

## UNIT OF STUDY

<b>Title:</b> Autobiographical Narrative (Pre AP in Bold) <b>Subject/Course:</b> English <b>Length:</b> 2 weeks Pre AP 3 weeks	
<b>Topic:</b> Narrative Writing <b>Grade:</b> 9 <b>Designer:</b> Ellen Hope	
<b>UNIT GOALS AND EXPECTATIONS</b>	
<b>IMPORTANT CONCEPTS/UNDERSTANDINGS:</b> Narratives tell a story. The Writing Process is key to cohesive writing Writing is a door to self-exploration. History is explored through writings.	<b>ESSENTIAL QUESTIONS:</b> What is the purpose for writing? Why should I tell any of my stories? Why must I follow the writing process? What is the difference between autobiographies and biographies?
<b>STUDENT LEARNING EXPECTATIONS:</b> Ongoing SLEs + OV.1.9.2 Prepare and participate in informal discussions and activities, such as oral presentations, group discussions/work teams, and debates that <ul style="list-style-type: none"> <li>• exhibit a logical structure appropriate to the audience, context, and purpose</li> <li>• maintain focus</li> <li>• include transitions</li> <li>• provide coherent</li> <li>• conclusions</li> <li>• employ proper eye contact, speaking rate, and gestures</li> </ul> OV.3.9.1 Compare the advantages and disadvantages of various types of media OV.3.9.2 Articulate personal responses to such media as editorials, news stories, and advertisements W.4.9.2 Plan and organize writing to address a specific audience and purpose with emphasis on narration W.4.9.3 Communicate clearly the purpose of writing W.4.9.5 Elaborate ideas clearly and accurately through word choice, vivid description, and selected information W.4.9.9 Revise style of writing for selected vocabulary, selected information, sentence variety, tone and voice	W.4.9.10 Revise sentence formation in writing for completeness, coordination, subordination, standard word order, and absence of fused sentences W.5.9.1 Adjust levels of formality, style and tone when composing for different audiences W.5.9.2 Write biographies or autobiographies that: <ul style="list-style-type: none"> <li>• communicate the significance of events and characters</li> <li>• specify scenes and incidents in specific places</li> <li>• describe using sensory details</li> <li>• pace time and mood</li> <li>• maintain consistency in point of view</li> </ul> W.5.9.4 Write using rhetorical strategies with special emphasis on definition, narration, description, exemplification, and compare/contrast W.6.9.1 Use knowledge of types of clauses (main, subordinate) W.6.9.2 Use parallel structures W.6.9.3 Use knowledge of types of verbals (gerunds, infinitives, participals) W.6.9.5 Distinguish between active and passive voice W.6.9.6 Maintain consistent verb tense within a writing product
<b>SPECIFIC DECLARATIVE KNOWLEDGE – What I know</b> Identify and Define: narration, autobiography, biography, the writing process	<b>SPECIFIC PROCEDURAL KNOWLEDGE – What I need to do</b> Analyze the writing process Evaluate evaluations (writing prompt)
<b>UNIT ASSESSMENTS</b> (Include tasks related to Dimensions 3 and 4 and Bloom’s Taxonomy)	
Autobiography (emphasis on style and diction; us of AP Rubric) Biography (emphasis on style, diction, tone)	
<b>Traditional Assessments:</b> Writing Process Procedures	<b>Other Evidence of Learning:</b> Paragraph writing activity bellringers Point of View Analysis Interview examination for biography

ACTIVITIES AND LEARNING EXPERIENCES	Resources
<ul style="list-style-type: none"> <li>• Teacher will model The Writing Process (again) on the smart board to focus students on writing and purpose of writing</li> <li>• Students will brainstorm, outline, organize ideas for writing (Prewriting &amp; Organization sheets)</li> <li>• Students will write a rough draft of their autobiographical narrative</li> <li>• Students will revise and edit their essays (Evaluation sheet)</li> <li>• -----Students will use peer editors for evaluation of grammar usage and mechanics</li> <li>• -----Students will examine use of parallel structure (taught through mini-lesson), and verb tense</li> <li>• Students will publish clean, final copy of their essays</li>   <li>• Students will brainstorm, outline, and organize ideas for writing a biography of someone with whom they have differing beliefs</li> <li>• Students will interview their subject via email or face to face (teacher modeled)</li> <li>• Students will take notes during interview</li> <li>• Students will compile information for story</li> <li>• Students will focus on tone (tone chart) with diction choice and write a rough draft of their autobiographical essay</li> <li>• Using peer reviewers and teacher, students will analyze tone and diction of essay: Does it convey the message I want? Is there bias? Am I a reliable or unreliable narrator?</li> <li>• After editing and revisions, students will publish in a fictional newspaper or online news source of their choice. With the source must be attached the description of the source for tone analysis in class (i.e. political propaganda, news outlet, religious affiliation, etc)</li> <li>• Discussion of bias to follow</li> </ul>	<p>Elements of Literature Third Course</p> <p>Ready-to-Use Paragraph Writing Activies</p> <p>ReadWriteThink.org</p> <p>Workshop Resources: Writing Listening and Speaking</p> <p>To Kill A Mockingbird</p> <p>Writer's Inc</p> <p>Scholastic.com</p> <p>Writing Lab</p> <p>Various media</p>
<b>Career Connections</b>	
<p>Journalist, author, editor, politician, lobbyist</p>	