

Unit # 1: Character

Content Area: **English**
Course(s): **Creative Writing /Electronic Publishing I**
Time Period: **September**
Length: **30 days**
Status: **Published**

Unit Overview

This unit focuses on the creation, development and utilization of effective characters for a short story.

Enduring Understandings

- A unique set of characters is essential to a successful plot.
- Good plot is dependent upon good characters.
- Good characters must be complete, original, and well thought out.

Essential Questions

How can well-developed characters help create a good plot?

What is it that makes a character original and complete?

- How can well-developed characters help create a good plot?
- What is it that makes a character original and complete?

Standards/Indicators/Student Learning Objectives (SLOs)

NJ SLOs:

- Effectively select, organize, and analyze content
- Examine and communicate complex ideas, concepts, or information clearly and accurately
- Develop a topic
- Introduce a topic by arranging ideas, concepts, and information to show interrelationships
- Decide what organization is most effective for purpose, audience, and task Focus on syntax as it creates effective writing
- Choose precise words, domain-specific vocabulary, and figurative language, such as similes, metaphors, and analogies
- Determine writing task type and its appropriate organizational structure
- Identify and understand the writing purpose
- Determine and address the audience (intended reader) appropriately
- Understand and utilize appropriate style

- Understand how structure, style and rhetorical devices convey the purpose of writing
- Understand writing as a process
- Use varied syntax
- Plan, revise, edit, rewrite, or try a new approach, focusing on addressing what is most significant for a specific purpose or audience
- Determine what details and/or information is most appropriate for a specific purpose
- Use technology proficiently for production, publication, and collaboration
- Create shared writing products
- Adapt writing according to feedback
- Respond to ongoing feedback utilizing digital software
- Assess feedback from peers

Standards

LA.RL.11-12.1	Cite strong and thorough textual evidence and make relevant connections to support analysis of what the text says explicitly as well as inferences drawn from the text, including determining where the text leaves matters uncertain.
LA.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.
LA.RL.11-12.3	Analyze the impact of the author's choices regarding how to develop and relate elements of a story or drama (e.g., where a story is set, how the action is ordered, how the characters are introduced and developed).
LA.RL.11-12.4	Determine the meaning of words and phrases as they are used in the text, including figurative and connotative meanings; analyze the impact of specific word choices on meaning and tone, including words with multiple meanings or language that is particularly fresh, engaging, or beautiful. (e.g., Shakespeare as well as other authors.)
LA.RL.11-12.5	Analyze how an author's choices concerning how to structure specific parts of a text (e.g., the choice of where to begin or end a story, the choice to provide a comedic or tragic resolution) contribute to its overall structure and meaning as well as its aesthetic impact.
LA.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).
LA.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. (e.g., Shakespeare and other authors.)
LA.RL.11-12.9	Demonstrate knowledge of and reflect on (e.g., practical knowledge, historical/cultural context, and background knowledge) eighteenth-, nineteenth- and early twentieth-century foundational works of literature, including how two or more texts from the same period treat similar themes or topics.
LA.W.11-12.1.D	Establish and maintain a style and tone appropriate to the audience and purpose (e.g., formal and objective for academic writing) while attending to the norms and conventions of the discipline in which they are writing.
LA.W.11-12.2.D	Use precise language, domain-specific vocabulary, and techniques such as metaphor, simile, and analogy to manage the complexity of the topic.

LA.W.11-12.2.E	Establish and maintain a style and tone appropriate to the audience and purpose (e.g., formal and objective for academic writing) while attending to the norms and conventions of the discipline in which they are writing.
LA.W.11-12.3.A	Engage and orient the reader by setting out a problem, situation, or observation and its significance, establishing one or multiple point(s) of view, and introducing a narrator and/or characters; create a smooth progression of experiences or events.
LA.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.
LA.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).
LA.W.11-12.3.D	Use precise words and phrases, telling details, and sensory language to convey a vivid picture of the experiences, events, setting, and/or characters.
LA.W.11-12.3.E	Provide a conclusion that follows from and reflects on what is experienced, observed, or resolved over the course of the narrative.
LA.W.11-12.5	Develop and strengthen writing as needed by planning, revising, editing, rewriting, trying a new approach, or consulting a style manual (such as MLA or APA Style), focusing on addressing what is most significant for a specific purpose and audience.
LA.W.11-12.6	Use technology, including the Internet, to produce, share, and update individual or shared writing products in response to ongoing feedback, including new arguments or information.
LA.SL.11-12.1.C	Propel conversations by posing and responding to questions that probe reasoning and evidence; ensure a hearing for a full range of positions on a topic or issue; clarify, verify, or challenge ideas and conclusions; and promote divergent and creative perspectives.

Lesson Titles

Hand Assignment

Fear Character Assignment

2nd Fear Character Assignment

Checkbook Characterization Assignment

- 2nd Fear Character Assignment
- Checkbook Characterization Assignment
- Fear Character Assignment
- Hand Assignment

21st Century Skills and Career Ready Practices

- Critical thinking
- Group work
- Collaboration
- Media literacy

CRP.K-12.CRP2	Apply appropriate academic and technical skills.
CRP.K-12.CRP4	Communicate clearly and effectively and with reason.
CRP.K-12.CRP6	Demonstrate creativity and innovation.
CRP.K-12.CRP8	Utilize critical thinking to make sense of problems and persevere in solving them.
CAEP.9.2.12.C.3	Identify transferable career skills and design alternate career plans.
CAEP.9.2.12.C.6	Investigate entrepreneurship opportunities as options for career planning and identify the knowledge, skills, abilities, and resources required for owning and managing a business.

Inter-Disciplinary Connections

Student will make use of technology whenever possible in researching the writing topics, writing the rough drafts, and submitting the final product for peer critiques.

Students will research topics in science, history, etc. as needed when those topics present themselves in their individual stories

LA.RL.11-12.1	Cite strong and thorough textual evidence and make relevant connections to support analysis of what the text says explicitly as well as inferences drawn from the text, including determining where the text leaves matters uncertain.
LA.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.
LA.RH.11-12.2	Determine the theme, central ideas, information and/or perspective(s) presented in a primary or secondary source; provide an accurate summary of how key events, ideas and/or author's perspective(s) develop over the course of the text.
LA.RI.11-12.1	Accurately cite strong and thorough textual evidence, (e.g., via discussion, written response, etc.), to support analysis of what the text says explicitly as well as inferentially, including determining where the text leaves matters uncertain.
LA.RI.11-12.2	Determine two or more central ideas of a text, and analyze their development and how they interact to provide a complex analysis; provide an objective summary of the text.
LA.W.11-12.3	Write narratives to develop real or imagined experiences or events using effective technique, well-chosen details, and well-structured event sequences.
LA.SL.11-12.1.B	Collaborate with peers to promote civil, democratic discussions and decision-making, set clear goals and assessments (e.g., student developed rubrics), and establish individual roles as needed.
LA.SL.11-12.1.C	Propel conversations by posing and responding to questions that probe reasoning and evidence; ensure a hearing for a full range of positions on a topic or issue; clarify, verify, or challenge ideas and conclusions; and promote divergent and creative perspectives.
LA.SL.11-12.4	Present information, findings and supporting evidence clearly, concisely, and logically. The content, organization, development, and style are appropriate to task, purpose, and audience.
LA.SL.11-12.5	Make strategic use of digital media (e.g., textual, graphical, audio, visual, and interactive elements) in presentations to enhance understanding of findings, reasoning, and evidence and to add interest.
LA.SL.11-12.6	Adapt speech to a variety of contexts and tasks, demonstrating a command of formal English when indicated or appropriate.
SOC.9-12.1.1	Chronological Thinking

SOC.9-12.1.2	Spatial Thinking
SOC.9-12.1.3	Critical Thinking
9-12.HS-LS1-1	Construct an explanation based on evidence for how the structure of DNA determines the structure of proteins, which carry out the essential functions of life through systems of specialized cells.
9-12.HS-LS1-2.2.1	Develop and use a model based on evidence to illustrate the relationships between systems or between components of a system.
9-12.HS-LS1-1.6.1	students investigate systems by examining the properties of different materials, the structures of different components, and their interconnections to reveal the system's function and/or solve a problem. They infer the functions and properties of natural and designed objects and systems from their overall structure, the way their components are shaped and used, and the molecular substructures of their various materials.
9-12.HS-LS1-1.6.1	Construct an explanation based on valid and reliable evidence obtained from a variety of sources (including students' own investigations, models, theories, simulations, peer review) and the assumption that theories and laws that describe the natural world operate today as they did in the past and will continue to do so in the future.
9-12.HS-PS1-1	Use the periodic table as a model to predict the relative properties of elements based on the patterns of electrons in the outermost energy level of atoms.
9-12.HS-PS1-1.2.1	Use a model to predict the relationships between systems or between components of a system.

Instructional Strategies/Learning Activities, Levels of Blooms/DOK

All levels of Bloom's Taxonomy will be utilized in this unit (Remembering, Understanding, Applying, Analyzing, Evaluating, Creating).

Classroom discussion/notes

Peer edits

Group peer discussion

3 character assignments

- The student will be able to delve deeply into their character's psyche and develop a better and more complete understanding of that specific character. (Application)
- The student will be able to prove his/her understanding and level of development of their fear character by writing a second story with that same character in a setting of the teacher's choosing (Analysis, Synthesis, Create)
- The student will be able to recognize that there is more to a character's description than just facial features. The "Hand Assignment" will have students focus on a character's hands and how their appearance relates directly to that character. (Understanding - Synthesis)
- The student will be able to use the fear character assignment to develop a character that possesses a singular devastating fear that controls his/her lifestyle. The writer must show this in the assigned story. (Create)
- The student will be able to create an original character based simply on the deposits and withdrawals noted on that character's bank statements in the "checkbook characterization" assignment. (Create)

- Delsea One
- SWAG

- Assign #1: Hand assignment. Create an original character and describe him/her by focusing on their hands
- Assign #2 Fear Character. Create an original character who has one paralyzing fear and show how that character organizes his/her life around that one fear
- Assign #3 Fear Character II. The student will take the character developed in the previous assignment and show how he/she will react to being placed in a foreign setting
- Class notes on the definition and explanation of character in a short story
- For Assign #2: Discussion on how to develop a character that is fresh, interesting, and sympathetic to the reader
- For Assign #2: peer edits occur after all stories submitted
- For Assign #2: review class notes on the definition and explanation of character in a short story
- For Assign #3: Peer edits occur after all stories submitted
- For Assign. #1: Discussion of what makes a good character
- For Assign. #1: Notes and discussion on how character helps propel and elevate the plot
- For Assignment #2: class discussion of peer edited stories
- For Assignment #3: class discussion of peer edited stories

Modifications

Modifications can easily be made in this unit to increase or decrease the pacing depending on the students needs. The length of the assignment and time allotted can also be modified based on individual student needs. Finally, the level of technology utilized can be modified based on the individual student's needs. All of these modifications will be assessed and applied as needed, when needed.

ELL Modifications

- Be flexible with time frames and deadlines
- Delsea One
- Group students
- Offer resources for specific topics in primary language (Youtube web resources)
- Repeat, reword, reclarify
- SWAG

IEP & 504 Modifications

- allowing student to correct mistakes or answer wrong questions correctly for additional credit if failed the first test (another way to re-teach material)
- Delsea One
- direct teaching and/or assistance for organization, social skills/peer interactions
- modeling and showing lots of examples
- SWAG
- teaching the main ideas/concepts (limiting not needed details) to be taught and repeating them in several different ways over several different days (goal is 7 different ways same concept for students with learning disabilities)

G&T Modifications

- Ask students' higher level questions that require students to look into causes, experiences, and facts to draw a conclusion or make connections to other areas of learning.
- Delsea One
- ELA - More rhetorical analysis (evaluate how author's writing style is persuasive)
- ELA - Self-evaluation of writing with teacher or student-generated rubrics. Evaluation sheets or color coding can work well for this
- Employ differentiated curriculum to keep interest high.
- Encourage students to explore concepts in depth and encourage independent studies or investigations.
- SWAG

At-Risk Modifications

- breaking larger assignments/projects into shorter tasks with clear deadlines for each section
- Delsea One
- modeling
- review, restate, reword directions
- slower pacing of materials
- SWAG

Formative Assessment

- AS: identify elements needed to create characters
- AS: identify elements to develop characters
- AS: identify elements to utilize characters
- AS: one-on-one discussion of student work

- AS: prep and discussion for doing peer edit wkshts
- AS: prep and discussion for peer critique discussion
- AS: troubleshooting of peer work
- AS: troubleshooting of student work
- Closure: Debriefing
- Closure: Exit ticket
- Closure: Group Q&A
- I know/I think I know/I want to know
- Warm up: discussion concerning progress and issues about assignment #1
- Warm Up: discussion concerning progress and issues for assignment #2
- Warm up: prep for peer edits and peer critiques
- Warm up: Q&A for Assignment #2 and its parameters
- Warm up: Q&A for terms about character
- Warm up: Q&A of assignment #1 and its parameters
- Warm up: Review of definitions pertaining to characters notes
- Warm up: Review of examples pertaining to character notes and discussion

Summative Assessment

- Checkbook Characterization Assignment
- Fear Character 2 Assignment

Benchmark Assessments

Skills-based assessment

Reading responses

Writing responses

Alternative Assessments

Performance tasks

Project-based assignments

Problem-based assignments

Presentations

Reflective pieces

Concept maps

Case-based scenarios

Portfolios

Resources & Materials

Individual student work will comprise the majority of the resources as they are created, shared, and critiqued by the class.

- Close reading of sample writings in various genre
- Promethean Board
- Student Chrombooks
- Student Generated published collection titled "Strange Sagas"
- Student writings for peer editing