

Anoka-Hennepin Secondary Curriculum Unit Plan

Department:	ELA	Course:	Creative Writing 1	Unit 2 Title:	Independent Poetry Workshop	Grade Level(s):	6-8
Assessed Trimester:	Trimester 1	Pacing:	4 Weeks	Date Created:	5/27/2014	Last Revision Date:	

Course Understandings: <i>Students will understand that:</i> <ul style="list-style-type: none">Writers use a process, including prewriting, drafting, revising, and editing to create a finished productWriters work with other writers to develop writing individual and collaborative workWriters write for many purposes throughout their lives, including for various audiences and for self-enjoyment

DESIRED RESULTS (Stage 1) - WHAT WE WANT STUDENT TO KNOW AND BE ABLE TO DO?

Established Goals	
High Priority – Students must know: <ul style="list-style-type: none">6.7.4.4: Produce clear and coherent writing in which the development, organization, and style are appropriate to task, purpose, and audience. Medium Priority – Students should know: <ul style="list-style-type: none">6.7.10.10: 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 discipline-specific tasks, purposes, and audiences.<ul style="list-style-type: none">Independently select writing topics and formats for personal enjoyment, interest, and academic tasks.6.7.5.5: With some guidance and support from peers and adults, use a writing process to strengthen writing as needed by planning, drafting, revising, editing, rewriting, or trying a new approach. Low Priority – It is nice for students to know: <ul style="list-style-type: none">6.7.6.6: Use technology, including the Internet, to produce and publish writing as well as to interact and collaborate with others; demonstrate sufficient command of keyboarding skills to type a minimum of three pages in a single sitting.	
Transfer	
Students will be able to independently use their learning to: (product, high order reasoning) <ul style="list-style-type: none">Create a collection of a variety of types of poetry for an intended audience from independently selected topicsProduce writing appropriate to intended audienceWrite for a variety of purposes from independently selected topics	
Meaning	
Unit Understanding(s): Students will understand that: <ul style="list-style-type: none">Writers use a process, including prewriting, drafting, revising, and editing to create a finished productWriters work with other writers to develop writing individual and collaborative workWriters write for many purposes throughout their lives, including for various audiences and for self-enjoymentWriters independently select topics for specific audiences	Essential Question(s): Students will keep considering: <ul style="list-style-type: none">How do writers develop a finished writing product using a process?How do writers learn from other writers and work collaboratively?How do writers develop a writing routine that will become a lifelong habit?Why is this topic appropriate for my audience?

Acquisition	
Knowledge - Students will: <ul style="list-style-type: none">Identify which pre-writing strategies will help their drafting processIdentify an appropriate audience Reasoning - Students will: <ul style="list-style-type: none">Judge peer work for revision suggestionsEvaluate feedback from peers for potential usefulness	Skills - Students will: <ul style="list-style-type: none">Use prewriting strategiesUse technology to collaborate with othersUse technology to produce and publish writingUse feedback in my work
Common Misunderstandings <ul style="list-style-type: none">Writers can “get it right” in the first shotTeachers should always tell students what to writeWriters work alone and do not rely on others to produce work	Essential new vocabulary <ul style="list-style-type: none">Peer reviewBrainstorm