

Unit 4: Creative Writing 2023

Content Area: **English**
Course(s): **English III**
Time Period: **April**
Length: **4th Marking Period**
Status: **Published**

Unit Overview:

Students will be able to observe the craft and structure utilized in the creative writing of novels, short stories, and poetry. Students will be able to write to develop real or imagined experiences or events using effective techniques, well-chosen details, and well-structured event sequences. Students will explore the literary works of Imagism, Modernism, and Post-Modernism and observe how creative writing evolved over time to reflect the changes in societal norms and forms of expression.

Essential Questions:

How does creative writing develop real or imagined experiences or events using effective techniques, well-chosen details, and well-structured event sequences?

How does the structure of texts, including how specific sentences, paragraphs, and larger portions of the text relate to each other and the whole?

How does an author use narrative techniques, such as dialogue, pacing, description, reflection, and multiple plot lines, to develop experiences, events, and/or characters?

How does an author 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?

How do precise words and phrases, telling details, and sensory language convey a vivid picture of the experiences, events, setting, and/or characters?

Enduring Understandings:

Creative writing develops real or imagined experiences or events using effective techniques, well-chosen details, and well-structured event sequences.

The structure of texts, including how specific sentences, paragraphs, and larger portions of the text relate to each other and the whole.

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

An author uses 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.

Precise words and phrases, telling details, and sensory language convey a vivid picture of the experiences, events, setting, and/or characters.

Standards/Indicators/Student Learning Objectives (SLOs):

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.RI.11-12.5	Analyze and evaluate the effectiveness of the structure an author uses in his or her exposition or argument, including whether the structure makes points clear, convincing, and engaging.
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.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.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).

Lesson Titles:

Recommended lessons include:

- Modernism and The Lost Generation
- Stream of consciousness writing
- Sensory imagery and concrete images in Imagism poetry
- Capturing the African American Voice in the Harlem Renaissance
- Color connotation in The Great Gatsby
- Analyzing character development in The Great Gatsby
- Identifying motifs and their contribution to overall themes in The Great Gatsby

Career Readiness, Life Literacies, & Key Skills:

Recommended skills include:

- Collaborative learning
- Critical thinking and problem-solving
- Creativity and innovation
- Information literacy
- Media literacy
- Communication
- Collaborative thinking
- Life and career skills
- Global perspectives

Inter-Disciplinary Connections:

Recommended inter-disciplinary connections include:

History

- Women's Rights Movement
- Segregation
- Reform movements

- World War I
- Harlem Renaissance
- The Great Depression

Sociology

- Socioeconomic status
- Social movements
- Gender roles
- Counterculture
- Stereotypes

SOC.6.1.12	U.S. History: America in the World: All students will acquire the knowledge and skills to think analytically about how past and present interactions of people, cultures, and the environment shape the American heritage. Such knowledge and skills enable students to make informed decisions that reflect fundamental rights and core democratic values as productive citizens in local, national, and global communities.
SOC.6.1.12.A.8.a	Relate government policies to the prosperity of the country during the 1920s, and determine the impact of these policies on business and the consumer.
SOC.6.1.12.D.8.b	Assess the impact of artists, writers, and musicians of the 1920s, including the Harlem Renaissance, on American culture and values.
SOC.6.1.12.CS8	The Emergence of Modern America: Roaring Twenties: The 1920s is characterized as a time of social, economic, technological, and political change, as well as a time of emerging isolationism, racial and social tensions, and economic problems.

Equity Considerations

Amistad Mandate

Topic: The Harlem Renaissance

Materials Used: Literature by Langston Hughes and Zora Neale Hurston

Addresses the Following Component of the Mandate: Contributions of African Americans to our Society

- African Slave Trade
- Amistad
- Contributions of African Americans to our Society

- Slavery in America
- Vestiges of Slavery in this Country

Holocaust Mandate

Topic: Portrayal of Ethnicity in Literature

Materials Used: "The Great Gatsby" by F. Scott Fitzgerald

Addresses the Following Component of the Mandate: Bias and Prejudice

- Bias
- Bigotry
- Bullying
- Holocaust Studies
- Prejudice

LGBTQ and Disabilities Mandate

Topic (Person and Contribution Addresses): Teaching Tolerance and Acceptance

Materials Used: "A Student Who Teaches School" article on Achieve3000

Addresses the Following Component of the Mandate: Social and Political Impact

- Economic
- Political
- Social

Climate Change

Topic (Person and Contribution Addresses): Addressing Climate Change

Materials Used: "Taking Action" article on Achieve3000

Addresses the Following Component of the Mandate: Social and Economic Impact

Asian American Pacific Islander Mandate

Topic (Person and Contribution Addresses): Population and Location

Materials Used: "The Last Generation?" article on Achieve3000

Addresses the Following Component of the Mandate: Social and Economic Impact

- Economic
- Political
- Social

Summative Assessment:

Recommended summative assessments include:

- Unit assessment on creative writing techniques used in Modernism literature.
- Skill-based assessment on the craft and structure of Modernism poetry and literature
- LAT writing assessment on the craft and structure of The Great Gatsby
- NWT creative writing assessment applying skills utilized in Modernism literature
- Unit comprehension vocabulary quizzes

- Alternate Assessment
- Benchmark
- Marking Period Assessment

Benchmark

Skills-based assessment

Reading responses

Writing responses

Alternative Assessment

Performance tasks

Project-based assignments

Problem-based assignments

Presentations

Reflective pieces

Concept maps

Case-based scenarios

Portfolios

Resources & Materials:

Recommended resources and materials include:

Poems:

“The Love Song of J. Alfred Prufrock” by T.S. Eliot

“In A Station of the Metro” by Ezra Pound

“The Red Wheelbarrow” by William Carlos Williams

“This Is Just To Say” by William Carlos Williams

“The Great Figure” by William Carlos Williams

“Harlem” by Langston Hughes

“Refugee in America” by Langston Hughes

“I, Too” by Langston Hughes

“Anyone Lived in a Pretty How Town” by E.E. Cummings

“Grass” by Carl Sandburg

“The Road Not Taken” by Robert Frost

Short-Stories:

“How It Feels to Be Colored Me” by Zora Neale Hurston

Novel:

The Great Gatsby by F. Scott Fitzgerald

Instructional Strategies, Learning Activities, and Levels of Blooms/DOK:

Recommended strategies and activities include:

- Lecture
- Collaborative group work
- Jigsaw
- Graphic organizers
- Effective questioning
- Cooperative learning
- Conferencing
- Close reading
- Inquiry-based learning
- Individual practice
- Guided practice
- Group work
- Class discussion
- Chunking
- Socratic seminars
- Compare/contrast
- Modeling
- Workshop

Formative Assessment:

Recommended formative assessments include:

- Do-nows
- Effective questioning
- DOK questioning
- Class polls
- Lesson exit tickets
- Self-assessments
- Peer-assessments
- Think-Pair-Share
- Debriefing
- Constructed response
- Hand-signals
- Misconception check
- Conferencing

- Anticipatory Set
- Closure
- Warm-Up

Modifications

G&T Modifications:

- Alternate assignments/enrichment assignments
- Enrichment projects
- Extension activities
- Higher-level cooperative learning activities
- Pairing direct instruction with coaching to promote self-directed learning
- Provide higher-order questioning and discussion opportunities
- Provide texts at a higher reading level
- Tiered assignments
- Tiered centers

ELL Modifications:

- Choice of test format (multiple-choice, essay, true-false)
- Continue practicing vocabulary
- Provide study guides prior to tests
- Read directions to the student
- Read test passages aloud (for comprehension assessment)
- Vary test formats

At Risk Modifications

The possible list of modifications/accommodations identified for Special Education students can be utilized for At-Risk students. Teachers should utilize ongoing methods to provide instruction, assess student needs, and utilize modifications specific to the needs of individual students. In addition, the following may be considered:

- Additional time for assignments
- Adjusted assignment timelines
- Agenda book and checklists
- Answers to be dictated
- Assistance in maintaining uncluttered space
- Books on tape
- Concrete examples
- Extra visual and verbal cues and prompts
- Follow a routine/schedule
- Graphic organizers
- Have students restate information
- No penalty for spelling errors or sloppy handwriting
- Peer or scribe note-taking
- Personalized examples
- Preferential seating
- Provision of notes or outlines
- Reduction of distractions
- Review of directions
- Review sessions
- Space for movement or breaks
- Support auditory presentations with visuals
- Teach time management skills
- Use of a study carrel
- Use of mnemonics
- Varied reinforcement procedures
- Work in progress check

IEP & 504 Modifications:

*All teachers of students with special needs must review each student's IEP. Teachers must then select the appropriate modifications and/or accommodations necessary to enable the student to appropriately progress in the general curriculum.

Possible Modifications/Accommodations: (See listed items below):

- Allow for redos/retakes
- Assign fewer problems at one time (e.g., assign only odds or evens)
- Differentiated center-based small group instruction
- Extra time on assessments
- Highlight key directions

- If a manipulative is used during instruction, allow its use on a test
- Opportunities for cooperative partner work
- Provide reteach pages if necessary
- Provide several ways to solve a problem if possible
- Provide visual aids and anchor charts
- Test in alternative site
- Tiered lessons and assignments
- Use of a graphic organizer
- Use of concrete materials and objects (manipulatives)
- Use of word processor

Technology Materials and Standards

Recommended technology includes:

- Google Suite (Docs, Forms, Slides, and Google Classroom)
- CommonLit
- Achieve3000
- ActivelyLearn
- IXL
- Quizlet
- Turnitin
- Read&Write
- Peardeck
- Blooket
- Jamboard
- GoGuardian
- YouTube
- Canva
- Padlet
- Kahoot
- Edpuzzle
- NoodleTools

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.D	Digital Citizenship: Students understand human, cultural, and societal issues related to technology and practice legal and ethical behavior.
TECH.8.1.12.D.CS1	Advocate and practice safe, legal, and responsible use of information and technology.
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.

Computer Science and Design Thinking Standards
