

Title**Creative Writing II**

Type

Essential

Document

Map

Authors

Marc Cicchino, Peter Flynn, Maria Rispoli

Subject

Language Arts Literacy

Course

Creative Writing

Grade(s)

10 , 11 , 12

Location

Curriculum Writing History

Notes

Attachments

Title : Creative Writing II
Type : Essential

Duration: September/Week 1 - January/Week 20

UNIT NAME: Author/Craft/Genre Study

Enduring Understandings	Essential Questions	Knowledge	Skills	Standards

Plans:

Duration: September/Week 1 - January/Week 20

UNIT NAME: Comedy Monologue (Stewart/Colbert/Oliver)

Enduring Understandings	Essential Questions	Knowledge	Skills	Standards
<ul style="list-style-type: none"> - Satire / Parody has a long history of increasing public awareness of social and political issues. - Today, many people learn about social issues through satirical programs like The Daily Show, The Colbert Report, and Last Week Tonight. - Success in this form of writing requires both comedic talent and sharp analytical skills. 	<ul style="list-style-type: none"> - What role has satire and parody played in history? - What role does satire and parody have in today's society? - What skills are necessary to succeed in this form of writing? 	<ul style="list-style-type: none"> - What component pieces of an issue are important, how they interact and compare to ideas and events from history, and how they can be assembled to argue one's point. - Basic comedic structure (rule of threes, hyperbole, setup/punchline) - The tone and style used for this type of writing (authoritative, informal, humorous) 	<ul style="list-style-type: none"> - Analyze complex issues and break down into parts, which will then be reassembled to make one's point. - Write using basic comedic structure - Write with the appropriate tone and style for this type of writing. 	<p>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. (11, 12)[State:New Jersey CCSS]</p> <p>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.) (11, 12)[State:New Jersey CCSS]</p> <p>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. (11, 12)[State:New Jersey CCSS]</p>

Plans:

Duration: September/Week 1 - January/Week 20

UNIT NAME: Creating collection / anthology organized by genre or theme

Enduring Understandings	Essential Questions	Knowledge	Skills	Standards
<ul style="list-style-type: none"> - Collections are often organized thematically or by genre. - Theme often develops out of writing, but revision can emphasize theme. - Reviews will focus on an evaluation of the writer's craft. 	<ul style="list-style-type: none"> - How does one determine what works belong in a collection? - How does one organize one's writing to be thematically coherent? - What are the most important aspects of a review? 	<ul style="list-style-type: none"> - Theme - Genre - The structure and style of a literary review 	<ul style="list-style-type: none"> - Evaluate writing for its thematic coherence - Evaluate writing by genre and theme - Review works in a professional manner and using a high level of writing. 	<p>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). (11, 12) [State:New Jersey CCSS]</p> <p>RI.11–12.1-Cite strong and thorough textual evidence 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. (11, 12)[State:New Jersey CCSS]</p> <p>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. (11, 12) [State:New Jersey CCSS]</p>

Plans:

Duration: September/Week 1 - January/Week 20

UNIT NAME: Poetry Festival

Enduring Understandings	Essential Questions	Knowledge	Skills	Standards
<ul style="list-style-type: none"> - Mandates a deeper connection with the poem and brings poetry alive for non-readers of poetry. - Poets practice, refine, and hone their readings to emphasize clarity and impact. 	<ul style="list-style-type: none"> - What are the benefits of memorizing / reciting poetry? - How do poets prepare a poem for public reading? 	<ul style="list-style-type: none"> - The writing process - The needs of the audience 	<ul style="list-style-type: none"> - Present a polished poem, which they refined through the different stages of the writing process. - Deliver a poem with fluency, expression, and presence. 	<p>SL.11–12.6-Adapt speech to a variety of contexts and tasks, demonstrating a command of formal English when indicated or appropriate. (11, 12) [State:New Jersey CCSS] SL.11–12.4-Present information, findings, and supporting evidence, conveying a clear and distinct perspective, such that listeners can follow the line of reasoning, alternative or opposing perspectives are addressed, and the organization, development, substance, and style are appropriate to purpose, audience, and a range of formal and informal tasks. (11, 12) [State:New Jersey CCSS]</p>

Plans:

Duration: September/Week 1 - January/Week 20

UNIT NAME: Writing for Awards/Publications

Enduring Understandings	Essential Questions	Knowledge	Skills	Standards
<ul style="list-style-type: none"> - Writers follow specific protocol and presentations in preparing for publishing/awards. - Essential elements of published/award winning writing include awareness of audience and attention to detail. 	<ul style="list-style-type: none"> - How do writers prepare their works for publication/awards? - What are the essential elements of a published/award winning writing? 	<ul style="list-style-type: none"> - Advanced creative writers commit to a writing schedule according to their goals as writers. - These writers understand the role of the audience in preparing their writing for publication/awards. - Published/Award winning writing is a blend of talent and skill, combined with hard work and the understanding that writers who wish to be published/win awards do not write for themselves alone. 	<ul style="list-style-type: none"> - Students will be able to follow complex multi-layered directions and protocol for applying for publishing/awards. - Students will be able to commit to deadlines as authors and peer editors/reviewers. - Students will be able to write for a specific audience/genre/theme/element. - Students will be able to edit/revise writing per publisher/contest demands. 	<p>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.) (11, 12)[State:New Jersey CCSS]</p> <p>W.11–12.5-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. (11, 12) [State:New Jersey CCSS]</p> <p>W.11–12.6-Use technology, including the Internet, to produce, publish, and update individual or shared writing products in response to ongoing feedback, including new arguments or information. (11, 12)[State:New Jersey CCSS]</p>

Plans: