

05_Final Collection Copied from: Creative Writing 1, Copied on: 11/15/23

Content Area: **TEMPLATE**
Course(s):
Time Period: **Full Year**
Length: **3 weeks**
Status: **Published**

General Overview, Course Description or Course Philosophy

OBJECTIVES, ESSENTIAL QUESTIONS, ENDURING UNDERSTANDINGS

Students will understand:

- Creating a cohesive collection/larger work takes planning, patience, and persistence
- The stages of the writing process used in formal writing apply to creative works
- Everyone has important stories to tell
- Successful writing often takes both intensely private and collaborative efforts to best achieve a desired effect

CONTENT AREA STANDARDS

L.11-12.3. Apply knowledge of language to understand how language functions in different contexts, to make effective choices for meaning or style, and to comprehend more fully when reading or listening. A. Vary syntax for effect, apply an understanding of syntax to the study of complex texts.

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.

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.

B. Identify and correctly use patterns of word changes that indicate different meanings or parts of speech (e.g., conceive, conception, conceivable).

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.

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).

L.11-12.5. Demonstrate understanding of figurative language, word relationships, and nuances in word meanings. A. Interpret figures of speech (e.g., hyperbole, paradox) in context and analyze their role in the text. B. Analyze nuances in the meaning of words with similar denotations.

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.

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

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.)

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.

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.

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.

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.

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

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).

D. Use precise words and phrases, telling details, and sensory language to convey a vivid picture of the

experiences, events, setting, and/or characters.

E. Provide a conclusion that follows from and reflects on what is experienced, observed, or resolved over the course of the narrative.

LA.L.11-12.1	Demonstrate command of the conventions of standard English grammar and usage when writing or speaking.
LA.L.11-12.3	Apply knowledge of language to understand how language functions in different contexts, to make effective choices for meaning or style, and to comprehend more fully when reading or listening.
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.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.E	Provide a conclusion that follows from and reflects on what is experienced, observed, or resolved over the course of the narrative.
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.11-12.5	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.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.

RELATED STANDARDS (Technology, 21st Century Life & Careers, ELA Companion Standards are Required)

TECH.9.4.8.IML.15	Explain ways that individuals may experience the same media message differently. There is a need to produce and publish media that has information supported with quality evidence and is intended for authentic audiences.
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STUDENT LEARNING TARGETS

Refer to the 'Declarative Knowledge' and 'Procedural Knowledge' sections.

Declarative Knowledge

Students will understand that:

- The steps of the writing process and their importance
- Ways to communicate criticism
- Ways to receive criticism

Procedural Knowledge

Students will be able to:

- Produce clear and coherent final collections
- Apply knowledge of language to understand how language functions in the context of the student-selected genre/form, to make effective choices for meaning or style, and to comprehend more fully when reading, listening, and writing.
- Initiate and participate effectively in a range of collaborative critiques
- Create, develop and strengthen works as needed by planning, revising, editing, rewriting, trying a new approach, or consulting a style manual, focusing on addressing what is most significant for a specific purpose and audience.
- Analyze how an author's choices concerning how to structure works (e.g., the choice of where to begin or end, the choice to provide a comedic or tragic resolution) contribute to its overall structure and meaning as well as its aesthetic impact.

EVIDENCE OF LEARNING

Refer to the 'Formative Assessments' and 'Summative Assessments' sections.

Alternate Assessments

- Oral Presentations
- One on One Student Shares
- Teacher/Student Conferences
- Modified Rubrics

Formative Assessments

Conferences

Daily logs

Workshop evaluations

Submission evaluations and reflections

Final collection outlines/proposals

Summative Assessments

Final collection

Final performance/presentation

Student Benchmark Submissions

RESOURCES (Instructional, Supplemental, Intervention Materials)

As students will be proposing their own finals, the resource will be very specific for the individual students. Guide them with what you feel are appropriate authors/stories/poems for reference along the way. Likewise, encourage them to bring in their own works of inspiration that can be their own anchor points throughout the project.

INTERDISCIPLINARY CONNECTIONS

Visual Performing Arts	Dramatization
	Mock trials/debates
	Cinematic Analysis
	Visual Language
	Electronic media
	Historical/current art analysis
	Aesthetic Analysis
	Music Appreciation

ACCOMMODATIONS & MODIFICATIONS FOR SUBGROUPS

See link to Accommodations & Modifications document in course folder.