

Planned Course: Creative Writing	Course Number: E118AH	Department: English	
Unit: Memoir and Response	Grade Level: 9-12	Date Approved: 08/27/2018	
Estimated Time: 2 Weeks	Level/Track: Elective		
PA Academic Standards	Core Concepts (in question format) • Skills/Knowledge	Activities/Strategies/Study Skills (identify some activities as remedial or enrichment activities)	Assessments (include types and topics)

<p>Reading Literature CC.1.3.9–10.A Determine a theme or central idea of a text and analyze in detail its development over the course of the text, including how it emerges and is shaped and refined by specific details; provide an objective summary of the text.</p> <p>CC.1.3.9–10.B Cite strong and thorough textual evidence to support analysis of what the text says explicitly, as well as inferences and conclusions based on an author’s explicit assumptions and beliefs about a subject.</p> <p>CC.1.3.9–10.C Analyze how complex characters develop over the course of a text, interact with other characters, and advance the plot or develop the theme.</p> <p>CC.1.3.9–10.E Analyze how an author’s choices concerning how to structure a text, order events within it, and manipulate time create an effect.</p> <p>CC.1.3.9–10.H Analyze how an author draws on and transforms themes, topics, character types, and/or other text elements from source material in a specific work.</p>	<p>Students will be able to:</p> <ul style="list-style-type: none"> • Identify the qualities and characteristics of a memoir. • Evaluate a text’s use of plot structure. 	<ul style="list-style-type: none"> • Guided Practice • Modeling • Class Discussion • Slideshow Presentations • Selection Reading • Videos • Basic Research techniques 	<ul style="list-style-type: none"> • Progress checkpoints • Verbal questioning • Teacher Observation • Class Discussion • Formative and Summative Assessments • Socratic Seminar on the Writing Process • Peer and Self Evaluation
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<p>CC.1.3.9–10.K Read and comprehend literary fiction on grade level, reading independently and proficiently.</p>			
<p>Writing CC.1.4.9–10.A Write informative/explanatory texts to examine and convey complex ideas, concepts, and information clearly and accurately.</p> <p>CC.1.4.9–10.B Write with a sharp, distinct focus identifying topic, task, and audience.</p> <p>CC.1.4.9–10.C Develop and analyze the topic with relevant, well-chosen, and sufficient facts, extended definitions, concrete details, quotations, or other information and examples appropriate to the audience’s knowledge of the topic; include graphics and multimedia when useful to aiding comprehension.</p> <p>CC.1.4.9–10.D Organize ideas, concepts, and information to make important connections and distinctions; use appropriate and varied transitions to link the major sections of the text; include formatting when useful to aiding comprehension; provide a concluding statement or section.</p>	<p>Students will be able to:</p> <ul style="list-style-type: none"> • Develop ways of portraying a personal experience or opinion. • Utilize perspective to create a sense of reality. • Respond to a performance using supported facts and opinions. • Write to develop real or life-like experiences. • Utilize basic research skills to develop credible, factual writing. • Use editing skills to identify and correct issues with standard conventions of grammar and usage. 	<ul style="list-style-type: none"> • Guided Practice • Free/Prompt Writes • Modeling • Class Discussion • Group Share and Feedback • Journals • Format Study • P.O.V. Swap Activity • Worksheets • Videos 	<ul style="list-style-type: none"> • Life Event: Personal Memoir Final Writing • Movie/Performance Analysis Response • Draft Submission • Teacher Observation • Class Discussion • Formative and Summative Assessments • Peer and Self Evaluation

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<p>CC.1.4.9–10.E Write with an awareness of the stylistic aspects of composition.</p> <ul style="list-style-type: none"> • Use precise language and domain-specific vocabulary to manage the complexity of the topic. • Establish and maintain a formal style and objective tone while attending to the norms of the discipline in which they are writing. <p>CC.1.4.9–10.F Demonstrate a grade-appropriate command of the conventions of standard English grammar, usage, capitalization, punctuation, and spelling.</p> <p>CC.1.4.9–10.M Write narratives to develop real or imagined experiences or events.</p> <p>CC.1.4.9–10.N Engage and orient the reader by setting out a problem, situation, or observation, establishing one or multiple points of view, and introducing a narrator and/or characters.</p> <p>CC.1.4.9–10.O Use narrative techniques such as dialogue, description, reflection, multiple plotlines, and pacing to develop experiences, events, and/or</p>			
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<p>characters; use precise words and phrases, telling details, and sensory language to convey a vivid picture of the experiences, events, settings, and/or characters.</p> <p>CC.1.4.9–10.P Create a smooth progression of experiences or events using a variety of techniques to sequence events so that they build on one another to create a coherent whole; provide a conclusion that follows from and reflects on what is experienced, observed, or resolved over the course of the narrative.</p> <p>CC.1.4.9-10.Q Write with an awareness of the stylistic aspects of writing.</p> <ul style="list-style-type: none"> • Use parallel structure. • Use various types of phrases and clauses to convey meaning and add variety and interest. <p>CC.1.4.9–10.R Demonstrate a grade-appropriate command of the conventions of standard English grammar, usage, capitalization, punctuation, and spelling.</p> <p>CC.1.4.9–10.T Develop and strengthen writing as needed by planning, revising, editing, rewriting, or trying a new approach,</p>			
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<p>focusing on addressing what is most significant for a specific purpose and audience.</p> <p>CC.1.4.9–10.U 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.</p> <p>CC.1.4.9–10.X 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 discipline-specific tasks, purposes, and audiences.</p>					
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