

CREATIVE WRITING CURRICULUM



Grade Level(s): 11-12

Curriculum Author(s): Katy Aseltine, Kelly Nichols, Conor Gereg

Course Description:

Creative Writing is a course designed to afford students the opportunity to develop their writing skills across a range of genres while also honing abilities in research, multimodal communication, and collaboration. Students will read a wide range of literary texts that will serve as samples for the kind of writing the students will produce; these include one-act plays/screenplays, poetry, short stories, and personal narratives/memoirs. Additionally, the class will focus on producing work rooted in non-fiction research, citing historical and contemporary events grounded in real-world details. Students will share their work regularly with their peers while also developing skills in self-editing. At the conclusion of the academic year, students will select a culminating work from the course to be submitted for publication. This course may only be taken once to fulfill the English graduation requirement. Upon successful completion, students will be eligible to earn college credit through SCSU (pending college approval)

Year At A Glance

Unit Title	Overarching Essential Question	Overarching Enduring Understanding	Vision of A Learner “I Can” Statements
Author’s Voice and Toolbox: The Personal Narrative & Personal Essay	What makes each writer’s voice unique?	Writers use narrative strategies to create an engaging first person account of an event	TCC1; CCE4;DE1;TI2; P4; AA4
Fiction Exploration: Short Fiction & Drama	How does the intersection of writer, subject and audience shape a story?	Short fiction and drama are crafted using specific structures and devices.	TCC2; CCE2; DE1; TI1; P3; AA3
Creating Written Worlds: The Research Story & Sci-Fi/Fantasy	How does research build a “written world” in writing?	Writers use research to build fictional worlds that comment on individual and societal expectations	TCC1; CCE3; DE1; TI3; P1; AA3
Words Matter: Poetry Collection & Children’s Literature	What stylistic and structural differences exist between poetry and prose? How does a child audience impact an author’s decisions?	Poetry and Children’s Literature are unique forms of writing that require a thoughtful review of word choices.	TCC2; CCE1; DE2; TI1; P2; AA
Becoming a Critic: Crafting Critical Reviews in Film, Music, Literature	How does an author convey his or her opinions regarding a piece of art?	Understanding other artists' choices is essential to understanding the value of the art itself.	TCC3, CCE4, DE2, TI4:P4, AA4:

Unit 1 - Author's Voice and Toolbox: The Personal Narrative & Personal Essay

Desired Results - Goals, Transfer, Meaning, Acquisition

Established Goals:

Common Core State Standards

CCSS.ELA-LITERACY.W.11-12.9.A

Apply grades 11-12 Reading standards to literature (e.g., "Demonstrate knowledge of eighteenth-, nineteenth- and early-twentieth-century foundational works of American literature

CCSS.ELA-LITERACY.W.11-12.3.B

Use narrative techniques, such as dialogue, pacing, description, reflection, and multiple plot lines, to develop experiences, events, and/or characters.

CCSS.ELA-LITERACY.W.11-12.5

Develop and strengthen writing as needed by planning, revising, editing, rewriting, or trying a new approach, focusing on addressing what is most significant for a specific purpose and audience. (Editing for conventions should demonstrate command of Language standards 1-3 up to and including grades 11-12 here.)

CCSS.ELA-LITERACY.W.11-12.10

Write 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.

Vision of A Learner Attributes: Students will be able to independently use their learning to... ("I can" statements to be demonstrated)

- TCC4 (9-12): I can integrate my learning to adapt to experiences in the classroom, career and life.
- CCE4 CCE4(9-12): I can communicate and express my understanding in an authentic, respectful and relevant way, using the most effective mode of expression.
- DE1(9-12): I can acknowledge, process, and respond appropriately to others' comments and perspectives.
- T2(9-12): I can evaluate my objectives and a variety of credible resources to find the best solutions for any challenge.
- P4(9-12): I can take-on challenges and continuously engage in my own long-term strategies to overcome them to demonstrate through personal experience that failures are more instructive than discouraging.
- AA4(9-12): I can create opportunities to extend my learning by remaining open-minded in any situation.

Understandings: Students will understand that...

- Memoir writing asks that an author focuses on specific moments from one's life and understand how these moments serve as formative experiences.
- Personal writing benefits from the same figurative writing skills

Essential Questions:

- What makes each writer's voice unique?
- What stylistic techniques can help bring personal writing to life?
- How can an author make specific life experiences universal to his or her audience?

<p>that enrich all types of creative prose.</p> <ul style="list-style-type: none"> Composing personal writing will help us better understand ourselves. The most powerful types of personal writing will engage an audience about universal topics that are accessible to all readers. 	<ul style="list-style-type: none"> Why is storytelling such a vital part of being human? How does looking at the world as a writer change our perspective regarding our own lives?
<p>Students will know...</p> <ul style="list-style-type: none"> how to provide constructive and appropriate feedback to peers. understand the difference between suggestive feedback vs. praise-based feedback how to integrate particular details to relay the most important elements of an experience the foundations of dialogue usage in prose 	<p>Students will be able to...</p> <ul style="list-style-type: none"> respond to constructive feedback and participate in the recursive writing process. provide constructive feedback to a peer carefully consider the connotation of particular words or phrases integrate figurative language techniques to enrich writing discern how a particular experience speaks to an individual's collective growth
<p>Key Vocabulary: Misdirection, Point of View/P.O.V., Memoir, Recursive, Selection of detail, Syntax (asyndeton, polysyndeton)</p>	
<p style="text-align: center;">Assessment Evidence</p>	
<p>Performance Tasks:</p> <p>The Personal Narrative/Memoir (Summative)</p> <p>The Personal Essay ("Open Letters to People or Entities Who Are Unlikely to Respond" Draft, Letters to My Younger Self modeled after <i>The Players' Tribune</i>, How To Be...) (Summative)</p>	<p>Other Evidence:</p> <p>Formative Assessment:</p> <ol style="list-style-type: none"> Analyzing model essays to inform instruction Teacher conferences/discussion of texts studied, Writing conferences Graphic organizers for Narrative Essay Graphic Organizer for Personal Essay <p>Interim Assessments:</p> <ol style="list-style-type: none"> Narrative essay first draft Personal essay first draft Devices and Strategies Quizzes
<p style="text-align: center;">Learning Plan</p>	
<p>TCC4 (9-12): I can integrate my learning to adapt to experiences in the classroom, career and life.</p> <p>Formative Assessment 1: Analyzing model essays</p>	

CCE4 CCE4(9-12): I can communicate and express my understanding in an authentic, respectful and relevant way, using the most effective mode of expression.

Summative 1: The Personal Narrative

Summative 2: The Personal Essay

DE1(9-12): I can acknowledge, process, and respond appropriately to others' comments and perspectives.

Formative Assessment 3: Writing Conferences

TCC1(9-12): I can ask purposeful, insightful questions to find a variety of innovative solutions.

Formative Assessment 2: Teacher Conferences

P4(9-12): I can take-on challenges and continuously engage in my own long-term strategies to overcome them to demonstrate through personal experience that failures are more instructive than discouraging.

Drafting Process: Interim Assessment Drafts that will become Final Drafts

AA4(9-12): I can create opportunities to extend my learning by remaining open-minded in any situation.

Summative 2: The Personal Essay. Selecting a type of personal essay to write.

Teacher Resources: [Matthew Dicks Podcast](#) from NPR (How to tell a story); Excerpts from Stephen King's What Writing Is ; [The Players' Tribune](#) Personal Essay Models; ["The Basement"](#) (student sample); ["Let it Snow"](#) and ["Us and Them"](#) by David Sedaris; ["Mother Tongue"](#) by Amy Tan; Excerpt from Tina Fey's Bossy Pants; Excerpts from McSweeney's "Open Letters to People or Entities Who Are Unlikely to Respond"; Excerpts from Ron Carlson Writes a Story (these resources will be reviewed annually and adjustments may be made to align with the unit theme and provide the students with diverse perspectives over time)

Unit 2 - Fiction Exploration: Short Fiction and Drama

Desired Results - Goals, Transfer, Meaning, Acquisition

Established Goals:

- [CCSS.ELA-LITERACY.W.11-12.9.A](#)

Apply grades 11-12 Reading standards to literature (e.g., "Demonstrate knowledge of eighteenth-, nineteenth- and early-twentieth-century foundational works of American literature

- [CCSS.ELA-LITERACY.W.11-12.3.B](#)

Use narrative techniques, such as dialogue, pacing, description, reflection, and multiple plot lines, to develop experiences, events, and/or characters.

- [CCSS.ELA-LITERACY.W.11-12.5](#)

Develop and strengthen writing as needed by planning, revising, editing, rewriting, or trying a new approach, focusing on addressing what is most significant for a specific purpose and audience. (Editing for conventions should demonstrate command of Language standards 1-3 up to and including grades 11-12 [here](#).)

- [CCSS.ELA-LITERACY.W.11-12.10](#)

Write 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.

Vision of A Learner Attributes: Students will be able to independently use their learning to... ("I can" statements to be demonstrated)

- TCC2(9-12): I can evaluate evidence from multiple perspectives, and recognize their limitations and implications, in order to justify new conclusions.
- CCE2(9-12): I can give and receive actionable and relevant feedback with openness to be able to determine meaningful revisions for success.
- DE1(9-12): I can acknowledge, process, and respond appropriately to others' comments and perspectives.
- TI1(9-12): I can implement a realistic plan and adapt when necessary to achieve my goals.
- P3(9-12): I can accept constructive feedback and use setbacks to adjust my learning journey in order to reach my goals.
- AA3(9-12): I can adjust my expectations and behaviors to succeed in a changing and unpredictable environment.

Understandings: Students will understand that...

- writers bring life to their writing through a variety of language techniques that can be used in creative prose and dramatic composition.
- the conventions of writing within a particular medium
- stage direction and narration play a vital role in communicating with an audience

Essential Questions:

- How does setting shape a story? How would it be different in a different time or place?
- What techniques and strategies help enrich an author's prose?
- What techniques help enrich an author's prose?
- How can we manipulate language so that it reflects the complex ideas we wish to communicate?

<ul style="list-style-type: none"> different genres of writing achieve the author's purpose and allow an author to deliver his or her message through creative composition. 	<ul style="list-style-type: none"> How does setting shape a story? How would it be different in a different time or place? What role do stage directions play in character development? Are the requirements to a stage interpretation or more of a suggestion? Why? How does the intersection of writer, subject and audience shape a story?
<p>Students will know...</p> <ul style="list-style-type: none"> how writers bring life to their writing through a variety of language techniques. the conventions of writing within a particular medium how stage direction and narration play a vital role in communicating with an audience. how different genres of writing achieve the author's purpose. 	<p>Students will be able to...</p> <ul style="list-style-type: none"> Integrate figurative language into their writing as a means of crafting engaging prose. Craft a screenplay or short piece of drama that adheres to the conventions of the medium Use a variety of techniques to sequence events so that they build on one another to create a coherent whole and build toward a particular tone and outcome (e.g., a sense of mystery, suspense, growth, or resolution). Develop and strengthen writing as needed by planning, revising, editing, rewriting, or trying a new approach, focusing on addressing what is most significant for a specific purpose and audience. (Editing for conventions should demonstrate command of Language standards 1-3 up to and including grades 11-12 here.)
<p>Key Vocabulary: Adjective Order, Allusion, alliteration, cacophony, epistrophe, hyperbole, simile, extended metaphor</p>	
<p style="text-align: center;">Assessment Evidence</p>	
<p>Performance Tasks: Short Fiction/Short Story (Summative) One-Act Play (Drama Summative)</p>	<p>Other Evidence: Formative Assessment:</p> <ol style="list-style-type: none"> Analyzing model essays to inform instruction Teacher conferences/discussion of texts studied, Writing conferences Graphic organizers for Narrative Essay Graphic Organizer for Personal Essay <p>Interim Assessments:</p> <ol style="list-style-type: none"> Short fiction first draft One-Act play first draft

Learning Plan

TCC2(9-12): I can evaluate evidence from multiple perspectives, and recognize their limitations and implications, in order to justify new conclusions.

Formative Assessment: Analyzing model essays and utilizing peer feedback

CCE2(9-12): I can give and receive actionable and relevant feedback with openness to be able to determine meaningful revisions for success.

Interim Assessment: Utilizing feedback from peer editors and instructors to improve written drafts

DE1(9-12): I can acknowledge, process, and respond appropriately to others' comments and perspectives.

Formative Assessment: Conferencing with peer editors and instructors

TI1(9-12): I can implement a realistic plan and adapt when necessary to achieve my goals.

Summative Assessment: Developing a plan that utilizes the recursive process when drafting a culminating assessment/draft.

P3(9-12): I can accept constructive feedback and use setbacks to adjust my learning journey in order to reach my goals.

Formative Assessment: Integration of suggestions and improvement strategies to student writing to attain writing goals.

AA3(9-12): I can adjust my expectations and behaviors to succeed in a changing and unpredictable environment.

Interim Assessment: Flexibility in accepting feedback, adjusting writing goals, and amending drafts to address success criteria throughout the drafting process.

Teacher Resources: [A Streetcar Named Desire](#), by Tennessee Williams; [Oedipus Rex by Sophocles](#) (or instructor choice of Greek Drama); [“One Teen Story”](#) (Review of National Student Work from Annual Publication, *What can teen writing look like?*); Excerpt from John Steinbeck’s [Of Mice & Men](#) (Designing a Scene & Delivery of Imagery Act.); [“Popular Mechanics”](#) by Raymond Carver; [“The Leopard”](#) by Wells Tower; [“Snow”](#) by Charles Baxter; [“The Death of the Right Fielder”](#) by Stuard Dybek; [“The Man Who Knew Belle Starr”](#) by Richard Bausch; [“The Sandbox”](#) by Edward Albee *and/or other anchor texts for drama*; Student samples and exemplars; [The New Yorker Fiction Podcast](#); Screenwriting excerpts (i.e. - [The Office](#), [Saturday Night Live](#), etc.) (these resources will be reviewed annually and adjustments may be made to align with the unit theme and provide the students with diverse perspectives over time)

Unit 3 - Creating Written Worlds: The Research Story & Sci-Fi/Fantasy

Desired Results - Goals, Transfer, Meaning, Acquisition

Established Goals:

- [CCSS.ELA-LITERACY.RL.11-12.7](#)

Analyze multiple interpretations of a story, drama, or poem (e.g., recorded or live production of a play or recorded novel or poetry), evaluating how each version interprets the source text. (Include at least one play by Shakespeare and one play by an American dramatist.)

- [CCSS.ELA-LITERACY.W.11-12.3.C](#)

Use a variety of techniques to sequence events so that they build on one another to create a coherent whole and build toward a particular tone and outcome (e.g., a sense of mystery, suspense, growth, or resolution).

- [CCSS.ELA-LITERACY.W.11-12.7](#)

Conduct short as well as more sustained research projects to answer a question (including a self-generated question) or solve a problem; narrow or broaden the inquiry when appropriate; synthesize multiple sources on the subject, demonstrating understanding of the subject under investigation.

- [CCSS.ELA-LITERACY.SL.11-12.1.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.

Vision of A Learner Attributes: Students will be able to independently use their learning to... ("I can" statements to be demonstrated)

- TCC1(9-12): I can ask purposeful, insightful questions to find a variety of innovative solutions.
- CCE3(9-12): I can show initiative in prompting group discourse and fostering collaboration among others, providing actionable feedback, and working with others to solve problems and/or design products.
- DE1(9-12): I can acknowledge, process, and respond appropriately to others' comments and perspectives.
- TI3(9-12): I can formulate and investigate probing questions to further my learning.
- P1(9-12): I can self-reflect and seek feedback to build upon my strengths, apply those strengths to overcome obstacles, and share my strategies with others.
- AA3(9-12): I can adjust my expectations and behaviors to succeed in a changing and unpredictable environment.

Understandings: Students will understand that...

- Effective research can add authenticity to creative writing and contribute to theme.
- Genres such as science fiction and fantasy can function as social commentary.

Essential Questions:

- What qualities of writing help to make a story uniquely your own? How does research help to add authenticity to our writing?
- Why is it important to credit another writer for his or her work? (Author's Voice)

<ul style="list-style-type: none"> • Genres such as historical fiction can influence a reader's perspective on historical events • Authors use devices like foreshadowing, symbolism, and imagery to convey and enhance theme and meaning 	<ul style="list-style-type: none"> • How can the connotation of a particular word influence an audience? • Why might researching the perspectives of historical events help build empathy for the trials of those before us? • How does literature influence the audience's reactions (i.e. mass hysteria)?
<p>Students will know...</p> <ul style="list-style-type: none"> • standard English conventions in writing • how to navigate a research database to supplement their creative work. • how to assess the credibility of a research source. • how to integrate researched content in a way that's appropriate for student needs. • how to identify and create science fiction • how science fiction connects to the real world • the characteristics of dystopian literature • the role of dystopian literature in challenging readers' perspectives about society 	<p>Students will be able to...</p> <ul style="list-style-type: none"> • synthesize research from a research database. • cite information that has been researched and vetted. • correctly format a Works Cited • collaborate with their peers to work together effectively in the creation of a group project • implement the stages of the writing process: prewriting, drafting, editing and publication • incorporate technology in the creation of a broadcast performance
<p>Key Vocabulary: Works Cited, Database, credible and reliable sources, Recursive writing, parenthetical citation, in-text citation, paraphrase, ICE Method, block quotes</p>	
<p>Assessment Evidence</p>	
<p>Performance Tasks:</p> <p>Summative 1: Historical Fiction Short Story: Students conduct research about a time, place, or era and then write a historical fiction short story.</p> <p>Summative 2: Research Sci-Fi: Using War of the Worlds as inspiration, students conduct research about a time, place, or topic and then create a sci-fi play. The final product will be a performed broadcast of their play that includes the skills of storytelling and effectively chosen audio.</p>	<p>Other Evidence:</p> <p>Formative Assessments:</p> <ol style="list-style-type: none"> 1. Analyzing model essays to inform instruction 2. Teacher conferences/discussion of texts studied 3. Writing conferences 4. Graphic organizers for Historical Fiction Short Story 5. Graphic Organizer for Research SciFi Assignment or Fantasy Short Story

<p>OR:</p> <p>Fantasy Short Story: Students write a short story using components of fantasy writing, including world-building, fantastical characters, etc.</p>	<p>Interim Assessments:</p> <ol style="list-style-type: none"> 1. Historical Fiction Short Story first draft 2. Research SciFi Assignment or Fantasy Short Story graphic organizer or first draft
<p style="text-align: center;">Learning Plan</p>	
<p>TCC1(9-12): I can ask purposeful, insightful questions to find a variety of innovative solutions. Formative Assessment 2: Teacher conferences/discussion of texts studied</p> <p>CCE3(9-12): I can show initiative in prompting group discourse and fostering collaboration among others, providing actionable feedback, and working with others to solve problems and/or design products. Interim 1: Historical Fiction Short Story first draft Interim 2: Research SciFi Assignment or Fantasy Short Story graphic organizer or first draft</p> <p>DE1(9-12): I can acknowledge, process, and respond appropriately to others' comments and perspectives. Formative Assessment 3: Writing Conferences</p> <p>TI3(9-12): I can formulate and investigate probing questions to further my learning. Summative 1: Historical Fiction Short Story</p> <p>P1(9-12): I can self-reflect and seek feedback to build upon my strengths, apply those strengths to overcome obstacles, and share my strategies with others. Formative Assessment 3: Writing Conferences</p>	
<p>Teacher Resources: “Miracle Polish” by Steven Millhauser; Art to Text Story Starter Image Prompts by Erik Johansson; “The Pedestrian” by Ray Bradbury; Selected excerpts from Dan Brown and Michael Crichton; Student exemplars (Sci Fi); Student exemplars (Research Story); War of the Worlds: 1938; https://casn.berkeley.edu/wp-content/uploads/resource_files/War_of_Worlds_script.pdf Full Transcript of the 1938 play (New Jersey); https://www.youtube.com/watch?v=Xs0K4ApWl4g Full 1938 Radio Broadcast of War of the Worlds; Supplemental materials from 1938 describing the impact of the broadcast; https://www.youtube.com/watch?v=7amqdrVO-E0 The War of the Worlds Mass Hysteria (That Never Happened) (these resources will be reviewed annually and adjustments may be made to align with the unit theme and provide the students with diverse perspectives over time)</p>	

Unit 4 - Words Matter: Poetry Collection & Children's Literature

Desired Results - Goals, Transfer, Meaning, Acquisition

Established Goals:

- [CCSS.ELA-LITERACY.RL.11-12.7](#)

Analyze multiple interpretations of a story, drama, or poem (e.g., recorded or live production of a play or recorded novel or poetry), evaluating how each version interprets the source text. (Include at least one play by Shakespeare and one play by an American dramatist.)

- [CCSS.ELA-LITERACY.RL.11-12.6](#)

Analyze a case in which grasping a point of view requires distinguishing what is directly stated in a text from what is really meant (e.g., satire, sarcasm, irony, or understatement).

- [CCSS.ELA-LITERACY.RL.11-12.2](#)

Determine two or more themes or central ideas of a text and analyze their development over the course of the text, including how they interact and build on one another to produce a complex account; provide an objective summary of the text.

Vision of A Learner Attributes: Students will be able to independently use their learning to... ("I can" statements to be demonstrated)

- TCC2(9-12): I can evaluate evidence from multiple perspectives, and recognize their limitations and implications, in order to justify new conclusions.
- CCE1(9-12): I can initiate discussions with my peers and teachers about a variety of topics, respecting differing viewpoints, actively listening to others, and responding thoughtfully with peer-reviewed evidence that is free of bias.
- DE2(9-12): I can honor my own feelings and show empathy toward others through my actions.
- TI1(9-12): I can implement a realistic plan and adapt when necessary to achieve my goals.
- P2(9-12): I can strengthen my weaknesses by identifying, initiating, and practicing appropriate strategies to become confident in my ability to overcome my challenges.
- AA1(9-12): I can evaluate different approaches and justify the best pathway to success.

Understandings: Students will understand that...

- The prosody of the English language can impact the way a creative work is interpreted by an audience.
- Children's literature and poetry can help to reflect the ideas or attitudes an author wishes to convey.
- Poetry can sometimes assist a writer in conveying concepts that prose or drama cannot.

Essential Questions:

- What stylistic and structural differences exist between poetry and prose?
- How does a child audience impact an author's decisions?
- How does the prosody of a creative text impact both its delivery and its interpretation?
- When can sound devices assist in communicating an author's message?

<ul style="list-style-type: none"> Poetry is a communication tool uniquely different from other styles of communication. 	
<p>Students will know...</p> <p>how to craft literature based on a particular audience</p> <ul style="list-style-type: none"> how the connotations of particular words can impact an author's message the importance of language's prosody and how the sounds the spoken word influence an audience the impact of figurative language on the reader the ability of a poem to tell a story poetry comes in many forms and styles; it magnifies a variety of voices and reflects and even influences the world around us 	<p>Students will be able to...</p> <ul style="list-style-type: none"> Justify their decisions as writers Build a collection of ideas tethered to a particular theme a student feels is essential to communicate (Poetry Collection) Capture an enduring meaning within a text and deliver that meaning to an audience (Children's Book) Students will consider how visual art can reflect written meaning (Poetry Collection Cover Design & Children's Book Illustrations)
<p>Key Vocabulary: Alliteration, Anaphora, Anastrophe, Cacophony, Counter-argument/counterclaim, Diction, Epistrophe,, Hyperbole, Metaphor, Pathos, Personification, Rhetorical Question, Simile, Anapestic, Iambic, Trociac, Spondiac, Elegy, Sonnet, Concrete [Poem], Meter, Rhyme, Free verse, Blank verse</p>	
<p style="text-align: center;">Assessment Evidence</p>	
<p>Performance Tasks:</p> <ul style="list-style-type: none"> Poetry Collection (Summative) Children's Book & Analysis Document (Summative; Project to include student video narration of assignment prior to being sent to elementary schools for viewing) 	<p>Other Evidence:</p> <p>Formative Assessments:</p> <ol style="list-style-type: none"> Analyzing and discussing model poetry collections and published children's texts. Teacher conferences/discussion of texts studied Writing conferences and workshops Design checkpoints (cover design for poetry anthology, cover design and interior imagery for children's book) <p>Interim Assessments:</p> <ol style="list-style-type: none"> Draft checkpoints for both summative assignments Vocabulary quiz on advanced poetry devices (figurative language, sound techniques, meter and rhyme)

Learning Plan

TCC2(9-12): I can evaluate evidence from multiple perspectives, and recognize their limitations and implications, in order to justify new conclusions.

Summative Assessment 2: Students will explore the role of specific connotations connected to an author's diction and its collective impact on how an audience perceives these nuances.

CCE1(9-12): I can initiate discussions with my peers and teachers about a variety of topics, respecting differing viewpoints, actively listening to others, and responding thoughtfully with peer-reviewed evidence that is free of bias.

Formative Assessment 1: Students will workshop and constructively respond to one another in presenting their poetry collection draft.

DE2(9-12): I can honor my own feelings and show empathy toward others through my actions.

Interim Assessment: Students will present a draft version of their children's fiction summative, reflecting the themes that each individual justifies as important to communicate to a younger audience.

T11(9-12): I can implement a realistic plan and adapt when necessary to achieve my goals.

Formative Assessment 3: Students will plan and adapt a comprehensive set of individual criteria and checkpoints while drafting a poetry collective anthology.

P2(9-12): I can strengthen my weaknesses by identifying, initiating, and practicing appropriate strategies to become confident in my ability to overcome my challenges.

Interim Assessment: Both the Poetry Collection Anthology and the Children's Fiction summatives will ask students to take part in composing projects in entirely new realms of writing, and thus all students will utilize new learning strategies in order to be successful in these projects.

AA1(9-12): I can evaluate different approaches and justify the best pathway to success.

Formative Assessment: Short writing exercises designed to give students insight into unique ways to foster creative ideas (image to text, music and poetry connections, story starters, sentence stems for poetry, etc.).

Teacher Resources: Google Drawings (Cover Design Application); "Girl on a Tractor" by Joyce Sutphen; "Je suis Charlie"; "To One Coming North" Claude McKay; "Phenomenal Woman" by Maya Angelou; Gary Soto "Oranges" (Poem); "I Will Keep Broken Things" Alice Walker; "Life is Boring" by John Berryman; "Nighthawks" ([Painting to Poem](#)); "Southern Gothic" (Painting to Poem); Billy Collins "Weighing the Dog" (Poem); "The Hills of Little Cornwall" (Poems about Place); "Hairbands" Julia Alvarez; William Shakespeare "Sonnet 18"; E.E. Cummings "[i carry your heart with me(i carry it in)]"; Gwendolyn Brooks "We Real Cool"(Poem); Rupi Kaur selected poems and illustrations; Student Poetry Collection exemplars; Songs as Poetry; iMovie (or similar technology so students can record & narrate children's book creation prior to being sent to elementary schools) (these resources will be reviewed annually and adjustments may be made to align with the unit theme and provide the students with diverse perspectives over time)

Unit 5 - Becoming a Critic: Crafting Critical Reviews in Film, Music, Literature

Desired Results - Goals, Transfer, Meaning, Acquisition

Established Goals:

CCSS.ELA-Literacy.W.11-12.10

Write 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.

[CCSS.ELA-Literacy.W.11-12.4](#)

Produce clear and coherent writing in which the development, organization, and style are appropriate to task, purpose, and audience. (Grade-specific expectations for writing types are defined in standards 1-3 above.)

[CCSS.ELA-Literacy.SL.11-12.4](#)

Present information, findings, and supporting evidence, conveying a clear and distinct perspective, such that listeners can follow the line of reasoning, alternative or opposing perspectives are addressed, and the organization, development, substance, and style are appropriate to purpose, audience, and a range of formal and informal tasks.

Vision of A Learner Attributes: Students will be able to independently use their learning to... ("I can" statements to be demonstrated)

- TCC3(9-12): I can integrate relevant information to produce multiple valid solutions.
- CCE4(9-12): I can communicate and express my understanding in an authentic, respectful and relevant way, using the most effective mode of expression.
- DE2(9-12): I can honor my own feelings and show empathy toward others through my actions.
- TI4(9-12): I can apply my strengths and anticipate challenges to reach my current and future goals.
- P4(9-12): I can take-on challenges and continuously engage in my own long-term strategies to overcome them to demonstrate through personal experience that failures are more instructive than discouraging.
- AA4(9-12): I can create opportunities to extend my learning by remaining open-minded in any situation.

Understandings: Students will understand that...

- Being a critical thinker requires students to understand how techniques and strategies are implemented by a director or writer

Essential Questions:

- How is a critical review different from other types of writing studied this year?

<ul style="list-style-type: none"> Studying iconic works, strengthens one's own abilities and develops foundational skills Differences in opinion regarding seminal works of literature, film, and music only helps individuals better understand the world in which they live No artistic work is without areas of improvement. Writing is a constant effort at revision. 	<ul style="list-style-type: none"> How do techniques in film and music differ from the techniques used in writing? Where is the overlap in these techniques. (foreshadowing, imagery, point of view, suspense) Who is the audience for a critical review? Where can I find critical reviews? Where are critical reviews published?
<p>Students will know...</p> <ul style="list-style-type: none"> how to use a graphic organizer to analyze a film, piece of writing, or musical piece how devices and techniques such as foreshadowing, suspense, point of view, imagery are incorporated into multiple media How to select a work for critical review The set up of a critical review and common features within this type of writing How to use technology to research and develop a piece of writing. How peers and teachers can help support a writer's aim throughout the feedback process 	<p>Students will be able to...</p> <ul style="list-style-type: none"> Justify their decisions as writers Build a set of critical reviews based on their viewing, reading, and listening to various works (Critical Review Collection) Reflect on what an artist does well and what an artist could work on Use creative strategies to engage the audience of their writing
<p>Key Vocabulary: script, soundtrack, producer, director, cast, flashback, flashforward, scene, sound effect, voiceover, montage, mise en scene, storyboard, continuity, track liner notes, album art, melody, harmony, rhythm, foreshadowing, imagery, suspense, point of view</p>	
<p style="text-align: center;">Assessment Evidence</p>	
<p>Performance Tasks:</p> <p>Series of Critical Reviews: Summative Collection of 3-5 Critical Reviews of Films, Music Albums, and Poetry and Prose</p>	<p>Other Evidence:</p> <p>Other Evidence: Formative Assessments:</p> <ol style="list-style-type: none"> Analyzing and discussing model critical reviews. Teacher conferences/discussion of texts studied Writing conferences and workshops Review checkpoints

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| | Interim Assessments:
1. Draft checkpoints for summative assignments
2. Vocabulary quiz on film terms
3. Peer Editing Workshop |
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Learning Plan

TCC3(9-12): I can integrate relevant information to produce multiple valid solutions.

Formative Assessment: Students will develop background knowledge on works studied including directors, authors, inspirations for stories, and techniques used to craft work. Students will take notes on this information in a relevant graphic organizer.

CCE4(9-12): I can communicate and express my understanding in an authentic, respectful and relevant way, using the most effective mode of expression.

Summative Assessment: Students will craft music, film, and text reviews based on strengths and weaknesses within the works studied. Students will draw on various strategies to craft a review that is effective and develops strong and unique points about the works studied.

DE2(9-12): I can honor my own feelings and show empathy toward others through my actions.

Interim Assessment: Students will workshop their reviews with a partner and implement feedback regarding their peers' work as well as their own.

TI4(9-12): I can apply my strengths and anticipate challenges to reach my current and future goals.

Formative Assessment 2: Student will meet with the teacher to discuss their plans for the unit and what strengths and challenges they will face in selecting materials and crafting their reviews.

P4(9-12): I can take-on challenges and continuously engage in my own long-term strategies to overcome them to demonstrate through personal experience that failures are more instructive than discouraging.

Summative Assessment: By crafting a series of reviews, students will see that each piece has its own failures, and that through the eyes of a critic, there is always room for improvement in any art form.

AA4(9-12): I can create opportunities to extend my learning by remaining open-minded in any situation.

Formative Assessment: Teacher will select pieces for review that may not exactly fit the student's idea of a strong piece of art, music, or writing. In this way the student will need to remain open-minded when analyzing the works.

Teacher Resources: Critical Reviews from Sources Like the *New York Times*, *The Guardian*, and *RogerEbert.com*; Teacher and student selected films including but not limited to *Jaws*, *The Illusionist*, *Back to the Future*; Teacher and student selected music albums including but not limited to *Thriller* by Michael Jackson, *The Dark Side of the Moon* by Pink Floyd, *Rumours* by Fleetwood Mac, *The Beatles (The White Album)*, *The Miseducation of Lauryn Hill*, *21* by Adele; Teacher and student selected texts including but not limited to "Cathedral" by Raymond Carver and "The Lottery" by Shirley Jackson (these resources will be reviewed annually and adjustments may be made to align with the unit theme and provide the students with diverse perspectives over time)

