

TOWNSHIP OF UNION PUBLIC SCHOOLS CURRICULUM GUIDE



English Department

EN508S

Creative Writing: Nonfiction and Media

Adopted 06/19/2018

Updated 1/22/19

Course Description

This course will consider the influence of and the relationship between the arts in terms of creative self-expression through the mediums of literature, music, film, and art. In particular, the students will analyze and appreciate the creative works of established writers and creative artists, resulting in the development of their own original writing. Writers will create nonfiction pieces such as memoirs, blog posts, and personal essays as well as creative nonfiction such as historical fiction and “based on a true story” screenplays.

Standards At-A-Glance

	Reading	Writing	Speaking and Listening	Language
Unit 1	RL.11-12.3 RL.11-12.5 RI.11-12.3	W.11-12.3 W.11-12.3a W.11-12.3b W.11-12.3c W.11-12.3d W.11-12.3e W.11-12.4 W.11-12.5 W.11-12.6 W.11-12.10	SL.11-12.1 SL.11-12.1b SL.11-12.4	L.11-12.1 L.11-12.3 L.11-12.5
Unit 2	RL.11-12.3 RL.11-12.5 RI.11-12.3 RI.11-12.5	W.11-12.2 W.11-12.2a W.11-12.2b W.11-12.2e W.11-12.3 W.11-12.3a W.11-12.3b W.11-12.3c W.11-12.3d W.11-12.3e W.11-12.4 W.11-12.5 W.11-12.6 W.11-12.10	SL.11-12.1 SL.11-12.1b SL.11-12.4	L.11-12.1 L.11-12.3 L.11-12.5
Unit 3	RL.11-12.3 RL.11-12.5 RI.11-12.3 RI.11-12.5	W.11-12.2 W.11-12.2a W.11-12.2b W.11-12.2e W.11-12.3 W.11-12.3a W.11-12.3b W.11-12.3c W.11-12.3d W.11-12.3e W.11-12.4 W.11-12.5 W.11-12.6	SL.11-12.1 SL.11-12.1b SL.11-12.4	L.11-12.1 L.11-12.3 L.11-12.5

Additional Standards

Unit	WIDA	Technology	21st Century / Career
1	ELP STANDARD 2: The Language of Language Arts	<ul style="list-style-type: none"> ● 8.1.12.A.2 Produce and edit a multi-page digital document for a commercial or professional audience and present it to peers and/or professionals in that related area for review. ● 8.1.12.A.3 Collaborate in online courses, learning communities, social networks or virtual worlds to discuss a resolution to a problem or issue. ● 8.1.12.D.1 Demonstrate appropriate application of copyright, fair use and/or Creative Commons to an original work. 	Standard 9.1 All students will demonstrate the creative, critical thinking, collaboration, and problem-solving skills needed to function successfully as both global citizens and workers in diverse ethnic and organizational cultures.
2	ELP STANDARD 2: The Language of Language Arts	<ul style="list-style-type: none"> ● 8.1.12.A.2 Produce and edit a multi-page digital document for a commercial or professional audience and present it to peers and/or professionals in that related area for review. ● 8.1.12.A.3 Collaborate in online courses, learning communities, social networks or virtual worlds to discuss a resolution to a problem or issue. ● 8.1.12.D.1 Demonstrate appropriate application of copyright, fair use and/or Creative Commons to an original work. 	Standard 9.1 All students will demonstrate the creative, critical thinking, collaboration, and problem-solving skills needed to function successfully as both global citizens and workers in diverse ethnic and organizational cultures.
3	ELP STANDARD 2: The Language of Language Arts	<ul style="list-style-type: none"> ● 8.1.12.A.2 Produce and edit a multi-page digital document for a commercial or professional audience and present it to peers and/or professionals in that related area for review. 	Standard 9.1 All students will demonstrate the creative, critical thinking, collaboration, and problem-solving skills

		<ul style="list-style-type: none"> ● 8.1.12.A.3 Collaborate in online courses, learning communities, social networks or virtual worlds to discuss a resolution to a problem or issue. ● 8.1.12.D.1 Demonstrate appropriate application of copyright, fair use and/or Creative Commons to an original work. 	<p>needed to function successfully as both global citizens and workers in diverse ethnic and organizational cultures.</p>
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Pacing Guide

	Anticipated Length of Time (days)
Unit 1	30 days
Unit 2	30 days
Unit 3	30 days

Suggested Modifications

- Modified assessment tasks/rubrics
- Additional time for completion
- Paired activities
- Reading written instructions
- Providing notes/study guides
- Modeling and providing examples
- Non-verbal cues
- Bilingual dictionary use
- Pairing visual prompts with verbal presentations
- Highlighting key words and key strategies
- Preferred seating
- RTI
- Scaffolding complexity level of questioning
- Differentiated assignment of novels and short readings
- Assist with organization/planning
- Provide graphic organizers/partially completed activities
- Others as determined appropriate by IEP/504/I&RS plan/RTI plan/classroom instructor

Interdisciplinary Connections

Unit 1	Unit 2	Unit 3
various topics based on student interest and choice in developing creative writing related to memoirs, screenplays, and other nonfiction writings, including historical accounts		

Unit 1: Personal Explorations

Unit Summary

In this opening unit, students will explore the genre of creative nonfiction through autobiographical writing such as personal essays and memoirs. They will learn and apply the “show, don’t tell” rule of creative writing as well as incorporate appropriate literary devices into their prose. Additionally, students will peer review and revise writing as needed for content and conventions.

Essential Questions

What techniques are most effective in this genre?
How do writers effectively structure pieces in this genre?
How do we characterize a strong “voice” in this genre?
Why are personal stories interesting to others?
What makes stories “universal?”

READING

Critical Knowledge and Skills	Standards
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).	RL.11-12.3
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.	RL.11-12.5
Analyze a complex set of ideas or sequence of events and explain how specific individuals, ideas, or events interact and develop over the course of the	RI.11-12.3

text.	
Suggested Materials/Educational Resources	
<p>Personal Narrative Options:</p> <ul style="list-style-type: none"> ● “Goodbye to All That” - Joan Didion ● “Once More to the Lake” - E.B White ● “Ticket to the Fair” - David Foster Wallace ● “A Few Words about Breasts” - Nora Ephron ● “Here is a Lesson in Creative Writing” - Kurt Vonnegut ● “Notes of a Native Son” - James Baldwin ● “The Death of a Moth” - Virginia Woolf ● “Shooting an Elephant” - George Orwell ● “The White Album” Joan Didion ● “How it Feels to be a Colored Me” - Zora Neale Hurston ● “Turning Poverty into an American Crime” Barbara Ehrenreich <p>Short Memoir Options:</p> <ul style="list-style-type: none"> ● “There’s No Recipe for Growing Up” - Koul ● “My Dad Tried to Kill Me with and Alligator” - Key ● “Me Talk Pretty One Day” - Sedaris ● “A Difficult Balance: Am I a Writer or a Teacher” - Mori ● “The Things They Carried” - O’Brien ● “Ask Me What I’m Doing Tonight” - Watsky (video) 	

WRITING	
Critical Knowledge and Skills	Standards
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
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.11-12.3a
Use narrative techniques, such as dialogue, pacing, description, reflection, and multiple plot lines, to develop experiences, events, and/or characters	W.11-12.3b
Use a variety of techniques to sequence events so that they build on one another to create a coherent whole and build toward	W.11-12.3c

a particular tone and outcome (e.g., a sense of mystery, suspense, growth, or resolution).	
Use precise words and phrases, telling details, and sensory language to convey a vivid picture of the experiences, events, setting, and/or characters.	W.11-12.3d
Provide a conclusion that follows from and reflects on what is experienced, observed, or resolved over the course of the narrative.	W.11-12.3e
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.11-12.4
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.11-12.5
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.11-12.6
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.11-12.10

Suggested Materials/Educational Resources

[“How To Write a Personal Narrative” -Thoughtco](#)
[Personal Narrative graphic organizer](#)
[Purdue OWL - narrative writing](#)
[“How to Write a Memoir: 6 Creative Ways to Tell a Powerful Story”](#)
[“Flash Memoir: The Benefits of Writing Short Memoir”](#)
[Memoir Template](#)

SPEAKING AND LISTENING	
Critical Knowledge and Skills	Standards
Initiate and participate effectively in a range of collaborative discussions (one-on-one, in groups, and teacher-led) with peers on <i>grades 11–12 topics, texts, and issues</i> , building on others' ideas and expressing their own clearly and persuasively.	SL.11-12.1
Collaborate with peers to promote civil, democratic discussions and decision-making, set clear goals and assessments (e.g. student developed rubrics), and establish individual roles as needed.	SL.11-12.1b
Present information, findings and supporting evidence clearly, concisely, and logically. The content, organization, development, and style are appropriate to task, purpose, and audience.	SL.11-12.4
Suggested Materials/Educational Resources	
Peer Revision Questionnaires Peer Revision Checklist	

LANGUAGE	
Critical Knowledge and Skills	Standards
Demonstrate command of the conventions of standard English grammar and usage when writing or speaking.	L.11-12.1
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
Demonstrate understanding of figurative language, word relationships, and nuances in word meanings.	L.11-12.5
Suggested Materials/Educational Resources	
Writer's Checklists Writing Rubrics	

ASSESSMENT PLAN		
District/School Formative Assessment Plan		District/School Summative Assessment Plan
Note taking Reading logs Participation/sharing Class work exercises to develop <ul style="list-style-type: none"> ● character ● setting ● voice ● theme Weekly writer's journal Peer Workshop activities Writer reflection/analysis		Final Personal Essay Final Short/Flash Memoir Writer reflection/analysis
District/School Texts		District/School Supplementary Materials
n/a		n/a
District/School Writing Tasks		
Task	Primary Focus	Secondary Focus
Personal Essay	Narrative Writing	Utilizing appropriate figurative language and grammar conventions
Short Memoir	Narrative Writing	Creating accessible and engaging characters

INSTRUCTIONAL BEST PRACTICES AND EXEMPLARS
The Pen and the Pad: What is the Difference Between a Memoir & a Personal Narrative

Unit 2: Media Writing
<p>Unit Summary</p> <p>In this unit, students will explore the genre of creative nonfiction through media writing such as blog posts and short screenplays. They will continue to apply the “show, don’t tell” rule of creative writing as well as incorporate appropriate literary devices into their writing. Additionally, students will peer review and revise writing as needed for content and conventions. Writing in this unit will be focused on one central theme.</p>
<p>Essential Questions</p> <p>What techniques are most effective in this genre? How do writers effectively structure pieces in this genre?</p>

How do we characterize a strong “voice” in this genre?
 How do writers meaningfully convey a message to an audience in each media form?

READING	
Critical Knowledge and Skills	Standards
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).	RL.11-12.3
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.	RL.11-12.5
Analyze a complex set of ideas or sequence of events and explain how specific individuals, ideas, or events interact and develop over the course of the text.	RI.11-12.3
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.	RI.11-12.5
Suggested Materials/Educational Resources	
Mashable (blog posts) Lifehacker (blog posts) Crooks and Liars (blog posts) footnoted* (blog posts) The Metropolitan Museum of Art (blog posts) Short Screenplay Bank (NYU-Tisch School)	

WRITING	
Critical Knowledge and Skills	Standards
Write informative/explanatory texts to	W.11-12.2

examine and convey complex ideas, concepts, and information clearly and accurately through the effective selection, organization, and analysis of content.	
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.11-12.2a
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.11-12.2b
A. Establish and maintain a style and tone appropriate to the audience and purpose (e.g. formal and objective for academic writing) while attending to the norms and conventions of the discipline in which they are writing.	W.11-12.2e
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
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.11-12.3a
Use narrative techniques, such as dialogue, pacing, description, reflection, and multiple plot lines, to develop experiences, events, and/or characters	W.11-12.3b
Use a variety of techniques to sequence	W.11-12.3c

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).	
Use precise words and phrases, telling details, and sensory language to convey a vivid picture of the experiences, events, setting, and/or characters.	W.11-12.3d
Provide a conclusion that follows from and reflects on what is experienced, observed, or resolved over the course of the narrative.	W.11-12.3e
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.11-12.4
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.11-12.5
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.11-12.6
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.11-12.10
Suggested Materials/Educational Resources	
How to Write a Blog Post Formatting Guide	

SPEAKING AND LISTENING

Critical Knowledge and Skills	Standards
Initiate and participate effectively in a range of collaborative discussions (one-on-one, in groups, and teacher-led) with peers on <i>grades 11–12 topics, texts, and issues</i> , building on others' ideas and expressing their own clearly and persuasively.	SL.11-12.1
Collaborate with peers to promote civil, democratic discussions and decision-making, set clear goals and assessments (e.g. student developed rubrics), and establish individual roles as needed.	SL.11-12.1b
Present information, findings and supporting evidence clearly, concisely, and logically. The content, organization, development, and style are appropriate to task, purpose, and audience.	SL.11-12.4
Suggested Materials/Educational Resources	
Peer Revision Questionnaires	
Peer Revision Checklist	

LANGUAGE	
Critical Knowledge and Skills	Standards
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 capitalization, punctuation, and spelling when writing.	L.11-12.2
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
Demonstrate understanding of figurative language, word relationships, and nuances in word meanings.	L.11-12.5
Suggested Materials/Educational Resources	

**Writer's Checklists
Writing Rubrics**

ASSESSMENT PLAN		
District/School Formative Assessment Plan		District/School Summative Assessment Plan
Note taking Reading logs Participation/sharing Class work exercises to develop <ul style="list-style-type: none"> • theme • voice • formatting Weekly writer's journal Peer Workshop activities Writer reflection/analysis		Final Blog page Final short Screenplay Writer reflection/analysis
District/School Texts		District/School Supplementary Materials
n/a		n/a
District/School Writing Tasks		
Task	Primary Focus	Secondary Focus
Blog Writing	Thematic nonfiction Writing	Utilizing appropriate figurative language and grammar conventions
Short Screenplay	Narrative Writing	Transferring story from page to practice

INSTRUCTIONAL BEST PRACTICES AND EXEMPLARS
The Script Lab Writing your First Screenplay

Unit 3: Creative Nonfiction

Unit Summary
 In this unit, students will explore the genre of creative nonfiction through travel writing and short historical fiction. They will continue to apply the “show, don’t tell” rule of creative writing as well as incorporate appropriate literary devices into their writing. Additionally, students will peer review and revise writing as needed for content and conventions.

Essential Questions
 What techniques are most effective in this genre?
 How do writers effectively structure pieces in this genre?

How do we characterize a strong “voice” in this genre?
 How do writers meaningfully convey a place or event in their writing?

READING	
Critical Knowledge and Skills	Standards
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).	RL.11-12.3
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.	RL.11-12.5
Analyze a complex set of ideas or sequence of events and explain how specific individuals, ideas, or events interact and develop over the course of the text.	RI.11-12.3
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.	RI.11-12.5
Suggested Materials/Educational Resources	
Travel Writer’s Tales The Short Story Project (Historical Fiction) Common Lit (Historical Fiction) Historical Fiction is More Important Than Ever	

WRITING	
Critical Knowledge and Skills	Standards
Write informative/explanatory texts to examine and convey complex ideas, concepts, and information clearly and accurately through the effective selection,	W.11-12.2

organization, and analysis of content.	
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.11-12.2a
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.11-12.2b
Establish and maintain a style and tone appropriate to the audience and purpose (e.g. formal and objective for academic writing) while attending to the norms and conventions of the discipline in which they are writing.	W.11-12.2e
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
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.11-12.3a
Use narrative techniques, such as dialogue, pacing, description, reflection, and multiple plot lines, to develop experiences, events, and/or characters	W.11-12.3b
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	W.11-12.3c

sense of mystery, suspense, growth, or resolution).	
Use precise words and phrases, telling details, and sensory language to convey a vivid picture of the experiences, events, setting, and/or characters.	W.11-12.3d
Provide a conclusion that follows from and reflects on what is experienced, observed, or resolved over the course of the narrative.	W.11-12.3e
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.11-12.4
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.11-12.5
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.11-12.6
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.11-12.10
Suggested Materials/Educational Resources	
The Travel Writing Life	
40 Writing Prompts and Ideas for Historical Fiction	

SPEAKING AND LISTENING	
Critical Knowledge and Skills	Standards

Initiate and participate effectively in a range of collaborative discussions (one-on-one, in groups, and teacher-led) with peers on <i>grades 11–12 topics, texts, and issues</i> , building on others' ideas and expressing their own clearly and persuasively.	SL.11-12.1
Collaborate with peers to promote civil, democratic discussions and decision-making, set clear goals and assessments (e.g. student developed rubrics), and establish individual roles as needed.	SL.11-12.1b
Present information, findings and supporting evidence clearly, concisely, and logically. The content, organization, development, and style are appropriate to task, purpose, and audience.	SL.11-12.4

Suggested Materials/Educational Resources

Peer Revision Questionnaires
Peer Revision Checklist

LANGUAGE	
Critical Knowledge and Skills	Standards
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 capitalization, punctuation, and spelling when writing.	L.11-12.2
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
Demonstrate understanding of figurative language, word relationships, and nuances in word meanings.	L.11-12.5

Suggested Materials/Educational Resources

Writer's Checklists

Writing Rubrics

ASSESSMENT PLAN		
District/School Formative Assessment Plan	District/School Summative Assessment Plan	
Note taking Reading logs Participation/sharing Class work exercises to develop <ul style="list-style-type: none"> • voice • formatting • realistic fiction Weekly writer's journal Peer Workshop activities Writer reflection/analysis	Final Travel Writing Final short historical fiction Writer reflection/analysis	
District/School Texts	District/School Supplementary Materials	
n/a	n/a	
District/School Writing Tasks		
Task	Primary Focus	Secondary Focus
Travel Writing	creative nonfiction	Utilizing appropriate figurative language and grammar conventions
Historical Fiction	Narrative Writing	including accurate research in a piece of creative nonfiction
INSTRUCTIONAL BEST PRACTICES AND EXEMPLARS		
12 Types of Travel Writing Every Writer Should Know Tips for Travel Writing 10 Tips for Writing Irresistible Travel Articles 8 Rules for Writing Historical Short Stories		