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RAHWAY PUBLIC SCHOOLS

CURRICULUM & INSTRUCTION

Content Area: English

Course: Journalism I

Grade Level: 9-12

This curriculum is part of the Educational Program of Studies of the Rahway Public Schools.

ACKNOWLEDGMENTS

Dr. Leslie Septor, Program Supervisor of Literacy

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Kimberley Kiefer

Dr. Tiffany A. Beer, Director of Curriculum and Instruction

Subject/Course Title:
English/ Journalism I/Creative Writing
Grade(s) **9-12**

Date of Board Adoption:
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RAHWAY PUBLIC SCHOOLS CURRICULUM

Journalism I/Creative Writing: 9-12

PACING GUIDE

Unit	Title	Pacing
1	Memoir	Six weeks
2	Poetry	Seven weeks
3	Creative Nonfiction & Short Story	Seven weeks

ACCOMMODATIONS

<p>504 Accommodations:</p> <ul style="list-style-type: none"> ● Provide scaffolded vocabulary and vocabulary lists. ● Provide extra visual and verbal cues and prompts. ● Provide adapted/alternate/excerpted versions of the text and/or modified supplementary materials. ● Provide links to audio files and utilize video clips. ● Provide graphic organizers and/or checklists. ● Provide modified rubrics. ● Provide a copy of teaching notes, especially any key terms, in advance. ● Allow additional time to complete assignments and/or assessments. ● Provide shorter writing assignments. ● Provide sentence starters. ● Utilize small group instruction. ● Utilize Think-Pair-Share structure. ● Check for understanding frequently. ● Have student restate information. ● Support auditory presentations with visuals. ● Weekly home-school communication tools (notebook, daily log, phone calls or email messages). ● Provide study sheets and teacher outlines prior to assessments. ● Quiet corner or room to calm down and relax when anxious. ● Reduction of distractions. ● Permit answers to be dictated. ● Hands-on activities. ● Use of manipulatives. ● Assign preferential seating. ● No penalty for spelling errors or sloppy handwriting. ● Follow a routine/schedule. ● Provide student with rest breaks. ● Use verbal and visual cues regarding directions and staying on task. ● Assist in maintaining agenda book. 	<p>IEP Accommodations:</p> <ul style="list-style-type: none"> ● Provide scaffolded vocabulary and vocabulary lists. ● Differentiate reading levels of texts (e.g., Newsela). ● Provide adapted/alternate/excerpted versions of the text and/or modified supplementary materials. ● Provide extra visual and verbal cues and prompts. ● Provide links to audio files and utilize video clips. ● Provide graphic organizers and/or checklists. ● Provide modified rubrics. ● Provide a copy of teaching notes, especially any key terms, in advance. ● Provide students with additional information to supplement notes. ● Modify questioning techniques and provide a reduced number of questions or items on tests. ● Allow additional time to complete assignments and/or assessments. ● Provide shorter writing assignments. ● Provide sentence starters. ● Utilize small group instruction. ● Utilize Think-Pair-Share structure. ● Check for understanding frequently. ● Have student restate information. ● Support auditory presentations with visuals. ● Provide study sheets and teacher outlines prior to assessments. ● Use of manipulatives. ● Have students work with partners or in groups for reading, presentations, assignments, and analyses. ● Assign appropriate roles in collaborative work. ● Assign preferential seating. ● Follow a routine/schedule.
<p>Gifted and Talented Accommodations:</p> <ul style="list-style-type: none"> ● Differentiate reading levels of texts (e.g., Newsela). ● Offer students additional texts with higher lexile levels. ● Provide more challenging and/or more supplemental readings and/or activities to deepen understanding. ● Allow for independent reading, research, and projects. ● Accelerate or compact the curriculum. ● Offer higher-level thinking questions for deeper analysis. ● Offer more rigorous materials/tasks/prompts. ● Increase number and complexity of sources. ● Assign group research and presentations to teach the class. ● Assign/allow for leadership roles during collaborative work and in other learning activities. 	<p>ELL Accommodations:</p> <ul style="list-style-type: none"> ● Provide extended time. ● Assign preferential seating. ● Assign peer buddy who the student can work with. ● Check for understanding frequently. ● Provide language feedback often (such as grammar errors, tenses, subject-verb agreements, etc...). ● Have student repeat directions. ● Make vocabulary words available during classwork and exams. ● Use study guides/checklists to organize information. ● Repeat directions. ● Increase one-on-one conferencing. ● Allow student to listen to an audio version of the text. ● Give directions in small, distinct steps. ● Allow copying from paper/book. ● Give student a copy of the class notes. ● Provide written and oral instructions. ● Differentiate reading levels of texts (e.g., Newsela). ● Shorten assignments. ● Read directions aloud to student. ● Give oral clues or prompts. ● Record or type assignments. ● Adapt worksheets/packets.

- Create alternate assignments.
- Have student enter written assignments in criterion, where they can use the planning maps to help get them started and receive feedback after it is submitted.
- Allow student to resubmit assignments.
- Use small group instruction.
- Simplify language.
- Provide scaffolded vocabulary and vocabulary lists.
- Demonstrate concepts possibly through the use of visuals.
- Use manipulatives.
- Emphasize critical information by highlighting it for the student.
- Use graphic organizers.
- Pre-teach or pre-view vocabulary.
- Provide student with a list of prompts or sentence starters that they can use when completing a written assignment.
- Provide audio versions of the textbooks.
- Highlight textbooks/study guides.
- Use supplementary materials.
- Give assistance in note taking
- Use adapted/modified textbooks.
- Allow use of computer/word processor.
- Allow student to answer orally, give extended time (time-and-a-half).
- Allow tests to be given in a separate location (with the ESL teacher).
- Allow additional time to complete assignments and/or assessments.
- Read question to student to clarify.
- Provide a definition or synonym for words on a test that do not impact the validity of the exam.
- Modify the format of assessments.
- Shorten test length or require only selected test items.
- Create alternative assessments.
- On an exam other than a spelling test, don't take points off for spelling errors.

RAHWAY PUBLIC SCHOOLS CURRICULUM

UNIT OVERVIEW

Content Area: English

Unit 1 Title: Memoir

Target Course/Grade Level: Journalism I/Creative Writing, Grades 9-12.

Unit Summary: This unit allows writers to put their life experiences into a form accessible and interesting to readers. In addition, the memoir unit will explore the importance of multi-dialecticism in writing a memoir and personal narrative.

Approximate Length of Unit: Six weeks

LEARNING TARGETS

NJ Student Learning Standards:

RL.CI.9–10.2. Determine one or more themes of a literary text and analyze how it is developed and refined over the course of the text, including how it emerges and is shaped by specific details; provide an objective summary of the text.

RL.TS.9–10.4. Analyze how an author’s choices concerning the structure of a text, order of the events within it (e.g., parallel plots), and manipulation of time (e.g., pacing, flashbacks) create specific effects (e.g., mystery, tension, or surprise).

W.NW.9–10.3. Write narratives to develop real or imagined experiences or events using effective technique, well-chosen details, and well-structured event sequences.

- A. Engage and orient the reader by setting out a problem, situation, or observation, establishing one or multiple point(s) of view, and introducing a narrator and/or characters; create a smooth progression of experiences or events.
- B. Use narrative techniques, such as dialogue, pacing, description, reflection, and multiple plot lines, to develop experiences, events, and/or characters.
- C. Use a variety of techniques to sequence events so that they build on one another to create a coherent whole.
- D. Use precise words and phrases, telling details, and sensory language to convey a vivid picture of the experiences, events, setting, and/or characters.
- E. Provide a conclusion that follows from and reflects on what is experienced, observed, or resolved over the course of the narrative.

W.WP.9–10.4. Develop and strengthen writing as needed by planning, revising, editing, rewriting, trying a new approach; sustaining effort to complete complex writing tasks; seeking out feedback and reflecting on personal writing progress; consulting a style manual (such as MLA or APA Style), focusing on addressing what is most significant for a specific purpose and audience.

SL.PE.9–10.1. Initiate and participate effectively in a range of collaborative discussions (one-on-one, in groups, and teacher-led) with peers on grades 9–10 topics, texts, and issues, building on others’ ideas and expressing their own clearly and persuasively.

- A. Come to discussions prepared, having read and researched material under study; explicitly draw on that preparation by referring to evidence from texts and other research on the topic or issue to stimulate a thoughtful, well-reasoned exchange of ideas.
- B. Collaborate with peers to set rules for discussions (e.g., informal consensus, taking votes on key issues, presentation of alternate views); develop clear goals and assessment criteria (e.g., student developed rubric) and assign individual roles as needed.
- C. Propel conversations by posing and responding to questions that relate the current discussion to broader themes or larger ideas; actively incorporate others into the discussion; and clarify, verify, or challenge ideas and conclusions.
- D. Respond thoughtfully to various perspectives, summarize points of agreement and disagreement, and justify own views. Make new connections in light of the evidence and reasoning presented.

Career Readiness, Life Literacies, and Key Skills:

9.4.2. GCA:1: Articulate the role of culture in everyday life by describing one’s own culture and comparing it to the cultures of other individuals (e.g., 1.5.2.C2a, 7.1.NL.IPERS.5, 7.1.NL.IPERS.6).

Interdisciplinary Connections and Standards:

Social Studies:

6.1.12. HistorySE.14.a: Explore the various ways women, racial and ethnic minorities, the LGBTQ community, and individuals with disabilities have contributed to the American economy, politics and society.

6.1.12. HistorySE.14.b: Use a variety of sources from diverse perspective to analyze the social, economic and political contributions of marginalized and underrepresented groups and/or individuals.

Unit Understandings:

Students will understand that...

- Memoirs often weave past and present to make events relatable to present circumstances/audiences
- Memoir and personal narrative may embody any tone: sad, funny, serious, etc...
- Personal narrative, memoir, and autobiography are all examples of personal writing, but they are not the same thing
- Personal narrative is focused on one event that the individual who is doing the writing actually experienced and the main focus is the feelings/thoughts/emotions of the person who is writing
- The dialect/English language of the subject should be acknowledged as valid as any mainstream English language dialect
- Memoir focuses on the individual, but also on his/her relationship with a person, place, or thing and the writing must describe in detail, his/her relationship with this person, place, or thing
- Autobiography is a more comprehensive work than a memoir and tells a full life story (or big chunks of a life story), while a memoir is a much more focused piece of writing
- Writers often embellish the events of their lives to provide a more exciting book or story

Unit Essential Questions:

- What is the purpose of writing an autobiography, family, or personal memoir?
- What are the characteristics of an effective memoir or personal narrative?
- What are the differences between a personal narrative, a memoir, and an autobiography?
- What are some famous examples of memoirs?
- What are some famous examples of autobiographies?
- What are examples of well-known memoirs or autobiographies that have been made into movies?
- Is it ethical to embellish events in a personal narrative, autobiography, or memoir in order to make it more exciting or interesting?

- What effect can the negation of one’s dialect as “informal or colloquial” rather than academically valid, have on one’s writing experience in the classroom?

Knowledge and Skills:

Students will know...

- The difference between memoir, personal narrative, and autobiography
- The purpose of a memoir and personal narrative
- Writers need to maintain integrity when writing non-fiction accounts of their lives such as personal narrative and memoir

Students will be able to...

- Read a variety of personal narratives and memoirs as models.
- Identify whether pieces of literature are personal narrative or memoir.
- Create either a personal narrative or memoir based upon his/her experiences.
- Model truth in their own personal narrative and memoir writing.

EVIDENCE OF LEARNING

Assessment:

What evidence will be collected and deemed acceptable to show that students truly “understand”?

- Students will keep a journal and write daily from prompts related to models from the specific unit.
- From this journal, students should choose pieces to peer edit, revise, and polish to include in an electronic culminating portfolio.

Learning Activities:

What differentiated learning experiences and instruction will enable all students to achieve the desired results?

- Write a story based upon a real-life relationship the student has experienced.
- Write a story based upon their real-life COVID-19 pandemic experience.
- Watch excerpts from a movie based upon an autobiography and identify aspects of dialectic in language elements that make it relevant to the viewing audience and the American experience.
- Watch a taped interview of an author who has written memoirs or an autobiography and then read excerpts from that memoir/autobiography.
- Create a pictorial map of important events and people from the student’s life. Use the map to determine possible memoir/personal narrative writing topics.
- Draft a college admissions essay.

RESOURCES

Teacher Resources:

Condon, Frankie and Vershawn Ashanti Young, *Performing Antiracist Pedagogy in Rhetoric, Writing and Communication*. 2017

Koch, Richard, *The Mindful Writing Workshop: Teaching in the Age of Stress and Trauma*. 2020.

Young, Vershawn Ashanti, Rusty Barrett, Y'Shanda Young-Rivera, Kim Brian-Lovejoy, *Other People's English: Code-Meshing, Code-Switching and African American Literacy*. 2018.

On Writing by Stephen King, excerpts.

Writing the Memoir: From Truth to Art by Judith Barrington

A Study of Memoir, Primary Voices, August 1999, Volume 8, Number 1, NTCE

Chapter 12, "Memoir: Reading and Writing the Story of Our Lives," Writing Between the Lines by Lucy Calkins

Lessons That Change Writers by Nancie Atwell: "Questions for Memoirists" and "Ineffective and Effective Memoirs."

Inventing the Truth by William Zinzer

http://www.readwritethink.org/lessons/lesson_view.asp?id=998

<http://www.inkspell.homestead.com/memoir.html>

<http://www.bbc.co.uk/worldservice/arts/features/howtowrite/memoirs.shtml>

http://www.kporterfield.com/memoir/Memoir_Links.html

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

<http://www.rachelsimon.com/tentips.htm>

<http://www.turningmemories.com/lifewritersdigest.html>

<http://www.npatterson.net/memoir/graphing.html>

<http://pubrants.blogspot.com/2007/06/writing-memoir-is-not-same-as-writing.html>

Equipment Needed:

LCD Projector/Newline Board

Chromebook

UNIT OVERVIEW

Content Area: English

Unit 2 Title: Poetry

Target Course/Grade Level: Journalism I-Creative Writing, Grades 9-12.

Unit Summary: Using readings and student generated models, the Poetry Unit will introduce students to a variety of genres, elements and Eastern and Western Poetic Schools.

Approximate Length of Unit: Seven weeks

LEARNING TARGETS

NJ Student Learning Standards:

RL.CI.9–10.2. Determine one or more themes of a literary text and analyze how it is developed and refined over the course of the text, including how it emerges and is shaped by specific details; provide an objective summary of the text.

RL.PP. 9–10.5. Determine an author’s lens in a text (including cultural experience reflected in a work of literature from outside the United States, drawing on a wide reading of world literature) and analyze how an author uses rhetorical devices to advance a point of view.

RL.TS.9-10.4. Analyze in detail the author’s choices concerning the structure of a text, order of the events within it (e.g., parallel plots), and manipulation of time (e.g., pacing, flashbacks) to create specific effects (e.g. mystery, tension, or surprise).

RL.MF.9-10.6. Analyze, integrate, and evaluate multiple interpretations (e.g., recorded or live production of a play or recorded novel or poetry) of a single text or text/s presented in different formats (visually, quantitatively).

W.NW.9–10.3. Write narratives to develop real or imagined experiences or events using effective technique, well-chosen details, and well-structured event sequences.

- A. Engage and orient the reader by setting out a problem, situation, or observation, establishing one or multiple point(s) of view, and introducing a narrator and/or characters; create a smooth progression of experiences or events.
- B. Use narrative techniques, such as dialogue, pacing, description, reflection, and multiple plot lines, to develop experiences, events, and/or characters.
- C. Use a variety of techniques to sequence events so that they build on one another to create a coherent whole.
- D. Use precise words and phrases, telling details, and sensory language to convey a vivid picture of the experiences, events, setting, and/or characters.
- E. Provide a conclusion that follows from and reflects on what is experienced, observed, or resolved over the course of the narrative.

W.WP.9–10.4. Develop and strengthen writing as needed by planning, revising, editing, rewriting, trying a new approach; sustaining effort to complete complex writing tasks; seeking out feedback and reflecting on personal

writing progress; consulting a style manual (such as MLA or APA Style), focusing on addressing what is most significant for a specific purpose and audience.

SL.PE.9–10.1. Initiate and participate effectively in a range of collaborative discussions (one-on-one, in groups, and teacher-led) with peers on grades 9–10 topics, texts, and issues, building on others' ideas and expressing their own clearly and persuasively.

- A. Come to discussions prepared, having read and researched material under study; explicitly draw on that preparation by referring to evidence from texts and other research on the topic or issue to stimulate a thoughtful, well-reasoned exchange of ideas.
- B. Collaborate with peers to set rules for discussions (e.g., informal consensus, taking votes on key issues, presentation of alternate views); develop clear goals and assessment criteria (e.g., student developed rubric) and assign individual roles as needed.
- C. Propel conversations by posing and responding to questions that relate the current discussion to broader themes or larger ideas; actively incorporate others into the discussion; and clarify, verify, or challenge ideas and conclusions.
- D. Respond thoughtfully to various perspectives, summarize points of agreement and disagreement, and justify own views. Make new connections in light of the evidence and reasoning presented.

L.VI.9–10.4. Demonstrate understanding of figurative language, word relationships, and nuances in word meanings, including connotative meanings.

- A. Interpret figures of speech (e.g., euphemism, oxymoron) in context and analyze their role in the text.
- B. Analyze nuances in the meaning of words with similar denotations.
- C. Analyze the cumulative impact of specific word choices on meaning and tone (e.g., how the language evokes a sense of time and place; how it sets a formal or informal tone; how the language of a court opinion differs from that of a newspaper).

Career Readiness, Life Literacies, and Key Skills:

9.1.12. C4 Demonstrate leadership and collaborative skills when participating in online learning communities structured learning experiences.

9.1.12. D1 Interpret spoken and written communication within the appropriate cultural context.

9.1.12. F.2 Demonstrate a positive work ethic in various settings including classroom and during structured learning experiences.

Interdisciplinary Connections and Standards:

Social Studies:

6.1.12. HistorySE.14.a: Explore the various ways women, racial and ethnic minorities, the LGBTQ community, and individuals with disabilities have contributed to the American economy, politics and society.

6.1.12. HistorySE.14.b: Use a variety of sources from diverse perspective to analyze the social, economic and political contributions of marginalized and underrepresented groups and/or individuals.

Unit Understandings:

Students will understand that...

- Poetry is a mode of writing that focuses as much on rhythm, meter and sound as on meaning and communication
- The definition of poetry and the writing of it vary according to culture and historic period; it may verge on song and chant, meditation, prose description and narrative or even visual art
- Whether its function is ritual or entertainment, poetry has closer ties to performance than prose does, even when not read aloud since poetry is concerned with auditory and visual expression.

Unit Essential Questions:

- How does one determine criteria to evaluate a work of art like poetry? How and why might criteria vary?
- How is a personal preference different from an evaluation?
- What is the importance of poetry in our daily lives?
- What are the major forms and genres of poetry?
- Who are the major poets of each Eastern and Western Poetic School?
- What are poetic elements and how do they shape the meaning and context of a poem?

Knowledge and Skills:

Students will know...

- How poetry is important in a variety of cultures and in our own lives.
- Poetic elements, genres and periods.

Students will be able to...

- Identify the role poetry plays in both Western and Eastern society
- Identify elements of language in poetry: diction, theme, tone, image, repetition, alliteration and allusion
- Create poems using rules of meter and rhyme
- Create poems from a wide variety of genres including sonnets, sestina, villanelle, haiku and free verse
- Read and begin to write an epic poem

EVIDENCE OF LEARNING

Assessment:

What evidence will be collected and deemed acceptable to show that students truly “understand”?

- Students will read and write selected examples of poetry from a variety of time periods and genres.
- Using the internet and their Google accounts, students will create their own websites to collect, document, post and reflect upon their own learning in a portfolio.

Learning Activities:

What differentiated learning experiences and instruction will enable all students to achieve the desired results?

- Listen to recorded poetry and songs.
- Gallery walks for students to read and respond to one another’s projects.
- Interpret poetry from a variety of genres.
- View artwork from which poetic inspiration is based.

RESOURCES

Teacher Resources:

Poet X by Elizabeth Acevedo

African American Poetry: 250 Years of Struggle & Song: A Library of America Anthology (The Library of America) Hardcover – October 2020 Kevin Young (Editor)

Bird by Bird: Some Instructions on Writing and Life. Anne Lamott. 1995.

Norton Anthology of Poetry, Margaret Ferguson, Editor, 1996.

<http://www.poetryfoundation.org>

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

<http://www.poets.org>

<http://www.poetryarchive.org/poetryarchive/studentsHome.do>

Equipment Needed:

- LCD Projector/ Newline Board
- Chromebooks

UNIT OVERVIEW

Content Area: English

Unit 3 Title: Creative Nonfiction and Short Story

Target Course/Grade Level: Journalism I-Creative Writing, Grades 9-12

Unit Summary: Creative Nonfiction and Short Story Unit will offer students the opportunity to write about personal experiences and interests, about current events and people, about what Lee Gutkind calls “a public and private story” that is often filled with information or told in “a dramatic and imaginative way.” Creative nonfiction is the only unit of study in the Creative Writing curriculum that includes three “genres within a genre”—the review, op-ed commentary, and blog. The short story section within this unit will allow students to incorporate fictional characters and settings into their developing prose skills.

Approximate Length of Unit: Seven weeks

LEARNING TARGETS

NJ Student Learning Standards:

RL.CR.11–12.1. Accurately cite strong and thorough textual evidence and make relevant connections to strongly support a comprehensive analysis of multiple aspects of what a literary text says explicitly and inferentially, as well as interpretations of the text; this may include determining where the text leaves matters uncertain.

RL.CI.11–12.2. Determine two or more themes of a literary text and analyze how they are developed and refined over the course of the text, including how they interact and build on one another to produce a complex account or analysis; provide an objective summary of the text.

RI.IT.9-10.3. Analyze how an author unfolds and develops ideas throughout the text, including how an idea or series of ideas or events develop, including the order in which points are made, how they are introduced and developed, and the connections that are drawn between them.

RI.TS.9-10.4. Analyze in detail the author’s choices concerning the structure of ideas or claims of a text, and how they are developed and refined by particular sentences, paragraphs, or larger portions of a text (e.g., a section or chapter).

RI.PP.9-10.5. Determine an author’s purpose in a text (including cultural experience and knowledge reflected in text originating outside the United States) and analyze how an author uses rhetorical devices to advance that purpose.

SL.PE.9–10.1. Initiate and participate effectively in a range of collaborative discussions (one-on-one, in groups, and teacher-led) with peers on grades 9–10 topics, texts, and issues, building on others’ ideas and expressing their own clearly and persuasively.

- A. Come to discussions prepared, having read and researched material under study; explicitly draw on that preparation by referring to evidence from texts and other research on the topic or issue to stimulate a thoughtful, well-reasoned exchange of ideas.
- B. Collaborate with peers to set rules for discussions (e.g., informal consensus, taking votes on key issues, presentation of alternate views); develop clear goals and assessment criteria (e.g., student developed rubric) and assign individual roles as needed.

- C. Propel conversations by posing and responding to questions that relate the current discussion to broader themes or larger ideas; actively incorporate others into the discussion; and clarify, verify, or challenge ideas and conclusions.
- D. Respond thoughtfully to various perspectives, summarize points of agreement and disagreement, and justify own views. Make new connections in light of the evidence and reasoning presented.

Career Readiness, Life Literacies, and Key Skills:

9.4.2. GCA:1: Articulate the role of culture in everyday life by describing one’s own culture and comparing it to the cultures of other individuals (e.g., 1.5.2.C2a, 7.1.NL.IPERS.5, 7.1.NL.IPERS.6).

9.4.12. TL:4: Collaborate in online learning communities or social networks or virtual worlds to analyze and propose a resolution to a real-world problem.

Interdisciplinary Connections and Standards:

Social Studies:

6.1.12. HistorySE.14.a: Explore the various ways women, racial and ethnic minorities, the LGBTQ community, and individuals with disabilities have contributed to the American economy, politics and society.

6.1.12. HistorySE.14.b: Use a variety of sources from diverse perspective to analyze the social, economic and political contributions of marginalized and underrepresented groups and/or individuals.

Unit Understandings:

Students will understand that...

- Creative nonfiction is grounded in real life events and experiences, identifies a target audience and is an increasingly important genre in all areas of media
- Creative nonfiction must be timely, have a clear point and purpose, and be concretely communicated and supported.

Unit Essential Questions:

- What role does writing play in our lives?
- How do we develop into effective writers?
- How are considering audience, purpose and topic essential in creating effective writing?
- How can writing help our understanding of real life events and our personal experiences, through different lenses and perspectives?

Knowledge and Skills:

Students will know...

- The elements and characteristics of a variety of genres within Creative Non-Fiction and Short Story
- Review, op-ed or commentary, blog, and fairy tale
- The importance of the role of collaboration and revision in the writing process

Students will be able to...

- Build upon previous knowledge to create vivid characters
- Use photos as effective starting points for short fiction
- Learn the proper format for dialogue

- Write with a sharp, distinct controlling point made about a single topic with evident awareness of task and audience (focus)
- Develop substantial, relevant and illustrative content that demonstrates a clear understanding of the purpose (content)
- Employ effective organizational strategies and structures, such as logical order and transitions, which
- Develop a controlling idea (organization)
- Write with precise control of language, stylistic techniques, and sentence structures that create a consistent and effective tone (style)

EVIDENCE OF LEARNING

Assessment:

What evidence will be collected and deemed acceptable to show that students truly “understand”?

- Students will be paired and provide each other with a peer review at each draft stage
- Teacher will review for evidence that students used feedback from peer review to revise and improve subsequent drafts/final
- Teacher will review of drafts for completion, effort and understanding and provide specific, individual feedback
- Students will keep a brief reflective journal throughout the unit, explaining how he/she addressed the audience and the choices he/she made to meet the needs of each specific audience
- Each lesson section will conclude with a class discussion of effective writing strategies for a specific audience in that genre; what works, what doesn't, what to avoid.
- Using their Google accounts, students will create their own websites to collect, document, post and reflect upon their own learning in a portfolio

Learning Activities:

What differentiated learning experiences and instruction will enable all students to achieve the desired results?

- Each lesson will begin with an auditory, visual and written review of what students already know and do not yet know about each form of writing.
- Models of effective as well as ineffective samples of writing in the genre being covered will be presented.
- Listening to recordings of writers reading their works.
- Graphically organizing structural elements of each genre.

RESOURCES

Teacher Resources:

Excerpts from *The Hate U Give* by Angie Thomas

Baker-Bell, April, *Linguistic Justice: Black Language, Literacy, Identity, and Pedagogy*. 2020

Bird by Bird: Some Instructions on Writing and Life. Anne Lamott. 1995

The New York Times

http://newsoffice.duke.edu/duke_resources/oped. The Duke University Office of News and Communication

The Star Ledger

www.dailyoped.com

<http://www.lavc.edu/library/bookreview.htm>. Los Angeles Valley College Library

Equipment Needed:

- LCD Projector
- Laptop/Chromebook computers with internet access