

# Unit 4: Creative Nonfiction

Content Area: **ELA**  
Course(s): **Sample Course**  
Time Period: **MarApr**  
Length: **Full Year, Grade 11 - 12**  
Status: **Not Published**

## **Title Section**

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## **Department of Curriculum and Instruction**



**Belleville Public Schools**

Curriculum Guide

## **Creative Writing, Grades 11 - 12**

## **Unit 4: Creative Nonfiction**

**Belleville Board of Education**

**102 Passaic Avenue**

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Board Approved: October 17, 2016

## Unit Overview

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- Creative nonfiction begins with facts-what actually is or was, or what actually is happening or has happened. It is then described and discussed in a creative way. This issue-based unit asks students to read about and think abstractly about societal issues and the concrete problems these issues generate. After brainstorming about social conflicts and their associated problems, students will select the most viable topic that interests them and perform Web research to become experts on their issue to develop a strong stance. These issues can be vetted from, but not limited to: Scope Magazine, conflicts from novels, the news, science or social studies topics. Students will collect evidence that supports their stance and deliver their message through the genre of creative fiction. Author's purpose may be to either: raise awareness; to present a solution to a problem; to get the audience to see the issue from the writer's perspective. The unit ends with one polished piece added to the portfolio.

Some "print" suggestions":

magazine article (with titles, subsections & pictures)

personal essay

a letter

a poem

a story

a news article

and any other possible, creative way to get the writer's message out to the reader

Some multi-media suggestions:

media presentation with a script and audio that targets a specific audience.

TED-talk

prezi

speech

create a you tube video or commercial

\*media presentations or talks must have a written script to add to the portfolio

The narrative genre of the article will be student choice. Author's purpose may be to either: raise awareness; to present a solution; to get the audience to see the issue from the writer's perspective. The unit ends with one polished piece added to the portfolio.

By the end of the unit, students will learn:

They have a voice and should use it to address societal issues

How to develop an informed opinion

How to write persuasively

How to balance rhetoric: logos, ethos, pathos

How to effectively combine sentences

How to present information to an audience creatively

## NJSLS

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Please link all standards that apply in this section within the curriculum of the unit being written.

|                |   |
|----------------|---|
| LA.L.11-12     | Language  |
| 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   | Demonstrate command of the conventions of standard English capitalization, punctuation, and spelling when writing.  |
| LA.L.11-12.3.A | Vary syntax for effect, apply an understanding of syntax to the study of complex texts.   |
| LA.L.11-12.4   | Determine or clarify the meaning of unknown and multiple-meaning words and phrases based on grades 11–12 reading and content, choosing flexibly from a range of strategies.   |
| LA.L.11-12.4.A | Use context (e.g., the overall meaning of a sentence, paragraph, or text; a word's position or function in a sentence) as a clue to the meaning of a word or phrase.  |
| LA.L.11-12.4.B | Identify and correctly use patterns of word changes that indicate different meanings or parts of speech (e.g., conceive, conception, conceivable).  |
| LA.L.11-12.4.C | Consult general and specialized reference materials (e.g., dictionaries, glossaries, thesauruses), both print and digital, to find the pronunciation of a word or determine or clarify its precise meaning, its part of speech, its etymology, or its standard usage. |
| LA.L.11-12.4.D | Verify the preliminary determination of the meaning of a word or phrase (e.g., by checking  |

the inferred meaning in context or in a dictionary).

|                |  |
|----------------|--|
| LA.L.11-12.5   | Demonstrate understanding of figurative language, word relationships, and nuances in word meanings.  |
| LA.L.11-12.5.A | Interpret figures of speech (e.g., hyperbole, paradox) in context and analyze their role in the text.  |
| LA.L.11-12.6   | Acquire and use accurately general academic and domain-specific words and phrases, sufficient for reading, writing, speaking, and listening at the college and career readiness level; demonstrate independence in gathering vocabulary knowledge when considering a word or phrase important to comprehension or expression.  |
| LA.W.11-12.2   | Write informative/explanatory texts to examine and convey complex ideas, concepts, and information clearly and accurately through the effective selection, organization, and analysis of content.  |
| LA.W.11-12.2.A | Introduce a topic; organize complex ideas, concepts, and information so that each new element builds on that which precedes it to create a unified whole; include formatting (e.g., headings), graphics (e.g., figures, tables), and multimedia when useful to aiding comprehension.   |
| LA.W.11-12.2.B | Develop the topic thoroughly by selecting the most significant and relevant facts, extended definitions, concrete details, quotations, or other information and examples appropriate to the audience's knowledge of the topic.   |
| LA.W.11-12.2.C | Use appropriate and varied transitions and syntax to link the major sections of the text, create cohesion, and clarify the relationships among complex ideas and concepts.   |
| 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.11-12.4   | 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.11-12.5   | 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.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.   |
| LA.W.11-12.8   | Gather relevant information from multiple authoritative print and digital sources, using advanced searches effectively; assess the strengths and limitations of each source in terms of the task, purpose, and audience; integrate information into the text selectively to maintain the flow of ideas, avoiding plagiarism and overreliance on any one source and following a standard format for citation. (MLA or APA Style Manuals). |
| LA.W.11-12.9   | Draw evidence from literary or informational texts to support analysis, reflection, and research.  |
| LA.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.   |
| 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.RI.11-12.3   | Analyze a complex set of ideas or sequence of events and explain how specific individuals, ideas, or events interact and develop over the course of the text.  |
| LA.RI.11-12.4   | Determine the meaning of words and phrases as they are used in a text, including figurative, connotative, and technical meanings; analyze how an author uses and refines the meaning of a key term or terms over the course of a text (e.g., how Madison defines faction in Federalist No. 10).  |
| 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.RI.11-12.6   | Determine an author's point of view or purpose in a text in which the rhetoric is particularly effective, analyzing how style and content contribute to the power, persuasiveness or beauty of the text.   |
| LA.RI.11-12.7   | Integrate and evaluate multiple sources of information presented in different media or formats (e.g., visually, quantitatively) as well as in words in order to address a question or solve a problem.   |
| LA.RI.11-12.8   | Describe and evaluate the reasoning in seminal U.S. and global texts, including the application of constitutional principles and use of legal reasoning (e.g., in U.S. Supreme Court majority opinions and dissents) and the premises, purposes, and arguments in works of public advocacy (e.g., The Federalist, presidential addresses). |
| LA.RI.11-12.9   | Analyze and reflect on (e.g., practical knowledge, historical/cultural context, and background knowledge) documents of historical and literary significance for their themes, purposes and rhetorical features, including primary source documents relevant to U.S. and/or global history.   |
| LA.SL.11-12     | Speaking and Listening   |
| LA.SL.11-12.1   | Initiate and participate effectively in a range of collaborative discussions (one-on-one, in groups, and teacher-led) with peers on grades 11–12 topics, texts, and issues, building on others' ideas and expressing their own clearly and persuasively.   |
| LA.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.  |
| 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.11-12.1.D | Respond thoughtfully to diverse perspectives; synthesize comments, claims, and evidence made on all sides of an issue; resolve contradictions when possible; and determine what additional information or research is required to deepen the investigation or complete the task.   |
| LA.SL.11-12.3   | Evaluate a speaker's point of view, reasoning, and use of evidence and rhetoric, assessing the stance, premises, links among ideas, word choice, points of emphasis, and tone used.  |
| 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   |

LA.11-12.SL.11-12.2

and to add interest.

Integrate multiple sources of information presented in diverse formats and media (e.g., visually, quantitatively, orally) in order to make informed decisions and solve problems, evaluating the credibility and accuracy of each source and noting any discrepancies among the data.

Conventions of Standard English

## **Exit Skills**

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Read creative nonfiction with attention to author's craft

Form opinions about societal issues

Use logos, pathos, or ethos appropriately to effect reader response

Narrow topic to conduct research

Consistently write in journals to reflect on chosen topics

Add audio to a presentation

Add images to a magazine article layout.

Present nonfiction through a narrative

## **Enduring Understanding**

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Effective and persuasive writing have the power to change people's minds and spur them to action.

Discovering the best topic, argument, and structure for a writing task requires exploration and experimentation (brainstorming, discussion, drafting).

A balance of logos, ethos, and pathos,

Opinions must be supported with substantive evidence to be persuasive.

Research requires selecting credible sources, sifting information to find the most effective evidence, and fluidly incorporating that evidence into the piece.

The intended audience influences the tone of a writing piece.

Engaging in all steps of the writing process increases clarity and complexity.

Reflecting on the writing process helps writers improve the quality of their thinking and writing.

## **Essential Questions**

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How do we make our voices heard in a democratic society to create change?

How does an effective persuasive piece balance logos, ethos, and pathos?

How can we deliver important, nonfiction information in a creative, engaging way?

## **Learning Objectives**

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Read, annotate, and discuss various issues plaguing society

Form opinions about these issues using research

Analyze magazine articles for format and writing style

Discuss the use of such magazine features as subheadings, charts, graphs, maps, photos with captions, defined vocabulary, quotes and interviews, etc.

Record observations, opinions, and annotations in journals, daily

Distinguish the purpose behind rhetorical appeals: ethos, logos, & pathos

Apply rhetorical appeals to a nonfiction narrative

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.

Use technology, including the Internet, to produce, publish, and update individual or shared writing products, taking advantage of technology's capacity to link to other information and to display information flexibly and dynamically.



## Interdisciplinary Connections

Please list all and any cross-curricular content standards that link to this Unit.

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.

TECH.8.1.12.A.CS2

Select and use applications effectively and productively.

TECH.8.1.12.B

Creativity and Innovation: Students demonstrate creative thinking, construct knowledge and develop innovative products and process using technology.

TECH.8.1.12.B.CS1

Apply existing knowledge to generate new ideas, products, or processes.

TECH.8.1.12.B.CS2

Create original works as a means of personal or group expression.

TECH.8.1.12.C.CS2

Communicate information and ideas to multiple audiences using a variety of media and formats.

TECH.8.1.12.C.CS3

Develop cultural understanding and global awareness by engaging with learners of other cultures.



## **Alignment to 21st Century Skills & Technology**

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### **Key SUBJECTS AND 21st CENTURY THEMES**

Mastery of key subjects and 21st century themes is essential for all students in the 21st century.

Key subjects include:

- English, reading or language arts
- World languages
- Arts
- Mathematics
- Economics
- Science
- Geography
- History
- Government and Civics

## **21st Century/Interdisciplinary Themes**

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- Civic Literacy
- Environmental Literacy
- Financial, Economic, Business and Entrepreneurial Literacy
- Global Awareness
- Health Literacy

## **21st Century Skills**

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- Communication and Collaboration
- Creativity and Innovation
- Critical thinking and Problem Solving
- ICT (Information, Communications and Technology) Literacy
- Information Literacy
- Life and Career Skills
- Media Literacy

## **Technology Infusion**

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What technology can be used in this unit to enhance learning?

microsoft word

google docs

edmodo

blogs

discussion boards

powerpoint

ted talks

podcasts

prezi

New York Times often run writing contests for teens

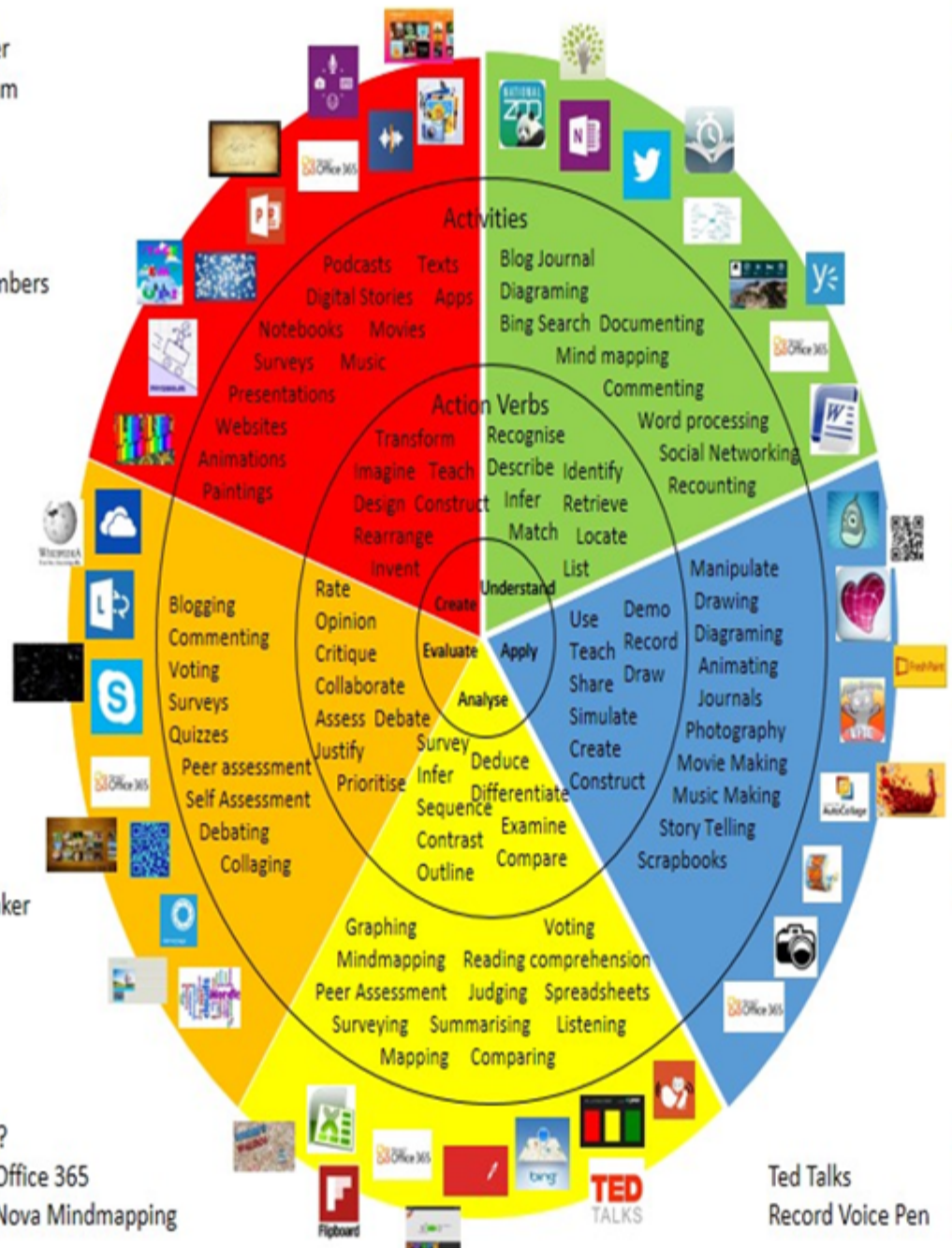
## Win 8.1 Apps/Tools Pedagogy Wheel

Podcasts  
Photostory 3  
Kid Story Builder  
Music Maker Jam  
Paint A Story  
Office 365  
MS PowerPoint  
Stack 'Em Up  
NqSquared Numbers  
Physamajig  
Xylophone 8

Wikipedia  
Skydrive  
Lync  
SkyMap  
Skype  
Office 365  
Puzzle Touch  
Easy QR  
Memorylage  
Life Moments  
Word Cloud Maker

Where's Waldo?  
MS Excel  
Flipboard  
Office 365  
Nova Mindmapping

Ted Talks  
Record Voice Pen



Originally taken from <http://www.coetail.com/vzimmer/files/2013/02/iPadagogy-Wheel.001.jpg>  
And adapted for Windows 8.1 devices by Charlotte Beckhurst @CharBeckhurst

## Differentiation

Varied level texts

Flexible grouping

Journal prompts

Modify length of assignment

Questioning techniques

Highlight and emphasize important information

Provide graphic organizers

Refer to relevant previously taught or mastered skills

Use multiple analogies and examples

Provide notes

Offer stems to jumpstart writing

Use multiple examples and non-examples

Model close reading

Model structure and clarify unfamiliar syntax explicitly

Portray structure, relationships, and associations through concepts webs

Proceed from simple to the complex when teaching concepts and skills

Use concrete examples for abstract concept

Require shortened assignments

Conference as often as needed

## **Special Education**

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- printed copy of board work/notes provided
- additional time for skill mastery
- assistive technology
- behavior management plan
- Center-Based Instruction
- check work frequently for understanding
- computer or electronic device utilizes
- extended time on tests/ quizzes
- have student repeat directions to check for understanding
- highlighted text visual presentation
- modified assignment format
- modified test content

- modified test format
- modified test length
- multiple test sessions
- multi-sensory presentation
- preferential seating
- preview of content, concepts, and vocabulary
- reduced/shortened reading assignments
- Reduced/shortened written assignments
- secure attention before giving instruction/directions
- shortened assignments
- student working with an assigned partner
- teacher initiated weekly assignment sheet
- Use open book, study guides, test prototypes

## **ELL**

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- teaching key aspects of a topic. Eliminate nonessential information
- using videos, illustrations, pictures, and drawings to explain or clarify
- allowing products (projects, timelines, demonstrations, models, drawings, dioramas, poster boards, charts, graphs, slide shows, videos, etc.) to demonstrate student's learning;
- allowing students to correct errors (looking for understanding)
- allowing the use of note cards or open-book during testing
- decreasing the amount of work presented or required
- having peers take notes or providing a copy of the teacher's notes
- modifying tests to reflect selected objectives
- providing study guides
- reducing or omitting lengthy outside reading assignments
- reducing the number of answer choices on a multiple choice test
- tutoring by peers
- using computer word processing spell check and grammar check features
- using true/false, matching, or fill in the blank tests in lieu of essay tests

## **Intervention Strategies**

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- allowing students to correct errors (looking for understanding)
- teaching key aspects of a topic. Eliminate nonessential information
- allowing products (projects, timelines, demonstrations, models, drawings, dioramas, poster boards, charts, graphs, slide shows, videos, etc.) to demonstrate student's learning
- allowing students to select from given choices
- allowing the use of note cards or open-book during testing

- collaborating (general education teacher and specialist) to modify vocabulary, omit or modify items to reflect objectives for the student, eliminate sections of the test, and determine how the grade will be determined prior to giving the test.
- decreasing the amount of work presented or required
- having peers take notes or providing a copy of the teacher's notes
- marking students' correct and acceptable work, not the mistakes
- modifying tests to reflect selected objectives
- providing study guides
- reducing or omitting lengthy outside reading assignments
- reducing the number of answer choices on a multiple choice test
- tutoring by peers
- using authentic assessments with real-life problem-solving
- using true/false, matching, or fill in the blank tests in lieu of essay tests
- using videos, illustrations, pictures, and drawings to explain or clarify

## **Evidence of Student Learning-CFU's**

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Please list ways educators may effectively check for understanding in this section.

- Admit Tickets
- Anticipation Guide
- Common benchmarks
- Compare & Contrast
- Create a Multimedia Poster
- Define
- Describe
- Evaluate
- Evaluation rubrics
- Exit Tickets
- Explaining
- Fist- to-Five or Thumb-Ometer
- Illustration
- Journals
- KWL Chart
- Newspaper Headline
- Outline
- Question Stems
- Quickwrite
- Quizzes
- Red Light, Green Light
- Self- assessments

- Socratic Seminar
- Study Guide
- Teacher Observation Checklist
- Think, Pair, Share
- Think, Write, Pair, Share
- Top 10 List
- Unit tests

## **Primary Resources**

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Personal novels

Excerpts based on student choice

Anthology

Progress

Teacher resources

Scope

SmartBoard

Laptops

## **Ancillary Resources**

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Utilize the internet for additional creative writing resources

## **Sample Lesson**

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One Lesson per Curriculum must be in this lesson plan template. I.e. one lesson in one unit

Unit Name: Creative Nonfiction

CCSS/NJCCCS:

LA.8.RI.8.1, LA.8.RI.8.2, LA.8.RI.8.3, LA.8.RI.8.4, LA.8.RI.8.5, LA.8.RI.8.6, LA.8.RI.8.7, LA.8.RI.8.8, LA.8.RI.8.9, LA.8.W.8.1.A, LA.8.W.8.1.B, LA.8.W.8.1.C, LA.8.W.8.1.E

Interdisciplinary Connection:

TEC.6-8.3, TEC.6-8.5, TEC.6-8.7, TEC.6-8.8

Statement of Objective:

SWDAT research a problem plaguing society

SWDAT create a powerpoint in which a solution is pitched

Anticipatory Set/Do Now:

List as many problems you believe your generation is facing today.

Learning Activity:

Discuss Do Now

Question description

You have a great idea for changing the world through media!

But you need money and resources to develop it. You could go to your rich uncle or your parents for the cash and try to make it happen on your own, or you could look for someone to fund and produce your idea for you.

So you do some research, and you find the right people to make this project a reality. You contact them, tell them a little about your idea, and they like it. Just like that, you are invited to show them more. You will have only 5 minutes to pitch your idea to their development team.

This is your big moment, your chance to show your stuff, so here's the windup...and the pitch. Here's your assignment:

Create a PowerPoint presentation with 5 slides and a script to be delivered with each slide. [NOTE: 5 minutes of speaking is about 500 words (or 100 words or fewer per slide.)]

Slide 1: The HOOK. Tell what you are planning and why. Capture the minds and hearts of the investors with something dramatic and compelling. Preview the rest of the presentation.

Slide 2: Your first reason. Explain why they should invest in you. What is your story? Why do you want to do this project?

Slide 3: Your second reason. Explain why they should invest in the project. How is this project going to make a difference to others?

Slide 4: Your third reason. Save the best for last. Describe or show the possibilities of the project. Tell about your vision for the project and what it could do in the future.

Slide 5: The CLINCHER: End with a bang. This slide should really wow them. Review the important points of the presentation.

Choose an image, diagram, photo, drawing, or illustration for each slide. Make sure that in your script you somehow connect to that image. Well-chosen images are very important. (Since this assignment will not be formally published, you do not need to cite your image sources.)

When you think you are done, revise your slides and script to add figurative language and transitions that will keep your audience interested and oriented. Check your language for conciseness and word choices. With only five minutes, you have no time to waste.

Don't forget to edit your document using the checklists below for editing (these PowerPoint presentations also reside in



the Resources section of the course).

- [Writing Process Checklist](#)
- [Capitalization Concerns \(Text Version\)](#)
- [Comma Sense \(Text Version\)](#)
- [Proper Punctuation \(Text Version\)](#)
- [Grammar Goofs \(Text Version\)](#)
- [Spelling Snafus \(Text Version\)](#)
- [Superior Sentences \(Text Version\)](#)

Publish your pitch to the Discussion: Here's the Pitch link in one of 3 ways:

1. Post the PowerPoint and script OR
2. Post the PowerPoint and script with an audio recording of you delivering the pitch OR
3. Post the PowerPoint and script with a video recording of you delivering your pitch

Read/listen/view at least 1 of your peers' pitches and respond following the 4 P's of peer critique:

- Praise what is working.
- Probe what you don't understand.
- Propose improvements with tact.
- And above all be POSITIVE.

Student Assessment/CFU's:

Fist-to-Five

Teacher observation checklist

Outline

Materials:

Laptops

notebooks

USB drives

21st Century Themes and Skills:

Communication and Collaboration

Information Literacy

Media Literacy

ICT (Information, Communications and Technology) Literacy

Creativity and innovation

Critical Thinking and Problem Solving

Differentiation/Modifications:

Use multiple analogies and examples

Varied level texts

Require shortened assignments

Integration of Technology:

laptops

Smartboard

Edmodo discussion board if possible

"Discussion: Heres the Pitch." *SOLUTION*:. N.p., 17 Mar. 2016. Web. 08 Aug. 2016.