for unit:

- Review, revise, and edit writing with consideration for the task, purpose, and audience.
 - a. Organization and Content: Introduce the topic, maintain a clear focus throughout the text, and provide a conclusion that follows from the text. Achieve the writer's purpose and enhance the reader's understanding of and experience with the text by making choices regarding organization and content.
 - b. Word choice, syntax, and style: Choose precise language and make syntactical choices to reflect an understanding of how language functions in different contexts and enhance the reader's understanding of the text.
 - c. Conventions of standard English and usage: Demonstrate a command of the conventions of standard English grammar and usage including spelling and punctuation.
 - d. Use a variety of appropriate transitions to clarify relationships and connect ideas, claims and signal time shifts.
 - e. Use technology, including the Internet, to produce, publish, and update individual or shared writing products in response to ongoing feedback, including new arguments or information.
- ISTE-EMPOWERED LEARNER.1: Students leverage technology to take an active role in choosing, achieving and demonstrating competency in their learning goals, informed by the learning sciences.
- STE-DIGITAL CITIZEN.2: Students recognize the rights, responsibilities and opportunities of living, learning and working in an interconnected digital world, and they act and model in ways that are safe, legal and ethical.

- **ISTE - KNOWLEDGE COLLECTOR.3:** Students critically curate a variety of resources using digital tools to construct knowledge, produce creative artifacts and make meaningful learning experiences for themselves and others.
- **ISTE - CREATIVE COMMUNICATOR.6:** Students communicate clearly and express themselves creatively for a variety of purposes using the platforms, tools, styles, formats and digital media appropriate to their goals.
- **ISTE - GLOBAL COLLABORATOR.7:** Students use digital tools to broaden their perspectives and enrich their learning by collaborating with others and working effectively in teams locally and globally.

Unwrapped Concepts (Students need to know)	Unwrapped Skills (Students need to be able to do)	Bloom's Taxonomy Levels	Webb's DOK
narratives to develop real or imagined experiences or events using effective technique, well-chosen details, and well-structured event sequences	Write	Create	3
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	Engage	Understand	2
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	Orient	Analyze	2
a smooth progression of experiences or events	Create	Apply	2
narrative techniques, such as dialogue, pacing, description, reflection, and multiple plot lines, to develop experiences, events, and/or characters	Use	Apply	3
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	Use	Understand	3
precise words and phrases, telling details, and sensory language to convey a vivid picture of the experiences, events, setting, and/or characters	Use	Understand	3

a conclusion that follows from and reflects on what is experienced, observed, or resolved over the course of the narrative	Provide	Evaluate	3
routinely over extended time frames (time for research, reflection, and revision) and shorter time frames (a single sitting or a day or two) for a range of tasks, purposes, and audiences	Write	Create	2

Essential Questions:

1. How do the various writing elements affect a piece of short fiction?
2. How does a reader determine the quality of a piece of short fiction?
3. How does one's audience determine the quality of a fictional work adapted to film?

Enduring Understanding/Big Ideas:

1. Students will analyze a piece of fiction for the following elements: characterization, plot, plot diagram, and setting.
2. Students will compare and contrast short stories and, through a discussion, determine the overall quality.
3. Students will identify the similarities and differences between the written pieces versus the film version.

Unit Vocabulary:

Academic Cross-Curricular Words	Content/Domain Specific
<ul style="list-style-type: none"> • Characterization • Plot • Setting • Short Story 	

Resources for Vocabulary Development: Quality Tools

Topic 1: Writing Elements

Engaging Experience 1

Title: Plot Structure

Suggested Length of Time: 2 Days

Standards Addressed

Priority:

- 11-12.W.2.A Follow a writing process to produce clear and coherent writing in which the development, organization, style, and voice are appropriate to the task, purpose and audience; self-select and blend (when appropriate) previously learned narrative, expository, and argumentative writing techniques.

Supporting:

- ISTE - GLOBAL COLLABORATOR.7: Students use digital tools to broaden their perspectives and enrich their learning by collaborating with others and working effectively in teams locally and globally.

Detailed Description/Instructions: After reviewing the basic plot structure, students will be directed to the web site: http://www.intergalacticmedicineshow.com/cgi-bin/mag.cgi?vol=mette_ivie_harrison&do=columns&article=046. In this site, students will read about and discuss as a class the 21 types of plots outlined in the article. Following the reading and class discussion, students will work in pairs to identify additional examples of each type of plot from literature and film.

Bloom's Levels: Understand, Analyze, Apply

Webb's DOK: 2, 3

Engaging Experience 2

Title: Setting

Suggested Length of Time: 1 Day

Standards Addressed

Priority:

- 11-12.W.2.A Follow a writing process to produce clear and coherent writing in which the development, organization, style, and voice are appropriate to the task, purpose and audience; self-select and blend (when appropriate) previously learned narrative, expository, and argumentative writing techniques.

Supporting:

- Review, revise, and edit writing with consideration for the task, purpose, and audience.
 - a. Organization and Content: Introduce the topic, maintain a clear focus throughout the text, and provide a conclusion that follows from the text. Achieve the writer's purpose and enhance the reader's understanding of

and experience with the text by making choices regarding organization and content.

- b. Word choice, syntax, and style: Choose precise language and make syntactical choices to reflect an understanding of how language functions in different contexts and enhance the reader's understanding of the text.
- c. Conventions of standard English and usage: Demonstrate a command of the conventions of standard English grammar and usage including spelling and punctuation.
- d. Use a variety of appropriate transitions to clarify relationships and connect ideas, claims and signal time shifts.
- e. Use technology, including the Internet, to produce, publish, and update individual or shared writing products in response to ongoing feedback, including new arguments or information.

Detailed Description/Instructions: After reviewing the components of setting through lecture and class discussion, students will use short cuttings from fictional works and rewrite them juxtaposing the original setting with a setting that is vastly different. For example, students may be given a section of John Updike's "A&P" and be asked to rewrite the scene, keeping the original plot and character types, set in the Puritan era or take a work such as "Sinner's in the Hands of an Angry God" and write it set in 2015.

Bloom's Levels: Apply, Create

Webb's DOK: 2, 3

Engaging Experience 3

Title: Characterization

Suggested Length of Time: 3 Days

Standards Addressed

Priority:

- 11-12.W.2.A Follow a writing process to produce clear and coherent writing in which the development, organization, style, and voice are appropriate to the task, purpose and audience; self-select and blend (when appropriate) previously learned narrative, expository, and argumentative writing techniques.

Supporting:

- Review, revise, and edit writing with consideration for the task, purpose, and audience.
 - a. Organization and Content: Introduce the topic, maintain a clear focus throughout the text, and provide a conclusion that follows from the text. Achieve the writer's purpose and enhance the reader's understanding of and experience with the text by making choices regarding organization and content.

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- ISTE - KNOWLEDGE COLLECTOR.3: Students critically curate a variety of resources using digital tools to construct knowledge, produce creative artifacts and make meaningful learning experiences for themselves and others.
- ISTE - CREATIVE COMMUNICATOR.6: Students communicate clearly and express themselves creatively for a variety of purposes using the platforms, tools, styles, formats and digital media appropriate to their goals.

Detailed Description/Instructions: After reviewing methods of characterization through class lecture and discussion, students will identify methods of characterization in various pieces of literature as well as films. Students, using a series of characterization questionnaires, will then develop 3 of their own original characters. Example characterization questionnaires are:

- <http://www.fictionaddiction.net/Characterization/creating-characters-fiction.html>,
- <https://thewritepractice.com/proust-questionnaire/>,
- <http://thelabotomyofawriter.blogspot.com/2010/04/epic-character-questionnaire-part-one.html>)

Bloom's Levels: Analyze, Create

Webb's DOK: 2, 3

Topic 2: Short Stories

Engaging Experience 1

Title: Analysis of “The Secret Life of Walter Mitty”

Suggested Length of Time: 2 Days

Standards Addressed

Priority:

- 11-12.W.2.A Follow a writing process to produce clear and coherent writing in which the development, organization, style, and voice are appropriate to the task, purpose and audience; self-select and blend (when appropriate) previously learned narrative, expository, and argumentative writing techniques.

Supporting:

- Review, revise, and edit writing with consideration for the task, purpose, and audience.
 - a. Organization and Content: Introduce the topic, maintain a clear focus throughout the text, and provide a conclusion that follows from the text. Achieve the writer’s purpose and enhance the reader’s understanding of and experience with the text by making choices regarding organization and content.
 - b. Word choice, syntax, and style: Choose precise language and make syntactical choices to reflect an understanding of how language functions in different contexts and enhance the reader’s understanding of the text.
 - c. Conventions of standard English and usage: Demonstrate a command of the conventions of standard English grammar and usage including spelling and punctuation.
 - d. Use a variety of appropriate transitions to clarify relationships and connect ideas, claims and signal time shifts.
 - e. Use technology, including the Internet, to produce, publish, and update individual or shared writing products in response to ongoing feedback, including new arguments or information.
- ISTE - KNOWLEDGE COLLECTOR.3: Students critically curate a variety of resources using digital tools to construct knowledge, produce creative artifacts and make meaningful learning experiences for themselves and others.
- ISTE - CREATIVE COMMUNICATOR.6: Students communicate clearly and express themselves creatively for a variety of purposes using the platforms, tools, styles, formats and digital media appropriate to their goals.
- ISTE - GLOBAL COLLABORATOR.7: Students use digital tools to broaden their perspectives and enrich their learning by collaborating with others and working effectively in teams locally and globally.

Detailed Description/Instructions: Students will read “The Secret Life of Walter Mitty” and write a literary review of the piece based on Thurber’s use of plot, setting and characterization. They will use their reviews as the basis of a Socratic seminar. The teacher may select an alternative short story.

Bloom’s Levels: Understand, Apply, Evaluate

Webb’s DOK: 2, 3

Engaging Experience 2

Title: Analysis of “The Magic Barrel”

Suggested Length of Time: 2 Days

Standards Addressed:

Priority:

- 11-12.W.2.A Follow a writing process to produce clear and coherent writing in which the development, organization, style, and voice are appropriate to the task, purpose and audience; self-select and blend (when appropriate) previously learned narrative, expository, and argumentative writing techniques.

Supporting:

- Review, revise, and edit writing with consideration for the task, purpose, and audience.
 - a. Organization and Content: Introduce the topic, maintain a clear focus throughout the text, and provide a conclusion that follows from the text. Achieve the writer’s purpose and enhance the reader’s understanding of and experience with the text by making choices regarding organization and content.
 - b. Word choice, syntax, and style: Choose precise language and make syntactical choices to reflect an understanding of how language functions in different contexts and enhance the reader’s understanding of the text.
 - c. Conventions of standard English and usage: Demonstrate a command of the conventions of standard English grammar and usage including spelling and punctuation.
 - d. Use a variety of appropriate transitions to clarify relationships and connect ideas, claims and signal time shifts.
 - e. Use technology, including the Internet, to produce, publish, and update individual or shared writing products in response to ongoing feedback, including new arguments or information.

Detailed Description/Instructions: After reading Bernard Malamud’s “The Magic Barrel”, students will develop a “sequel” to the story. The sequel will keep the spirit of the characters and the setting and develop a secondary plot to answer questions that are unresolved from the original story.

Bloom’s Levels: Analyze; **Webb’s DOK:** 2, 3

Engaging Experience 3

Title: Short story of choice analysis

Suggested Length of Time: 3 Days

Standards Addressed

Priority:

- 11-12.W.2.A Follow a writing process to produce clear and coherent writing in which the development, organization, style, and voice are appropriate to the task, purpose and audience; self-select and blend (when appropriate) previously learned narrative, expository, and argumentative writing techniques.

Supporting:

- Review, revise, and edit writing with consideration for the task, purpose, and audience.
 - a. Organization and Content: Introduce the topic, maintain a clear focus throughout the text, and provide a conclusion that follows from the text. Achieve the writer's purpose and enhance the reader's understanding of and experience with the text by making choices regarding organization and content.
 - b. Word choice, syntax, and style: Choose precise language and make syntactical choices to reflect an understanding of how language functions in different contexts and enhance the reader's understanding of the text.
 - c. Conventions of standard English and usage: Demonstrate a command of the conventions of standard English grammar and usage including spelling and punctuation.
 - d. Use a variety of appropriate transitions to clarify relationships and connect ideas, claims and signal time shifts.
 - e. Use technology, including the Internet, to produce, publish, and update individual or shared writing products in response to ongoing feedback, including new arguments or information.
- ISTE-EMPOWERED LEARNER.1: Students leverage technology to take an active role in choosing, achieving and demonstrating competency in their learning goals, informed by the learning sciences.
- ISTE - KNOWLEDGE COLLECTOR.3: Students critically curate a variety of resources using digital tools to construct knowledge, produce creative artifacts and make meaningful learning experiences for themselves and others.
- ISTE - CREATIVE COMMUNICATOR.6: Students communicate clearly and express themselves creatively for a variety of purposes using the platforms, tools, styles, formats and digital media appropriate to their goals.

Detailed Description/Instructions: Students will select a short story to read and review based on plot structure, characterization and setting. Students will then summarize and “present” their story to the class and try to persuade the class to adopt the story as part of the curriculum making sure to justify why this story is better than others for the purposes of teaching plot, characterization and setting. Students will create either a promotional poster, brochure, book cover or bookmark as part of their presentation.

Bloom’s Levels: Understand, Apply, Evaluate, Create

Webb’s DOK: 2, 3

Topic 3: Film

Engaging Experience 1

Title: Various Short Films

Suggested Length of Time: 2 Days

Standards Addressed

Priority:

- 11-12.W.2.A Follow a writing process to produce clear and coherent writing in which the development, organization, style, and voice are appropriate to the task, purpose and audience; self-select and blend (when appropriate) previously learned narrative, expository, and argumentative writing techniques.

Supporting:

- Review, revise, and edit writing with consideration for the task, purpose, and audience.
 - a. Organization and Content: Introduce the topic, maintain a clear focus throughout the text, and provide a conclusion that follows from the text. Achieve the writer's purpose and enhance the reader's understanding of and experience with the text by making choices regarding organization and content.
 - b. Word choice, syntax, and style: Choose precise language and make syntactical choices to reflect an understanding of how language functions in different contexts and enhance the reader's understanding of the text.
 - c. Conventions of standard English and usage: Demonstrate a command of the conventions of standard English grammar and usage including spelling and punctuation.
 - d. Use a variety of appropriate transitions to clarify relationships and connect ideas, claims and signal time shifts.
 - e. Use technology, including the Internet, to produce, publish, and update individual or shared writing products in response to ongoing feedback, including new arguments or information.
- ISTE-EMPOWERED LEARNER.1: Students leverage technology to take an active role in choosing, achieving and demonstrating competency in their learning goals, informed by the learning sciences.
- ISTE-DIGITAL CITIZEN.2: Students recognize the rights, responsibilities and opportunities of living, learning and working in an interconnected digital world, and they act and model in ways that are safe, legal and ethical.
- ISTE - KNOWLEDGE COLLECTOR.3: Students critically curate a variety of resources using digital tools to construct knowledge, produce creative artifacts and make meaningful learning experiences for themselves and others.

- ISTE - CREATIVE COMMUNICATOR.6: Students communicate clearly and express themselves creatively for a variety of purposes using the platforms, tools, styles, formats and digital media appropriate to their goals.

Detailed Description/Instructions: Students will view a variety of short clips selected by the teacher from YouTube, Netflix, etc. and discuss the similarities and differences between print and visual media with regard to the use of plot, setting and characterization. Students will then be given a notecard with a term or concept from the unit and will find an example of the term or concept from another film.

Bloom's Levels: Analyze, Apply

Webb's DOK: 2, 3

Engaging Experience 2

Title: "Stranger Than Fiction"

Suggested Length of Time: 3 Days

Standards Addressed

Priority:

- 11-12.W.2.A Follow a writing process to produce clear and coherent writing in which the development, organization, style, and voice are appropriate to the task, purpose and audience; self-select and blend (when appropriate) previously learned narrative, expository, and argumentative writing techniques.

Supporting:

- ISTE - KNOWLEDGE COLLECTOR.3: Students critically curate a variety of resources using digital tools to construct knowledge, produce creative artifacts and make meaningful learning experiences for themselves and others.
- ISTE - CREATIVE COMMUNICATOR.6: Students communicate clearly and express themselves creatively for a variety of purposes using the platforms, tools, styles, formats and digital media appropriate to their goals.
- ISTE - GLOBAL COLLABORATOR.7: Students use digital tools to broaden their perspectives and enrich their learning by collaborating with others and working effectively in teams locally and globally.

Detailed Description/Instructions: Students will view the movie "Stranger Than Fiction." Prior to the movie, each student will be given a character to "follow" during the movie. After the movie, each student will write a review of the movie and a character study of the character he/she was to "follow." Finally, the students will share their reviews and character analyses with the class via class blog, OneNote, etc.

Bloom's levels: Understand, Apply, Evaluate.

Webb's DOK: 2, 3

Engaging Scenario

Engaging Scenario (An Engaging Scenario is a culminating activity that includes the following components: situation, challenge, specific roles, audience, product or performance.)

Making sure to incorporate all the skills learned in the unit, the students will write their own, original short story. The students must also complete character studies for two of the characters presented in the story and a detailed plot outline. The students will then engage in the peer editing process. After students have had their stories read and edited by 3-4 classmates, the students will then compose the final completed draft and turn it in.

Summary of Engaging Learning Experiences for Topics

Topic	Engaging Experience Title	Description	Suggested Length of Time
Writing Elements	Plot Structure	After reviewing the basic plot structure, students will be directed to the web site: http://www.intergalacticmedicineshow.com/cgi-bin/mag.cgi?vol=mette_ivie_harrison&do=columns&article=046 . In this site, students will read about and discuss as a class the 21 types of plots outlined in the article. Following the reading and class discussion, students will work in pairs to identify additional examples of each type of plot from literature and film.	2 Days
Writing Elements	Setting	After reviewing the components of setting through lecture and class discussion, students will use short cuttings from fictional works and rewrite them juxtaposing the original setting with a setting that is vastly different. For example students may be given a section of John Updike's "A&P" and be asked to rewrite the scene, keeping the original plot and character types, set in the Puritan era or take a work such as "Sinner's in the Hands of an Angry God" and write it set in 2015.	1 Day
Writing Elements	Characterization	After reviewing methods of characterization through class lecture and discussion, students will identify methods of characterization in various pieces of literature as well as films. Students, using a series of characterization questionnaires will then develop 3 of their own original characters. Example characterization questionnaires are: <ul style="list-style-type: none"> • http://www.fictionaddiction.net/Characterization/creating-characters-fiction.html, 	3 Days

		<ul style="list-style-type: none"> • https://thewritepractice.com/proust-questionnaire/, • http://thelabotomyofawriter.blogspot.com/2010/04/epic-character-questionnaire-part-one.html) 	
Short Story	Analysis of “The Secret Life of Walter Mitty”	Students will read “The Secret Life of Walter Mitty” and write a literary review of the piece based on Thurber’s use of plot, setting and characterization. They will use their reviews as the basis of a Socratic seminar. The teacher may select an alternative short story.	2 Days
Short Story	Analysis of “The Magic Barrel”	After reading Bernard Malamud’s “The Magic Barrel”, students will develop a “sequel” to the story. The sequel will keep the spirit of the characters and the setting and develop a secondary plot to answer questions that are unresolved from the original story.	2 Days
Short Story	Short story of choice analysis	Students will select a short story to read and review based on plot structure, characterization and setting. Students will then summarize and “present” their story to the class and try to persuade the class to adopt the story as part of the curriculum making sure to justify why this story is better than others for the purposes of teaching plot, characterization and setting. Students will create either a promotional poster, brochure, book cover or bookmark as part of their presentation.	3 Days
Film	Various Short Films	Students will view a variety of short clips selected by the teacher from YouTube, Netflix, etc. and discuss the similarities and differences between print and visual media with regard to the use of plot, setting and characterization. Students will then be given a notecard with a term or concept from the unit and will then find an example of the term or concept from another film.	2 Days

Film	“Stranger Than Fiction”	<p>Students will view the movie “Stranger Than Fiction.”</p> <p>Prior to the movie, each student will be given a character to “follow” during the movie. After the movie, each student will write a review of the movie and a character study of the character he/she was to “follow.” Finally, the students will share their reviews and character analyses with the class via class blog, OneNote, etc.</p>	3 Days
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Unit 3: Nonfiction

Subject: Creative Writing

Grade: 11-12

Name of Unit: Nonfiction: Biography/Autobiography

Length of Unit: 3 Weeks

Overview of Unit: The unit will allow students to learn about individuals' choices and real lives, to disseminate fact from fiction, and to ask appropriate questions to go beyond superficial information.

Priority Standards for unit:

- 11-12.W.2.A Follow a writing process to produce clear and coherent writing in which the development, organization, style, and voice are appropriate to the task, purpose and audience; self-select and blend (when appropriate) previously learned narrative, expository, and argumentative writing techniques.

Supporting Standards for unit:

- Review, revise, and edit writing with consideration for the task, purpose, and audience.
 - a. Organization and Content: Introduce the topic, maintain a clear focus throughout the text, and provide a conclusion that follows from the text. Achieve the writer's purpose and enhance the reader's understanding of and experience with the text by making choices regarding organization and content.
 - b. Word choice, syntax, and style: Choose precise language and make syntactical choices to reflect an understanding of how language functions in different contexts and enhance the reader's understanding of the text.
 - c. Conventions of standard English and usage: Demonstrate a command of the conventions of standard English grammar and usage including spelling and punctuation.
 - d. Use a variety of appropriate transitions to clarify relationships and connect ideas, claims and signal time shifts.
 - e. Use technology, including the Internet, to produce, publish, and update individual or shared writing products in response to ongoing feedback, including new arguments or information.
- ISTE-DIGITAL CITIZEN.2: Students recognize the rights, responsibilities and opportunities of living, learning and working in an interconnected digital world, and they act and model in ways that are safe, legal and ethical.
- ISTE - KNOWLEDGE COLLECTOR.3: Students critically curate a variety of resources using digital tools to construct knowledge, produce creative artifacts and make meaningful learning experiences for themselves and others.

- ISTE - CREATIVE COMMUNICATOR.6: Students communicate clearly and express themselves creatively for a variety of purposes using the platforms, tools, styles, formats and digital media appropriate to their goals.
- ISTE - GLOBAL COLLABORATOR.7: Students use digital tools to broaden their perspectives and enrich their learning by collaborating with others and working effectively in teams locally and globally.

Unwrapped Concepts (Students need to know)	Unwrapped Skills (Students need to be able to do)	Bloom's Taxonomy Levels	Webb's DOK
narratives to develop real or imagined experiences or events using effective technique, well-chosen details, and well-structured event sequences	Write	Create	3
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	Engage	Understand	2
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	Orient	Analyze	2
a smooth progression of experiences or events	Create	Apply	2
narrative techniques, such as dialogue, pacing, description, reflection, and multiple plot lines, to develop experiences, events, and/or characters	Use	Apply	3
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	Use	Understand	3
precise words and phrases, telling details, and sensory language to convey a vivid picture of the experiences, events, setting, and/or characters	Use	Understand	3
a conclusion that follows from and reflects on what is experienced, observed, or resolved over the course of the narrative	Provide	Evaluate	3
routinely over extended time frames (time for research, reflection, and revision) and shorter time frames (a single sitting or a day or two) for a range of tasks, purposes, and audiences	Write	Create	2

Essential Questions:

1. Why is nonfiction relevant?
2. How does an author differentiate between fact and fiction?
3. How does an author determine what questions to ask to produce universal truths/human conditions?

Enduring Understanding/Big Ideas:

1. Students will make connections to historical figures, be exposed to perspectives and experiences from real people, and write about their own experiences effectively.
2. Students will discuss and analyze excerpts from non-fictional pieces to understand substantiated fact from creative liberties taken by the author.
3. Students will create a list of open-ended, probing questions for the purpose of fact finding.

Unit Vocabulary:

Academic Cross-Curricular Words	Content/Domain Specific
<ul style="list-style-type: none">● Autobiography● Biography● Diary/Journal● Documentary● Essay● Historical Documents Or Speeches● Periodicals● Interview● Memoir● Nonfiction● Official Document● Paraphrasing● Parenthetical Citation● Plagiarism● Primary Source● Secondary Source● Source Reliability● Summarizing● Works Cited (Bibliography)	<ul style="list-style-type: none">● Exposition

Resources for Vocabulary Development: <https://quizlet.com/504429/nonfiction-vocabulary-words-flash-cards/>

Topic 1: Introduction to Nonfiction

Engaging Experience 1

Title: Autobiographical Example

Suggested Length of Time: 1 Week

Standards Addressed

Priority:

- 11-12.W.2.A Follow a writing process to produce clear and coherent writing in which the development, organization, style, and voice are appropriate to the task, purpose and audience; self-select and blend (when appropriate) previously learned narrative, expository, and argumentative writing techniques.

Supporting:

- Review, revise, and edit writing with consideration for the task, purpose, and audience.
 - a. Organization and Content: Introduce the topic, maintain a clear focus throughout the text, and provide a conclusion that follows from the text. Achieve the writer's purpose and enhance the reader's understanding of and experience with the text by making choices regarding organization and content.
 - b. Word choice, syntax, and style: Choose precise language and make syntactical choices to reflect an understanding of how language functions in different contexts and enhance the reader's understanding of the text.
 - c. Conventions of standard English and usage: Demonstrate a command of the conventions of standard English grammar and usage including spelling and punctuation.
 - d. Use a variety of appropriate transitions to clarify relationships and connect ideas, claims and signal time shifts.
 - e. Use technology, including the Internet, to produce, publish, and update individual or shared writing products in response to ongoing feedback, including new arguments or information.
- ISTE - KNOWLEDGE COLLECTOR.3: Students critically curate a variety of resources using digital tools to construct knowledge, produce creative artifacts and make meaningful learning experiences for themselves and others.
- ISTE - CREATIVE COMMUNICATOR.6: Students communicate clearly and express themselves creatively for a variety of purposes using the platforms, tools, styles, formats and digital media appropriate to their goals.

Detailed Description/Instructions: Teacher will provide an example of autobiographical material through various excerpts from chapters using Stephen King's On Writing. Students will read, discuss, and eventually imitate King's macabre style in a creative piece designed to initially provide a reader with factual. Plot, detail, and description will be the major focus for changes made to the writer's piece.

Bloom's Levels: Apply, Evaluate, Create

Webb's DOK: 2, 3

Rubric: See Google Drive: "Nonfiction and Stephen King"

Engaging Experience 2

Title: Ted Talks

Suggested Length of Time: 2-4 Days

Standards Addressed

Priority:

- 11-12.W.2.A Follow a writing process to produce clear and coherent writing in which the development, organization, style, and voice are appropriate to the task, purpose and audience; self-select and blend (when appropriate) previously learned narrative, expository, and argumentative writing techniques.

Supporting:

- Review, revise, and edit writing with consideration for the task, purpose, and audience.
 - a. Organization and Content: Introduce the topic, maintain a clear focus throughout the text, and provide a conclusion that follows from the text. Achieve the writer's purpose and enhance the reader's understanding of and experience with the text by making choices regarding organization and content.
 - b. Word choice, syntax, and style: Choose precise language and make syntactical choices to reflect an understanding of how language functions in different contexts and enhance the reader's understanding of the text.
 - c. Conventions of standard English and usage: Demonstrate a command of the conventions of standard English grammar and usage including spelling and punctuation.
 - d. Use a variety of appropriate transitions to clarify relationships and connect ideas, claims and signal time shifts.
 - e. Use technology, including the Internet, to produce, publish, and update individual or shared writing products in response to ongoing feedback, including new arguments or information.
- ISTE - KNOWLEDGE COLLECTOR.3: Students critically curate a variety of resources using digital tools to construct knowledge, produce creative artifacts and make meaningful learning experiences for themselves and others.

- ISTE - CREATIVE COMMUNICATOR.6: Students communicate clearly and express themselves creatively for a variety of purposes using the platforms, tools, styles, formats and digital media appropriate to their goals.
- ISTE - GLOBAL COLLABORATOR.7: Students use digital tools to broaden their perspectives and enrich their learning by collaborating with others and working effectively in teams locally and globally.

Detailed Description/Instructions: The teacher will choose 2 or 3 Ted Talks to show students. Students will be asked to observe and take notes regarding statements made where fact and fiction may be blurred. The teacher should consider “hot-topics” or interests of the class. Also, the teacher can consider utilizing Story Corp, within Ted Talks. Small groups will be formed to possibly “fact find” if computers are available or simply discuss their findings if technology is not an option. After small group discussions, a class discussion or an individual journal would be the next step.

Bloom’s Levels: Understand, Analyze

Webb’s DOK: 2, 3

Topic 2: Truth versus Reality

Engaging Experience 1

Title: James Frey's Many Pieces

Suggested Length of Time: 2-3 Days

Standards Addressed

Priority:

- 11-12.W.2.A Follow a writing process to produce clear and coherent writing in which the development, organization, style, and voice are appropriate to the task, purpose and audience; self-select and blend (when appropriate) previously learned narrative, expository, and argumentative writing techniques.

Supporting:

- Review, revise, and edit writing with consideration for the task, purpose, and audience.
 - a. Organization and Content: Introduce the topic, maintain a clear focus throughout the text, and provide a conclusion that follows from the text. Achieve the writer's purpose and enhance the reader's understanding of and experience with the text by making choices regarding organization and content.
 - b. Word choice, syntax, and style: Choose precise language and make syntactical choices to reflect an understanding of how language functions in different contexts and enhance the reader's understanding of the text.
 - c. Conventions of standard English and usage: Demonstrate a command of the conventions of standard English grammar and usage including spelling and punctuation.
 - d. Use a variety of appropriate transitions to clarify relationships and connect ideas, claims and signal time shifts.
 - e. Use technology, including the Internet, to produce, publish, and update individual or shared writing products in response to ongoing feedback, including new arguments or information.
- ISTE-DIGITAL CITIZEN.2: Students recognize the rights, responsibilities and opportunities of living, learning and working in an interconnected digital world, and they act and model in ways that are safe, legal and ethical.
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- ISTE - CREATIVE COMMUNICATOR.6: Students communicate clearly and express themselves creatively for a variety of purposes using the platforms, tools, styles, formats and digital media appropriate to their goals.

- ISTE - GLOBAL COLLABORATOR.7: Students use digital tools to broaden their perspectives and enrich their learning by collaborating with others and working effectively in teams locally and globally.

Detailed Description/Instructions: Teacher will provide students with excerpts from James Frey's *A Million Little Pieces*. Students will be tasked with finding the truth in his words/experiences versus the fabrications that helped sell copies of his memoir. Students will watch the *Oprah* special where James Frey reveals his decision to lie about his life experiences to profit both financially and as a writer. The teacher will then facilitate a discussion regarding pros and cons of fabrications, when it's appropriate, etc.

Bloom's Levels: Understand, Analyze

Webb's DOK: 2, 3

Engaging Experience 2

Title: 2 Truths and a Lie

Suggested Length of Time: 1-2 Days

Standards Addressed

Priority:

- 11-12.W.2.A Follow a writing process to produce clear and coherent writing in which the development, organization, style, and voice are appropriate to the task, purpose and audience; self-select and blend (when appropriate) previously learned narrative, expository, and argumentative writing techniques.

Supporting:

- Review, revise, and edit writing with consideration for the task, purpose, and audience.
 - a. Organization and Content: Introduce the topic, maintain a clear focus throughout the text, and provide a conclusion that follows from the text. Achieve the writer's purpose and enhance the reader's understanding of and experience with the text by making choices regarding organization and content.
 - b. Word choice, syntax, and style: Choose precise language and make syntactical choices to reflect an understanding of how language functions in different contexts and enhance the reader's understanding of the text.
 - c. Conventions of standard English and usage: Demonstrate a command of the conventions of standard English grammar and usage including spelling and punctuation.
 - d. Use a variety of appropriate transitions to clarify relationships and connect ideas, claims and signal time shifts.
 - e. Use technology, including the Internet, to produce, publish, and update individual or shared writing products in response to ongoing feedback, including new arguments or information.

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- ISTE - GLOBAL COLLABORATOR.7: Students use digital tools to broaden their perspectives and enrich their learning by collaborating with others and working effectively in teams locally and globally.

Detailed Description/Instructions: Students will think about their “story”/themselves and come up with statements to fit the two truths and a lie concept. Students will have to write a 100 word story about an experience they have had and pull their 2 truths and a lie from it. Peers will have to determine which statements are true versus the lie being told. The teacher may also consider using a visual version of Hemmingway’s 6-word story (pictures are edited for theme and uploaded for display).

Bloom’s Levels: Evaluate, Understand, Create

Webb’s DOK: 3

Topic 3: Interviewing

Engaging Experience 1

Title: 30 for 30 ESPN

Suggested Length of Time: 2 Days

Standards Addressed

Priority:

- 11-12.W.2.A Follow a writing process to produce clear and coherent writing in which the development, organization, style, and voice are appropriate to the task, purpose and audience; self-select and blend (when appropriate) previously learned narrative, expository, and argumentative writing techniques.

Supporting:

- Review, revise, and edit writing with consideration for the task, purpose, and audience.
 - a. Organization and Content: Introduce the topic, maintain a clear focus throughout the text, and provide a conclusion that follows from the text. Achieve the writer's purpose and enhance the reader's understanding of and experience with the text by making choices regarding organization and content.
 - b. Word choice, syntax, and style: Choose precise language and make syntactical choices to reflect an understanding of how language functions in different contexts and enhance the reader's understanding of the text.
 - c. Conventions of standard English and usage: Demonstrate a command of the conventions of standard English grammar and usage including spelling and punctuation.
 - d. Use a variety of appropriate transitions to clarify relationships and connect ideas, claims and signal time shifts.
 - e. Use technology, including the Internet, to produce, publish, and update individual or shared writing products in response to ongoing feedback, including new arguments or information.
- ISTE-DIGITAL CITIZEN.2: Students recognize the rights, responsibilities and opportunities of living, learning and working in an interconnected digital world, and they act and model in ways that are safe, legal and ethical.
- ISTE - KNOWLEDGE COLLECTOR.3: Students critically curate a variety of resources using digital tools to construct knowledge, produce creative artifacts and make meaningful learning experiences for themselves and others.
- ISTE - CREATIVE COMMUNICATOR.6: Students communicate clearly and express themselves creatively for a variety of purposes using the platforms, tools, styles, formats and digital media appropriate to their goals.

Detailed Description/Instructions: Students will be shown a 30 for 30 documentary about an athlete, individual, organization, etc. Students may hear specific questions being asked, but more often they will only hear the responses to questions. Students will have to decipher the response, write it down, and decide what the interviewer asked/was intending to have answered by the interviewee. This process will force students to think about their purpose for asking a question, how to ask more probing/follow up questions, and what they are hoping the interview will accomplish. This whole process should be purpose driven.

Bloom's Levels: Analyze

Webb's DOK: 2, 3

Engaging Experience 2

Title: Late Night Talk Shows

Suggested Length of Time: 1-2 Days

Standards Addressed

Priority:

- 11-12.W.2.A Follow a writing process to produce clear and coherent writing in which the development, organization, style, and voice are appropriate to the task, purpose and audience; self-select and blend (when appropriate) previously learned narrative, expository, and argumentative writing techniques.

Supporting:

- Review, revise, and edit writing with consideration for the task, purpose, and audience.
 - a. Organization and Content: Introduce the topic, maintain a clear focus throughout the text, and provide a conclusion that follows from the text. Achieve the writer's purpose and enhance the reader's understanding of and experience with the text by making choices regarding organization and content.
 - b. Word choice, syntax, and style: Choose precise language and make syntactical choices to reflect an understanding of how language functions in different contexts and enhance the reader's understanding of the text.
 - c. Conventions of standard English and usage: Demonstrate a command of the conventions of standard English grammar and usage including spelling and punctuation.
 - d. Use a variety of appropriate transitions to clarify relationships and connect ideas, claims and signal time shifts.
 - e. Use technology, including the Internet, to produce, publish, and update individual or shared writing products in response to ongoing feedback, including new arguments or information.

- ISTE - KNOWLEDGE COLLECTOR.3: Students critically curate a variety of resources using digital tools to construct knowledge, produce creative artifacts and make meaningful learning experiences for themselves and others.
- ISTE - CREATIVE COMMUNICATOR.6: Students communicate clearly and express themselves creatively for a variety of purposes using the platforms, tools, styles, formats and digital media appropriate to their goals. \
- ISTE - GLOBAL COLLABORATOR.7: Students use digital tools to broaden their perspectives and enrich their learning by collaborating with others and working effectively in teams locally and globally.

Detailed Description/Instructions: Students will compare and contrast major late night talk show hosts with regard to their ability to interview stars, celebrities, athletes, business moguls, etc. Various techniques will be employed and taken note of during the interview, and the class will discuss those techniques after the interview concludes. Students should be aware/take note of the decisions made by the interviewer: humorous vs. serious; engaged vs. aloof; probing/tough questions vs. superficial “softballs” the interviewee answers easily; etc.

Bloom’s Levels: Analyze, Understand, Evaluate

Webb’s DOK: 2, 3

Engaging Scenario

Engaging Scenario (An Engaging Scenario is a culminating activity that includes the following components: situation, challenge, specific roles, audience, product or performance.)

Students have had several engaging activities to prepare them for their final task. That task is to choose a partner in the room and determine which 5-10 probing questions will allow him/her to write a 1-2 page biography. Before any writing is done or questions are asked, these partners need to have a conversation that allows for deeper, more intimate information to emerge later in the process. The interviewer must not only be concerned with finding the facts behind his/her partner's comments, he/she must also be cognizant that voice is present and identifiable in the piece.

RESOURCE MODIFICATION: do not limit the biography and questions to a classmate, open it up to interview and write about other people in the building.

Rubric for Engaging Scenario: See Rubric in Google Drive: "Biography"

Summary of Engaging Learning Experiences for Topics

Topic	Engaging Experience Title	Description	Suggested Length of Time
Introduction to Nonfiction	Autobiographical Example	Teacher will provide an example of autobiographical material through various excerpts from chapters using Stephen King's <u>On Writing</u> . Students will read, discuss, and eventually imitate King's macabre style in a creative piece designed to initially provide a reader with factual. Plot, detail, and description will be the major focus for changes made to the writer's piece.	1 Week
Introduction to Nonfiction	Ted Talks	The teacher will choose 2 or 3 Ted Talks to show students. Students will be asked to observe and take notes regarding statements made where fact and fiction may be blurred. The teacher should consider "hot-topics" or interests of the class. Also, the teacher can consider utilizing Story Corp, within Ted Talks. Small groups will be formed to possibly "fact find" if computers are available or simply discuss their findings if technology is not an option. After small group discussions, a class discussion or an individual journal would be the next step.	2-4 Days
Truth vs. Reality	James Frey's Many Pieces	Teacher will provide students with excerpts from James Frey's <u>A Million Little Pieces</u> . Students will be tasked with finding the truth in his words/experiences versus the fabrications that helped sell copies of his memoir. Students will watch the <i>Oprah</i> special where James Frey reveals his decision to lie about his life experiences to profit both financially and as a writer. The teacher will	2-3 Days

		then facilitate a discussion regarding pros and cons of fabrications, when it's appropriate, etc.	
Truth vs. Reality	2 Truths and a Lie	<p>Students will think about their "story"/themselves and come up with statements to fit the two truths and a lie concept. Students will have to write a 100 word story about an experience they have had and pull their 2 truths and a lie from it. Peers will have to determine which statements are true versus the lie being told.</p> <p>The teacher may also consider using a visual version of Hemmingway's 6-word story (pictures are edited for theme and uploaded for display).</p>	1-2 Days
Interviewing	30 for 30 ESPN	<p>Students will be shown a 30 for 30 documentary about an athlete, individual, organization, etc. Students may hear specific questions being asked, but more often they will only hear the responses to questions. Students will have to decipher the response, write it down, and decide what the interviewer asked/was intending to have answered by the interviewee. This process will force students to think about their purpose for asking a question, how to ask more probing/follow up questions, and what they are hoping the interview will accomplish. This whole process should be purpose driven.</p>	2 Days
Interviewing	Late Night Talk Shows	<p>Students will compare and contrast major late night talk show hosts with regard to their ability to interview stars, celebrities, athletes, business moguls, etc. Various techniques will be employed and taken note of during the interview, and the class will discuss those techniques after the interview concludes.</p>	1-2 Days

		Students should be aware/take note of the decisions made by the interviewer: humorous vs. serious; engaged vs. aloof; probing/tough questions vs. superficial “softballs” the interviewee answers easily; etc.	
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Unit 4: One Act

Subject: Creative Writing

Grade: 11-12

Name of Unit: One Act

Length of Unit: 4 Weeks

Overview of Unit: Students will be introduced to the play structure and components, as well poetic devices within play scripts. Students will read a variety of One-Act plays and, ultimately, write an original 1-act play.

Priority Standards for unit:

- 11-12.W.2.A Follow a writing process to produce clear and coherent writing in which the development, organization, style, and voice are appropriate to the task, purpose and audience; self-select and blend (when appropriate) previously learned narrative, expository, and argumentative writing techniques.
- Understanding context by analyzing the role of theatre, film, television, and electronic media in the past and the present. (National Content Standard #8)
 - Students compare how similar themes are treated in drama from various cultures and historical periods, illustrate with informal performances, and discuss how theatre can reveal universal concepts.
 - Students identify and compare the lives, works, and influence of representative theatre artists in various cultures and historical periods.
- Script writing through improvising, writing, and refining scripts based on personal experience and heritage, imagination, literature, and history (National Content Standard #1).
- Rehearse, polish, and present a performance for a class or invited audience.

Supporting Standards for unit:

- Review, revise, and edit writing with consideration for the task, purpose, and audience.
 - a. Organization and Content: Introduce the topic, maintain a clear focus throughout the text, and provide a conclusion that follows from the text. Achieve the writer's purpose and enhance the reader's understanding of and experience with the text by making choices regarding organization and content.
 - b. Word choice, syntax, and style: Choose precise language and make syntactical choices to reflect an understanding of how language functions in different contexts and enhance the reader's understanding of the text.
 - c. Conventions of standard English and usage: Demonstrate a command of the conventions of standard English grammar and usage including spelling and punctuation.

- d. Use a variety of appropriate transitions to clarify relationships and connect ideas, claims and signal time shifts.
- e. Use technology, including the Internet, to produce, publish, and update individual or shared writing products in response to ongoing feedback, including new arguments or information.
- Articulate, justify, and apply personal criteria for critiquing dramatic texts and performances.
- Research the cultural and historical background of a specific play
- Write an original scene utilizing character development and plot elements.
- ISTE-EMPOWERED LEARNER.1: Students leverage technology to take an active role in choosing, achieving and demonstrating competency in their learning goals, informed by the learning sciences.
- ISTE - KNOWLEDGE COLLECTOR.3: Students critically curate a variety of resources using digital tools to construct knowledge, produce creative artifacts and make meaningful learning experiences for themselves and others.
- ISTE - CREATIVE COMMUNICATOR.6: Students communicate clearly and express themselves creatively for a variety of purposes using the platforms, tools, styles, formats and digital media appropriate to their goals.
- ISTE - GLOBAL COLLABORATOR.7: Students use digital tools to broaden their perspectives and enrich their learning by collaborating with others and working effectively in teams locally and globally.

Unwrapped Concepts (Students need to know)	Unwrapped Skills (Students need to be able to do)	Bloom's Taxonomy Levels	Webb's DOK
narratives to develop real or imagined experiences or events using effective technique, well-chosen details, and well-structured event sequences	Write	Create	3
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	Engage	Understand	2
the reader by setting out a problem, situation, or observation and its significance, establishing one or multiple point(s) of view,	Orient	Analyze	2

and introducing a narrator and/or characters			
a smooth progression of experiences or events	Create	Apply	2
narrative techniques, such as dialogue, pacing, description, reflection, and multiple plot lines, to develop experiences, events, and/or characters	Use	Apply	3
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	Use	Understand	3
precise words and phrases, telling details, and sensory language to convey a vivid picture of the experiences, events, setting, and/or characters	Use	Understand	3
a conclusion that follows from and reflects on what is experienced, observed, or resolved over the course of the narrative	Provide	Evaluate	3
routinely over extended time frames (time for research, reflection, and revision) and shorter time frames (a single sitting or a day or two) for a range of tasks, purposes, and audiences	Write	Create	2
clear and coherent writing in which the development, organization, and style are appropriate to task, purpose, and audience	Produce	Create	2
context by analyzing the role of theatre, film, television, and	Understand	Understand	1

electronic media in the past and the present			
how similar themes are treated in drama from various cultures and historical periods, illustrate with informal performances, and discuss how theatre can reveal universal concepts	Compare	Analyze	1
the lives, works, and influence of representative theatre artists in various cultures and historical periods	Identify	Remember	1
the lives, works, and influence of representative theatre artists in various cultures and historical periods	Compare	Analyze	1
a script through improvising, writing, and refining scripts based on personal experience and heritage, imagination, literature, and history	Write	Apply	2
a performance for a class or invited audience	Rehearse	Apply	3
a performance for a class or invited audience	Polish	Analyze	3
a performance for a class or invited audience	Present	Evaluate	4

Essential Questions:

1. How do poetic devices impact the structure and flow of a play?
2. How does drama, as a genre, differ from other types of creative writing?
3. What criteria determines the success of a one-act play?

Enduring Understanding/Big Ideas:

1. Students will identify allusions, asides, soliloquy, chorus, and refrain and how these impact the structure and flow of a play.
2. Students will analyze dialogue, stage directions, and narration as essential components to the genre. They will compare and contrast these components to other creative writing works.

3. Students will be able to evaluate a play based on its presentation of poetic devices in a relevant and novel way.

Unit Vocabulary:

Academic Cross-Curricular Words	Content/Domain Specific
<ul style="list-style-type: none">• Allusion• Assonance• Consonance	<ul style="list-style-type: none">• Aside• Chorus• Refrain• Soliloquy

Resources for Vocabulary Development: Quality Tools

Topic 1: Poetic Devices

Engaging Experience 1

Title: Identifying poetic devices

Suggested Length of Time: 2 Days

Standards Addressed

Priority:

- 11-12.W.2.A Follow a writing process to produce clear and coherent writing in which the development, organization, style, and voice are appropriate to the task, purpose and audience; self-select and blend (when appropriate) previously learned narrative, expository, and argumentative writing techniques.
- Understanding context by analyzing the role of theatre, film, television, and electronic media in the past and the present. (National Content Standard #8)
 - Students compare how similar themes are treated in drama from various cultures and historical periods, illustrate with informal performances, and discuss how theatre can reveal universal concepts.
 - Students identify and compare the lives, works, and influence of representative theatre artists in various cultures and historical periods.

Supporting:

- Review, revise, and edit writing with consideration for the task, purpose, and audience.
 - a. Organization and Content: Introduce the topic, maintain a clear focus throughout the text, and provide a conclusion that follows from the text. Achieve the writer's purpose and enhance the reader's understanding of and experience with the text by making choices regarding organization and content.
 - b. Word choice, syntax, and style: Choose precise language and make syntactical choices to reflect an understanding of how language functions in different contexts and enhance the reader's understanding of the text.
 - c. Conventions of standard English and usage: Demonstrate a command of the conventions of standard English grammar and usage including spelling and punctuation.
 - d. Use a variety of appropriate transitions to clarify relationships and connect ideas, claims and signal time shifts.
 - e. Use technology, including the Internet, to produce, publish, and update individual or shared writing products in response to ongoing feedback, including new arguments or information.
- ISTE-EMPOWERED LEARNER.1: Students leverage technology to take an active role in choosing, achieving and demonstrating competency in their learning goals, informed by the learning sciences.

- ISTE - KNOWLEDGE COLLECTOR.3: Students critically curate a variety of resources using digital tools to construct knowledge, produce creative artifacts and make meaningful learning experiences for themselves and others.
- ISTE - CREATIVE COMMUNICATOR.6: Students communicate clearly and express themselves creatively for a variety of purposes using the platforms, tools, styles, formats and digital media appropriate to their goals.
- ISTE - GLOBAL COLLABORATOR.7: Students use digital tools to broaden their perspectives and enrich their learning by collaborating with others and working effectively in teams locally and globally.

Detailed Description/Instructions: After teacher-lecture and anticipatory set based on recall questions, students will be able to, through guided lecture and practice, define and identify several types of poetic devices including but not limited to: parallelism, allusion, pun, assonance, consonance, etc. Students will then work in groups of 3-4 to create a multimedia presentation that includes both the definition of terms and examples.

Bloom's Levels: Understand, Apply, Create

Webb's DOK: 2, 3, 4

Engaging Experience 2

Title: Application of Poetic devices

Suggested Length of Time: 4 Days

Standards Addressed

Priority:

- 11-12.W.2.A Follow a writing process to produce clear and coherent writing in which the development, organization, style, and voice are appropriate to the task, purpose and audience; self-select and blend (when appropriate) previously learned narrative, expository, and argumentative writing techniques.

Supporting:

- Review, revise, and edit writing with consideration for the task, purpose, and audience.
 - a. Organization and Content: Introduce the topic, maintain a clear focus throughout the text, and provide a conclusion that follows from the text. Achieve the writer's purpose and enhance the reader's understanding of and experience with the text by making choices regarding organization and content.
 - b. Word choice, syntax, and style: Choose precise language and make syntactical choices to reflect an understanding of how language functions in different contexts and enhance the reader's understanding of the text.
 - c. Conventions of standard English and usage: Demonstrate a command of the conventions of standard English grammar and usage including spelling and punctuation.

- d. Use a variety of appropriate transitions to clarify relationships and connect ideas, claims and signal time shifts.
 - e. Use technology, including the Internet, to produce, publish, and update individual or shared writing products in response to ongoing feedback, including new arguments or information.
- ISTE-EMPOWERED LEARNER.1: Students leverage technology to take an active role in choosing, achieving and demonstrating competency in their learning goals, informed by the learning sciences.
 - ISTE - KNOWLEDGE COLLECTOR.3: Students critically curate a variety of resources using digital tools to construct knowledge, produce creative artifacts and make meaningful learning experiences for themselves and others.
 - ISTE - CREATIVE COMMUNICATOR.6: Students communicate clearly and express themselves creatively for a variety of purposes using the platforms, tools, styles, formats and digital media appropriate to their goals.
 - ISTE - GLOBAL COLLABORATOR.7: Students use digital tools to broaden their perspectives and enrich their learning by collaborating with others and working effectively in teams locally and globally.

Detailed Description/Instructions: Students will adapt a piece of technical writing, such as an instruction manual, part of a textbook, consumer report guides, etc., and rewrite it using 5-7 poetic devices/figurative languages techniques. Students will share the entire piece or parts of it in groups to receive feedback.

Bloom's Levels: Understand, Apply

Webb's DOK: 2, 3

Topic 2: Introduction to Playwriting

Engaging Experience 1

Title: Shakespeare and playwriting

Suggested Length of Time: 3 Days

Standards Addressed

Priority:

- Understanding context by analyzing the role of theatre, film, television, and electronic media in the past and the present. (National Content Standard #8)
 - Students compare how similar themes are treated in drama from various cultures and historical periods, illustrate with informal performances, and discuss how theatre can reveal universal concepts.
 - Students identify and compare the lives, works, and influence of representative theatre artists in various cultures and historical periods.

Supporting:

- Review, revise, and edit writing with consideration for the task, purpose, and audience.
 - a. Organization and Content: Introduce the topic, maintain a clear focus throughout the text, and provide a conclusion that follows from the text. Achieve the writer's purpose and enhance the reader's understanding of and experience with the text by making choices regarding organization and content.
 - b. Word choice, syntax, and style: Choose precise language and make syntactical choices to reflect an understanding of how language functions in different contexts and enhance the reader's understanding of the text.
 - c. Conventions of standard English and usage: Demonstrate a command of the conventions of standard English grammar and usage including spelling and punctuation.
 - d. Use a variety of appropriate transitions to clarify relationships and connect ideas, claims and signal time shifts.
 - e. Use technology, including the Internet, to produce, publish, and update individual or shared writing products in response to ongoing feedback, including new arguments or information.
- Articulate, justify, and apply personal criteria for critiquing dramatic texts and performances.
- ISTE - KNOWLEDGE COLLECTOR.3: Students critically curate a variety of resources using digital tools to construct knowledge, produce creative artifacts and make meaningful learning experiences for themselves and others.

- ISTE - CREATIVE COMMUNICATOR.6: Students communicate clearly and express themselves creatively for a variety of purposes using the platforms, tools, styles, formats and digital media appropriate to their goals.
- ISTE - GLOBAL COLLABORATOR.7: Students use digital tools to broaden their perspectives and enrich their learning by collaborating with others and working effectively in teams locally and globally.

Detailed Description/Instructions: Students will read/review a scene from either *Romeo and Juliet* or *Hamlet*. They will work together in small groups to identify the poetic devices used in the selection. After they have identified all of the poetic devices, they will share and discuss their findings in a Socratic Seminar discussion.

Bloom's Levels: Understand, Apply, Evaluate

Webb's DOK: 2, 3

Engaging Experience 2

Title: "The Rewrite"

Suggested Length of Time: 4 Days

Standards Addressed

Priority:

- Understanding context by analyzing the role of theatre, film, television, and electronic media in the past and the present. (National Content Standard #8)
 - Students compare how similar themes are treated in drama from various cultures and historical periods, illustrate with informal performances, and discuss how theatre can reveal universal concepts.
 - Students identify and compare the lives, works, and influence of representative theatre artists in various cultures and historical periods.

Supporting:

- Review, revise, and edit writing with consideration for the task, purpose, and audience.
 - a. Organization and Content: Introduce the topic, maintain a clear focus throughout the text, and provide a conclusion that follows from the text. Achieve the writer's purpose and enhance the reader's understanding of and experience with the text by making choices regarding organization and content.
 - b. Word choice, syntax, and style: Choose precise language and make syntactical choices to reflect an understanding of how language functions in different contexts and enhance the reader's understanding of the text.
 - c. Conventions of standard English and usage: Demonstrate a command of the conventions of standard English grammar and usage including spelling and punctuation.

- d. Use a variety of appropriate transitions to clarify relationships and connect ideas, claims and signal time shifts.
- e. Use technology, including the Internet, to produce, publish, and update individual or shared writing products in response to ongoing feedback, including new arguments or information.
- Articulate, justify, and apply personal criteria for critiquing dramatic texts and performances.
- ISTE - KNOWLEDGE COLLECTOR.3: Students critically curate a variety of resources using digital tools to construct knowledge, produce creative artifacts and make meaningful learning experiences for themselves and others.
- ISTE - CREATIVE COMMUNICATOR.6: Students communicate clearly and express themselves creatively for a variety of purposes using the platforms, tools, styles, formats and digital media appropriate to their goals.
- ISTE - GLOBAL COLLABORATOR.7: Students use digital tools to broaden their perspectives and enrich their learning by collaborating with others and working effectively in teams locally and globally.

Detailed Description/Instructions: Students respond to the journal prompt: “What does it mean to be a *good* writer?” After a sustained journal writing addressing the prompt, students share their writing with the class. Students work as a class to develop a class definition of a “good writer”. The class then uses the student generated definition to assess and evaluate a variety of authors. Students determine whether or not specific authors would meet the criteria of a good writer. After this discussion, students watch the movie, “The Rewrite.” Students will then apply the definition to the author depicted in the movie and decide to either keep the agreed upon definition or amend it.

Bloom’s Levels: Analyze, Understand, Apply, Create,

Webb’s DOK: 2

Topic 3: Analysis of Playwriting

Engaging Experience 1

Title: Reading One-Acts

Suggested Length of Time: 4 Days

Standards Addressed

Priority:

- 11-12.W.2.A Follow a writing process to produce clear and coherent writing in which the development, organization, style, and voice are appropriate to the task, purpose and audience; self-select and blend (when appropriate) previously learned narrative, expository, and argumentative writing techniques.
- Understanding context by analyzing the role of theatre, film, television, and electronic media in the past and the present. (National Content Standard #8)
 - Students compare how similar themes are treated in drama from various cultures and historical periods, illustrate with informal performances, and discuss how theatre can reveal universal concepts.
 - Students identify and compare the lives, works, and influence of representative theatre artists in various cultures and historical periods.
- Script writing through improvising, writing, and refining scripts based on personal experience and heritage, imagination, literature, and history (National Content Standard #1).

Supporting:

- Review, revise, and edit writing with consideration for the task, purpose, and audience.
 - a. Organization and Content: Introduce the topic, maintain a clear focus throughout the text, and provide a conclusion that follows from the text. Achieve the writer's purpose and enhance the reader's understanding of and experience with the text by making choices regarding organization and content.
 - b. Word choice, syntax, and style: Choose precise language and make syntactical choices to reflect an understanding of how language functions in different contexts and enhance the reader's understanding of the text.
 - c. Conventions of standard English and usage: Demonstrate a command of the conventions of standard English grammar and usage including spelling and punctuation.
 - d. Use a variety of appropriate transitions to clarify relationships and connect ideas, claims and signal time shifts.
 - e. Use technology, including the Internet, to produce, publish, and update individual or shared writing products in response to ongoing feedback, including new arguments or information.

Detailed Description/Instructions: Students will read several One-Act plays and/or scenes from longer works. Students will use a study guide/review sheet and first identify the poetic devices used in the work and then determine their effectiveness. Students will write a brief summation of their finding and be prepared to share them with the class.

Bloom's Levels: Understand, Analyze, Evaluate

Webb's DOK: 2, 3

Engaging Experience 2

Title: Death of a Salesman

Suggested Length of Time: 4 Days

Standards Addressed

Priority:

- 11-12.W.2.A Follow a writing process to produce clear and coherent writing in which the development, organization, style, and voice are appropriate to the task, purpose and audience; self-select and blend (when appropriate) previously learned narrative, expository, and argumentative writing techniques.
- Understanding context by analyzing the role of theatre, film, television, and electronic media in the past and the present. (National Content Standard #8)
 - Students compare how similar themes are treated in drama from various cultures and historical periods, illustrate with informal performances, and discuss how theatre can reveal universal concepts.
 - Students identify and compare the lives, works, and influence of representative theatre artists in various cultures and historical periods.
- Script writing through improvising, writing, and refining scripts based on personal experience and heritage, imagination, literature, and history (National Content Standard #1).

Supporting:

- Review, revise, and edit writing with consideration for the task, purpose, and audience.
 - a. Organization and Content: Introduce the topic, maintain a clear focus throughout the text, and provide a conclusion that follows from the text. Achieve the writer's purpose and enhance the reader's understanding of and experience with the text by making choices regarding organization and content.
 - b. Word choice, syntax, and style: Choose precise language and make syntactical choices to reflect an understanding of how language functions in different contexts and enhance the reader's understanding of the text.
 - c. Conventions of standard English and usage: Demonstrate a command of the conventions of standard English grammar and usage including spelling and punctuation.

- d. Use a variety of appropriate transitions to clarify relationships and connect ideas, claims and signal time shifts.
- e. Use technology, including the Internet, to produce, publish, and update individual or shared writing products in response to ongoing feedback, including new arguments or information.
- Articulate, justify, and apply personal criteria for critiquing dramatic texts and performances.

Detailed Description/Instructions: Students will read Arthur Miller’s “Death of a Salesman” and review several of the analyses and reviews already written by others. Students will then select one of the other reviews to either refute or defend based on his/her own reading and understanding of the dramatic structure of the play.

Bloom’s Levels: Understand, Analyze, Evaluate

Webb’s DOK: 2, 3

Engaging Scenario

Engaging Scenario (An Engaging Scenario is a culminating activity that includes the following components: situation, challenge, specific roles, audience, product or performance.)

Incorporating the skills which have been addressed in the unit such as parallelism, assonance, pun, soliloquy, aside, etc., the students will write a One Act play. Students will submit their play to their classmates for revision, make necessary revisions and produce a final form to be presented to an authentic audience.

Summary of Engaging Learning Experiences for Topics

Topic	Engaging Experience Title	Description	Suggested Length of Time
Poetic Devices	Identifying Poetic Devices	After teacher-lecture and anticipatory set based on recall questions, students will be able to, through guided lecture and practice, define and identify several types of poetic devices including but not limited to parallelism, allusion, pun, assonance, consonance, etc. Students will then work in groups of 3-4 to create a multimedia presentation that includes both the definition of terms and examples.	2 Days
Poetic Devices	Application of Poetic devices	Students will adapt a piece of technical writing such as an instruction manual, part of a textbook, consumer report guides, etc. and rewrite it using 5-7 poetic devices/figurative languages techniques. Students will share the entire piece or parts of it in groups to receive feedback.	4 Days
Introduction to Playwriting	Shakespeare and playwriting	Students will read/review a scene from either <i>Romeo and Juliet</i> or <i>Hamlet</i> . They will work together in small groups to identify the poetic devices used in the selection. After they have identified all of the poetic devices, they will share and discuss their findings in a Socratic Seminar discussion.	3 Days
Introduction to Playwriting	"The Rewrite"	Students respond to the journal prompt: "What does it mean to be a <i>good</i> writer?" After a sustained journal writing addressing the prompt, students share their writing with the class. Students work as a class to develop a class definition of a "good writer". The class then uses the student generated definition to assess and evaluate a variety of authors. Students determine whether or not specific authors would meet the criteria of a good writer. After this discussion, students watch	4 Days

		the movie, “The Rewrite.” Students will then apply the definition to the author depicted in the movie and decide to either keep the agreed upon definition or amend it.	
Analysis of Playwriting	Reading One-Acts	Students will read several One-Act plays and/or scenes from longer works. Students will use a study guide/review sheet and first identify the poetic devices used in the work and then determine their effectiveness. Students will write a brief summation of their finding and be prepared to share them with the class.	4 Days
Analysis of Playwriting	Death of a Salesman	Students will read Arthur Miller’s “Death of a Salesman” and review several of the analyses and reviews already written by others. Students will then select one of the other reviews to either refute or defend based on his/her own reading and understanding of the dramatic structure of the play.	4 Days

Unit 5: Conventions Presentation

Subject: Creative Writing

Grade: 11-12

Name of Unit: Commercial or Children's story

Length of Unit: 5 Weeks

Overview of Unit: This unit will ask students to come together as a group and create a parody of a current product on the market/a person selling various products, or to create a new product to sell. Or, students have the option to write a children's story. If writing the children's story, writing conventions and techniques specific to this genre, and illustration requirements will be discussed, analyzed, and determined. Both the commercial and children's story are supported throughout the topics. The teacher may use any of the experiences below but also may follow the sequence of whichever track their course takes, commercial or children's story. The majority of time spent creating the culminating project will stem from the visual aspect: i.e. Filming or illustrating the story. One week will be spent brainstorming and/or coming up with the product/story. Two weeks will be spent fine-tuning filming/illustrating. And one to two days will be used to present their final projects.

Priority Standards for unit:

- 11-12.W.2.A Follow a writing process to produce clear and coherent writing in which the development, organization, style, and voice are appropriate to the task, purpose and audience; self-select and blend (when appropriate) previously learned narrative, expository, and argumentative writing techniques.

Supporting Standards for unit:

- Review, revise, and edit writing with consideration for the task, purpose, and audience.
 - a. Organization and Content: Introduce the topic, maintain a clear focus throughout the text, and provide a conclusion that follows from the text. Achieve the writer's purpose and enhance the reader's understanding of and experience with the text by making choices regarding organization and content.
 - b. Word choice, syntax, and style: Choose precise language and make syntactical choices to reflect an understanding of how language functions in different contexts and enhance the reader's understanding of the text.
 - c. Conventions of standard English and usage: Demonstrate a command of the conventions of standard English grammar and usage including spelling and punctuation.
 - d. Use a variety of appropriate transitions to clarify relationships and connect ideas, claims and signal time shifts.

- e. Use technology, including the Internet, to produce, publish, and update individual or shared writing products in response to ongoing feedback, including new arguments or information.
- ISTE-DIGITAL CITIZEN.2: Students recognize the rights, responsibilities and opportunities of living, learning and working in an interconnected digital world, and they act and model in ways that are safe, legal and ethical.
 - ISTE - CREATIVE COMMUNICATOR.6: Students communicate clearly and express themselves creatively for a variety of purposes using the platforms, tools, styles, formats and digital media appropriate to their goals.
 - ISTE - GLOBAL COLLABORATOR.7: Students use digital tools to broaden their perspectives and enrich their learning by collaborating with others and working effectively in teams locally and globally.

Unwrapped Concepts (Students need to know)	Unwrapped Skills (Students need to be able to do)	Bloom's Taxonomy Levels	Webb's DOK
narratives to develop real or imagined experiences or events using effective technique, well-chosen details, and well-structured event sequences	Write	Create	3
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	Engage	Understand	2
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	Orient	Analyze	2
a smooth progression of experiences or events	Create	Apply	2
narrative techniques, such as dialogue, pacing, description, reflection, and multiple plot lines, to develop experiences, events, and/or characters	Use	Apply	3
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	Use	Understand	3

precise words and phrases, telling details, and sensory language to convey a vivid picture of the experiences, events, setting, and/or characters	Use	Understand	3
a conclusion that follows from and reflects on what is experienced, observed, or resolved over the course of the narrative	Provide	Evaluate	3

Essential Questions:

1. As a creative writer, why is it important to keep one's audience in mind?
2. How does an audience guide a writer's choices?
3. How does the format for the presentation impact an audience?

Enduring Understanding/Big Ideas:

1. The writer will describe his/her choice in style, grammar, and conventions when reaching an audience. He/She will show reflective choices and edits in his/her work to best fit the overall message to the audience.
2. Students will use prior connections to contemporary material to address and enhance the differences within an audience such as age, gender, etc. They will also identify the differences between reaching a live versus secondary or taped audience.
3. Students will be able to evaluate which format (print media, video, audio, picture book, etc.) is best suited to meet the demands of a specific audience. Students will be able to adapt a work to various formats in order to reach multiple audiences.

Unit Vocabulary:

Academic Cross-Curricular Words	Content/Domain Specific
<ul style="list-style-type: none"> • Appeal (Visual Or Emotional) • Audience/Demographics • Product • Purpose 	<ul style="list-style-type: none"> • Allusion • Dialogue • Diction • Word Choice

Resources for Vocabulary Development: Quality Tools

Topic 1: Introduction to Audience

Engaging Experience 1

Title: Commercial - Examples

Suggested Length of Time: 2 Days

Standards Addressed

Priority:

- 11-12.W.2.A Follow a writing process to produce clear and coherent writing in which the development, organization, style, and voice are appropriate to the task, purpose and audience; self-select and blend (when appropriate) previously learned narrative, expository, and argumentative writing techniques.

Supporting:

- Review, revise, and edit writing with consideration for the task, purpose, and audience.
 - a. Organization and Content: Introduce the topic, maintain a clear focus throughout the text, and provide a conclusion that follows from the text. Achieve the writer's purpose and enhance the reader's understanding of and experience with the text by making choices regarding organization and content.
 - b. Word choice, syntax, and style: Choose precise language and make syntactical choices to reflect an understanding of how language functions in different contexts and enhance the reader's understanding of the text.
 - c. Conventions of standard English and usage: Demonstrate a command of the conventions of standard English grammar and usage including spelling and punctuation.
 - d. Use a variety of appropriate transitions to clarify relationships and connect ideas, claims and signal time shifts.
 - e. Use technology, including the Internet, to produce, publish, and update individual or shared writing products in response to ongoing feedback, including new arguments or information.
- ISTE-DIGITAL CITIZEN.2: Students recognize the rights, responsibilities and opportunities of living, learning and working in an interconnected digital world, and they act and model in ways that are safe, legal and ethical.
- ISTE - CREATIVE COMMUNICATOR.6: Students communicate clearly and express themselves creatively for a variety of purposes using the platforms, tools, styles, formats and digital media appropriate to their goals.
- ISTE - GLOBAL COLLABORATOR.7: Students use digital tools to broaden their perspectives and enrich their learning by collaborating with others and working effectively in teams locally and globally.

Detailed Description/Instructions: The teacher will show a handful of commercial examples or previous student examples. These commercials should appeal to various student interests, such as humor, dramatic topics or satire. For example, the Shamwow ([link](#)), At The Red House or Old Spice commercials. The teacher will facilitate a discussion using the five Ws, such as: Who is the consumer? What is the product? Why is it beneficial to consumers? When is the timeframe and is it significant? Where is the product being offered? Ultimately, the teacher wants students to reflect on the audience of the commercial and brainstorm ideas for their final product.

Bloom's Levels: Understand, Create, Analyze

Webb's DOK: 2, 3

Engaging Experience 2

Title: Children Story - Example

Suggested Length of Time: 2 Days

Standards Addressed

Priority:

- 11-12.W.2.A Follow a writing process to produce clear and coherent writing in which the development, organization, style, and voice are appropriate to the task, purpose and audience; self-select and blend (when appropriate) previously learned narrative, expository, and argumentative writing techniques.

Supporting:

- Review, revise, and edit writing with consideration for the task, purpose, and audience.
 - a. Organization and Content: Introduce the topic, maintain a clear focus throughout the text, and provide a conclusion that follows from the text. Achieve the writer's purpose and enhance the reader's understanding of and experience with the text by making choices regarding organization and content.
 - b. Word choice, syntax, and style: Choose precise language and make syntactical choices to reflect an understanding of how language functions in different contexts and enhance the reader's understanding of the text.
 - c. Conventions of standard English and usage: Demonstrate a command of the conventions of standard English grammar and usage including spelling and punctuation.
 - d. Use a variety of appropriate transitions to clarify relationships and connect ideas, claims and signal time shifts.
 - e. Use technology, including the Internet, to produce, publish, and update individual or shared writing products in response to ongoing feedback, including new arguments or information.

Detailed Description/Instructions: The teacher will hold a short discussion about student experiences and their favorite children's story. The teacher will show books from Scholastic as examples of children's stories and allow students to look through them. The class will read one story together and hold a discussion regarding audience. Example questions may be: Who is the audience for this book? What is the theme? Where does the story take place? When does the story take place and is it significant (timely or timeless)? Why did the author write this and why does it appeal to children? Ultimately the teacher wants students to reflect on the author's audience.

Bloom's Levels: Understand, Create, Analyze

Webb's DOK: 2, 3

Topic 2: Analysis of Audience

Engaging Experience 1

Title: Commercial - Products

Suggested Length of Time: 3-4 Days

Standards Addressed

Priority:

- 11-12.W.2.A Follow a writing process to produce clear and coherent writing in which the development, organization, style, and voice are appropriate to the task, purpose and audience; self-select and blend (when appropriate) previously learned narrative, expository, and argumentative writing techniques.

Supporting:

- Review, revise, and edit writing with consideration for the task, purpose, and audience.
 - a. Organization and Content: Introduce the topic, maintain a clear focus throughout the text, and provide a conclusion that follows from the text. Achieve the writer's purpose and enhance the reader's understanding of and experience with the text by making choices regarding organization and content.
 - b. Word choice, syntax, and style: Choose precise language and make syntactical choices to reflect an understanding of how language functions in different contexts and enhance the reader's understanding of the text.
 - c. Conventions of standard English and usage: Demonstrate a command of the conventions of standard English grammar and usage including spelling and punctuation.
 - d. Use a variety of appropriate transitions to clarify relationships and connect ideas, claims and signal time shifts.
 - e. Use technology, including the Internet, to produce, publish, and update individual or shared writing products in response to ongoing feedback, including new arguments or information.

Detailed Description/Instructions: Students will be given options for a product to sell. They will be told “who” that product best serves and must determine “how” it can be sold. The teacher will provide the “products” to sell, and the students will choose a collaborative partner for this project. Students will write up a proposal and present their findings on the beginning of day three. The teacher may extend this lesson by having students provide feedback on each other's products.

Bloom's Levels: Apply, Understand

Webb's DOK: 2, 3

Engaging Experience 2

Title: Children Story; Provide the text

Suggested Length of Time: 2 Days

Standards Addressed

Priority:

- 11-12.W.2.A Follow a writing process to produce clear and coherent writing in which the development, organization, style, and voice are appropriate to the task, purpose and audience; self-select and blend (when appropriate) previously learned narrative, expository, and argumentative writing techniques.

Supporting:

- Review, revise, and edit writing with consideration for the task, purpose, and audience.
 - a. Organization and Content: Introduce the topic, maintain a clear focus throughout the text, and provide a conclusion that follows from the text. Achieve the writer's purpose and enhance the reader's understanding of and experience with the text by making choices regarding organization and content.
 - b. Word choice, syntax, and style: Choose precise language and make syntactical choices to reflect an understanding of how language functions in different contexts and enhance the reader's understanding of the text.
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 - d. Use a variety of appropriate transitions to clarify relationships and connect ideas, claims and signal time shifts.
 - e. Use technology, including the Internet, to produce, publish, and update individual or shared writing products in response to ongoing feedback, including new arguments or information.

Detailed Description/Instructions: Students will be given 2-3 published children's picture story books. The books will have only the pictures, but text will have been blacked out. It will be the student's responsibility to provide the text for a given age group based on the pictures in the book. This activity will highlight the importance of illustrations as a means of communicating a storyline.

Bloom's Levels: Analyze, Create

Webb's DOK: 2, 3

Rubric: Rubric can be found on Google Drive

Engaging Scenario

Engaging Scenario (An Engaging Scenario is a culminating activity that includes the following components: situation, challenge, specific roles, audience, product or performance.)

Students will work in groups to complete the task of creating a 4 minute or longer commercial. The product(s) can be original/unique or one(s) that already exist(s). A script, scene selections, props, etc. should be part of the group's planning process. The group must also discuss format, specific roles to be played by various members and, ultimately, as well as the true purpose behind the commercial. This commercial was created for an audience, so each group should determine who their audience is, why they are important, and how the audience will impact the final piece.

or

Students will write a Children's story for a specific age group. Students will incorporate appropriate means of characterization, dialogue and plot sequence for the age group. Story will have a central message or theme appropriate to age group. Students will enhance the written story with an age-appropriate visual. Students will read their stories to a live (face to face or Skype), age-appropriate audience.

Rubric for Engaging Scenario: See Rubric in Google Drive: "Commercial Scoring Guide."
For Children's Story: To be created

Summary of Engaging Learning Experiences for Topics

Topic	Engaging Experience Title	Description	Suggested Length of Time
Introduction to Audience	Commercial Examples	The teacher will show a handful of commercial examples or previous student examples. These commercials should appeal to various student interest such as humor, dramatic topics or satire. For example, the Shamwow (link), At The Red House or Old Spice commercials. The teacher will facilitate a discussion using the five Ws, such as: Who is the consumer? What is the product? Why is it beneficial to consumers? When is the timeframe and is it significant? Where is the product being offered? Ultimately, the teacher wants students to reflect on the audience of the commercial and brainstorm ideas for their final product.	2 Days
Introduction to Audience	Children Story Example	The teacher will hold a short discussion about student experiences and their favorite children's story. The teacher will show books from Scholastic as examples of children's stories and allow students to look through them. The class will read one story together and hold a discussion regarding audience. Example questions may be: Who is the audience for this book? What is the theme? Where does the story take place? When does the story take place and is it significant (timely or timeless)? Why did the author write this and why does it appeal to children? Ultimately the teacher wants students to reflect on the author's audience.	2 Days
Analysis of Audience	Commercial Products	Students will be given options for a product to sell. They will be told "who" that product best serves and must determine "how" it can be sold. The teacher will provide the "products" to sell, and the students will choose a collaborative partner for this	3-4 Days

		project. Students will write up a proposal and present their findings on the beginning of day three. The teacher may extend this lesson by having students provide feedback on each other's products.	
Analysis of Audience	Children Story; Provide the text	Students will be given 2-3 published children's picture story books. The books will have only the pictures, but text will have been blacked out. It will be the student's responsibility to provide the text for a given age group based on the pictures in the book. This activity will highlight the importance of illustrations as a means of communicating a storyline.	2 Days

Unit of Study Terminology

Appendices: All Appendices and supporting material can be found in this course's shell course in the District's Learning Management System.

Assessment Leveling Guide: A tool to use when writing assessments in order to maintain the appropriate level of rigor that matches the standard.

Big Ideas/Enduring Understandings: Foundational understandings teachers want students to be able to discover and state in their own words by the end of the unit of study. These are answers to the essential questions.

Engaging Experience: Each topic is broken into a list of engaging experiences for students. These experiences are aligned to priority and supporting standards, thus stating what students should be able to do. An example of an engaging experience is provided in the description, but a teacher has the autonomy to substitute one of their own that aligns to the level of rigor stated in the standards.

Engaging Scenario: This is a culminating activity in which students are given a role, situation, challenge, audience, and a product or performance is specified. Each unit contains an example of an engaging scenario, but a teacher has the ability to substitute with the same intent in mind.

Essential Questions: Engaging, open-ended questions that teachers can use to engage students in the learning.

Priority Standards: What every student should know and be able to do. These were chosen because of their necessity for success in the next course, the state assessment, and life.

Supporting Standards: Additional standards that support the learning within the unit.

Topic: These are the main teaching points for the unit. Units can have anywhere from one topic to many, depending on the depth of the unit.

Unit of Study: Series of learning experiences/related assessments based on designated priority standards and related supporting standards.

Unit Vocabulary: Words students will encounter within the unit that are essential to understanding. Academic Cross-Curricular words (also called Tier 2 words) are those that can be found in multiple content areas, not just this one. Content/Domain Specific vocabulary words are those found specifically within the content.