Curriculum and Instruction
BoE Subcommittee
Tuesday, May 12, 2020
Virtual Meeting
1:00 A.M.

In consideration of public health, open meetings and the Governor's Executive Order No. 7B dated March 10, 2020 regarding PROTECTION OF PUBLIC HEALTH AND SAFETY DURING COVID-19 PANDEMIC AND RESPONSE - FURTHER SUSPENSION OR MODIFICATION OF STATUTES; this meeting will include an option for the public to phone in to listen to the audio of the meeting. Please note that public comment will be received by phone at the beginning and end of this meeting.

Joining info: **Join by phone**
+1 661-543-0069 PIN: 313 681 815#

Item	Estimated Time	Topic	Person Responsible
1	10:30 AM	Call to Order	
2	10:30 AM	Approval of the 4.28.20 Minutes	
3	10:30 AM	Public Participation	
4	10:35 AM	Preview New Curriculum: Journalism	Abi Marks, Marc Kenney
6	10:55 AM	Preview New Curriculum: Creative Writing	Abi Marks
7	11:15 AM	Grade 6 Spanish	Anne Uberti
8	11:25 AM	Public Participation	
9	11:30 AM	Adjourn	

Newtown Public Schools
Creative Writing

Newtown High School > Grade 12 > English Language Arts > Creative Writing

4 Curriculum Developers

Unit:	Lessons	Sep	Oct	Nov	Dec	Jan	Feb	Mar	Apr	May	Jun
College Essay	0	▮ (1–3)									
Short Story	0		▮ (3–8)								
Historical Fiction	0			▮ (9–14)							
Children's Literature	0				▮ (13–15)						
One-Act Play	0				▮ (14–17)						

Timeline weeks: Sep 1 2 3 4 | Oct 5 6 7 8 9 | Nov 10 11 12 | Dec 13 14 15 16 17 18 | Jan 19 20 21 | Feb 22 23 24 | Mar 25 26 27 28 29 | Apr 30 31 32 | May 33 34 35 36 | Jun 37 38

College Essay

Kaplan, Jacquelyn; Lye Jr, Victor; Marks, Abigail; Thomas, Jacob

- Unit Planner
- Lesson Planner

Concept-Based Unit Development Graphic Organizer (Download)
Unit Web Template (Optional)

Concepts / Conceptual Lens

Please attach your completed Unit Web Template here
Conceptual Lens: Identity

Concepts: identity, individualism, perception, truth, memory

Generalizations / Enduring Understandings

1. Writing personal stories yields investigation and discovery of personal truth.

2. Memories and the interpretations of them shape an individual's identity.

3. Manipulation of language (style, sentence structure, tone) influences the reader's perception of a storyteller's experience.

4. Writing college essays requires acute awareness of the audience.

Guiding Questions

Please identify the type of question: (F) Factual, (C) Conceptual, (P) Provocative [Debatable]
1a. How is a college essay different from a memoir or personal narrative? (F)
1b. Why do authors write about themselves? (C)
1c. How do authors decide what to include in a college essay? (C)
1d. Does personal writing always need an audience? (P)

2a. How do perspective, experience, and time shape memories? (C)
2b. How do experiences shape one's identity? (C)
2c. Can people ever truly know another's real self? (P)

3a. In what ways may writers choose to present their experiences? (F)
3b. How do writers influence language? (F)
3c. How does a writer's manipulation of language affect the reader's interpretation of their experience? (C)
3d. What effects do various literary and rhetorical strategies have on the reader? (F)

4a. How do writers craft college essays to fit their specific audience? (F)
4b. How can writers use close reading to interpret the true nature of the task? (F)
4c. Can writers of college essays truly write about any topic? (P)

Standard(s)

Connecticut Core Standards / Content Standards
CCSS: English Language Arts 6-12
CCSS: Grades 11-12
Writing

2. Write informative/explanatory texts to examine and convey complex ideas and information clearly and accurately through the effective selection, organization, and analysis of content.

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.

W.11-12.2a. 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.

W.11-12.2b. 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.

W.11-12.2c. 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.

W.11-12.2d. Use precise language, domain-specific vocabulary, and techniques such as metaphor, simile, and analogy to manage the complexity of the topic.

W.11-12.2e. Establish and maintain a formal style and objective tone while attending to the norms and conventions of the discipline in which they are writing.

W.11-12.2f. Provide a concluding statement or section that follows from and supports the information or explanation presented (e.g., articulating implications or the significance of the topic).

3. Write narratives to develop real or imagined experiences or events using effective technique, well-chosen details, and well-structured event sequences.

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.

W.11-12.3a. 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.

W.11-12.3b. Use narrative techniques, such as dialogue, pacing, description, reflection, and multiple plot lines, to develop experiences, events, and/or characters.

W.11-12.3c. 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).

W.11-12.3d Use precise words and phrases, telling details, and sensory language to convey a vivid picture of the experiences, events, setting, and/or characters.

W.11-12.3e. Provide a conclusion that follows from and reflects on what is experienced, observed, or resolved over the course of the narrative.

Production and Distribution of Writing

4. Produce clear and coherent writing in which the development, organization, and style are appropriate to task, purpose, and audience.

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.)

5. Develop and strengthen writing as needed by planning, revising, editing, rewriting, or trying a new approach.

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.

Language

Conventions of Standard English

1. Demonstrate command of the conventions of standard English grammar and usage when writing or speaking.

L.11-12.1. Demonstrate command of the conventions of standard English grammar and usage when writing or speaking.

L.11-12.1a. Apply the understanding that usage is a matter of convention, can change over time, and is sometimes contested.

L.11-12.1b. Resolve issues of complex or contested usage, consulting references (e.g., Merriam-Webster's Dictionary of English Usage, Garner's Modern American Usage) as needed.

2. Demonstrate command of the conventions of standard English capitalization, punctuation, and spelling when writing.

L.11-12.2. Demonstrate command of the conventions of standard English capitalization, punctuation, and spelling when writing.

L.11-12.2a. Observe hyphenation conventions.

L.11-12.2b. Spell correctly.
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Objective(s)

Bloom/ Anderson Taxonomy / DOK Language

- Students will identify and analyze style and voice in readings.
- Students will uncover how authors' manipulation of language affects reader interpretation.
- Students will develop a personal voice and style in narratives.
- Students will create a personal narrative that is anchored in an essential moment in their lives.

Students will assess, revise, and critique personal narratives.

Critical Content & Skills
What students must KNOW and be able to DO

Students will be able to differentiate between memoir and autobiography.
Students will write personal narratives that showcase their voice and style.
In all types of writing, students will use author's craft appropriate to their chosen audience.
Students will experiment with different structures to compare effectiveness.
Students will close read memoirs and personal narratives to use them as mentor texts for their writing.
Students will apply the elements of the writing process from brainstorming, drafting, conferring, revising, editing to publishing.
Students will revise to maximize impact and word economy.

Core Learning Activities
Formative: writing center, in-class writing exercises

Summative: college essay

In Class Activities:

- Review both good and bad college essays to determine what makes quality essays.
- Peer edit college essays.

Peer Editing Rubric.docx

Assessments
College Essay
Summative: Other written assessments

Students will examine several college essays to identify key strengths and weaknesses.

Students will draft a college essay in response to a Common Application prompt or to a prompt from their own first choice school.

Students will workshop the college essay both in class and in the writing center.
Rubric

Welcome to the Wonderful World of College Essays

Resources
Professional & Student
The 7 Worst Types of College Admissions Essays
College Essay Prompts: Complete List
10 Offbeat College Essay Topics
They Loved Your GPA. Then They Saw Your Tweets
The College Essay That Got a HS Senior into Every Ivy League School
The Greatest College Application Essay Ever

Student Learning Expectation & 21st Century Skills
Information Literacy
Critical Thinking
Spoken Communication
Written Performance

Interdisciplinary Connections
Counselor Workshop

• Written Performance	

Short Story

Kaplan, Jacquelyn; Lye Jr, Victor; Marks, Abigail; Thomas, Jacob

- <u>Unit Planner</u>
- <u>Lesson Planner</u>

Concept-Based Unit Development Graphic Organizer (Download)
<u>Unit Web Template (Optional)</u>

Concepts / Conceptual Lens

Please attach your completed Unit Web Template here
Conceptual Lens: Structure

Concepts: creativity, dialogue, style, imagery, revision, workshopping, pacing, tension, literary elements, voice, setting, plot, characters, economy of writing

Generalizations / Enduring Understandings

1. Short stories develop fully realized plots and characters with an economy of writing.

2. Peer editing through workshopping promotes assessment and revision of writing.

3. Dialogue conveys character, plot, and meaning.

4. The revision process enhances any creative endeavor.

5. Authors adapt voice and style (including imagery and literary elements) for purpose and audience.

6. Authors create tension by manipulating the pacing of a story.

Guiding Questions

Please identify the type of question: (F) Factual, (C) Conceptual, (P) Provocative [Debatable]

1a. What strategies do authors use to construct plot? (F)
1b. How do authors both utilize and subvert traditional plot structures? (C)
1c. How do authors create and develop fully realized stories within the constraints of the genre? (C)
1d. Does a story need a resolution? (P)

2a. What makes for an effective peer editing conference? (F)
2b. What do writers look for in the work and process of others? (C)
2c. How can writers utilize the work of critical reading to inform the revision of their own work? (C)

3a. How does the formatting of dialogue impact the reader? (F)
3b. How does dialogue define characters? (C)
3c. How does language change for each character? (C)
3d. How can writers reveal plot and setting through dialogue? (C)
3e. How does an author's understanding of language and listening skills affect dialogue? (P)

4a. What role does the writing center play in creating better writers and works? (F)
4b. Can writers be critical readers of their own work? (C)
4c. How does a writer know when a story is done? (P)
4d. How does a writer use the revision process to tell better stories? (C)

5a. How does punctuation and sentence variety reveal a writer's voice? (C)
5b. Can a writer effectively enter the mind of various

	characters? (P) 5c. How do writers adapt their own voices to fit thematic and structural differences? (C) 6a. How do writers create tension in a story? (F) 6b. How do writers manipulate the pacing of a story? (C)

Standard(s)

Connecticut Core Standards / Content Standards

CCSS: English Language Arts 6-12

CCSS: Grades 11-12

Capacities of the Literate Individual

Students Who are College and Career Ready in Reading, Writing, Speaking, Listening, & Language

They demonstrate independence.

They respond to the varying demands of audience, task, purpose, and discipline.

They comprehend as well as critique.

Writing

2. Write informative/explanatory texts to examine and convey complex ideas and information clearly and accurately through the effective selection, organization, and analysis of content.

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.

W.11-12.2a. 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), anc multimedia when useful to aiding comprehension.

3. Write narratives to develop real or imagined experiences or events using effective technique, well-chosen details, and well-structured event sequences.

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.

W.11-12.3a. 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 progressior of experiences or events.

W.11-12.3b. Use narrative techniques, such as dialogue, pacing, description, reflection, and multiple plot lines, to develop experiences, events, and/or characters.

W.11-12.3c. 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).

W.11-12.3d Use precise words and phrases, telling details, and sensory language to convey a vivid picture of the experiences, events, setting, and/or characters.

5. Develop and strengthen writing as needed by planning, revising, editing, rewriting, or trying a new approach.

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.

Range of Writing

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, and audiences.

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

Objective(s)

<u>Bloom/ Anderson Taxonomy</u> / <u>DOK Language</u>

- Students will identify and analyze how authors build plot and tension in short fiction.
- Students will identify and analyze how authors develop characters in short fiction.
- Students will identify and analyze how authors establish setting in short fiction.
- Students will create and develop well rounded characters with depth and individuality.
- Students will conceive rich and believable settings.
- Students will build and resolve complex plot lines.
- Students will assess, revise, and critique short stories.

Students will navigate and utilize the revision process.

Critical Content & Skills
*What students must **KNOW and be able to DO***

Students will identify and write distinct genre of fiction writing.
Students will workshop their short stories through the writing process from brainstorming through publication to improve the quality of their work.
Students will develop their writing through close reading of other stories.
With each story, students will tell the plot of a story that comes to a resolution balancing pacing and tension.

Core Learning Activities

Formative: Analysis of short fiction pieces, character exercises, revision, writing center, dialogue exercises, persona assignment

Summative: Short stories, small and large group workshops

In class activities:

- Using Edgar Allan Poe's The Fall of The House of Usher, recreate Poe's house in drawing to help create setting.
- In class dialogue activities to help students learn to write the way they speak.
- Persona to help create the main character of their stories.

<u>Poe's Fall of the House of Usher</u>
<u>in-class dialogue work.doc</u>
<u>Persona Assignment.docx</u>

Assessments

First Short Story
Formative: Other written assessments

📎 <u>Short Story 1.doc</u>
Second Short Story
Formative: Other written assessments

📎 <u>short story 2.doc</u>

📎 <u>Story Story Rubric.doc</u>
Final Short Story
Summative: Other written assessments

📎 <u>Story Story Rubric.doc</u>

📎 <u>Final Exam.doc</u>

Resources

Professional & Student
Books: On Writing by Stephen King
Writing Without Teachers by Peter Elbow
Sudden Fiction, ed. By Robert Shapard and James Thomas
The Fall of the House of Usher by Edgar Allan Poe

Websites:
"Nuts and Bolts: Thought Words"
https://litreactor.com/essays/chuck-palahniuk/nuts-and-bolts-%E2%80%9Cthought%E2%80%9D-verbs

"The 22 Rules of Storytelling According to Pixar"
https://io9.gizmodo.com/the-22-rules-of-storytelling-according-to-pixar-5916970

<u>Character Portrait.doc</u>
<u>Final Exam.doc</u>
<u>in-class dialogue work.doc</u>
<u>Short Story 1.doc</u>
<u>short story 2.doc</u>
<u>Short story graphic organizer.doc</u>

	The 22 rules of storytelling.doc Voice Activity.doc Writing Advice.docx Writing Effective Dialogue.doc Writing Advice from Chuck Pahlaniuk Character Chart.pdf
Student Learning Expectation & 21st Century Skills Information Literacy Critical Thinking Spoken Communication Written Performance	**Interdisciplinary Connections** Conversations on Race

Unit Planner: Historical Fiction
Creative Writing

Historical Fiction
Kaplan, Jacquelyn; Lye Jr, Victor; Marks, Abigail; Thomas, Jacob

- Unit Planner
- Lesson Planner

Concept-Based Unit Development Graphic Organizer (Download)
Unit Web Template (Optional)

Concepts / Conceptual Lens

Please attach your completed Unit Web Template here
Conceptual Lens: Perspective

Concepts: research, dialogue, setting, language, revision

Generalizations / Enduring Understandings

1. Research facilitates the construction of stories.

2. Fiction transports readers to different settings.

3. Non-contemporary settings address social and thematic elements in new ways.

4. Authors change dialogue and language to fit a time period/setting different from their own.

5. The revision process enhances any creative endeavor.

Guiding Questions
Please identify the type of question: (F) Factual, (C) Conceptual, (P) Provocative [Debatable]

1a. How does an author seamlessly incorporate factual details into a fictional story? (F)
1b. How does one evaluate the accuracy of a source? (F)
1c. What factual information is necessary to create setting and character development? (C)
1d. Are factual details necessary to create a fictional work? (P)

2a. Why tell stories about history or imagine the future? (P)
2b. How can fiction help people understand human nature? (C)
2c. How can fiction help people understand history? (C)
2d. How can factual details build and enhance stories? (C)

3a. How can connection with the past help people understand the present? (C)
3b. How can imagining the future help people understand the present? (C)
3c. How can historical or science fiction help explain truths about society? (C)
3d. Does fiction reveal universal truths? (P)

4a. What changes in language are necessary to create a new world? (F)
4b. What uses of contemporary language are necessary in a fictional setting different from the writer's own? (C)
4c. Does language have to change to convey truths? (P)

5a. What role does the writing center play in creating better writers and works? (F)
5b. What can writers learn from the process of others? (F)

	5c. Can writers be critical readers of their own work? (P) 5d. How does a writer know when a story is done? (P) 5e. How do authors decide what is important to tell the audience? (C)

Standard(s)

Connecticut Core Standards / Content Standards

CCSS: English Language Arts 6-12

CCSS: Grades 11-12

Capacities of the Literate Individual

Students Who are College and Career Ready in Reading, Writing, Speaking, Listening, & Language

They respond to the varying demands of audience, task, purpose, and discipline.

They value evidence.

Writing

3. Write narratives to develop real or imagined experiences or events using effective technique, well-chosen details, and well-structured event sequences.

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.

W.11-12.3a. 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.

W.11-12.3b. Use narrative techniques, such as dialogue, pacing, description, reflection, and multiple plot lines, to develop experiences, events, and/or characters.

W.11-12.3c. 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).

W.11-12.3d Use precise words and phrases, telling details, and sensory language to convey a vivid picture of the experiences, events, setting, and/or characters.

W.11-12.3e. Provide a conclusion that follows from and reflects on what is experienced, observed, or resolved over the course of the narrative.

Production and Distribution of Writing

4. Produce clear and coherent writing in which the development, organization, and style are appropriate to task, purpose, and audience.

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.)

5. Develop and strengthen writing as needed by planning, revising, editing, rewriting, or trying a new approach.

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.

6. Use technology, including the Internet, to produce and publish writing and to interact and collaborate with others.

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.

Research to Build and Present Knowledge

7. Conduct short as well as more sustained research projects based on focused questions, demonstrating understanding of the subject under investigation.

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.

8. Gather relevant information from multiple print and digital sources, assess the credibility and accuracy of each source, and integrate the information while avoiding plagiarism.

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.

9. Draw evidence from literary or informational texts to support analysis, reflection, and research.

W.11-12.9. Draw evidence form literary or informational texts to support analysis, reflection, and research.

Language

Conventions of Standard English

1. Demonstrate command of the conventions of standard English grammar and usage when writing or speaking.

L.11-12.1. Demonstrate command of the conventions of standard English grammar and usage when writing or speaking.

L.11-12.1a. Apply the understanding that usage is a matter of convention, can change over time, and is sometimes contested.

L.11-12.1b. Resolve issues of complex or contested usage, consulting references (e.g., Merriam-Webster's Dictionary of English Usage, Garner's Modern American Usage) as needed.

2. Demonstrate command of the conventions of standard English capitalization, punctuation, and spelling when writing.

L.11-12.2. Demonstrate command of the conventions of standard English capitalization, punctuation, and spelling when writing.

L.11-12.2a. Observe hyphenation conventions.

L.11-12.2b. Spell correctly.

Objective(s)

Bloom/ Anderson Taxonomy / DOK Language

- Students will identify and analyze relevant source material for their work.
- Students will create and develop a setting not of their own time and place.
- Students will conceive characters unlike them and those around them.
- Students will build and resolve complex plot lines.
- Students will assess, revise, and critique short stories.
- Students will navigate and utilize the revision process.

Students will seamlessly integrate their source material into their stories.

Critical Content & Skills

*What students must **KNOW and be able to DO***
Students will research to write a creative story.
Students will incorporate realistic details to convey setting.
Students will incorporate realistic dialogue to convey time and place.
Students will emphasize plot and character development.
Students continue to hone their writing craft through the revision process.

Core Learning Activities

Formative:

- Research practice
- Analysis of film and story with research
- MLA formatting practice
- Dialogue exercises

Summative: Research-based fiction piece (Historical, Science Fiction, etc.)
science fiction.pptx
scifi rubric.doc
Science Fiction Research Log.docx

Assessments

Historical Fiction
Summative: Other written assessments

Historical Fiction.doc

Story Story Rubric.doc

Resources

Professional & Student
Student samples
Reference to previous curricular work, e.g. Fahrenheit 451, The Things They Carried
Current Science Fiction, e.g. Black Mirror, The Twilight Zone

	Historical Fiction in literature and film, e.g. Amadeus, 2013 Luhrman Great Gatsby LMC List of databases useful for historical fiction Alice Walker1955.doc
Student Learning Expectation & 21st Century Skills Information Literacy Critical Thinking Spoken Communication Written Performance • Information Literacy	**Interdisciplinary Connections** American Literature US History Area Studies courses

Unit Planner: Children's Literature Creative Writing

Last Updated: Saturday, May 9, 2020
by Abigail Marks

Children's Literature
Kaplan, Jacquelyn; Lye Jr, Victor; Marks, Abigail; Thomas, Jacob

- Unit Planner
- Lesson Planner

Concept-Based Unit Development Graphic Organizer (Download)
Unit Web Template (Optional)

Concepts / Conceptual Lens
Please attach your completed Unit Web Template here
Conceptual Lens: Patterns

Concepts: childhood, memory, artistic ability, stories, structure, pacing, patterns, visuals, collaboration

Generalizations / Enduring Understandings

1. Childhood memories inspire the writing of children's books.

2. Children's books convey complex stories, information, and ideas in simplified ways.

3. The internal structure (pacing, organization, patterns, etc.) of children's books engages and influences the reader.

4. Creative visuals enhance the text of children's books.

5. Collaboration capitalizes on writers' and artists' individual strengths to create a children's book.

Guiding Questions
Please identify the type of question: (F) Factual, (C) Conceptual, (P) Provocative [Debatable]

1a. What do people remember about books from childhood? (F)
1b. How does language change in a children's book? (C)
1c. How does subject matter change within a children's book? (C)
1d. Are an author's memories true? (P)

2a. What information does the author believe children should know? (C)
2b. How can an author convey complex information in a simple way? (C)
2c. Can an author convey complex information in the form of a children's book? (C)

3a. How does the internal structure of children's books function? (F)
3b. What are examples of internal structure used in children's books? (F)
3c. Is an internal structure necessary for a children's book? (C)
3d. Is it possible to create a new internal structure in a children's book? (P)

4a. What images should correspond with the text? (C)
4b. How does an author use storyboarding to combine the story with the images? (C)
4c. Are illustrations necessary for children's books? (P)

5a. What are the guidelines of working with another author? (F)
5b. How does a group of writers function? (C)
5c. How does a group of writers delegate the workload? (C)
5d. Can writers work together to create one seamless

	work? (P)

Standard(s)

Connecticut Core Standards / Content Standards

CCSS: English Language Arts 6-12

CCSS: Grades 11-12

Capacities of the Literate Individual

Students Who are College and Career Ready in Reading, Writing, Speaking, Listening, & Language

They demonstrate independence.

They respond to the varying demands of audience, task, purpose, and discipline.

Reading: Informational Text

5. Analyze the structure of texts, including how specific sentences, paragraphs, and larger portions of the text (e.g., a section, chapter, scene, or stanza) relate to each other and the whole.

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.

6. Assess how point of view or purpose shapes the content and style of a text.

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.

Writing

Text Types and Purposes

1. Write arguments to support claims in an analysis of substantive topics or texts, using valid reasoning and relevant and sufficient evidence.

W.11-12.1c. Use words, phrases, and clauses as well as varied syntax to link the major sections of the text, create cohesion, and clarify the relationships between claim(s) and reasons, between reasons and evidence, and between claim(s) and counterclaims.

W.11-12.1d. Establish and maintain a formal style and objective tone while attending to the norms and conventions of the discipline in which they are writing.

2. Write informative/explanatory texts to examine and convey complex ideas and information clearly and accurately through the effective selection, organization, and analysis of content.

W.11-12.2c. 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.

W.11-12.2d. Use precise language, domain-specific vocabulary, and techniques such as metaphor, simile, and analogy to manage the complexity of the topic.

W.11-12.2e. Establish and maintain a formal style and objective tone while attending to the norms and conventions of the discipline in which they are writing.

3. Write narratives to develop real or imagined experiences or events using effective technique, well-chosen details, and well-structured event sequences.

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.

W.11-12.3a. 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.

W.11-12.3b. Use narrative techniques, such as dialogue, pacing, description, reflection, and multiple plot lines, to develop experiences, events, and/or characters.

W.11-12.3c. 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).

W.11-12.3d Use precise words and phrases, telling details, and sensory language to convey a vivid picture of the experiences, events, setting, and/or characters.

W.11-12.3e. Provide a conclusion that follows from and reflects on what is experienced, observed, or resolved over the course of the narrative.

Production and Distribution of Writing
4. Produce clear and coherent writing in which the development, organization, and style are appropriate to task, purpose, and audience.

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.)

5. Develop and strengthen writing as needed by planning, revising, editing, rewriting, or trying a new approach.

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.

Objective(s)
Bloom/ Anderson Taxonomy / DOK Language

- Students will recognize and manipulate memories from their childhoods for their own work
- Students will simplify and utilize complex subjects for use in children's books.
- Students will establish and implement internal plot structure of children's books
- Students will demonstrate and shape their understanding of audience
- Students will demonstrate appropriate use of language relative to audience and subject matter.
- Students will communicate and delegate within the structure of their group to create a children's book together.

Critical Content & Skills
What students must KNOW and be able to DO
Students will simplify complex subjects for use in children's books.
Students create appropriate artistic designs relative to the subject matter
Students use adapt storytelling for a younger audience
Students emphasize plot and language usage to tell a story for children.
Students develop characters to expose children to a variety of people.

Core Learning Activities
Formative:

- Analysis of favorite children's book
- Storyboarding
- Outline
-
    Summative: children's book

favorite book presentations.doc
children's book rubric.doc
children's book freewrite.doc

Assessments
Children's Book
Summative: Other written assessments
Children's Book.doc

Resources
Professional & Student
Texts: The Very Hungry Caterpillar by Eric Carle
Goodnight Moon by Margaret Wise Brown
Mr. Rogers visits Eric Carle:
https://pbskids.org/video/mister-rogers/1430584275
Examples of books from previous students

Student Learning Expectation & 21st Century Skills

Interdisciplinary Connections
Modernism and Mythology
AP Psychology

Information Literacy
Critical Thinking
Spoken Communication
Written Performance

- Written Performance

One-Act Play

4 Curriculum Developers

Concept–Based Unit Development Graphic Organizer (Download)

Unit Web Template (Optional)

Concepts / Conceptual Lens
lease attach your completed Unit Web Template here
ɔnceptual Lens: Tension

aywright, format of drama, collaboration, revision, performance and meaning, creative skills (plot, pacing, setting, character development)

Generalizations / Enduring Understandings

Creative skills (plot, pacing, setting, character development) create full and eaningful plays and stories.

Dialogue and stage directions influence the performance of a playwright's story.

The formatting of drama guides and informs the performance of the story.

Collaboration between playwrights, authors, performers and others (costume and t designers, directors) develops the interpretation of a story told in play form.

The revision process enhances any creative endeavor.

Guiding Questions
Please identify the type of question: (F) Factual, (C) Conceptual, (P) Provocative [Debatable]

1a. How are one-act plays different from full-length dramas? (F)

1b. How do playwrights convey meaningful character development without the help narration? (C)

1c. How do playwrights construct and convey setting through both stage directions and dialogue? (C)

1d. How do one-act plays come to a climax and resolve in such a short length of tim (C)

1e. Can a full story be told in 10 minutes? (P)

2a. How do playwrights convey how the play should look on stage? (F)

2b. How does the knowledge of its eventual performance influence the play's development on the page? (C)

2c. How do playwrights write dialogue that sounds real and authentic? (C)

3a. What are some common formatting rules that help playwrights convey their stor to both audience and performers? (F)

3b. How does the formatting of a play and its stage directions affect the interpretati of the work? (C)

3c. Does a play need stage directions? (P)

4a. How can collaboration both challenge and affirm playwrights' ideas? (C)

4b. How can creative artists work together to create something new? (P)

4c. How do playwrights collaborate with performers and others (costume and set designers, directors) to develop an interpretation of their work for performance (C)

4d. How can collaboration help to expand and inform definitions of revision and the creative process? (C)

5a. What role does the writing center play in creating better writers and works? (F)

5b. What can writers learn from the process of others? (C)

5c. Can writers be critical readers of their own work? (P)

tandard(s)

onnecticut Core Standards / Content Standards

CSS: English Language Arts 6-12

CCSS: Grades 11-12

Capacities of the Literate Individual

Students Who are College and Career Ready in Reading, Writing, Speaking, Listening, & Language

- They build strong content knowledge.
- They respond to the varying demands of audience, task, purpose, and discipline.
- They comprehend as well as critique.
- They come to understand other perspectives and cultures.

Reading: Literature

3. Analyze how and why individuals, events, and ideas develop and interact over the course of a text.

- 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 ordered, how the characters are introduced and developed).

Craft and Structure

4. Interpret words and phrases as they are used in a text, including determining technical, connotative, and figurative meanings, and analyze how specific word choice shape meaning or tone.

- 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 speci word choices on meaning and tone, including words with multiple meanings or language that is particularly fresh, engaging, or beautiful. (Include Shakespeare as well as other authors.)

5. Analyze the structure of texts, including how specific sentences, paragraphs, and larger portions of the text (e.g., a section, chapter, scene, or stanza) relate to each other and the whole.

- 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.

Writing

2. Write informative/explanatory texts to examine and convey complex ideas and information clearly and accurately through the effective selection, organization, and analysis of content.

- W.11-12.2d. Use precise language, domain-specific vocabulary, and techniques such as metaphor, simile, and analogy to manage the complexity of the topic.
- W.11-12.2e. Establish and maintain a formal style and objective tone while attending to the norms and conventions of the discipline in which they are writing.

3. Write narratives to develop real or imagined experiences or events using effective technique, well-chosen details, and well-structured event sequences.

- W.11-12.3. Write narratives to develop real or imagined experiences or events using effective technique, well-chosen details, and well-structured event sequence
- W.11-12.3a. Engage and orient the reader by setting out a problem, situation, or observation and its significance, establishing one or multiple point(s) of view, anc introducing a narrator and/or characters; create a smooth progression of experiences or events.
- W.11-12.3b. Use narrative techniques, such as dialogue, pacing, description, reflection, and multiple plot lines, to develop experiences, events, and/or characters.
- W.11-12.3c. 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).
- W.11-12.3d Use precise words and phrases, telling details, and sensory language to convey a vivid picture of the experiences, events, setting, and/or characters.
- W.11-12.3e. Provide a conclusion that follows from and reflects on what is experienced, observed, or resolved over the course of the narrative.

Production and Distribution of Writing

4. Produce clear and coherent writing in which the development, organization, and style are appropriate to task, purpose, and audience.

- 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.)

5. Develop and strengthen writing as needed by planning, revising, editing, rewriting, or trying a new approach.

- 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.

Range of Writing

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, and audiences.

- 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

Speaking & Listening

Comprehension and Collaboration

1. Prepare for and participate effectively in a range of conversations and collaborations with diverse partners, building on others' ideas and expressing their own clearl and persuasively.

- SL.11-12.1. Initiate and participate effectively in a range of collaborative discussions (one-on-one, in groups, and teacher-led) with diverse partners on grades 11- topics, texts, and issues, building on others' ideas and expressing their own clearly and persuasively.
- SL.11-12.1d. 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.

6. Adapt speech to a variety of contexts and communicative tasks, demonstrating command of formal English when indicated or appropriate.

Conventions of Standard English

1. Demonstrate command of the conventions of standard English grammar and usage when writing or speaking.

- L.11-12.1. Demonstrate command of the conventions of standard English grammar and usage when writing or speaking.
- L.11-12.1a. Apply the understanding that usage is a matter of convention, can change over time, and is sometimes contested.

Knowledge of Language

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.

- 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.

Objective(s)
Bloom/ Anderson Taxonomy / DOK Language

- Students will identify and analyze how playwrights utilize the genre of one-act play.
- Students will identify and analyze how playwrights use stage directions.
- Students will compare and contrast one-act plays with the full length dramas they have already read in the curriculum.
- Students will create and develop well rounded characters with depth and individuality.
- Students will conceive rich and believable settings.
- Students will build and resolve complex plot lines.
- Students will collaborate to create a finished product.
- Students will assess, revise, and critique short stories.

Students will navigate and utilize the revision process.

Critical Content & Skills
What students must KNOW and be able to DO

Students will recognize the specialized genre of drama within the larger study of literature

Students will identify how one-act plays differ from full-length dramas

Students will apply appropriate formatting for their plays

Students will know and emulate how directors, actors, and set designers use written scripts to create a new product.

Students will write a script with the performance in mind

Students will utilize the limits of the one act play genre to produce tight, simply-constructed pieces

Students will continue to develop plot and characters

Students will revision process to create a quality one act play.

Core Learning Activities
Reading and Analyzing One-Act Plays

Collaborative performance of a published one-act play

Exercises to learn formatting for plays

In class activities:

- Reading/performing sample one act plays.
- Polishing dialogue in order to create effective plays.
- Learning how to use Imovie in order to record play performance.
- Learning how to create stage directions and spacing on camera for effective videos.

🖥 One Act Play Sample
↗ Acting/Spacing
📎 playwriting assignment.doc
📎 acting project.doc

Assessments

📎 acting project.doc
📎 playwriting assignment.doc

Resources
Professional & Student
Take Ten: New Ten Minute Plays ed. By Eric Lane and Nina Shengold

Standard Stage Play Format from Writopia:

https://www.writopialab.org/programs/specialty-programs/worldwide-plays-festival/the-competition/standard-playwriting-format

Student Learning Expectation & 21st Century Skills
Information Literacy
Critical Thinking
Spoken Communication
Written Performance

Interdisciplinary Connections
Acting

Theater Production