

Creative Writing and Presentation

Unit 1: Plot Building

Estimated Unit Time Frames	Big Ideas	Essential Questions	Concepts (Know)	Competencies (Do)	Lessons/ Activities/ Suggested Resources	Vocabulary	Standards/ Eligible Content
3 days Intro to plot structure	<p>Writing is a recursive process that conveys ideas, thoughts, and feelings.</p> <p>Information to gain or expand knowledge can be acquired through a variety of sources.</p> <p>Effective use of vocabulary builds social and academic knowledge.</p>	<p>What is a traditional plot structure?</p> <p>How do we identify plot points in a story?</p>	<p>Students will know how to...</p> <p>define points in the plot structure.</p> <p>use the vocabulary in context.</p> <p>Identify plot points from a given story.</p>	<p>Student should be able to identify all six points in the plot structure.</p> <p>Student should be able to define the plot points in a structure.</p>	<p>Teacher-created resources plot structure and vocabulary.</p> <p>-Handouts (structure)</p> <p>-Practice Sheets</p> <p>-Group Review application to fairy tales and stories</p> <p>-Cinderella</p> <p>-Jack/Beanstalk</p> <p>-Tableau Poses/Groups</p> <p>Groups create six poses to symbolize all plot points and peers apply understanding to guess the story.</p> <p>Assessment: written definition quiz</p>	<p>Exposition</p> <p>Inciting Incident</p> <p>Rising Action</p> <p>Climax</p> <p>Falling Action</p> <p>Resolution</p> <p>Conflict</p> <p>Tension</p> <p>Tableau</p>	<p>CC.1.4.9-10.B</p> <p>CC.1.4.9-10.E</p> <p>CC.1.4.9-10.H</p> <p>CC.1.4.9-10.L</p> <p>CC.1.4.9-10.R</p> <p>CC.1.4.11-12.B</p> <p>CC.1.4.11-12.E</p> <p>CC.1.4.11-12.H</p> <p>CC.1.4.11-12.L</p> <p>CC.1.4.11-12.R</p> <p>C.A.1.1.1</p> <p>C.A.1.1.2</p> <p>C.A.1.1.3</p>
3 days Rising Action and Tension	<p>Writing is a recursive process that conveys ideas, thoughts, and feelings.</p> <p>Information to gain or expand knowledge can be acquired through a variety of sources.</p> <p>Effective use of</p>	<p>What creates tension in a story?</p> <p>How can writers use rising action to build tension in stories?</p>	<p>Students will know how to...</p> <p>build tension in a story.</p> <p>develop strong rising action in a story.</p>	<p>Student should be able to identify conflict and complications with solutions.</p> <p>Student should be able to write increasing problems in a story to build tension.</p>	<p>Teacher-created resources plot structure and conflict/tension.</p> <p>-Group Practice: "Worst Day Ever"</p> <p>Examples of mounting tension as created by group brainstorming</p>	<p>Rising Action</p> <p>Tension</p> <p>Twists/Turns</p> <p>Pressure</p> <p>Response</p>	<p>CC.1.4.9-10.H</p> <p>CC.1.4.9-10.D</p> <p>CC.1.4.9-10.J</p> <p>CC.1.4.9-10.P</p> <p>CC.1.4.9-10.Q</p> <p>CC.1.4.11-12.H</p> <p>CC.1.4.11-12.D</p> <p>CC.1.4.11-12.J</p>

	vocabulary builds social and academic knowledge.				<p>-Writing Activity: “Write of Passage”</p> <p>Authors begin and then switch stories to add increased tension to the rising action only to one another’s work. After six switches, original authors must complete the story with the traditional plot structure.</p> <p>Assessment: written definition quiz</p>		<p>CC.1.4.11-12.P CC.1.4.11-12.Q</p> <p>1.5.9.C 1.5.10.C 1.5.11.C 1.5.12.C C.N.1.1.5</p>
<p>(ongoing)</p> <p>1 day</p> <p>Sight Write</p>	Writing is a recursive process that conveys ideas, thoughts, and feelings.	<p>How do visual aids add to the creative writing process?</p> <p>How can writers include inspiration from visual aids in weekly writing?</p>	<p>Students will know how to...</p> <p>interpret a visual aid in creative writing.</p>	<p>Student should be able to interpret a visual aid in writing.</p> <p>Student should be able to compose a creative response (story, poem, dialogue, etc.)</p>	<p>Teacher or student supplied visual aid (student visual aids given on a rotating schedule).</p> <p>Ongoing assignment: Use visuals to inspire a creative piece to informally share aloud to peers. Peers provide feedback for authors.</p>	<p>sight write visual aid interpretation</p>	<p>1.5.9-10.B 1.5.9.9-10.W</p> <p>1.5.9.11-12.B 1.5.9.11-12.W</p> <p>1.5.9.C 1.5.10.C 1.5.11.C 1.5.12.C</p>
Unit 1: Plot Building Assessment: written definition quiz							
Unit 2: Character Development							
Estimated Unit Time Frames	Big Ideas	Essential Questions	Concepts (Know)	Competencies (Do)	Lessons/ Activities/ Suggested Resources	Vocabulary	Standards/ Eligible Content

3 days Intro Backgrounds and Characterization	Writing is a recursive process that conveys ideas, thoughts, and feelings. Information to gain or expand knowledge can be acquired through a variety of sources.	How do writers build strong characters in stories? What background information is necessary for character development? What is direct and indirect characterization? How can writers use direct and indirect characterization to develop figures in stories?	Students will know how to... build character biographies. develop strong characters. identify direct or indirect characterization.	Student should be able to compose a character biography. Student should be able to develop strong opposing characters for a story. Student should be able to identify characterization types through examples.	Teacher-created handouts Group Activity: Protag vs. Antag -backgrounds -strengths/weaknesses -"battle" Group Activity: Character biography -backstory -relationships -presentation Individual Activity: Character profile (Create a background for a character and compose two pieces that reveal this character's personality both directly and indirectly.) Assessment: identify character from both direct and indirect characterization on a quiz.	Protagonist Antagonist Direct and Indirect Characterization	CC.1.4.9-10.B CC.1.4.9-10.H CC.1.4.11-12.B CC.1.4.11-12.H 1.5.7.A 1.5.8.A 1.5.9.A 1.5.C.A 1.5.C.B.
3 days Apply ideas	Information to gain or expand knowledge can be acquired through a variety of sources.	How can you create a character based on a given set of traits?	Students will know how to... use character traits to create characters.	Student should be able to develop characters based on traits.	Activity: Draw three slips from a large container of slips to choose three character traits to develop into a character. Write a short story to illustrate these traits in a character both directly or indirectly.		CC.1.4.9-10.B CC.1.4.9-10.H CC.1.4.11-12.B CC.1.4.11-12.H 1.5.7.A 1.5.8.A 1.5.9.A 1.5.C.A

					Share work aloud for peer feedback. Assessment: Focus and development of traits within writing.		1.5.C.B.
(ongoing) 1 day Sight Write	Writing is a recursive process that conveys ideas, thoughts, and feelings.	How do visual aids add to the creative writing process? How can writers include inspiration from visual aids in weekly writing?	Students will know how to... interpret a visual aid in creative writing.	Student should be able to interpret a visual aid in writing. Student should be able to compose a creative response (story, poem, dialogue, etc.)	Teacher or student supplied visual aid (student visual aids given on a rotating schedule). Ongoing assignment: Use visuals to inspire a creative piece to informally share aloud to peers. Peers provide feedback for authors.	sight write visual aid interpretation	1.5.9-10.B 1.5.9.9-10.W 1.5.9.11-12.B 1.5.9.11-12.W 1.5.9.C 1.5.10.C 1.5.11.C 1.5.12.C

Unit 2: Character Development Assessment: identify character from both direct and indirect characterization on a quiz.
Assessment: Focus and development of traits within writing.

Unit 3: Setting and Mood

Estimated Unit Time Frames	Big Ideas	Essential Questions	Concepts (Know)	Competencies (Do)	Lessons/ Activities/ Suggested Resources	Vocabulary	Standards/ Eligible Content
3 days Intro Setting	Writing is a recursive process that conveys ideas, thoughts, and feelings.	How does setting affect a story? How do mood and setting work together? What is mood?	Students will know how to... assess a setting (when and where) and apply understanding to a script analysis. evaluate the factors of mood in a story. develop a setting	Student should be able to analyze the setting of a story. Student should be able to analyze the mood of a story. Student should be able to create and apply settings to various stories.	Teacher-created resources -given circumstances -Setting/Mood outline Activity: Apply given circumstances wheel to a variety of short stories, identifying: -objectives -relationships -period in history -background/status	Setting Mood Given Circumstances Concept	CC.1.4.9-10.M CC.1.4.9-10.N CC.1.4.9-12.O CC.1.4.11-12.M CC.1.4.11-12.N CC.1.4.11-12.O 1.4.9.A 1.4.10.A 1.4.11.A 1.4.12.A

			(when and where) for a story.		Assessment: Participation and accuracy (quiz)		
3 days Setting Workshop	Writing is a recursive process that conveys ideas, thoughts, and feelings.	How does the setting impact characters and plot?	Students will know how to... apply understanding of setting (effects of plot/character) on story.	Student should be able to create and apply settings to a story.	Activity: Story starter (setting= when/where) -draw slips to determine the setting of a story. -write the story with attention to HOW the setting affects the characters and the plot development. -present the story to peers. Assessment: Use of given circumstances, detail given in writing.		CC.1.4.9-10.B CC.1.4.9-10.C CC.1.4.9-10.D CC.1.4.9-10.H CC.1.4.11-12.B CC.1.4.11-12.C CC.1.4.11-12.D CC.1.4.11-12.H 1.5.9.B 1.5.10.B 1.5.11.B 1.5.12.B
(ongoing) 1 day Sight Write	Writing is a recursive process that conveys ideas, thoughts, and feelings.	How do visual aids add to the creative writing process? How can writers include inspiration from visual aids in weekly writing?	Students will know how to... interpret a visual aid in creative writing.	Student should be able to interpret a visual aid in writing. Student should be able to compose a creative response (story, poem, dialogue, etc.)	Teacher or student supplied visual aid (student visual aids given on a rotating schedule). Ongoing assignment: Use visuals to inspire a creative piece to informally share aloud to peers. Peers provide feedback for authors.	sight write visual aid interpretation	1.5.9-10.B 1.5.9.9-10.W 1.5.9.11-12.B 1.5.9.11-12.W 1.5.9.C 1.5.10.C 1.5.11.C 1.5.12.C

Unit 3: Setting and Mood Assessment: Participation and accuracy (quiz)

Assessment: Use of given circumstances, detail given in writing.

Unit 4: Dialogue Writing

Estimated Unit Time Frames	Big Ideas	Essential Questions	Concepts (Know)	Competencies (Do)	Lessons/ Activities/ Suggested Resources	Vocabulary	Standards/ Eligible Content
3 days Dialogue Intro	<p>Writing is a recursive process that conveys ideas, thoughts, and feelings.</p> <p>Information to gain or expand knowledge can be acquired through a variety of sources.</p> <p>Purpose, topic and audience guide types of writing.</p> <p>Listening provides the opportunity to learn, reflect, and respond.</p>	<p>How do punctuation and mechanics play a role in dialogue?</p> <p>How do writers use dialogue to reinforce characterization and plot?</p>	<p>Students will know how to...</p> <p>write dialogue for two or more characters.</p> <p>correctly punctuate dialogue.</p>	<p>Student should be able to identify the proper punctuation/formatting in written dialogue.</p> <p>Student should be able to write dialogue between two or more characters.</p> <p>Student should be able to utilize correct punctuation in formatting.</p>	<p>Teacher-created resources</p> <p>-dialogue punctuation</p> <p>Activity: "Picture This"</p> <p>-Assignment: Create dialogue from a picture in paragraph form.</p> <p>Activity: "Eavesdropping"</p> <p>-Assignment: Write down dialogue overheard in the hallway or cafeteria and use pieces of an actual conversation in a fictional dialogue.</p> <p>Present one of the dialogue exchanges aloud for peers.</p> <p>Assessment: quiz at the end of the presentations</p>	Dialogue Implied Meaning	<p>CC.1.4.9-10.B</p> <p>CC.1.4.9-10.C</p> <p>CC.1.4.9-10.D</p> <p>CC.1.4.9-10.H</p> <p>CC.1.4.11-12.B</p> <p>CC.1.4.11-12.C</p> <p>CC.1.4.11-12.D</p> <p>CC.1.4.11-12.H</p> <p>1.5.9.B</p> <p>1.5.10.B</p> <p>1.5.11.B</p> <p>1.5.12.B</p>
5 days Dialogue Puppets	<p>Comprehension requires and enhances critical thinking and is constructed through the intentional interaction between reader and text.</p>	<p>How can a writer make dialogue short and effective?</p>	<p>Students will know how to...</p> <p>punctuate short dialogue bursts.</p> <p>present dialogue formally.</p>	<p>Student should be able to develop short dialogue clips.</p> <p>Student should be able to create a dialogue using Sock Puppets.</p> <p>Student should be able to present</p>	<p>Teacher-created resources:</p> <p>-dialogue in action</p> <p>Assignment: Create dialogue based on brief problem-solving exchanges (no longer than 30 seconds spoken time.)</p>	Exchange Presentation	<p>CC.1.4.9-10.B</p> <p>CC.1.4.9-10.C</p> <p>CC.1.4.9-10.D</p> <p>CC.1.4.9-10.H</p> <p>CC.1.4.11-12.B</p> <p>CC.1.4.11-12.C</p> <p>CC.1.4.11-12.D</p> <p>CC.1.4.11-12.H</p> <p>1.5.9.B</p>

				puppet dialogue to the class.	<p>Application:</p> <ul style="list-style-type: none"> -apply dialogue to “Sock Puppet” show using iPad technology (if available) or Sock Puppets in classroom. -present puppet shows (either live with puppets or on the promethean board through technology.) <p>Assessment:</p> <p>Presentation of dialogue through puppets.</p>		<p>1.5.10.B</p> <p>1.5.11.B</p> <p>1.5.12.B</p>
<p>1 day</p> <p>Sight Write</p> <p>(ongoing)</p>	<p>Writing is a recursive process that conveys ideas, thoughts, and feelings.</p>	<p>How do visual aids add to the creative writing process?</p> <p>How can writers include inspiration from visual aids in weekly writing?</p>	<p>Students will know how to...</p> <p>interpret a visual aid in creative writing.</p>	<p>Student should be able to interpret a visual aid in writing.</p> <p>Student should be able to compose a creative response (story, poem, dialogue, etc.)</p>	<p>Teacher or student supplied visual aid (student visual aids given on a rotating schedule).</p> <p>Ongoing assignment:</p> <p>Use visuals to inspire a creative piece to informally share aloud to peers. Peers provide feedback for authors.</p>	<p>sight write visual aid interpretation</p>	<p>1.5.9-10.B</p> <p>1.5.9.9-10.W</p> <p>1.5.9.11-12.B</p> <p>1.5.9.11-12.W</p> <p>1.5.9.C</p> <p>1.5.10.C</p> <p>1.5.11.C</p> <p>1.5.12.C</p>

Unit 4: Dialogue Writing Assessment: quiz at the end of the presentations
Assessment: Presentation of dialogue through puppets.

Unit 5: Genres and Styles

Estimated Unit Time Frames	Big Ideas	Essential Questions	Concepts (Know)	Competencies (Do)	Lessons/ Activities/ Suggested Resources	Vocabulary	Standards/ Eligible Content
<p>5 days</p> <p>Intro to</p>	<p>Language is used to communicate and to deepen understanding.</p>	<p>What are the characteristics of varying genres of writing?</p>	<p>Students will know how to...</p>	<p>Student should be able to compose several stories to</p>	<p>Teacher-generated resources</p> <p>-Genre/Style sheet</p>	<p>Genre</p> <p>Myth</p> <p>Fable</p>	<p>CC.1.4.9-10.B</p> <p>CC.1.4.9-10.C</p> <p>CC.1.4.9-10.D</p>

styles	Listening provides the opportunity to learn, reflect, and respond.		<p>adjust outlines for each genre.</p> <p>apply understanding of genres to short story writing.</p>	reflect varying genres of writing.	<p>Activity: Name the Genre</p> <p>Activity: Genre Workshop Writing -create an outline for a story -apply the circumstances to each of the following genres, creating several short stories with a different feel and anticipated audience (based on vocabulary generated by teacher with additional ideas from class).</p> <p>Activity: Genre Switch -Students are assigned a story that they must re-tell in an assigned (opposite) genre following appropriate guidelines and style markers.</p> <p>Assessment: participation and focus during warm-ups</p>	<p>Horror Mystery Fantasy Children's Story Romance Comedy Science Fiction History Non-Fiction Fiction Religion Adventure</p>	<p>CC.1.4.9-10.H</p> <p>CC.1.4.11-12.B CC.1.4.11-12.C CC.1.4.11-12.D CC.1.4.11-12.H</p> <p>1.5.9.B 1.5.10.B 1.5.11.B 1.5.12.B</p>
<p>1 day</p> <p>Sight Write</p> <p>(ongoing)</p>	Writing is a recursive process that conveys ideas, thoughts, and feelings.	<p>How do visual aids add to the creative writing process?</p> <p>How can writers include inspiration from visual aids in weekly writing?</p>	<p>Students will know how to...</p> <p>interpret a visual aid in creative writing.</p>	<p>Student should be able to interpret a visual aid in writing.</p> <p>Student should be able to compose a creative response (story, poem, dialogue, etc.)</p>	<p>Teacher or student supplied visual aid (student visual aids given on a rotating schedule).</p> <p>Ongoing assignment: Use visuals to inspire a creative piece to informally share aloud</p>	<p>sight write visual aid interpretation</p>	<p>1.5.9-10.B 1.5.9.9-10.W</p> <p>1.5.9.11-12.B 1.5.9.11-12.W</p> <p>1.5.9.C 1.5.10.C 1.5.11.C</p>

					to peers. Peers provide feedback for authors.		1.5.12.C
Unit 5: Genres and Styles Assessment: participation and focus during warm-ups							
Unit 6: Writing Purpose							
Estimated Unit Time Frames	Big Ideas	Essential Questions	Concepts (Know)	Competencies (Do)	Lessons/ Suggested Resources	Vocabulary	Standards/ Eligible Content
5 days Writing for appropriate audiences	<p>Audience and purpose influence the writer's choice of organizational pattern, language, and literacy techniques.</p> <p>Comprehension requires and enhances critical thinking and is constructed through the intentional interaction between reader and text.</p> <p>Writing is a recursive process that conveys ideas, thoughts, and feelings.</p>	<p>Why am I writing?</p> <p>What is my purpose?</p> <p>Who is my audience?</p> <p>What makes clear and effective writing?</p> <p>How does a writer adjust his/her writing for a particular audience?</p>	<p>Students will know how to...</p> <p>identify needs of writer/presenter for a variety of audiences.</p>	<p>Student should be able to identify tactics used for a variety of audience-appropriate readings .</p> <p>Student should be able to adjust writing to suit a variety of purposes.</p>	<p>Teacher-created resources:</p> <ul style="list-style-type: none"> -audience matching -appropriate tone -use of language and vocabulary <p>Activity: "Write for the Right Rite"</p> <ul style="list-style-type: none"> -handout: news story -adjust given story for presentation for the following audiences: <ul style="list-style-type: none"> children peers adults college professors -presentation of adjustments and peer feedback <p>Assignment: Picture Book for selected audience (apply same as above)</p> <p>Assessment: Project participation and unit exam.</p>	<p>Tone</p> <p>Audience</p>	<p>CC.1.4.9-10.B</p> <p>CC.1.4.9-10.C</p> <p>CC.1.4.9-10.D</p> <p>CC.1.4.9-10.H</p> <p>CC.1.4.9-10.J</p> <p>CC.1.4.9-10.N</p> <p>CC.1.4.9-10.O</p> <p>CC.1.4.9-10.P</p> <p>C./E.1.1.1</p> <p>C./E.1.1.2</p> <p>C.A.1.1.1</p> <p>C.A.1.1.2</p> <p>C.A.2.1.1</p> <p>C.A.2.1.2</p> <p>C.A.2.1.3</p> <p>C.A.2.1.5</p> <p>C.A.2.1.6</p> <p>C.A.2.1.7</p>

4 days Planning and Presenting a scripted idea	Comprehension requires and enhances critical thinking and is constructed through the intentional interaction between reader and text. Writing is a recursive process that conveys ideas, thoughts, and feelings	How do writers present work for specific audiences?	Students will know how to... plan and write a piece for a specific purpose for a set audience. present pieces to peers.	Student should be able to adjust writing to suit a variety of purposes.	Teacher-created resources: -PSA overview Assignment: -Develop a Public Service Announcement that will address an important issue -Present (or film, if possible) PSA's to peers -Give feedback to peers for presentations	Public Service Announcement Critique and Feedback	1.5.9.E 1.5.10.E 1.5.11.E 1.5.12.E CC.1.4.9-10.T CC.1.4.11-12.T C.N.2.1.3 C.N.2.1.4 C.N.2.1.6 C.N.2.1.7
1 day Sight Write (ongoing)	Writing is a recursive process that conveys ideas, thoughts, and feelings.	How do visual aids add to the creative writing process? How can writers include inspiration from visual aids in weekly writing?	Students will know how to... interpret a visual aid in creative writing.	Student should be able to interpret a visual aid in writing. Student should be able to compose a creative response (story, poem, dialogue, etc.)	Teacher or student supplied visual aid (student visual aids given on a rotating schedule). Ongoing assignment: Use visuals to inspire a creative piece to informally share aloud to peers. Peers provide feedback for authors.	sight write visual aid interpretation	1.5.9-10.B 1.5.9.9-10.W 1.5.9.11-12.B 1.5.9.11-12.W 1.5.9.C 1.5.10.C 1.5.11.C 1.5.12.C

Unit 6: Writing Purpose Assessment: Project participation and unit exam.

Unit 7: Playwriting

Estimated Unit Time Frames	Big Ideas	Essential Questions	Concepts (Know)	Competencies (Do)	Lessons/ Activities/ Suggested Resources	Vocabulary	Standards/ Eligible Content
10 days	Information to gain or expand knowledge can be acquired through a variety of sources.	How do costumes affect a production? What happens during the costume design process? How are designs	Students will know how to... Plan for a costume design concept for a production.	Student should be able to plan a design concept. Student should be able to create three full designs for a	Teacher-created resources: -American Playwriting Handbook/guide Assignment: -brainstorm and plan	stage directions off stage scene changes setting	1.5.9.E 1.5.10.E 1.5.11.E 1.5.12.E CC.1.4.9-10.T CC.1.4.11-12.T

		presented to a production staff?	Utilize planning stages for design process. Present plans for a formal audience.	concept. Student should be able to present final designs for peers.	for a play consisting of four-five characters and three different settings. -compose a script that utilizes understanding of American Playwriting Style guidelines -share scripts with peers in a formal reading presentation (Recruit other students to read parts aloud for presentations.) Assessment: Planning, (use of class time) Writing, and Presentation merit.		C.N.2.1.3 C.N.2.1.4 C.N.2.1.6 C.N.2.1.7
1 day Sight Write (ongoing)	Writing is a recursive process that conveys ideas, thoughts, and feelings.	How do visual aids add to the creative writing process? How can writers include inspiration from visual aids in weekly writing?	Students will know how to... interpret a visual aid in creative writing.	Student should be able to interpret a visual aid in writing. Student should be able to compose a creative response (story, poem, dialogue, etc.)	Teacher or student supplied visual aid (student visual aids given on a rotating schedule). Ongoing assignment: Use visuals to inspire a creative piece to informally share aloud to peers. Peers provide feedback for authors.	sight write visual aid interpretation	1.5.9-10.B 1.5.9.9-10.W 1.5.9.11-12.B 1.5.9.11-12.W 1.5.9.C 1.5.10.C 1.5.11.C 1.5.12.C

Unit 7: Playwriting Assessment: Planning, (use of class time) Writing, and Presentation merit.

Unit 8: Presentation Focus

Estimated Unit Time Frames	Big Ideas	Essential Questions	Concepts (Know)	Competencies (Do)	Lessons/ Suggested Resources	Vocabulary	Standards/ Eligible Content
4 days	Information to gain or expand knowledge can be acquired through a variety of sources.	How does writing influence a speech?	Students will know how to... plan and research for an informative speech. present an informational speech to peers on a given topic.	Student should be able to research a topic for an informative speech. Student should be able to present speech to the class.	Teacher-created resources: -presentation guides Activity: "Informative Speech" Assessment: Planning and presentation.		1.5.9.E 1.5.10.E 1.5.11.E 1.5.12.E CC.1.4.9-10.T CC.1.4.11-12.T C.N.2.1.3 C.N.2.1.4 C.N.2.1.6 C.N.2.1.7
5 days	Information to gain or expand knowledge can be acquired through a variety of sources.	How does writing influence a speech?	Students will know how to... plan and write a multiple-step demonstrative speech. present a speech to the class.	Student should be able to plan and write a demonstrative speech. Student should be able to present speech to the class.	Teacher-created resources: -scoring feedback -peer feedback for scene Assignment: "Demonstrative Speech" Assessment: Use of rehearsal time and focus during scene presentation.		1.5.9.E 1.5.10.E 1.5.11.E 1.5.12.E CC.1.4.9-10.T CC.1.4.11-12.T C.N.2.1.3 C.N.2.1.4 C.N.2.1.6 C.N.2.1.7
1 day Sight Write (ongoing)	Writing is a recursive process that conveys ideas, thoughts, and feelings.	How do visual aids add to the creative writing process? How can writers include inspiration from visual aids in weekly writing?	Students will know how to... interpret a visual aid in creative writing.	Student should be able to interpret a visual aid in writing. Student should be able to compose a creative response (story, poem, dialogue, etc.)	Teacher or student supplied visual aid (student visual aids given on a rotating schedule). Ongoing assignment: Use visuals to inspire a creative piece to informally share aloud to peers. Peers provide feedback for authors.	sight write visual aid interpretation	1.5.9-10.B 1.5.9.9-10.W 1.5.9.11-12.B 1.5.9.11-12.W 1.5.9.C 1.5.10.C 1.5.11.C 1.5.12.C

Unit 8: Presentation Focus Assessment: Planning and presentation. Assessment: Use of rehearsal time and focus during scene presentation.							
Unit 8: Artistic Expression							
Estimated Unit Time Frames	Big Ideas	Essential Questions	Concepts (Know)	Competencies (Do)	Lessons/ Suggested Resources	Vocabulary	Standards/ Eligible Content
3 days Revision and Presentation	Comprehension requires and enhances critical thinking and is constructed through the intentional interaction between reader and text.	How should writers revise previous projects?	Students will know how to... evaluate their own work. apply critique from peer feedback to writing. revise and present final work.	Student should be able to assess prior writing. Student should be able to apply changes from peer review. Student should be able to revise and present work.	Assignment: Revision -Review portfolios -Select a writing -Peer feedback (three forms) -Revise work -Present revisions Assessment: Use of feedback for revision and formal presentation.	Portfolio Review Revision	1.5.9.E 1.5.10.E 1.5.11.E 1.5.12.E CC.1.4.9-10.T CC.1.4.11-12.T C.N.2.1.3 C.N.2.1.4 C.N.2.1.6 C.N.2.1.7
10 days Portfolio Presentation	Comprehension requires and enhances critical thinking and is constructed through the intentional interaction between reader and text.	How do writers evaluate their own work? What must be included in a formal presentation?	Students will know how to... evaluate multiple pieces for a well-rounded portfolio. annotate selections. plan and execute a formal presentation.	Select 10 pieces for presentation. Student should be able to write a reflection for each selection. Student should be able to formally present finished portfolios to peers.	Assignment: Portfolio Presentation -Create formal presentation to highlight favorites from writing portfolio. -Present final result to peers -Peer feedback Assessment: Focus during preparation and formal presentation.	Annotated Reflection Highlight	1.5.9.E 1.5.10.E 1.5.11.E 1.5.12.E CC.1.4.9-10.T CC.1.4.11-12.T C.N.2.1.3 C.N.2.1.4 C.N.2.1.6 C.N.2.1.7

(ongoing)	Writing is a recursive process that conveys ideas, thoughts, and feelings.	How do visual aids add to the creative writing process? How can writers include inspiration from visual aids in weekly writing?	Students will know how to... interpret a visual aid in creative writing.	Student should be able to interpret a visual aid in writing. Student should be able to compose a creative response (story, poem, dialogue, etc.)	Teacher or student supplied visual aid (student visual aids given on a rotating schedule). Ongoing assignment: Use visuals to inspire a creative piece to informally share aloud to peers. Peers provide feedback for authors.	sight write visual aid interpretation	1.5.9-10.B 1.5.9.9-10.W 1.5.9.11-12.B 1.5.9.11-12.W 1.5.9.C 1.5.10.C 1.5.11.C 1.5.12.C
-----------	--	--	---	---	---	---------------------------------------	---

**Unit 8: Artistic Expression Assessment: Use of feedback for revision and formal presentation.
Assessment: Focus during preparation and formal presentation.**