

Unit # 4: Setting

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

Unit Overview

This unit focuses on the development and utilization of a complete and well-planned setting for a short story.

Enduring Understandings

A strong, well-planned setting helps complement the plot and produce a fully structured story.

Certain settings, like science fiction and fantasy settings, require more attention be paid to intricate details in order to create a believable and complete image that works in the context of the narrative.

Essential Questions

- How can a strong and detailed setting help to complement and complete a story's plot line?
- Why do fantasy and science fiction settings require more attention and details than others do?

Standards/Indicators/Student Learning Objectives (SLO's)

- Effectively select, organize, and analyze content
- 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 a formal style and objective tone
- Choose precise words, domain-specific vocabulary, and figurative language, such as similes, metaphors, and analogies
- Use transitions and syntax to link together the major sections of the text
- 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
- Create and use appropriate planning templates
- Understand and utilize revision techniques
- Understand writing as a process
- 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
- Assess feedback from peers
- Write routinely over shorter and extended time frames for a range of tasks, purposes, and audiences

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.RL.11-12.10a	By the end of grade 11, read and comprehend literature, including stories, dramas, and poems at grade level text-complexity or above with scaffolding as needed.
LA.RL.11-12.10b	By the end of grade 12, read and comprehend literature, including stories, dramas, and poems, at grade level or above.
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.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.11-12.4	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.)
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.
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.L.11-12.1	Demonstrate command of the conventions of standard English grammar and usage when writing or speaking.
LA.L.11-12.2.B	Spell correctly.

Lesson Titles

- Out of their Comfort Zone Setting Assignment
- The Chase Assignment
- Ultimate House 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.2	Modify Personalized Student Learning Plans to support declared career goals.
CAEP.9.2.12.C.3	Identify transferable career skills and design alternate career plans.

Instructional Strategies/Learning Activities, Levels of Bloom's/DOK

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

- The student will be able to demonstrate their attention to intricate setting details with the ultimate house assignment. (Application)
- The student will be able to prove their creativity and their ability to be fresh and innovative by writing a short story with a setting outside of their comfort zone. (Create)
- The student will be able to recognize that complete settings require many intricate details and it's the author's responsibility to create and develop these. (Analyze)

- Alternate Assignment: The Chase Assignment
- Assignment #1 Student is required to write a 4-7 page story creating the ultimate treehouse or underground dwelling. It must be described completely and in detail
- Assignment #2 Out of your comfort zone setting assignment. Student is assigned a specific setting to use to create 5-10 page story. The only requirement is that the story is set in the setting given to that particular student
- Delsea One
- For Assign #1: peer edits after all stories submitted (Analyzing, Evaluating)
- For Assign #2: Peer edits after all stories submitted (Analyzing, Evaluating)
- For Assignment #1: Class discussion of setting, its definition and requirements (Remembering, Understanding)
- For Assignment #1: notes on how to develop a complete and believable setting (Understanding, Applying)
- For Assignment #2: notes and discussion specifically targeting the intricacies of science fiction or fantasy setting (Remembering, Understanding, Applying)
- For Assignment #2: peer discussion after all peer edits done (Analyzing, Evaluating)
- For Assignment #1 peer discussion after all peer edits done (Analyzing, Evaluating)
- SWAG

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 individual student 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, clarify
- 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: Create new, innovative, and original settings for their short story
- AS: discussion of peer editing expectation for assignment #2
- AS: one-to-one discussion of story progress on assignment #1
- AS: one-to-one discussion of story progress on assignment #2
- AS: review of peer edit expectations for assignment #1
- AS: Review of peer editing process
- AS: student troubleshooting of peer work on assignment #1
- AS: student troubleshooting of peer work for assignment #2
- AS: troubleshooting of student work on assignment #1
- AS: troubleshooting of student work on Assignment #2
- Closure: debriefing
- Closure: exit ticket
- Closure: Group Q&A
- Closure: I know/I Think I Know/I Want to Know
- Closure: review of various setting types
- Warm up: class discussion
- Warm up: Class review of notes and assignment parameters
- Warm up: Q&A discussion of examples for creating setting
- Warm up: Q&A discussion of issues with Assignment #1
- Warm up: Q&A discussion of issues with Assignment #2
- Warm up: Q&A discussion of setting definitions
- Warm up: Review of Assignment #1
- Warm up: review of assignment #2
- Warm up: Review of examples for creating setting
- Warm up: review of setting definitions
- Warm up: Troubleshoot current story projects
- Warm up: one on one discussions for story assignments

Summative Assessment

The out of your comfort zone setting assignment is typically the unit assessment as well.

- Out of your Comfort Zone Assignment
- The Chase 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

Technology

Chromebooks will be used for all story assignments

Google Classroom will be used for turning in all assignments as well as distributing student work to the class for peer edits

Google Classroom will be used for distributing critique sheets to class members to fill out and share back with the teacher and other classmates

Promethean Board will be used to display all of these above elements

- Chromebook
- Google Classroom
- Promethean Board

TECH.8.1.12

Educational Technology: All students will use digital tools to access, manage, evaluate, and synthesize information in order to solve problems individually and collaborate and to create and communicate knowledge.

TECH.8.1.12.C

Communication and Collaboration: Students use digital media and environments to communicate and work collaboratively, including at a distance, to support individual learning and contribute to the learning of others.

TECH.8.1.12.E

Research and Information Fluency: Students apply digital tools to gather, evaluate, and use information.

TECH.8.1.12.F

Critical thinking, problem solving, and decision making: Students use critical thinking skills

to plan and conduct research, manage projects, solve problems, and make informed decisions using appropriate digital tools and resources.