



PISCATAWAY TOWNSHIP SCHOOLS

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CREATIVE WRITING

Content Area: English

Grade Span: Grades 11-12

Revised by: Scott Hood

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COURSE OVERVIEW

Description																				
<p>In this course, students will explore writing and the writing process as they compose original pieces of non-fiction, fiction, and poetry. Through their careful study of model texts, students will learn techniques in each of these genres to help them improve as writers and critical readers. The class allows students to experiment, pursue topics of interest, and share their writing with their peers.</p>																				
Goals																				
<p>The broad goals of this course are:</p> <ul style="list-style-type: none"> ● Students will read fluently with comprehension and appreciation. ● Students will write effectively on teacher- and student-selected topics for a variety of purposes and audiences. ● Students will orally express and discuss their ideas and share their work effectively, purposefully, and respectfully. ● Students will listen to the ideas of others critically and respectfully. ● Students will learn from their teachers, published writers, and their peers. 																				
Scope and Sequence																				
<table border="1" style="width: 100%; border-collapse: collapse; text-align: center;"> <thead> <tr> <th style="width: 33%;">Unit</th> <th style="width: 33%;">Topic</th> <th style="width: 33%;">Length</th> </tr> </thead> <tbody> <tr> <td>Unit 1</td> <td>The Personal Essay</td> <td>4 Weeks</td> </tr> <tr> <td>Unit 2</td> <td>The Creative Essay</td> <td>4 Weeks</td> </tr> <tr> <td>Unit 3</td> <td>Traditional Short Stories</td> <td>6 Weeks</td> </tr> <tr> <td>Unit 4</td> <td>Innovations in Short Stories</td> <td>4 Weeks</td> </tr> <tr> <td>Unit 5</td> <td>Poetry</td> <td>6 Weeks</td> </tr> </tbody> </table>			Unit	Topic	Length	Unit 1	The Personal Essay	4 Weeks	Unit 2	The Creative Essay	4 Weeks	Unit 3	Traditional Short Stories	6 Weeks	Unit 4	Innovations in Short Stories	4 Weeks	Unit 5	Poetry	6 Weeks
Unit	Topic	Length																		
Unit 1	The Personal Essay	4 Weeks																		
Unit 2	The Creative Essay	4 Weeks																		
Unit 3	Traditional Short Stories	6 Weeks																		
Unit 4	Innovations in Short Stories	4 Weeks																		
Unit 5	Poetry	6 Weeks																		

COURSE OVERVIEW

Unit 6	Visual Texts	4 Weeks
Resources		
<p>Core Texts: <i>How to Read Literature Like a Professor</i>, Thomas Foster; <i>Ways of Seeing</i>, John Berger; <i>Understanding Comics</i>, Scott McCloud; <i>The Making of a Poem: A Norton Anthology of Poetic Forms</i>, Eavan Boland, Mark Strand; <i>How to Read Literature Like a Professor</i>, Thomas Foster; <i>Elements of Style</i>; Selected stories, poems, and essays from <i>The New Yorker</i>; <i>The Bedford Reader</i>; <i>Short Prose Reader</i>; <i>New York Times</i>; <i>The Norton Anthology of Short Fiction</i>; <i>Best American Short Stories</i>;</p>		

UNIT 1: The Personal Essay

Summary and Rationale	
<p>Personal narratives - from full length memoirs to autobiographies to “Modern Love” in the <i>New York Times</i> - have the power to inspire and connect with readers. In this unit, students will write short pieces and long form essays based on their lives.</p>	
Recommended Pacing	
4 weeks	
State Standards	
Standard Reading	
CPI #	<u>Cumulative Progress Indicator (CPI)</u>
NJLSA.R1	Read closely to determine what the text says explicitly and to make logical inferences and relevant connections from it; cite specific textual evidence when writing or speaking to support conclusions drawn from the text.
NJLSA.R2	Determine central ideas or themes of a text and analyze their development; summarize the key supporting details and ideas.
NJLSA.R3	Analyze how and why individuals, events, and ideas develop and interact over the course of a text.
NJLSA.R4	Interpret words and phrases as they are used in a text, including determining technical, connotative, and figurative meanings, and analyze how specific word choices shape meaning or tone.
NJLSA.R5	Analyze the structure of texts, including how specific sentences, paragraphs, and larger portions of the text (e.g., a section, chapter, scene, or stanza) relate to each other and the whole.
NJLSA.R6	Assess how point of view or purpose shapes the content and style of a text.
Standard Writing	

UNIT 1: The Personal Essay

CPI #	<u>Cumulative Progress Indicator (CPI)</u>
NJSLSA.W3	Write narratives to develop real or imagined experiences or events using effective technique, well-chosen details, and well-structured event sequences.
NJSLSA.W4	Produce clear and coherent writing in which the development, organization, and style are appropriate to task, purpose, and audience.
NJSLSA.W5	Develop and strengthen writing as needed by planning, revising, editing, rewriting, or trying a new approach.
NJSLSA.W10	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, and audiences.

Standard Speaking and Listening

CPI #	<u>Cumulative Progress Indicator (CPI)</u>
NJSLSA.SL1	Prepare for and participate effectively in a range of conversations and collaborations with diverse partners, building on others' ideas and expressing their own clearly and persuasively.
NJSLSA.SL6	Adapt speech to a variety of contexts and communicative tasks, demonstrating command of formal English when indicated or appropriate.

Instructional Focus

Unit Enduring Understandings

- Everybody has a story to tell.
- Even seemingly small events can spark great stories.
- Writers make conscious choices to achieve their purposes.

Unit Essential Questions

- Why do we write about ourselves?

UNIT 1: The Personal Essay

- What is your voice?
- What does it mean to read a text “closely”?
- How do writers plan effectively in order to produce clear, coherent, and engaging writing?
- What is the point of revision in writing?

Objectives

Students will know:

- Significance of purpose and audience
- Definition of memoir and autobiography
- Various forms of personal essays
- Effects of using first person

Students will be able to:

- Maintain a writer’s notebook
- Compose a personal narrative based on a memory
- Express ideas in writing through imagery, metaphor, dialogue, and other narrative techniques (show, don’t tell)
- Identify and analyze the development of setting, character, plot, tone, and theme
- Avoid clichés in writing
- Employ narrative techniques such as humor or suspense to engage the audience
- Engage in the complete writing process

Resources

Core Text(s): *The New Yorker*; *The Bedford Reader*, *Short Prose Reader*, *Elements of Style*

Possible Mentor Texts: “My Youth in 27 Records,” Questlove; *Why Not Me?*, Mindy Kaling (excerpts); “Fish Cheeks,” Amy Tan; “Big Boy,” David Sedaris; *Educated*, Tara Westover (excerpts); *Just Kids*, Patti Smith (excerpts); *Dreams From My Father*, Barack Obama; *Becoming*, Michelle Obama (excerpts); *Born a Crime*, Trevor Noah (excerpts)

Online Resources: nytimes.com, longreads.com

Suggested Resources: (Materials can be found on Schoology)

UNIT 2: The Creative Essay

Summary and Rationale	
<p>Students often think of essays as the culmination of a unit in English and History classes. In this unit, students are introduced to a number of creative essays that demonstrate the flexibility of the form. After the study of a number of mentor texts, students will write an expository essay on a topic of their choice.</p>	
Recommended Pacing	
4 weeks	
State Standards	
Standard Reading	
CPI #	<u>Cumulative Progress Indicator (CPI)</u>
NJLSA.R1	Read closely to determine what the text says explicitly and to make logical inferences and relevant connections from it; cite specific textual evidence when writing or speaking to support conclusions drawn from the text.
NJLSA.R2	Determine central ideas or themes of a text and analyze their development; summarize the key supporting details and ideas.
NJLSA.R3	Analyze how and why individuals, events, and ideas develop and interact over the course of a text.
NJLSA.R4	Interpret words and phrases as they are used in a text, including determining technical, connotative, and figurative meanings, and analyze how specific word choices shape meaning or tone.
NJLSA.R5	Analyze the structure of texts, including how specific sentences, paragraphs, and larger portions of the text (e.g., a section, chapter, scene, or stanza) relate to each other and the whole.
NJLSA.R6	Assess how point of view or purpose shapes the content and style of a text.
Standard Writing	

UNIT 2: The Creative Essay

CPI #	<u>Cumulative Progress Indicator (CPI)</u>
NJSLSA.W1	Write arguments to support claims in an analysis of substantive topics or texts, using valid reasoning and relevant and sufficient evidence.
NJSLSA.W2	Write informative/explanatory texts to examine and convey complex ideas and information clearly and accurately through the effective selection, organization, and analysis of content.
NJSLSA.W4	Produce clear and coherent writing in which the development, organization, and style are appropriate to task, purpose, and audience.
NJSLSA.W5	Develop and strengthen writing as needed by planning, revising, editing, rewriting, or trying a new approach.
NJSLSA.W10	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, and audiences.

Standard Speaking and Listening

CPI #	<u>Cumulative Progress Indicator (CPI)</u>
NJSLSA.SL1	Prepare for and participate effectively in a range of conversations and collaborations with diverse partners, building on others' ideas and expressing their own clearly and persuasively.
NJSLSA.SL6	Adapt speech to a variety of contexts and communicative tasks, demonstrating command of formal English when indicated or appropriate.

Instructional Focus

Unit Enduring Understandings

- Many forms of effective essays exist.
- To achieve their purpose, authors must be aware of their audiences.
- Writers make conscious choices to achieve their purposes.

Unit Essential Questions

- How does writing help humans make sense of the world?

UNIT 2: The Creative Essay

- What is your voice? What makes your voice credible?
- What does it mean to read a text “closely”?
- How do writers plan effectively in order to produce clear, coherent, and engaging writing?
- What is the point of revision in writing?

Objectives

Students will know:

- Significance of purpose and audience
- Various forms of essays, including personal essays, profiles, editorials, and criticism
- Definition of Rhetoric
- Rhetorical and narrative techniques

Students will be able to:

- Maintain a writer’s notebook
- Compose an expository essay on a topic of student choice
- Make authorial choices on how to best express ideas
- Identify and analyze the development of ideas through development, organization, and style
- Avoid cliches in writing
- Write for a number of purposes
- Engage in the complete writing process

Resources

Core Text(s): *The New Yorker*; *The Bedford Reader*, *Short Prose Reader*, *Elements of Style*

Online Resources: nytimes.com, longreads.com

Suggested Resources: (Materials can be found on Schoology)

UNIT 3: Traditional Short Stories

Summary and Rationale	
<p>In this unit, students will learn the conventions of fiction through a study of short stories. Students will examine how authors use a wide variety of techniques to build those standard conventions. Then, they will compose their own short stories based on original ideas developed throughout the unit.</p>	
Recommended Pacing	
6 weeks	
State Standards	
Standard Reading	
CPI #	<u>Cumulative Progress Indicator (CPI)</u>
NJLSA.R1	Read closely to determine what the text says explicitly and to make logical inferences and relevant connections from it; cite specific textual evidence when writing or speaking to support conclusions drawn from the text.
NJLSA.R2	Determine central ideas or themes of a text and analyze their development; summarize the key supporting details and ideas.
NJLSA.R3	Analyze how and why individuals, events, and ideas develop and interact over the course of a text.
NJLSA.R4	Interpret words and phrases as they are used in a text, including determining technical, connotative, and figurative meanings, and analyze how specific word choices shape meaning or tone.
NJLSA.R5	Analyze the structure of texts, including how specific sentences, paragraphs, and larger portions of the text (e.g., a section, chapter, scene, or stanza) relate to each other and the whole.
NJLSA.R6	Assess how point of view or purpose shapes the content and style of a text.
Standard Writing	

UNIT 3: Traditional Short Stories

CPI #	<u>Cumulative Progress Indicator (CPI)</u>
NJSLSA.W3	Write narratives to develop real or imagined experiences or events using effective technique, well-chosen details, and well-structured event sequences.
NJSLSA.W4	Produce clear and coherent writing in which the development, organization, and style are appropriate to task, purpose, and audience.
NJSLSA.W5	Develop and strengthen writing as needed by planning, revising, editing, rewriting, or trying a new approach.
NJSLSA.W10	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, and audiences.

Standard Speaking and Listening

CPI #	<u>Cumulative Progress Indicator (CPI)</u>
NJSLSA.SL1	Prepare for and participate effectively in a range of conversations and collaborations with diverse partners, building on others' ideas and expressing their own clearly and persuasively.
NJSLSA.SL6	Adapt speech to a variety of contexts and communicative tasks, demonstrating command of formal English when indicated or appropriate.

Instructional Focus

Unit Enduring Understandings

- Stories share many common elements.
- Stories help humans to make sense of the world.
- Writers make conscious choices to achieve their purposes.

Unit Essential Questions

- Why do writers tell stories?
- What makes a piece of fiction engage readers?
- What is the difference between fiction and non-fiction and why does this distinction

UNIT 3: Traditional Short Stories

matter?

- What does it mean to read a text “closely”?
- How do writers plan effectively in order to produce clear, coherent, and engaging writing?
- What is the point of revision in writing?

Objectives

Students will know:

- Narrative techniques
- Flashback
- Stream of consciousness
- Suspense
- Metaphor
- Dialogue
- Point of view
- Setting
- Characterization
- Plot
- Conflict
- Tone
- Theme

Students will be able to:

- Maintain a writer’s notebook
- Compose a short story or similar narrative
- Compose vignettes
- Express ideas in writing through imagery, metaphor, dialogue, and other narrative techniques (show, don’t tell)
- Identify and analyze the development of setting, character, plot, tone, and theme
- Imitate narrative techniques used by published authors
- Avoid cliches in writing
- Engage in the complete writing process
- Review and offer suggestions for peers’ writing

Resources

UNIT 3: Traditional Short Stories

Core Text(s): *The Norton Anthology of Short Fiction; Best American Short Stories; The New Yorker; Elements of Style; How to Read Literature Like a Professor*, Thomas Foster

Online resources: longreads.com

Suggested Resources: (Materials can be found on Schoology)

UNIT 4: Innovations in Short Stories

Summary and Rationale	
<p>In this unit, students will learn how modern and contemporary writers sometimes disregard the conventions of fiction through a study of experimental short stories. Students will examine the effects of writers’ choices to not follow standard conventions of setting, plot, character, and/or point of view. Then, they will compose their own short stories based on original ideas developed throughout the unit.</p>	
Recommended Pacing	
6 weeks	
State Standards	
Standard Reading	
CPI #	<u>Cumulative Progress Indicator (CPI)</u>
NJSLSA.R1	Read closely to determine what the text says explicitly and to make logical inferences and relevant connections from it; cite specific textual evidence when writing or speaking to support conclusions drawn from the text.
NJSLSA.R2	Determine central ideas or themes of a text and analyze their development; summarize the key supporting details and ideas.
NJSLSA.R3	Analyze how and why individuals, events, and ideas develop and interact over the course of a text.
NJSLSA.R4	Interpret words and phrases as they are used in a text, including determining technical, connotative, and figurative meanings, and analyze how specific word choices shape meaning or tone.
NJSLSA.R5	Analyze the structure of texts, including how specific sentences, paragraphs, and larger portions of the text (e.g., a section, chapter, scene, or stanza) relate to each other and the whole.
NJSLSA.R6	Assess how point of view or purpose shapes the content and style of a text.
Standard Writing	

UNIT 4: Innovations in Short Stories

CPI #	<u>Cumulative Progress Indicator (CPI)</u>
NJSLSA.W3	Write narratives to develop real or imagined experiences or events using effective technique, well-chosen details, and well-structured event sequences.
NJSLSA.W4	Produce clear and coherent writing in which the development, organization, and style are appropriate to task, purpose, and audience.
NJSLSA.W5	Develop and strengthen writing as needed by planning, revising, editing, rewriting, or trying a new approach.
NJSLSA.W10	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, and audiences.

Standard Speaking and Listening

CPI #	<u>Cumulative Progress Indicator (CPI)</u>
NJSLSA.SL1	Prepare for and participate effectively in a range of conversations and collaborations with diverse partners, building on others' ideas and expressing their own clearly and persuasively.
NJSLSA.SL6	Adapt speech to a variety of contexts and communicative tasks, demonstrating command of formal English when indicated or appropriate.

Instructional Focus

Unit Enduring Understandings

- Stories share many common elements.
- Stories help humans to make sense of the world.
- Writers make conscious choices to achieve their purposes.

Unit Essential Questions

- Why do writers tell stories?
- How do writers “break the rules”?
- What does it mean to read a text “closely”?

UNIT 4: Innovations in Short Stories

- How do writers plan effectively in order to produce clear, coherent, and engaging writing?
- What is the point of revision in writing?

Objectives

Students will know:

- Narrative techniques
- Flashback
- Stream of consciousness
- Suspense
- Metaphor
- Dialogue
- Point of view
- Setting
- Characterization
- Plot
- Conflict
- Tone
- Theme

Students will be able to:

- Maintain a writer's notebook
- Compose an experimental short story or similar narrative
- Express ideas in writing through imagery, metaphor, dialogue, and other narrative techniques (show, don't tell)
- Identify and analyze the development of setting, character, plot, tone, and theme
- Imitate narrative techniques used by published authors
- Engage in the complete writing process
- Review and offer suggestions for peers' writing

Resources

Core Text(s): *Norton Anthology of Short Fiction*; *Best American Short Stories*; *The Tenth of December*, George Saunders; *How to Read Literature Like a Professor*, Thomas Foster

Online Resources: [Conjunctions](#); [Fiction International](#); [Pank Magazine](#); [ANMLY](#); [Caliban](#)

UNIT 4: Innovations in Short Stories

[Online; Black Warrior Review](#)

Suggested Resources: (Materials can be found on Schoology)

UNIT 5: Poetry

Summary and Rationale	
<p>In this unit, students will study a number of different poetic forms by reading poems from many poets from different time periods and traditions. By understanding the rules that poets use to guide their composition - and when those rules are disregarded - students will begin to understand some of the connections between the form of a text and its meaning. Students will compose a number of poems and revise them throughout the unit to create a poetry portfolio.</p>	
Recommended Pacing	
6 weeks	
State Standards	
Standard Reading	
CPI #	Cumulative Progress Indicator (CPI)
NJLSA.R1	Read closely to determine what the text says explicitly and to make logical inferences and relevant connections from it; cite specific textual evidence when writing or speaking to support conclusions drawn from the text.
NJLSA.R2	Determine central ideas or themes of a text and analyze their development; summarize the key supporting details and ideas.
NJLSA.R3	Analyze how and why individuals, events, and ideas develop and interact over the course of a text.
NJLSA.R4	Interpret words and phrases as they are used in a text, including determining technical, connotative, and figurative meanings, and analyze how specific word choices shape meaning or tone.
NJLSA.R5	Analyze the structure of texts, including how specific sentences, paragraphs, and larger portions of the text (e.g., a section, chapter, scene, or stanza) relate to each other and the whole.
NJLSA.R6	Assess how point of view or purpose shapes the content and style of a text.
Standard Writing	

UNIT 5: Poetry

CPI #	<u>Cumulative Progress Indicator (CPI)</u>
NJSLSA.W4	Produce clear and coherent writing in which the development, organization, and style are appropriate to task, purpose, and audience.
NJSLSA.W5	Develop and strengthen writing as needed by planning, revising, editing, rewriting, or trying a new approach.
NJSLSA.W10	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, and audiences.

Standard Speaking and Listening

CPI #	<u>Cumulative Progress Indicator (CPI)</u>
NJSLSA.SL1	Prepare for and participate effectively in a range of conversations and collaborations with diverse partners, building on others' ideas and expressing their own clearly and persuasively.
NJSLSA.SL6	Adapt speech to a variety of contexts and communicative tasks, demonstrating command of formal English when indicated or appropriate.

Instructional Focus

Unit Enduring Understandings

- Poetry allows writers to express ideas that can not be expressed through prose.
- Writers make conscious choices to achieve their purposes.

Unit Essential Questions

- What is poetry? How is poetry different from prose?
- How does form influence content and meaning?
- What does it mean to read a text "closely"?
- How do writers plan effectively in order to produce clear, coherent, and engaging writing?
- What is the point of revision in writing?

Objectives

UNIT 5: Poetry

Students will know:

- Poetic Terms (e.g. rhyme, meter, stanza, couplet)
- Poetic Forms (e.g. Sonnet, Villanelle, Sestina, Blank Verse, Heroic Couplets, Ballad)
- Tone
- Theme

Students will be able to:

- Maintain a writer's notebook
- Compose multiple forms of poetry
- Express ideas in writing through imagery, metaphor, dialogue, and other narrative techniques (show, don't tell)
- Identify and analyze the form and content of a wide variety of poetry
- Imitate poetic styles of published poets
- Avoid clichés in writing
- Engage in the complete writing process
- Review and offer suggestions for peers' writing

Resources

Core Text(s): *The Making of a Poem: A Norton Anthology of Poetic Forms*, Eavan Boland, Mark Strand; *How to Read Literature Like a Professor*, Thomas Foster

Online resources: [LMS Curriculum](#); Poetry Foundation; NY Times; [Charles Benstein's Experiments](#)

Suggested Resources: (Materials can be found on Schoology)

UNIT 6: Visual Texts

Summary and Rationale	
<p>In this unit, students will study visual texts - from cartoons and graphic novels to websites and memes to photographs, art, and even ads - to understand the ways writers use visuals and text together to convey meaning. Students will create a visual text at the end of the unit to demonstrate their understanding of visual literacy and how to use multimedia to express a message.</p>	
Recommended Pacing	
4 weeks	
State Standards	
Standard Reading	
CPI #	<u>Cumulative Progress Indicator (CPI)</u>
NJSLSA.R1	Read closely to determine what the text says explicitly and to make logical inferences and relevant connections from it; cite specific textual evidence when writing or speaking to support conclusions drawn from the text.
NJSLSA.R2	Determine central ideas or themes of a text and analyze their development; summarize the key supporting details and ideas.
NJSLSA.R3	Analyze how and why individuals, events, and ideas develop and interact over the course of a text.
NJSLSA.R4	Interpret words and phrases as they are used in a text, including determining technical, connotative, and figurative meanings, and analyze how specific word choices shape meaning or tone.
NJSLSA.R5	Analyze the structure of texts, including how specific sentences, paragraphs, and larger portions of the text (e.g., a section, chapter, scene, or stanza) relate to each other and the whole.
NJSLSA.R6	Assess how point of view or purpose shapes the content and style of a text.
Standard Writing	

UNIT 6: Visual Texts

CPI #	<u>Cumulative Progress Indicator (CPI)</u>
NJSLSA.W4	Produce clear and coherent writing in which the development, organization, and style are appropriate to task, purpose, and audience.
NJSLSA.W5	Develop and strengthen writing as needed by planning, revising, editing, rewriting, or trying a new approach.
NJSLSA.W10	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, and audiences.
Standard Speaking and Listening	
CPI #	<u>Cumulative Progress Indicator (CPI)</u>
NJSLSA.SL1	Prepare for and participate effectively in a range of conversations and collaborations with diverse partners, building on others' ideas and expressing their own clearly and persuasively.
NJSLSA.SL6	Adapt speech to a variety of contexts and communicative tasks, demonstrating command of formal English when indicated or appropriate.
Instructional Focus	
Unit Enduring Understandings	
<ul style="list-style-type: none"> ● The combination of different media can create impactful messages when the elements are effectively aligned. ● Artists make conscious choices to achieve their purposes. 	
Unit Essential Questions	
<ul style="list-style-type: none"> ● What is the relationship between a text and the real world it purports to represent? ● How do visual texts convey explicit and implicit messages? ● How does form influence content and meaning? ● What does it mean to read a text "closely"? ● How do writers plan effectively in order to produce clear, coherent, and engaging writing? ● What is the point of revision in writing? 	

UNIT 6: Visual Texts

Objectives

Students will know:

- The roles of color, lines, shapes, space, text, and other design elements in creating a message in a visual text
- How to close read an image
- Elements of rhetoric
- Significance of purpose and audience
- Tone
- Theme

Students will be able to:

- Maintain a writer's notebook
- Create a visual text that expresses an argument and/or a narrative (e.g. graphic story or memoir; series of photographs)
- Express ideas in writing through visuals and text
 - Subject matter, color, composition, lighting, shapes, angles
 - Diction, imagery, metaphor, dialogue, and other narrative techniques
- Identify and analyze the form and content of a wide variety of visual texts
- Imitate styles of other artists
- Review and offer suggestions for peers' work

Resources

Core Text(s): *Ways of Seeing*, John Berger; *Understanding Comics*, Scott McCloud

Online resources: NY Times; [Museum of Modern Art](#); [Ubu Web](#)

Suggested Resources: (Materials can be found on Schoology)