

RIVER DELL REGIONAL SCHOOL DISTRICT



Content: English
Course: Creative Writing
Alignment: 2020 NJSLS
BOE Born On: August 21, 2023

Authored by
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Introduction

Storytelling and creative self-expression have been a part of every human civilization. Cultural beliefs, values, rituals, and events have been recorded in a variety of creative forms including the oral and written traditions. Writing, overall, is an essential element of human communication.

Creative writing infuses imagination into the human experience and reflects it in unique and interesting ways. Through this, students come to understand one another and make sense of the world around them through a variety of writing genres. The creative writing course nurtures students' self-expression so that they better understand the power of the written word. This course focuses on the variety of forms written expression has taken and challenges students to experiment with their own style and voice. As students in high school become comfortable with academic writing, they will apply their already acquired skills to explore other writing forms including but not limited to descriptive paragraphs, memoirs, short tales, and poetry.

This course is divided into five units of study: (1) Introduction: The power of details (2) Writing personal narratives (3) Exploring the genres (4) Expressing oneself through poetry and (5) Sending our writing out into the world. Students are guided through brainstorming tactics and write independently over shorter time frames (a single sitting or a day or two) and extended time frames (time for research, reflection, and revision) for a range of purposes.

Grading is based on individual improvement and progress in the development of writing style. Students will learn the elements of writing that are individually adapted to create an author's voice and style. They will understand how diction, syntax, form and language mechanics can be manipulated to elicit specific reader responses.

Mission

River Dell's curricula is designed to promote student achievement through the development of college and career readiness skills with a focus on equal access, inclusivity, and students' individuality. The mission of the curriculum is to prepare students to live and to work in a global society as active citizens and as contributing responsible community members. The program outlined in this curriculum engages students in broad-based, experiential learning that will enhance the development of critical thinking, communication, and analytical/relational skills. This curriculum is constructed to meet students at their developmental level and to support their progression through varied levels of engagement, skill attainment, exploration, inquiry, and analysis assisting them to mature into their authentic selves.

Vision

Students will learn the elements of writing that are individually adapted to create an author's voice and style. They will understand how diction, syntax, form and language mechanics can be manipulated to elicit specific reader responses.

Scope and Sequence

This course is divided into five units of study: (1) Playing with details (2) Writing from one's own life (3) Exploring the genres (4) Expressing oneself through poetry and (5) Sending our writing out into the world. Students are guided through brainstorming tactics and write independently over shorter time frames (a single sitting or a day or two) and extended time frames (time for research, reflection, and revision) for a range of purposes.

Unit 1: Introduction: The power of details (2-3 weeks)

Unit 2: Writing personal narratives (3-4 weeks)

Unit 3: Exploring the genres (4-5 weeks)

Unit 4: Expressing oneself through poetry (2-3 weeks)

Unit 5: Sending our writing out to the world (4-5 weeks)

Technology

Technology integration is the seamless and effective use of 21st Century technology within an instructional setting to support students and teachers in the learning process with administrative support and evaluation:

Standards 8.1 Computer Science

- Computer Science, previously a strand entitled ‘Computational Thinking: Programming’ in standard 8.2 of the 2014 NJSLS-Technology, outlines a comprehensive set of concepts and skills, such as data and analysis, algorithms and programming, and computing systems.

Standard 8.2 Design Thinking

- This standard, previously standard 8.2 Technology Education of the 2014 NJSLS – Technology, outlines the technological design concepts and skills essential for technological and engineering literacy. The new framework design, detailed previously, includes Engineering Design, Ethics and Culture, and the Effects of Technology on the Natural world among the disciplinary concepts.

New Jersey Administrative Code Summary and Statues:

The following sections outline skills and special categories mandated by the state of New Jersey for all K-12 curriculum.

Integration of 21st Century Skills and Themes and Interdisciplinary Connections

District Boards of Education shall be responsible for the review and continuous improvement of curriculum and instruction based upon changes in knowledge, technology, assessment results, and modifications to the NJSLS, according to N.J.A.C. 6A:8-2.

1. District Boards of Education shall include interdisciplinary connections throughout the K–12 curriculum.
2. District Boards of Education shall integrate into the curriculum 21st Century themes and skills (N.J.A.C. 6A:8-3.1(c). Twenty-first Century themes and skills integrated into all content standards areas (N.J.A.C. 6A:8-1.1(a)3).

“Twenty-first Century themes and skills” means themes such as global awareness; financial, economic, business, and entrepreneurial literacy; civic literacy; health literacy; learning and innovation skills, including creativity and innovation, critical thinking and problem solving, communication and collaboration; information, media, technology skills; and life and career skills, including flexibility and adaptability, initiative and self-direction, social and cross-cultural skills, productivity and accountability, and leadership and responsibility

Dissection Law: N.J.S.A. 18A:35-4.25 and N.J.S.A. 18A:35-4.24 authorizes parents or guardians to assert the right of their children to refuse to dissect, vivisection, incubate, capture or otherwise harm or destroy animals or any parts thereof as part of a course of instruction.

Amistad Law: N.J.S.A. 18A 52:16A-88 Every Board of Education shall incorporate the information regarding the contributions of African Americans to our country in an appropriate place in the curriculum of elementary and secondary school students.

Holocaust Law: N.J.S.A. 18A:35-28 Every Board of Education shall include instruction on the Holocaust and genocides in an appropriate place in the curriculum of all elementary and secondary school pupils. The instruction shall further emphasize the personal responsibility that each citizen bears to fight racism and hatred whenever and wherever it happens.

LGBT and Disabilities Law: N.J.S.A. 18A:35-4.35 A Board of Education shall include instruction on the political, economic, and social contributions of persons with disabilities and lesbian, gay, bisexual, and transgender people, in an appropriate place in the curriculum of middle school and high school students as part of the

district's implementation of the New Jersey Student Learning Standards (N.J.S.A.18A:35-4.36). A Board of Education shall have policies and procedures in place pertaining to the selection of instructional materials to implement the requirements of N.J.S.A. 18A:35-4.35.

Asian Americans and Pacific Islanders: N.J.S.A. S4021 This will ensure that the contributions, history, and heritage of Asian Americans and Pacific Islanders (AAPI) are included in the New Jersey Student Learning Standards for Social Studies for students in kindergarten through Grade 12.

Career Readiness, Life Literacies, and Key Skills (NJSLS-CLKS):

- Standard 9.1 Personal Financial Literacy: This standard outlines the important fiscal knowledge, habits, and skills that must be mastered for students to make informed decisions about personal finance. Financial literacy is an integral component of a student's college and career readiness, enabling students to achieve fulfilling, financially secure, and successful careers.
- Standard 9.2 Career Awareness, Exploration, Preparation and Training. This standard outlines the importance of being knowledgeable about one's interests and talents, and being well informed about postsecondary and career options, career planning, and career requirements.
- Standard 9.3 This standard outlines what students should know and be able to do upon completion of a CTE Program of Study.
- Standard 9.4 Life Literacies and Key Skills. This standard outlines key literacies and technical skills such as critical thinking, global and cultural awareness, and technology literacy* that are critical for students to develop to live and work in an interconnected global economy.

Climate Change (*This will be modified based off of content*)

Standards in Action: Climate Change Earth's climate is now changing faster than at any point in the history of modern civilization, primarily as a result of human activities. Global climate change has already resulted in a wide range of impacts across New Jersey and in many sectors of its economy. The addition of academic standards that focus on climate change is important so that all students will have a basic understanding of the climate system, including the natural and human-caused factors that affect it. The underpinnings of climate change span across physical, life, as well as Earth and space sciences. The goal is for students to understand climate science to inform decisions that improve quality of life for themselves, their community, globally and to know how engineering solutions can allow us to mitigate impacts, adapt practices, and build resilient systems.

The topic of climate change can easily be integrated into science classes. At each grade level in which systems thinking, managing uncertainty, and building arguments based on multiple lines of data are included, there are opportunities for students to develop essential knowledge and skills that will help them understand the impacts of climate change on humans, animals, and the environment. For example, in the earlier grades, students can use data from firsthand investigations of the school-yard habitat to justify recommendations for design improvements to the school-yard habitat for plants, animals, and humans. In the middle grades, students use resources from New Jersey Department of Environmental Protection, the National Oceanic and Atmospheric Administration (NOAA), and National Aeronautics and Space Administration (NASA), to inform their actions as they engage in designing, testing, and modifying an engineered solution to mitigate the impact of climate change on their community. In high school, students can construct models they develop of a proposed solution to mitigate the negative health effects of unusually high summer temperatures resulting from heat islands in cities across the globe and share in the appropriate setting.

Unit I: Introduction: The power for details (2-3 weeks)

Core Ideas	Develop and strengthen writing as needed by planning, revising, editing, rewriting, or trying a new approach.
Essential Questions	How can small details change a piece of writing in a big way?
Enduring Understanding	The foundation of creative writing is in the understanding of the use of language as a communication tool.
Practice	Writing Language Speaking & Listening
Performance Expectations	<ul style="list-style-type: none"> • Write narratives to develop real or imagined experiences or events using effective technique, well-chosen details, and well-structured event sequences. • Use precise words and phrases, telling details, and sensory language to convey a vivid picture of the experiences, events, setting, and/or characters. • Produce clear and coherent writing in which the development, organization, and style are appropriate to task, purpose, and audience. • Develop and strengthen writing as needed by planning, revising, editing, rewriting, trying a new approach, focusing on addressing what is most significant for a specific purpose and audience. • Demonstrate command of the conventions of standard English grammar and usage when writing or speaking. • Demonstrate command of the conventions of standard English capitalization, punctuation, and spelling when writing. • Apply knowledge of language to understand how language functions in different contexts, to make effective choices for meaning or style, and to comprehend more fully when reading or listening. • Initiate and participate effectively in a range of collaborative discussions (one-on-one, in groups, and teacher-led) with peers, building on others' ideas and expressing their own clearly and persuasively.

NJ Standards	Student Learning Objectives	Suggested Tasks/Activities	Resources/Materials
W.9-10.3 W.11-12.3 W.9-10.4 W.11-12.4 W.9-10.5 W.11-12.5 L.9-10.1 L.11-12.1 L.9-10.2 L.11-12.2 L.9-10.3 L.11-12.3 SL.9-10.1 SL.11-12.1	<ul style="list-style-type: none"> • Write narratives to develop real or imagined experiences or events using effective technique, well-chosen details, and well-structured event sequences. • Use precise words and phrases, telling details, and sensory language to convey a vivid picture of the experiences, events, setting, and/or characters • Produce clear and coherent writing in which the development, organization, and style are appropriate to task, purpose, and audience. • Develop and strengthen writing as needed by planning, revising, editing, rewriting, trying a new approach, focusing on addressing what is most significant for a specific purpose and audience. • Demonstrate command of the conventions of standard English grammar and usage when writing or speaking. • Demonstrate command of the conventions of standard English capitalization, punctuation, and spelling when writing. • Apply knowledge of language to understand how language functions in different contexts, to make effective choices for meaning or style, and to comprehend more fully when reading or listening. • Initiate and participate effectively in a range of collaborative discussions (one-on-one, in groups, and teacher-led) with peers, building on others' ideas and expressing their own clearly and persuasively. 	<ul style="list-style-type: none"> • Describing a scene, when given only one detail (Ex: Playing in a field after it rains) Know the difference in details Write golden sentences • Elevating the words in a simple sentence (Ex: I made a sandwich and it was good.) • Adding words to a simple sentence (Ex: He walked into a cave.) • Adding details into a short story (Ex: We walked to the bus. We said goodbye to the summer and our camp friends. We will always remember this summer.) Perfect Words Supplying Details Writing with a spark • Writing with a sense as a focus (taste, touch, sight, and sound) Using the senses 	Books: <ul style="list-style-type: none"> • <i>Yoga for the Brain</i> by Dawn DiPrince and Cheryl Miller Thurston • <i>UnJournaling</i> by Dawn DiPrince and Cheryl Miller Thurston • <i>Don't Forget to Write</i> by Dave Eggers • <i>The Everything Creative Writing Book</i> by Carol Whiteley

Key Vocabulary	Sensory Details, Imagery, Diction, Syntax
Evidence of Learning	Unit 1 is an introduction and based on effort and completion.
Interdisciplinary Connections	This introduction unit will aid students in English Language Arts classes, strengthening their writing, as students recognize the importance of details and specific language.
Diversity, Equity, & Inclusion	As this unit is an introduction, the class will be introduced to key requirements of the class which include sharing work/ideas with peers, offering and accepting constructive criticism, and learning from others' writing. In turn, discussions on inclusion and respect are mandatory. Discussions focus on open-mindedness, diverse perspectives, bias, strengths in others, and concern for others' feelings.
Computer Science and Design Thinking	8.2.12.ITH.3: Analyze the impact that globalization, social media, and access to open source technologies has had on innovation and on a society's economy, politics, and culture.
Career Readiness, Life Literacies, and Key Skills	9.4.12.IML.8: Evaluate media sources for point of view, bias, and motivations
Social Emotional Learning	Self Awareness <ul style="list-style-type: none"> • Having a growth mindset • Developing interests and a sense of purpose

Differentiation

Resources/Materials	ELL (English Language Learners)	Special Education	At Risk	Enrichment
	<ul style="list-style-type: none"> • Provide translated notes and key vocabulary terms • Provide images of key vocabulary terms and concepts • Word banks • Bilingual dictionaries • Assistive translator technology • Sentence frames • Simplified notes • Reduced homework • Simplified word problems • Graphic organizers • Matched sentences or procedures with pictures • Alternative presentation options • 1-2 sentence short responses • Shortened written assignments • Modified tests • Provide notes when student request • Reduce project workload • Short summaries 	<ul style="list-style-type: none"> • Display reminders • Checklist of materials and tasks (printed out or digitally accessible) • Timelines and Calendar for benchmark goals for assignments/assessments/short-term goals (Planner Microsoft) • Assistive technology (dictation, immersive reader, etc...) • Flash cards • Teacher notes • Graphic organizer • Clear parameters and student workspace • Timer to monitor task and duration • Study guides • Guided notes • Choices for alternative assignments • Students are asked to come for extra help to review/retake assessment and homework assignments • Students are allowed time and a half on assessments • Provide the student with frequent check-ins during class-time work 	<ul style="list-style-type: none"> • Students are asked to come for extra help to review/retake assessment and homework assignments • Students are allowed time and a half on assessments • Provide the student with frequent check-ins during class-time work • Scaffolding assignments • Chunking of materials • Allow for errors • Pre-teach materials • Supply teacher demo • Rephrase of questions and directions • Visual cue or signs • Small group assistance or collaboration • Partner or group work on skill development • Assistance by instructional videos or curated videos online • Guide with options for student goal setting 	<ul style="list-style-type: none"> • Provide students with extra problem sets that challenge and involve higher level thinking • Inquiry lead discussions and activities • More complex tasks and projects • Higher level questioning and techniques • Student demoing and explanation • Provide opportunities for students to set personal goals, keep records and monitor their own learning progress • Multiple assessments given in different domains, that showcase student interests, strengths, and needs • Use multiple approaches to accelerate learning within and outside of the school setting • Use enrichment options to extend and deepen learning opportunities within and outside of the school setting • Use individualized learning options such as mentorships,

		<ul style="list-style-type: none">• Visual cue or signs• Rephrase of questions and directions• Partner or group work on skill development• Assistance by instructional videos or curated videos online	<ul style="list-style-type: none">• Use of timer or a clock to monitor time of student activity	internships, online courses, and independent study
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Unit II: Writing personal narratives (3-4 weeks)

Core Ideas	Write narratives to develop real experiences or events using effective techniques, well-chosen details, and well-structured event sequences.		
Essential Questions	Why is writing from our lives both the easiest and hardest type of writing?		
Enduring Understanding	Stories from our own lives shape us, make us who we are, and are remembered because they meant something and define us. Writing these moments down can be therapeutic. Sharing these moments can help us see the world through others' eyes, as well as, help us connect to others.		
Practice	<ul style="list-style-type: none"> • Writing • Language • Speaking & Listening 		
Performance Expectations	<ul style="list-style-type: none"> • Write narratives to develop real or imagined experiences or events using effective technique, well-chosen details, and well-structured event sequences. • Engage and orient the reader by setting out a problem, situation, or observation, establishing one or multiple point(s) of view, and introducing a narrator and/or characters; create a smooth progression of experiences or events. • Use narrative techniques, such as dialogue, pacing, description, reflection, and multiple plot lines, to develop experiences, events, and/or characters. • Use a variety of techniques to sequence events so that they build on one another to create a coherent whole. • Use precise words and phrases, telling details, and sensory language to convey a vivid picture of the experiences, events, setting, and/or characters. • Provide a conclusion that follows from and reflects on what is experienced, observed, or resolved over the course of the narrative. • Produce clear and coherent writing in which the development, organization, and style are appropriate to task, purpose, and audience. • Develop and strengthen writing as needed by planning, revising, editing, rewriting, trying a new approach, focusing on addressing what is most significant for a specific purpose and audience. • Demonstrate command of the conventions of standard English grammar and usage when writing or speaking. • Demonstrate command of the conventions of standard English capitalization, punctuation, and spelling when writing. • Apply knowledge of language to understand how language functions in different contexts, to make effective choices for meaning or style, and to comprehend more fully when reading or listening. • Use technology, including the Internet, to produce, share, and update individual or shared writing products, taking advantage of technology's capacity to link to other information and to display information flexibly and dynamically. • Initiate and participate effectively in a range of collaborative discussions (one-on-one, in groups, and teacher-led) with peers, building on others' ideas and expressing their own clearly and persuasively. 		
NJ Standards	Student Learning Objectives	Suggested Tasks/Activities	Resources/Materials
W.91-10.3 W.11-12.3 W.9-10.4 W.11-12.4 W.9-10.5 W.11-12.5 W.9-10.6 W.11-12.6 L.9-10.1 L.11-12.1 L.9-10.2 L.11-12.2 L.9-10.3 L.11-12.3 SL.9-10.1 SL.11-12.1	<ul style="list-style-type: none"> • Write narratives to develop real or imagined experiences or events using effective technique, well-chosen details, and well-structured event sequences. • Engage and orient the reader by setting out a problem, situation, or observation, establishing one or multiple point(s) of view, and introducing a narrator and/or characters; create a smooth progression of experiences or events. • Use narrative techniques, such as dialogue, pacing, description, reflection, and multiple plot lines, to develop experiences, events, and/or characters. • Use a variety of techniques to sequence events so that they build on one another to create a coherent whole. • Use precise words and phrases, telling details, and sensory language to convey a vivid picture of the experiences, events, setting, and/or characters. 	<ul style="list-style-type: none"> • Writing about one chosen memory (Technique to focus on: Adding in sensory details) Picturing the past Titles • Writing about a sad moment (Techniques to focus on: Adding in internal thoughts and facial expressions) Farewell Life's not always fair • Writing about a funny/surprising moment (Techniques to focus on: Adding in exclamation points, ellipses, and long, complex sentences) Surprise • Writing about an angry moment (Techniques to focus on: Adding exclamation points, short sentences for drama, and facial expressions) Get Mad 	Books: <ul style="list-style-type: none"> • <i>Don't Forget to Write</i> by Dave Eggers • <i>The Everything Creative Writing Book</i> by Carol Whiteley

	<ul style="list-style-type: none"> • Provide a conclusion that follows from and reflects on what is experienced, observed, or resolved over the course of the narrative. • Produce clear and coherent writing in which the development, organization, and style are appropriate to task, purpose, and audience. • Develop and strengthen writing as needed by planning, revising, editing, rewriting, trying a new approach, focusing on addressing what is most significant for a specific purpose and audience. • Demonstrate command of the conventions of standard English grammar and usage when writing or speaking. • Demonstrate command of the conventions of standard English capitalization, punctuation, and spelling when writing. • Apply knowledge of language to understand how language functions in different contexts, to make effective choices for meaning or style, and to comprehend more fully when reading or listening. • Use technology, including the Internet, to produce, share, and update individual or shared writing products, taking advantage of technology's capacity to link to other information and to display information flexibly and dynamically. • Initiate and participate effectively in a range of collaborative discussions (one-on-one, in groups, and teacher-led) with peers, building on others' ideas and expressing their own clearly and persuasively. 		
Key Vocabulary	Diction, Syntax, Imagery, Internal Conflict, External Conflict		
Evidence of Learning	25 point narrative rubric will be used for all written, submitted tasks. This rubric will look at EXPOSITION, NARRATIVE TECHNIQUE & DEVELOPMENT, ORGANIZATION & COHESION, STYLE & CONVENTION, and CONCLUSION. Each category is 5 points each, with 5 being exceptional and 1 being inadequate. 25 pt Narrative Rubric		
Interdisciplinary Connections	This 2 nd unit will aid students in English Language Arts classes, strengthening their writing, as students recognize the importance of details and specific language. This 2 nd unit connect to Social Studies classes, as students listen to others' experiences, listening to stories from various social, economic, and/or racial backgrounds, learning from others' past and experiences.		
Diversity, Equity, & Inclusion	During this 2 nd unit, students write tales from their own lives and share those moments with their peers. Students not only feel a sense of pride while sharing personal moments, but also learn to be more understanding when listening to what others have experienced. Empathy and compassion are stressed.		
Computer Science and Design Thinking	8.2.12.ITH.3: Analyze the impact that globalization, social media, and access to open source technologies has had on innovation and on a society's economy, politics, and culture.		
Career Readiness, Life Literacies, and Key Skills	9.4.12.IML.8: Evaluate media sources for point of view, bias, and motivations		
Social Emotional Learning	Self Awareness <ul style="list-style-type: none"> • Integrating personal and social identities • Identifying one's emotions • Linking feelings, values, and thoughts 		

- Experiencing self efficacy
- Self Management:
- Managing one's emotions
 - Exhibiting self-discipline and self-motivation

Differentiation

Resources/Materials	ELL (English Language Learners)	Special Education	At Risk	Enrichment
	<ul style="list-style-type: none"> • Provide translated notes and key vocabulary terms • Provide images of key vocabulary terms and concepts • Word banks • Bilingual dictionaries • Assistive translator technology • Sentence frames • Simplified notes • Reduced homework • Simplified word problems • Graphic organizers • Matched sentences or procedures with pictures • Alternative presentation options • 1-2 sentence short responses • Shortened written assignments • Modified tests • Provide notes when student request • Reduce project workload • Short summaries 	<ul style="list-style-type: none"> • Display reminders • Checklist of materials and tasks (printed out or digitally accessible) • Timelines and Calendar for benchmark goals for assignments/assessments/short-term goals (Planner Microsoft) • Assistive technology (dictation, immersive reader, etc...) • Flash cards • Teacher notes • Graphic organizer • Clear parameters and student workspace • Timer to monitor task and duration • Study guides • Guided notes • Choices for alternative assignments • Students are asked to come for extra help to review/retake assessment and homework assignments • Students are allowed time and a half on assessments • Provide the student with frequent check-ins during class-time work • Visual cue or signs • Rephrase of questions and directions • Partner or group work on skill development • Assistance by instructional videos or curated videos online 	<ul style="list-style-type: none"> • Students are asked to come for extra help to review/retake assessment and homework assignments • Students are allowed time and a half on assessments • Provide the student with frequent check-ins during class-time work • Scaffolding assignments • Chunking of materials • Allow for errors • Pre-teach materials • Supply teacher demo • Rephrase of questions and directions • Visual cue or signs • Small group assistance or collaboration • Partner or group work on skill development • Assistance by instructional videos or curated videos online • Guide with options for student goal setting • Use of timer or a clock to monitor time of student activity 	<ul style="list-style-type: none"> • Provide students with extra problem sets that challenge and involve higher level thinking • Inquiry lead discussions and activities • More complex tasks and projects • Higher level questioning and techniques • Student demoing and explanation • Provide opportunities for students to set personal goals, keep records and monitor their own learning progress • Multiple assessments given in different domains, that showcase student interests, strengths, and needs • Use multiple approaches to accelerate learning within and outside of the school setting • Use enrichment options to extend and deepen learning opportunities within and outside of the school setting • Use individualized learning options such as mentorships, internships, online courses, and independent study

Unit III: Exploring the genres (4-5 weeks)

Core Ideas	Write narratives to develop real experiences or events using effective techniques, well-chosen details, and well-structured event sequences.		
Essential Questions	What is the relationship between a writer's purpose and genre? What are the guidelines within particular genres?		
Enduring Understanding	Literary conventions set up expectations for the reader and facilitate understanding. It is important to know the purpose for writing in order to choose the genre in which to tell the story. Genre influences meaning.		
Practice	Writing Language Speaking and Listening		
Performance Expectations	<ul style="list-style-type: none"> • Write narratives to develop real or imagined experiences or events using effective technique, well-chosen details, and well-structured event sequences. • Engage and orient the reader by setting out a problem, situation, or observation, establishing one or multiple point(s) of view, and introducing a narrator and/or characters; create a smooth progression of experiences or events. • Use narrative techniques, such as dialogue, pacing, description, reflection, and multiple plot lines, to develop experiences, events, and/or characters. • Use a variety of techniques to sequence events so that they build on one another to create a coherent whole. • Use precise words and phrases, telling details, and sensory language to convey a vivid picture of the experiences, events, setting, and/or characters. • Provide a conclusion that follows from and reflects on what is experienced, observed, or resolved over the course of the narrative. • Produce clear and coherent writing in which the development, organization, and style are appropriate to task, purpose, and audience. • Develop and strengthen writing as needed by planning, revising, editing, rewriting, trying a new approach, focusing on addressing what is most significant for a specific purpose and audience. • Demonstrate command of the conventions of standard English grammar and usage when writing or speaking. • Demonstrate command of the conventions of standard English capitalization, punctuation, and spelling when writing. • Apply knowledge of language to understand how language functions in different contexts, to make effective choices for meaning or style, and to comprehend more fully when reading or listening. • Use technology, including the Internet, to produce, share, and update individual or shared writing products, taking advantage of technology's capacity to link to other information and to display information flexibly and dynamically. • Initiate and participate effectively in a range of collaborative discussions (one-on-one, in groups, and teacher-led) with peers, building on others' ideas and expressing their own clearly and persuasively. 		
NJ Standards	Student Learning Objectives	Suggested Tasks/Activities	Resources/Materials
W.91-10.3 W.11-12.3 W.9-10.4 W.11-12.4 W.9-10.5 W.11-12.5 W.9-10.6 W.11-12.6 L.9-10.1 L.11-12.1 L.9-10.2 L.11-12.2 L.9-10.3 L.11-12.3 SL.9-10.1 SL.11-12.1	<ul style="list-style-type: none"> • Write narratives to develop real or imagined experiences or events using effective technique, well-chosen details, and well-structured event sequences. • Engage and orient the reader by setting out a problem, situation, or observation, establishing one or multiple point(s) of view, and introducing a narrator and/or characters; create a smooth progression of experiences or events. • Use narrative techniques, such as dialogue, pacing, description, reflection, and multiple plot lines, to develop experiences, events, and/or characters. • Use a variety of techniques to sequence events so that they build on one another to create a coherent whole. • Use precise words and phrases, telling details, and sensory language to convey 	<ul style="list-style-type: none"> • Being inspired by other authors (Reading short stories for inspiration) J Robert Lennon Girl • Writing a tale with an unusual main character (Technique to focus on: character development) Eccentric Edith Leon the Loner Priscilla the Pessimist • Writing a tale with an unusual setting (Technique to focus on: lingering on the setting) Joan's Junk Shop Moe's Cafe • Writing a suspenseful tale (Techniques to focus on: slowing down the events, using ellipses, adding in a countdown of time) The Final Shot Two Outs in the Ninth • Writing a friendship tale (Technique to focus on: realistic dialogue) 	Books: <ul style="list-style-type: none"> • <i>Joan's Junk Shop</i> by Robert S.Boone and Mark H. Larson • <i>Moe's Café</i> by Mark H. Larson and Robert S. Boone

	<p>a vivid picture of the experiences, events, setting, and/or characters.</p> <ul style="list-style-type: none"> • Provide a conclusion that follows from and reflects on what is experienced, observed, or resolved over the course of the narrative. • Produce clear and coherent writing in which the development, organization, and style are appropriate to task, purpose, and audience. • Develop and strengthen writing as needed by planning, revising, editing, rewriting, trying a new approach, focusing on addressing what is most significant for a specific purpose and audience. • Demonstrate command of the conventions of standard English grammar and usage when writing or speaking. • Demonstrate command of the conventions of standard English capitalization, punctuation, and spelling when writing. • Apply knowledge of language to understand how language functions in different contexts, to make effective choices for meaning or style, and to comprehend more fully when reading or listening. • Use technology, including the Internet, to produce, share, and update individual or shared writing products, taking advantage of technology's capacity to link to other information and to display information flexibly and dynamically. • Initiate and participate effectively in a range of collaborative discussions (one-on-one, in groups, and teacher-led) with peers, building on others' ideas and expressing their own clearly and persuasively. 	<ul style="list-style-type: none"> • A Conversation Unlikely Friendship • Writing a comedic tale (Technique to focus on: adding humor into the writing, and playing with fonts – color, size, and type) Mr Jone's Bad Day Mr Jone's Camping Trip • Writing a fantasy tale (Technique to focus on: lingering on the setting, adding unrealistic elements, and playing with fonts – color, size, and type) A Distant Land A Silly King 	
Key Vocabulary	Genre, Fiction, Non-fiction, Dynamic characters, Round characters, Flat characters, Conflict, Setting, Climax, Resolution		
Evidence of Learning	25 point narrative rubric will be used for all written, submitted tasks. This rubric will look at EXPOSITION, NARRATIVE TECHNIQUE & DEVELOPMENT, ORGANIZATION & COHESION, STYLE & CONVENTION, and CONCLUSION. Each category is 5 points each, with 5 being exceptional and 1 being inadequate. 25 pt Narrative Rubric		
Interdisciplinary Connections	<ul style="list-style-type: none"> • This 3rd unit will aid students in English Language Arts classes, strengthening their writing, as students recognize the importance of details and specific language. • This 3rd unit will connect students with Science classes, as students use prior information concerning environments/space/climate and incorporate those details into fictitious stories. 		
Diversity, Equity, & Inclusion	During this 3 rd unit, students write fictitious tales and share those moments with their peers. Stories range in topic but could include issues concerning diversity, LGBTQ, race, and equality. Students identify diverse social norms, including unjust ones, understand the influences of organizations/systems, and reflect on one's role to promote interpersonal and communal well-being and harmony.		
Computer Science and Design Thinking	8.2.12.ITH.3: Analyze the impact that globalization, social media, and access to open source technologies has had on innovation and on a society's economy, politics, and culture.		

Career Readiness, Life Literacies, and Key Skills	9.4.12.IML.8: Evaluate media sources for point of view, bias, and motivations
Social Emotional Learning	<p>Self management</p> <ul style="list-style-type: none"> • Setting personal goals • Using planning and organizational skills • Showing the courage to take initiative <p>Social Awareness:</p> <ul style="list-style-type: none"> • Taking others’ perspectives • Recognizing strengths in others <p>Relationship Skills:</p> <ul style="list-style-type: none"> • Communicating effectively • Developing positive relationships

Differentiation

Resources/Materials	ELL (English Language Learners)	Special Education	At Risk	Enrichment
	<ul style="list-style-type: none"> • Provide translated notes and key vocabulary terms • Provide images of key vocabulary terms and concepts • Word banks • Bilingual dictionaries • Assistive translator technology • Sentence frames • Simplified notes • Reduced homework • Simplified word problems • Graphic organizers • Matched sentences or procedures with pictures • Alternative presentation options • 1-2 sentence short responses • Shortened written assignments • Modified tests • Provide notes when student request • Reduce project workload • Short summaries 	<ul style="list-style-type: none"> • Display reminders • Checklist of materials and tasks (printed out or digitally accessible) • Timelines and Calendar for benchmark goals for assignments/assessments/short-term goals (Planner Microsoft) • Assistive technology (dictation, immersive reader, etc...) • Flash cards • Teacher notes • Graphic organizer • Clear parameters and student workspace • Timer to monitor task and duration • Study guides • Guided notes • Choices for alternative assignments • Students are asked to come for extra help to review/retake assessment and homework assignments • Students are allowed time and a half on assessments • Provide the student with frequent check-ins during class-time work • Visual cue or signs • Rephrase of questions and directions • Partner or group work on skill development 	<ul style="list-style-type: none"> • Students are asked to come for extra help to review/retake assessment and homework assignments • Students are allowed time and a half on assessments • Provide the student with frequent check-ins during class-time work • Scaffolding assignments • Chunking of materials • Allow for errors • Pre-teach materials • Supply teacher demo • Rephrase of questions and directions • Visual cue or signs • Small group assistance or collaboration • Partner or group work on skill development • Assistance by instructional videos 	<ul style="list-style-type: none"> • Provide students with extra problem sets that challenge and involve higher level thinking • Inquiry lead discussions and activities • More complex tasks and projects • Higher level questioning and techniques • Student demoing and explanation • Provide opportunities for students to set personal goals, keep records and monitor their own learning progress • Multiple assessments given in different domains, that showcase student interests, strengths, and needs • Use multiple approaches to accelerate learning within and outside of the school setting • Use enrichment options to extend and deepen learning opportunities within and outside of the school setting • Use individualized learning options such as mentorships, internships, online courses, and independent study

		<ul style="list-style-type: none">• Assistance by instructional videos or curated videos online	<p>or curated videos online</p> <ul style="list-style-type: none">• Guide with options for student goal setting• Use of timer or a clock to monitor time of student activity	
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Unit IV: Expressing oneself through poetry (2-3 weeks)

Core Ideas	Poetry is a liberating form for expression of thoughts and emotions. It can be both highly structured and unstructured. It focuses language into its essence, reflecting that which is only human		
Essential Questions	How does poetic format aid in reflecting emotions, passions, and life lessons more so than prose?		
Enduring Understanding	Through precise diction and syntax, poetry creates a world of meaning in concise expression. Form and purpose are interdependent. Structure creates both limitations and freedoms. Poetry captures a moment in time, an emotion, a thought. It gives voice to our inner selves		
Practice	Writing Language Speaking and Listening		
Performance Expectations	<ul style="list-style-type: none"> • Use precise words and phrases, telling details, and sensory language to convey a vivid picture of the experiences, events, setting, and/or characters. • Produce clear and coherent writing in which the development, organization, and style are appropriate to task, purpose, and audience. • Develop and strengthen writing as needed by planning, revising, editing, rewriting, trying a new approach, focusing on addressing what is most significant for a specific purpose and audience. • Demonstrate command of the conventions of standard English grammar and usage when writing or speaking. • Demonstrate command of the conventions of standard English capitalization, punctuation, and spelling when writing. • Apply knowledge of language to understand how language functions in different contexts, to make effective choices for meaning or style, and to comprehend more fully when reading or listening. • Initiate and participate effectively in a range of collaborative discussions (one-on-one, in groups, and teacher-led) with peers, building on others' ideas and expressing their own clearly and persuasively. 		
NJ Standards	Student Learning Objectives	Suggested Tasks/Activities	Resources/Materials
W.9-10.3 W.11-12.3 W.9-10.4 W.11-12.4 W.9-10.5 W.11-12.5 L.9-10.1 L.11-12.1 L.9-10.2 L.11-12.2 L.9-10.3 L.11-12.3 SL.9-10.1 SL.11-12.1	<ul style="list-style-type: none"> • Use precise words and phrases, telling details, and sensory language to convey a vivid picture of the experiences, events, setting, and/or characters. • Produce clear and coherent writing in which the development, organization, and style are appropriate to task, purpose, and audience. • Develop and strengthen writing as needed by planning, revising, editing, rewriting, trying a new approach, focusing on addressing what is most significant for a specific purpose and audience. • Demonstrate command of the conventions of standard English grammar and usage when writing or speaking. • Demonstrate command of the conventions of standard English capitalization, punctuation, and spelling when writing. • Apply knowledge of language to understand how language functions in different contexts, to make effective choices for meaning or style, and to comprehend more fully when reading or listening. • Initiate and participate effectively in a range of collaborative discussions 	<ul style="list-style-type: none"> • Writing Haikus Writing Haikus • Writing Free Verse poetry Free Verse with Specific Words • Writing Acrostic poems • Writing a shape poem Shape Poem • Writing an Ode • Writing a Ballad • Writing poetry inspired by artwork/photographs Photographs for Inspiration Artwork for Inspiration 	Books: <ul style="list-style-type: none"> • <i>Yoga for the Brain</i> by Dawn DiPrince and Cheryl Miller Thurston • <i>UnJournaling</i> by Dawn DiPrince and Cheryl Miller Thurston • <i>100 Quickwrites</i> by Linda Rief

	(one-on-one, in groups, and teacher-led) with peers, building on others' ideas and expressing their own clearly and persuasively.			
Key Vocabulary	Haiku, Free Verse, Acrostic, Ode, Ballad, Stanza, Couplet, Tercet, Quatrain, Cinquain, Sestet, Rhyme Scheme, Syllable			
Evidence of Learning	20 point rubric will be used for all written, submitted poems. This rubric will look at POETIC TECHNIQUE/FORM, CREATIVITY/ORIGINALITY, LANGUAGE USGAE, GRAMMAR & MECHANICS. Each category is 5 points each, with 5 being exceptional and 1 being inadequate. Poetry Rubric.docx			
Interdisciplinary Connections	This 4 th unit will aid students in English Language Arts classes, strengthening their writing, as students recognize the importance of form, style, and language. This 4 th unit connect to Social Studies classes, as students learn about the history of certain poetic styles – importance, purpose, audience.			
Diversity, Equity, & Inclusion	During this 4 th unit, students use poetry as a vehicle to express themselves. Poems range in topics, but can include personal feelings, experiences, relationships, opinions, expectations, etc. Students not only feel a sense of pride while sharing personal moments, but also learn to be more understanding when listening to what others have experienced. Empathy and compassion are stressed.			
Computer Science and Design Thinking	8.2.12.ITH.3: Analyze the impact that globalization, social media, and access to open source technologies has had on innovation and on a society's economy, politics, and culture.			
Career Readiness, Life Literacies, and Key Skills	9.4.12.IML.8: Evaluate media sources for point of view, bias, and motivations			
Social Emotional Learning	<p>Self Awareness:</p> <ul style="list-style-type: none"> Identifying personal, cultural, and linguistic assests Identifying one's emotions Linking feelings, values, and thoughts Having a growth mindset Developing interests and a sense of purpose <p>Self Management:</p> <ul style="list-style-type: none"> Managing one's emotions Exhibiting self-discipline and self-motivation Using planning and organizational skills 			
Differentiation				
Resources/Materials	ELL (English Language Learners)	Special Education	At Risk	Enrichment
	<ul style="list-style-type: none"> Provide translated notes and key vocabulary terms Provide images of key vocabulary terms and concepts Word banks Bilingual dictionaries Assistive translator technology Sentence frames Simplified notes Reduced homework Simplified word problems Graphic organizers Matched sentences or procedures with pictures Alternative presentation options 	<ul style="list-style-type: none"> Display reminders Checklist of materials and tasks (printed out or digitally accessible) Timelines and Calendar for benchmark goals for assignments/assessments/short-term goals (Planner Microsoft) Assistive technology (dictation, immersive reader, etc...) Flash cards Teacher notes Graphic organizer Clear parameters and student workspace 	<ul style="list-style-type: none"> Students are asked to come for extra help to review/retake assessment and homework assignments Students are allowed time and a half on assessments Provide the student with frequent check-ins during class-time work Scaffolding assignments 	<ul style="list-style-type: none"> Provide students with extra problem sets that challenge and involve higher level thinking Inquiry lead discussions and activities More complex tasks and projects Higher level questioning and techniques Student demoing and explanation Provide opportunities for students to set personal goals, keep records and monitor their own learning progress

	<ul style="list-style-type: none"> • 1-2 sentence short responses • Shortened written assignments • Modified tests • Provide notes when student request • Reduce project workload • Short summaries 	<ul style="list-style-type: none"> • Timer to monitor task and duration • Study guides • Guided notes • Choices for alternative assignments • Students are asked to come for extra help to review/retake assessment and homework assignments • Students are allowed time and a half on assessments • Provide the student with frequent check-ins during class-time work • Visual cue or signs • Rephrase of questions and directions • Partner or group work on skill development • Assistance by instructional videos or curated videos online 	<ul style="list-style-type: none"> • Chunking of materials • Allow for errors • Pre-teach materials • Supply teacher demo • Rephrase of questions and directions • Visual cue or signs • Small group assistance or collaboration • Partner or group work on skill development • Assistance by instructional videos or curated videos online • Guide with options for student goal setting • Use of timer or a clock to monitor time of student activity 	<ul style="list-style-type: none"> • Multiple assessments given in different domains, that showcase student interests, strengths, and needs • Use multiple approaches to accelerate learning within and outside of the school setting • Use enrichment options to extend and deepen learning opportunities within and outside of the school setting • Use individualized learning options such as mentorships, internships, online courses, and independent study
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Unit V: Sending our writing out into the world (4-5 weeks)

Core Ideas	Participating in writing contests helps students build their resumes and boost their academic confidence while keeping their writing skills sharp. Students can find contests across an extensive variety of genres so that they can choose one that fits their style.		
Essential Questions	What life skills do writing contests teach us?		
Enduring Understanding	By students participating in writing contests, they learn a variety of real-world skills. It is an ideal opportunity to showcase their creativity, it is perfect for networking and making connections to many interesting and creative people, it test their ideas in the real world, as student competitions will bring a real market to judge their ideas in real-world situations, and it gives a taste of a competitive world.		
Practice	Writing Language		
Performance Expectations	<ul style="list-style-type: none"> • Write narratives to develop real or imagined experiences or events using effective technique, wellchosen details, and well-structured event sequences. • Produce clear and coherent writing in which the development, organization, and style are appropriate to task, purpose, and audience. • Develop and strengthen writing as needed by planning, revising, editing, rewriting, trying a new approach, or consulting a style manual (such as MLA or APA Style), focusing on addressing what is most significant for a specific purpose and audience. • Use technology, including the Internet, to produce, share, and update individual or shared writing products in response to ongoing feedback, including new arguments or information. • 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. • Demonstrate command of the conventions of standard English grammar and usage when writing or speaking. • Demonstrate command of the conventions of standard English capitalization, punctuation, and spelling when writing. • Apply knowledge of language to understand how language functions in different contexts, to make effective choices for meaning or style, and to comprehend more fully when reading or listening. 		
NJ Standards	Student Learning Objectives	Suggested Tasks/Activities	Resources/Materials
W.9-10.3 W.11-12.3 W.9-10.4 W.11-12.4 W.9-10.5 W.11-12.5 W.9-10.6 W.11-12.6 W.9-10.10 W.11-12.10 L.9-10.1 L.11-12.1 L.9-10.2 L.11-12.2 L.9-10.3 L.11-12.3	<ul style="list-style-type: none"> • Write narratives to develop real or imagined experiences or events using effective technique, wellchosen details, and well-structured event sequences. • Produce clear and coherent writing in which the development, organization, and style are appropriate to task, purpose, and audience. • Develop and strengthen writing as needed by planning, revising, editing, rewriting, trying a new approach, or consulting a style manual (such as MLA or APA Style), focusing on addressing what is most significant for a specific purpose and audience. • Use technology, including the Internet, to produce, share, and update individual or shared writing products in response to ongoing feedback, including new arguments or information. • Write routinely over extended time frames (time for research, reflection, and revision) and shorter time frames (a single sitting or a day 	<ul style="list-style-type: none"> • Timeline created for students (submit to ____ number of contests before the end of the semester) • Browse online sites with students, pointing out available contests and where to look. • Supply a list of suggested contests. • Students working independently in this last unit. 	<ul style="list-style-type: none"> • www.weareteachers.com/student-writing-contests • www.writermag.com • www.nytimes.com/spotlight/learning-contests • https://thewritelife.com/writing-contests • <i>The Writer</i> (magazine available in school's library)

	<p>or two) for a range of tasks, purposes.</p> <ul style="list-style-type: none"> • Demonstrate command of the conventions of standard English grammar and usage when writing or speaking. • Demonstrate command of the conventions of standard English capitalization, punctuation, and spelling when writing. • Apply knowledge of language to understand how language functions in different contexts, to make effective choices for meaning or style, and to comprehend more fully when reading or listening. 			
Key Vocabulary	<p>Copyright Consent Guardian Coordinating Teacher</p>			
Evidence of Learning	<p>Unit V, like Unit I, is an independent unit based on effort and completion.</p>			
Interdisciplinary Connections	<p>This 5th and final unit will aid students in English Language Arts classes, strengthening their writing, as students recognize the importance of details and specific language. This 5th and final unit connects to Social Studies classes, as students write about a variety of topics, ranging from history, to cultures, to societal issues. This 5th and final unit will connect students with Science classes, as students write about a variety of topics ranging from climate control, to zoology, to space exploration.</p>			
Diversity, Equity, & Inclusion	<p>During this 5th and final unit, students investigate contests to their liking. These may include fiction, nonfiction, poetry and many could have social agendas, raising awareness about particular issues. Topics concerning open-mindedness, compassion, diverse social norms, etc. are and have been hot topics.</p>			
Computer Science and Design Thinking	<p>8.2.12.I.TH.3: Analyze the impact that globalization, social media, and access to open source technologies has had on innovation and on a society's economy, politics, and culture.</p>			
Career Readiness, Life Literacies, and Key Skills	<p>9.4.12.IML.8: Evaluate media sources for point of view, bias, and motivations</p>			
Social Emotional Learning	<p>Self Awareness</p> <ul style="list-style-type: none"> • Integrating personal and social identities • Demonstrating honesty and integrity • Experiencing self-efficacy • Developing interests and a sense of purpose <p>Self Management:</p> <ul style="list-style-type: none"> • Setting personal and collective goals • Using planning and organizational skills • Demonstrating the courage to take initiative <p>Responsible Decision Making</p> <ul style="list-style-type: none"> • Demonstrating curiosity and open-mindedness • Recognizing how critical thinking skills are useful both inside and outside of school 			
Differentiation				
Resources/Materials	ELL (English Language Learners)	Special Education	At Risk	Enrichment

	<ul style="list-style-type: none"> • Provide translated notes and key vocabulary terms • Provide images of key vocabulary terms and concepts • Word banks • Bilingual dictionaries • Assistive translator technology • Sentence frames • Simplified notes • Reduced homework • Simplified word problems • Graphic organizers • Matched sentences or procedures with pictures • Alternative presentation options • 1-2 sentence short responses • Shortened written assignments • Modified tests • Provide notes when student request • Reduce project workload • Short summaries 	<ul style="list-style-type: none"> • Display reminders • Checklist of materials and tasks (printed out or digitally accessible) • Timelines and Calendar for benchmark goals for assignments/assessments/short-term goals (Planner Microsoft) • Assistive technology (dictation, immersive reader, etc...) • Flash cards • Teacher notes • Graphic organizer • Clear parameters and student workspace • Timer to monitor task and duration • Study guides • Guided notes • Choices for alternative assignments • Students are asked to come for extra help to review/retake assessment and homework assignments • Students are allowed time and a half on assessments • Provide the student with frequent check-ins during class-time work • Visual cue or signs • Rephrase of questions and directions • Partner or group work on skill development • Assistance by instructional videos or curated videos online 	<ul style="list-style-type: none"> • Students are asked to come for extra help to review/retake assessment and homework assignments • Students are allowed time and a half on assessments • Provide the student with frequent check-ins during class-time work • Scaffolding assignments • Chunking of materials • Allow for errors • Pre-teach materials • Supply teacher demo • Rephrase of questions and directions • Visual cue or signs • Small group assistance or collaboration • Partner or group work on skill development • Assistance by instructional videos or curated videos online • Guide with options for student goal setting • Use of timer or a clock to monitor time of student activity 	<ul style="list-style-type: none"> • Provide students with extra problem sets that challenge and involve higher level thinking • Inquiry lead discussions and activities • More complex tasks and projects • Higher level questioning and techniques • Student demoing and explanation • Provide opportunities for students to set personal goals, keep records and monitor their own learning progress • Multiple assessments given in different domains, that showcase student interests, strengths, and needs • Use multiple approaches to accelerate learning within and outside of the school setting • Use enrichment options to extend and deepen learning opportunities within and outside of the school setting • Use individualized learning options such as mentorships, internships, online courses, and independent study
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