Writing Lab 2

Unit 2- Elements of Short Stories and Sci-Fi
November-March
**Course Philosophy**

Creative writing is a multi-genre course that studies creative writing techniques, literary conventions and principles across multiple writing platforms. The course begins with a comprehensive look and analysis of today's mass media landscape, focusing in its purpose, forms and impact on society. Students understand and analyze media as both a social institution as well as a vehicle for mass communications in the function of informing, advocating and entertaining. Beyond will be introduced to a variety of 21st century writing applications beginning with short story fiction writing focusing on such genres as drama, suspense and science fiction. Students will learn a snapshot approach to story telling employing descriptive writing techniques, language conventions and style best practices to create engaging stories. Beyond the short story platform students will learn the principles of writing for a visual medium including graphic novels and screenwriting. Students will learn the fundamentals of screenwriting (and movie plot development) and draft a one act screenplay. In addition, students will learn the essentials of writing treatments to market their work to publications and literary agents as well as be familiar with industry writing trends and the publication business as a whole. The true art of writing includes not only the process of generating, but also the phases of reading, mentoring, experimenting, revising and editing. The final pieces created for this class will reflect the process of writing. Application and production will take place in the Writing lab. Contributions to essay and writing contests, fairs, events, showcases and school publications are required. The Passaic County Film Festival also emanates from this class.
# Pacing Chart

<table>
<thead>
<tr>
<th>Unit</th>
<th>Topics</th>
<th>NJSLS</th>
<th>Time</th>
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<tbody>
<tr>
<td>Unit 1</td>
<td>Mass Media</td>
<td>NJSLS: 9.1.4.E.1; 9.1.8.E.1 9.1.4.E.3</td>
<td>Unit 1 - September-October</td>
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<tr>
<td>Methods of Instruction</td>
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<td>• Teacher coaching</td>
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<td>• Individual and collaborative problem-solving &amp; decision-making</td>
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<td>• Individual instruction</td>
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<td>• Small group instruction</td>
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<td>• Peer review</td>
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<td>• Guest speakers</td>
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<td>• Writing to learn</td>
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<td>• Independent practice</td>
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<td>• Practice in critical reading</td>
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<td>• Making thinking visible</td>
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<td>• Critical analysis</td>
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<td>• Note-taking</td>
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<td>• Establishing metacognitive reflection and articulation as a regular pattern in learning</td>
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<td>• Model (I Do), Guided Practice (We Do), Independent Practice (You Do)</td>
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<tr>
<td>Technology Operations and Concepts</td>
<td>Produce and edit a multi-page document for a commercial or professional audience using desktop publishing and/or graphics software.</td>
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<tr>
<td>Creativity and Innovation</td>
<td>Design and pilot a digital learning game to demonstrate knowledge and skills related to one or more content areas or a real world situation.</td>
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<td>Communication and Collaboration</td>
<td>Develop an innovative solution to a complex, local or global problem or issue in collaboration with peers and experts, and present ideas for feedback in an online community.</td>
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<td>Digital Citizenship</td>
<td>Demonstrate appropriate use of copyrights as well as fair use and Creative Commons guidelines.</td>
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<tr>
<td>Research and Information Literacy</td>
<td>Predict the impact on society of unethical use of digital tools, based on research and working with peers and experts in the field.</td>
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<td>Critical Thinking, Problem Solving, Decision Making</td>
<td>Select and use specialized databases for advanced research to solve real-world problems.</td>
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Career Ready Practices

Standards
CRP2, CRP4, CRP5, CRP6, CRP7, CRP8, CRP10, CRP11, CRP12

- **CRP2. Apply appropriate academic and technical skills.**
  Career-ready individuals readily access and use the knowledge and skills acquired through experience and education to be more productive. They make connections between abstract concepts with real-world applications, and they make correct insights about when it is appropriate to apply the use of an academic skill in a workplace situation.

- **CRP4. Communicate clearly and effectively and with reason.**
  Career-ready individuals communicate thoughts, ideas, and action plans with clarity, whether using written, verbal, and/or visual methods. They communicate in the workplace with clarity and purpose to make maximum use of their own and others’ time. They are excellent writers; they master conventions, word choice, and organization, and use effective tone and presentation skills to articulate ideas. They are skilled at interacting with others; they are active listeners and speak clearly and with purpose. Career-ready individuals think about the audience for their communication and prepare accordingly to ensure the desired outcome.

- **CRP5. Consider the environmental, social and economic impacts of decisions.**
  Career-ready individuals understand the interrelated nature of their actions and regularly make decisions that positively impact and/or mitigate negative impact on other people, organization, and the environment. They are aware of and utilize new technologies, understandings, procedures, materials, and regulations affecting the nature of their work as it relates to the impact on the social condition, the environment and the
Career Ready Practices

profitability of the organization.

- **CRP6. Demonstrate creativity and innovation.**
  Career-ready individuals regularly think of ideas that solve problems in new and different ways, and they contribute those ideas in a useful and productive manner to improve their organization. They can consider unconventional ideas and suggestions as solutions to issues, tasks or problems, and they discern which ideas and suggestions will add greatest value. They seek new methods, practices, and ideas from a variety of sources and seek to apply those ideas to their own workplace. They take action on their ideas and understand how to bring innovation to an organization.

- **CRP7. Employ valid and reliable research strategies.**
  Career-ready individuals are discerning in accepting and using new information to make decisions, change practices or inform strategies. They use reliable research process to search for new information. They evaluate the validity of sources when considering the use and adoption of external information or practices in their workplace situation.

- **CRP8. Utilize critical thinking to make sense of problems and persevere in solving them.**
  Career-ready individuals readily recognize problems in the workplace, understand the nature of the problem, and devise effective plans to solve the problem. They are aware of problems when they occur and take action quickly to address the problem; they thoughtfully investigate the root cause of the problem prior to introducing solutions. They carefully consider the options to solve the problem. Once a solution is agreed
Career Ready Practices

upon, they follow through to ensure the problem is solved, whether through their own actions or the actions of others.

- **CRP11. Use technology to enhance productivity.**

Career-ready individuals find and maximize the productive value of existing and new technology to accomplish workplace tasks and solve workplace problems. They are flexible and adaptive in acquiring new technology. They are proficient with ubiquitous technology applications. They understand the inherent risks—personal and organizational—of technology applications, and they take actions to prevent or mitigate these risks.

- **CRP12. Work productively in teams while using cultural global competence.**

Career-ready individuals positively contribute to every team, whether formal or informal. They apply an awareness of cultural difference to avoid barriers to productive and positive interaction. They find ways to increase the engagement and contribution of all team members. They plan and facilitate effective team meetings.
## Differentiated Instruction

### Accommodate Based on Students’ Individual Needs: Strategies

<table>
<thead>
<tr>
<th>Time/General</th>
<th>Processing</th>
<th>Comprehension</th>
<th>Recall</th>
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<tbody>
<tr>
<td>Extra time for assigned tasks</td>
<td>Modified handouts with larger fonts, additional graphics</td>
<td>Precise step-by-step directions</td>
<td>Teacher-made checklist</td>
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<td>Adjust length of assignment</td>
<td>Extra response time</td>
<td>Short manageable tasks</td>
<td>Reference resources to promote independence</td>
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<tr>
<td>Timeline with due dates for reports and projects</td>
<td>Have students verbalize steps</td>
<td>Brief and concrete directions</td>
<td>Visual and verbal reminders</td>
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<td>Communication system between home and school</td>
<td>Repeat, clarify, or reword directions</td>
<td>Provide immediate feedback</td>
<td>Graphic organizers</td>
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<td>Provide lecture notes/outline</td>
<td>Mini-breaks between tasks</td>
<td>Small group instruction</td>
<td><strong>Organization</strong></td>
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<td><strong>Assistive Technology</strong></td>
<td>Provide a warning for transitions</td>
<td>Emphasize multi-sensory learning</td>
<td>Individual daily planner</td>
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<td>Computer/whiteboard</td>
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<td>Display a written agenda</td>
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<td>Tape recorder</td>
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<td>Note-taking assistance</td>
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<td>Spell-checker</td>
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<td>Color code materials</td>
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<td>Audio-taped books</td>
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<td><strong>Behavior/Attention</strong></td>
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<td>Consistent daily structured routine</td>
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<td><strong>Tests/Quizzes/Grading</strong></td>
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<td>Simple and clear classroom rules</td>
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<td>Extended time</td>
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<td>Frequent feedback</td>
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<td>Study guides</td>
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<td>Shortened tests</td>
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<td>Read directions aloud</td>
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## Interdisciplinary Connections

*Model interdisciplinary thinking to expose students to other disciplines.*

**Interdisciplinary Connections:**

- **Visual Art:** Students will generate short stories in collaboration with the art students for the use of department exhibits, showcases and contests.
- **Economics:** Students will create social sci-fi stories that deal with the social and economic conditions in the world.
- **Historical Studies:** Students will create fictional stories that draw upon historical facts and events
**Enrichment**

The goal of Enrichment is to provide learners the opportunity to participate in extension activities that are differentiated and augment the district’s curriculum. Teachers are to accommodate based on student individual needs.

### Seeking to build each learner’s capacity to do the following:

- Show a high degree of intellectual, creative and/or artistic ability and demonstrate this ability in multiple ways.
- Pose questions and exhibit sincere curiosity about principles and how things work.
- The ability to grasp concepts and make real world and cross-curricular connections.
- Generate theories and hypotheses and pursue methods of inquiry.
- Produce products that express insight, creativity, and excellence.
- Possess exceptional leadership skills.
- Evaluate vocabulary
- Elevate Text Complexity
- Inquiry based assignments and projects
- Independent student options
- Tiered/Multi-level activities
- Purposeful Learning Center

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<td></td>
<td><strong>Open-ended activities and projects</strong></td>
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<td><strong>Form and build on learning communities</strong></td>
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<td><strong>Providing pupils with experiences outside the ‘regular’ curriculum</strong></td>
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<td><strong>Altering the pace the student uses to cover regular curriculum in order to explore topics of interest in greater depth/breadth within their own grade level.</strong></td>
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<td><strong>A higher quality of work than the norm for the given age group.</strong></td>
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<td><strong>The promotion of a higher level of thinking and making connections.</strong></td>
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<td><strong>The inclusion of additional subject areas and/or activities (cross-curricular).</strong></td>
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<td><strong>Using supplementary materials in addition to the normal range of resources.</strong></td>
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Methods of Assessment

**Suggested Formative/Summative Classroom Assessments**

- Short constructed response questions
- Multiple Choice questions
- Academic/Domain specific vocabulary
- Critiques
- Quizzes
- Journals
- Essays
- Quick writes
- Accountable talk
- Projects
- Graphic Organizers
- Presentations (incorporating Web 2.0 tools)
- Homework
- Concept Mapping
- Student Conferencing
- Proper tool and material use, which includes rubrics

**Portfolio Assessment (included materials):**

- Short Stories
- Poetry
- Scenes
- Literary art publication materials
- Completed departmental assignments
- Rubrics and student reflections
Essential Focus Questions

- What are the parts of a short story?
- How do you develop a character?
- How does a setting influence a story?
- What is the central idea/theme of a story?
- How does self-reflection create growth as an independent reader?
- What strategies would you consider to generate story ideas?

Outcomes

- Develop abilities to write creatively and expressively
- Practice the behavior of committed writers
- Develop knowledge of writing and appropriate vocabulary for discussing writing
- Recognize reading and listening as a constructive, meaningful process
- Learn the essential elements of a short story
- Discuss literary fiction/nonfiction and its development
- Understand the stages of the writing process
- Formulate different writing strategies
- Draw from experiences to create a short story
- Use a variety of writing techniques to develop a theme for a publication
<table>
<thead>
<tr>
<th>Student Learning Objectives</th>
<th>Skills, Strategies &amp; Concepts</th>
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<tbody>
<tr>
<td><strong>NJSLs:</strong> RL.9-10.1, R.L.9.10.2, RL.p-10.3</td>
<td>Students will learn and understand the definition of the following terms and apply them to their work:</td>
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<tr>
<td>Learn about the elements of fiction, specifically short stories. Explore characterization and identify the central theme in a short story.</td>
<td>Atmosphere</td>
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<td>Setting</td>
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<td>Theme</td>
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<td>Plot</td>
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<td>Introduction</td>
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<td>Rising Action</td>
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<td>Climax</td>
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<td>Falling Action</td>
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<td>Resolution</td>
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<td>Internal Conflict</td>
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<td>External Conflict</td>
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<td>Students will identify and analyze a theme/central idea.</td>
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<td>Students will determine the meaning of words and phrases as they are used in the text, including figurative and connotative meanings.</td>
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<td>Students will identify parts of a plot (including introduction, rising action, climax, falling actions, resolution, and conflict).</td>
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<td>Students will apply different strategies to comprehend, interpret and evaluate text.</td>
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<td>Students will understand the importance of character development in a short story.</td>
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<td>Students will analyze the author’s choice of point of view.</td>
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<td>Student Learning Objectives</td>
<td>Skills, Strategies &amp; Concepts</td>
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➢ Student will create a variety of characters.  
➢ Students will follow a plot diagram to outline an original short story.  
➢ Students will apply knowledge of language structure, figurative language, and genre to create original work.  
➢ Students will use sensory language to create a vivid picture. |
| Using a variety of techniques, students will develop a solid foundation in narrative writing. | |
| **NJSLS:** W.9-10.4, W.9-10.5, W.9-10.6 | ➢ Students will self-edit short stories for errors in content and structure.  
➢ Students will collaborate with others through peer editing.  
➢ Students will self-edit short stories for relevant-irrelevant information. |
<p>| Strengthen writing skills and strategies through editing the revision process. | |</p>
<table>
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<tr>
<th>Student Learning Objectives</th>
<th>Skills, Strategies &amp; Concepts</th>
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<tr>
<td><strong>NJSLS:</strong></td>
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| **RL.9-10.1, R.L.9.10.2, Rl.p-10.3** | Students will understand the elements of Sci-fiction, its genres and plot structures  
| Learn about the elements of fiction, specifically short stories. Explore characterization and identify the central theme in a short story.  
|                               | Students will employ the elements of snap-shot descriptive writing to create story-lines.  
|                               | Student will create a variety of characters.  
|                               | Students will follow a plot diagram to outline an original short story.  
|                               | Students will apply knowledge of language structure, figurative language, and genre to create original work and indirect characterization.  
|                               | Students will use sensory language to create a vivid picture. |
| **NJSLS:**                  |                               |
| **RL.9-10.3, RL9-10.7**     | Students will analyze complex characters, their motivations and how they advance the plot  
| Learn to compare different types of text, characters, and themes.  
|                               | Students will analyze the representation of subject matter in a sci-fi story and how it relates to today’s society. |
RESOURCES FOR UNIT # 1


Texts: (Listed in order of use to the class)

**Short Story**

*A Good Man is Hard To Find* by Flannery O’Connor (Inside the book, *American Short Story Masterpieces*, see above)

*Janus* by Ann Beattie

**Characterization Hand-Out**

**Teaching The Short Story Hand-Out**

**Figurative Language Hand-Out**

**Plot Elements Hand-Out**

*Into The Wild* by Jon Krakauer (Used as an independent read throughout first-half of unit Oct-Nov unit to teach descriptive writing)

**Sci Fi**

*The Enormous Radio* by John Cheever

*Fahrenheit 451* by Ray Bradbury

*Fahrenheit 451* Assessment Handout

*Alien* Assessment Hand-Out

(Note: Each lesson/activity in Writing Lab 2 is an extension of a Foundations of Writing I lesson.)

**Short Story – Assignment #2**

**Assignment:** Write a second short story with the character, setting, time period, and situation that you've chosen. The character that you've chosen should be the main character in the story, but isn't necessarily the ONLY character in the story. Likewise, most of the story will take place in the setting that you've chosen, but you can include other settings or elaborate on the setting that you have chosen (breaking it into several smaller settings, for example). The situation or challenge that you've chosen may involve the main character or your main character may observe someone else who must deal with the situation or challenge. In other words, you can combine these elements anyway that you desire, so long as all four are included in your story.

1. Decide what genre your story will be (fantasy, sci-fi, historical fiction, mystery, realistic fiction, adventure, folktale)
2. Build in internal or external conflict (tension, struggle, or fighting) as the action rises.
3. Add dialogue to add interest to the story.
4. Be able to tell the THEME (lesson/insight) of your story.

**Character:**
- a mother/father
- a photographer
- a high school student
- an alien from outer space
- a homeless child
- a 93-year-old woman/man
- an environmentalist
- a college athlete
- a musician
- the walker
- a school bus driver
- a traveler

**Situation:**
- an important decision needs to be made
- a secret needs to be confessed to someone else
- someone's pride has been injured
- a death has occurred
• someone has found or lost something
• someone has accused someone else of doing something wrong
• someone is reminiscing on how things have changed
• someone feels like giving up
• something embarrassing has just happened
• someone has just reached an important goal
• someone has been bullied
• power has been shut off due to a storm

(Note– Describing the situation: Who’s involved? How will people react? How does the setting affect the situation? What problems will develop? How will the situation be resolved? Will the resolution be predictable? Unexpected? Will there be a moral/lesson learned?)

Setting – Time:
• before, during, or after a forest fire
• after a fight
• the night of high school/college graduation
• after a meal
• sometime in December
• late at night
• after a natural disaster
• in the future
• first week of the school year
• during a concert
• long, long ago
• the day of a festival

Setting - Place
• a farmhouse
• on the banks of a river
• a concert
• an office
• a family reunion
• a camping trip
• an expensive restaurant
• a desert
• the top of a mountain
• a classroom

Assessment: Page Requirement- 3-4 full pages. Students must meet “check-in” deadlines. Grading will be completed using an appropriate teacher-devised rubric.

*(Students will also compare this short-story to the first one they wrote in Writing Lab 1 Unit 1)*

Science- Fiction Short Story

*(This is the final unit assessment for students. Implemented at end of unit)*

Materials Needed: Laptops, Sci-Fi Writing Hand-outs

Activity:
Using describing writing principles, students will create an engaging Science Fiction story based on one of the sub-genres of Science Fiction.

After reading reviewing Sci-Fi Sub-Genres and principles, students will create a sci-fi story that includes all of the elements of the plot diagram.

Students Sci-Fi Story requirements:
• 5-8 pages.
• Include a Sci-Fi Sub-Genre-Social Sci-Fi, Hard Sci-Fi, CyberPunk, Alternate Universe
• Antagonist and Protagonist
• Written in third person
• Follow short-story plot diagram principles

Assessment:
Short story rubric that includes: Descriptive Writing Principles, Plot, Style, and Creativity