

Anoka-Hennepin Secondary Curriculum Unit Plan

Department:	ELA	Course:	Creative Writing I	Unit 6 Title:	Multi Genre Autobiography	Grade Level(s):	6-8
Assessed Trimester:	Trimester 3	Pacing:	6 Weeks	Date Created:	5/27/2014	Last Revision Date:	

<b>Course Understandings:</b> <i>Students will understand that:</i> <ul style="list-style-type: none"><li>Different genres of writing serve different purposes</li><li>Writers use a process, including prewriting, drafting, revising, and editing to create a finished product</li><li>Writers work with other writers to develop writing individual and collaborative work</li><li>Writers write for many purposes throughout their lives, including for various audiences and for self-enjoyment</li></ul>
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DESIRED RESULTS (Stage 1) - WHAT WE WANT STUDENT TO KNOW AND BE ABLE TO DO?

Established Goals	
<b>High Priority</b> – Students must know: <ul style="list-style-type: none"><li><b>6.7.4.4:</b> Produce clear and coherent writing in which the development, organization, and style are appropriate to task, purpose, and audience.</li></ul> <b>Medium Priority</b> – Students should know: <ul style="list-style-type: none"><li><b>6.7.5.5:</b> 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</li><li><b>6.7.10.10:</b> 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"><li>a. Independently select writing topics and formats for personal enjoyment, interest, and academic tasks.</li></ul></li></ul> <b>Low Priority</b> – It is nice for students to know: <ul style="list-style-type: none"><li><b>6.11.3.3:</b> Use knowledge of language and its conventions when writing speaking, reading or listening.<ul style="list-style-type: none"><li>a. Vary sentence patterns for meaning, reader/listener interest, and style.</li><li>b. Maintain consistency in style and tone</li></ul></li></ul>	
Transfer	
<b>Students will be able to independently use their learning to: (product, high order reasoning)</b> <ul style="list-style-type: none"><li>Create a multi genre autobiography</li><li>Write routinely for various amounts of time</li><li>Write for a variety of purposes from independently selected topics</li></ul>	
Meaning	
<b>Unit Understanding(s):</b> <b>Students will understand that:</b> <ul style="list-style-type: none"><li>Different genres serve different purposes</li><li>How a common or universal theme can be reflected through different genres</li></ul>	<b>Essential Question(s):</b> <b>Students will keep considering:</b> <ul style="list-style-type: none"><li>What purposes do different genres of writing serve?</li><li>How is a theme revealed through specific genres?</li></ul>
Acquisition	
<b>Knowledge - Students will:</b> <ul style="list-style-type: none"><li>Examine how style impacts a writing piece</li></ul>	<b>Skills - Students will:</b> <ul style="list-style-type: none"><li>Use sentences with varying patterns to create interest and meaning.</li></ul>

<ul style="list-style-type: none"><li>Identify which prewriting strategies will help their drafting process</li></ul> <b>Reasoning - Students will:</b> <ul style="list-style-type: none"><li>Evaluate different genres for different purposes</li><li>Judge peer work for revision suggestions</li><li>Evaluate feedback from peers for potential usefulness</li></ul>	<ul style="list-style-type: none"><li>Use feedback in my work</li><li>Use prewriting strategies</li></ul>

<b>Common Misunderstandings</b> <ul style="list-style-type: none"><li>Writer’s work alone and don’t need other writers to develop pieces</li></ul>	<b>Essential new vocabulary</b> <ul style="list-style-type: none"><li>Theme</li><li>Autobiography</li></ul>
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