

KINGSWAY REGIONAL SCHOOL DISTRICT



Committed to Excellence

Course Name: Creative Writing	Grade Level(s): 10-12
Department: English	Credits: 5
BOE Adoption Date: October 2017	Revision Date(s): October 2019

ABSTRACT

Creative Writing marries the humanities with the student's appreciation of the written expression. Designed for the student who has demonstrated mastery of basic writing skills and who possesses a desire to expand writing skills beyond mere proficiency, this course affords the opportunity to pursue creative ideas and techniques in his/her writing. This year-long course will allow students to critique and model various writers and genres, and writing projects will focus on imagination, observation, and mature syntax and style elements. Students will concentrate on multitudinous writing activities, including but not limited to personal narrative, poetic forms, characterization, establishing conflict, and plot development. Students will also engage in the writer's workshop experience by exercising the process of peer editing and constructive criticism, enter original pieces into scholarly writing contests, and when available, published authors will address the students, to offer guidance in writing and publishing.

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Mission Statement

The Kingsway Regional School District believes that this school district is responsible for developing and maintaining a comprehensive educational program that will foster the academic, social, and personal growth of all students. The Kingsway Regional School District provides a secure, supportive environment. It also provides high quality resources to challenge and empower each individual to pursue his/her potential, to develop a passion for learning in a diverse and challenging world, to encourage active citizenship, and to reach a high standard of achievement at all grade levels as defined by the New Jersey Student Learning Standards (NJSLS).

Curriculum & Instruction Goals

To ensure the District continues to work toward its mission of excellence in G.R.E.A.T. Instruction, the following curriculum and instruction goals direct the conversation:

Goal(s):

1. To ensure students are college and career ready upon graduation
2. To vertically and horizontally align curriculum K-12 to ensure successful transition of students at each grade level
3. To identify individual student strengths and weaknesses utilizing various assessment measures (formative, summative, alternative, etc.) so as to differentiate instruction while meeting the rigor of the applicable content standards
4. To improve student achievement as assessed through multiple measures including, but not limited to, state testing, local assessments, and ongoing progress monitoring

How to Read this Document

This curricular document contains both *pacing guides* and *curriculum units*. The pacing guides serve to communicate an estimated timeframe as to *when* skills and topics will be taught throughout the year. The pacing, however, may differ slightly depending upon the unique needs of each learner. The *curriculum units* contain more detailed information as to the content, goals, and objectives of the course well as how students will be assessed. The terms and definitions below will assist the reader to better understand the sections and components of this curriculum document.

Terms to Know

1. **Accommodation(s): Accommodations** are adaptations that do not alter the learning goal or standards being measured; accommodations can be for all students.
2. **Differentiated Instruction (DI):** The idea of differentiating instruction to accommodate the different ways that students learn involves a hefty dose of common sense, as well as sturdy support in the theory and research of education (Tomlinson & Allan, 2000). It is an approach to teaching that advocates active planning for student differences in classrooms. Teachers can differentiate content, process, product, or environment. DI can be done according to students' readiness, interest, or learning profile.
3. **Enduring Understanding:** Enduring understandings (aka big ideas) are statements of understanding that articulate deep conceptual understandings at the heart of each content area. Enduring understandings are noted in the alongside essential questions within each unit in this document.
4. **Essential Question:** These are questions whose purpose is to stimulate thought, to provoke inquiry, and to spark more questions. They extend beyond a single lesson or unit. Essential questions are noted in the beginning of each unit in this document.
5. **Formative Assessments:** Formative assessments monitor student learning to provide ongoing feedback that can be used by (1) instructors to improve teaching and (2) by students to improve their learning. Formative assessments help identify students' strengths and weaknesses and address problems immediately.
6. **Learning Activity(s):** Learning activities are those activities that take place in the classroom for which the teacher facilitates and the students participate in to ensure active engagement in the learning process. (Robert J. Marzano, *The Art and Science of Teaching*)
7. **Learning Assignment(s):** Learning assignments are those activities that take place independently by the student inside the classroom or outside the classroom (i.e. homework) to extend concepts and skills within a lesson.
8. **Learning Goal(s):** Learning goals are broad statements that note what students "should know" and/or "be able to do" as they progress through a unit. Learning goals correlate specifically to the NJSLs noted within each unit.
9. **Learning Objective(s):** Learning objectives are more specific skills and concepts that students must achieve as they progress towards the broader learning goal. These are included within each unit and are assessed frequently by the teacher to ensure students are progressing appropriately.

10. **Modification(s): *Modifications*** are adaptations that alter the learning goals and grade-level standards. Modifications are warranted when the learner has significant needs that impede his or her ability to access grade-level concepts. They are most appropriate for appropriate some students with IEPs and some English Language Learners.
11. **Performance Assessments:** (aka alternative or authentic assessments) Performance assessments are a form of assessment that requires students to perform tasks that generate a more authentic evaluation of a student’s knowledge, skills, and abilities. Performance assessments stress the application of knowledge and extend beyond traditional assessments (i.e. multiple-choice question, matching, true & false, etc.).
12. **Standards:** Academic standards, from which the curriculum is built, are statements that of what students “should know” or “be able to do” upon completion of a grade-level or course of study. Educational standards help teachers ensure their students have the skills and knowledge they need to be successful by providing clear goals for student learning.
 - **State:** The New Jersey Student Learning Standards (NJSLs) include Preschool Teaching and Learning Standards as well as K-12 standards for: *Visual and Performing Arts; Comprehensive Health and Physical Education; Science; Social Studies; World Languages; Technology; 21st-Century Life and Careers; Language Arts Literacy; and, Mathematics*
13. **Summative Assessments:** Summative assessments evaluate student learning at the end of an instructional time period by comparing it against some standard or benchmark. Information from summative assessments can be used formatively when students or faculty use it to guide their efforts and activities in subsequent courses.
14. **21st Century Skills & Themes:** These elements emphasize the growing need to focus on skills that prepare students to successfully compete in a global environment by focusing on the following: learning and innovation skills; information, media and technology skills; and life and career skills. These concepts are embedded in each unit of the curriculum.

Proficiencies and Pacing Guide:

Course Title: Creative Writing

Prerequisite(s): English Language Arts, grades 9-10

Unit Title:	Duration/ Month(s)	Related Standards:	Learning Goals:	Topics and Skills:
Unit 1: Syntax, word choice, figurative language, and revision.	Ongoing: Sept. - June	Power [Anchor] Standards: NJSLSA.R4 NJSLSA.W4 NJSLSA.W5 NJSLSA.L3 Supportive (Secondary): Reading: NJSLS. RI.11-12.5 NJSLS. RL.11-12.4 Writing: NJSLS. W.11-12.1.D NJSLS. W.11-12.4 NJSLS. W.11-12.5 NJSLS. W.11-12.10 NJSLS. L.11-12.5 Speaking and Listening: NJSLSA.SL2 Interdisciplinary: Technology: NJSLS.TECH. 8.1.12.A.2	<ol style="list-style-type: none">1. Students will recognize personal writing deficiencies and revise for improvement.2. Students will recall and practice grammar rules and form to elevate writing to a level of age-appropriate sophistication.3. Students will apply knowledge of language to better understand how language functions in different contexts.4. Students will demonstrate a clear understanding of figurative language, word relationships, and nuances in word meanings within a variety of written pieces	Recall (Level 1) <ul style="list-style-type: none">• Recall basic sentence structures and recognize new structures• Identify figurative devices• Identify personal writing weaknesses Skill/ Concept (Level 2) <ul style="list-style-type: none">• Identify reoccurring patterns, misunderstanding, or gaps in learning• Distinguish between weak word choices and powerful alternatives• Identify and modify aspects of a piece that demand revision, with improvement in mind• Comprehend the reasons for figurative devices and predict their impact in a written piece Strategic Thinking (Level 3) <ul style="list-style-type: none">• Revise syntax to a level of sophistication• Assess word usage and revise for reader engagement• Compare the effect of various figurative devices and decide upon the most appropriate & effective device

Unit Title:	Duration/ Month(s)	Related Standards:	Learning Goals:	Topics and Skills:
				<p>Extended Thinking (Level 4)</p> <ul style="list-style-type: none"> • Synthesis writing techniques and structures within all written pieces. • Apply all concepts to improve clarity of message and reader engagement. • Create a list of strong verbs and vocabulary to use within one’s writing. • Analyze a piece for effective structure and mature word usage. • Critique one’s writing growth, and the work of peers, within a writers’ workshop environment.
<p>Unit 2: Character, Story Elements and Description</p>	<p>(8 weeks) September- October</p>	<p>Power [Anchor] Standards: NJLSA.R3. NJLSA.W4 NJLSA.W5 NJLSA.W6.</p> <p>Supportive (Secondary): Reading: RL.11-12.5 NJSL. RI.11-12.5</p> <p>Writing: NJSL. W.11-12.1.D. NJSL W.11-12.3</p>	<ol style="list-style-type: none"> 1. Students will conceive of and develop dynamic characters that engage the reader and advance a story’s sequence of events. (2-4 weeks) 2. Students will write narratives to develop imagined experiences or events using effective technique, well-chosen details, and well-structured events. (3-4 weeks) 3. Students will vary syntax for effect and employ language that is engaging and evokes the 	<p>Recall (Level 1)</p> <ul style="list-style-type: none"> • Recall elements of effective characterization. • Recall elements of story structure, such as plot, character, and setting. • Identify elements of “showing” not “telling” when describing element of story or characterization. <p>Skill/ Concept (Level 2)</p> <ul style="list-style-type: none"> • Study and make observations about elements of characterization from established texts.

Unit Title:	Duration/ Month(s)	Related Standards:	Learning Goals:	Topics and Skills:
		<p>Speaking and Listening: NJSLS.SL.11-12.1</p> <p>Interdisciplinary: Technology: NJSLS.TECH. 8.1.12.A.2</p>	<p>reader's senses.</p>	<ul style="list-style-type: none"> • Determine the major events to unfold in an original story. • Make observations about elements of a character study or story draft that require revision. <p>Strategic Thinking (Level 3)</p> <ul style="list-style-type: none"> • Revise a character sketch for strength and believability. • Support ideas with clear details and relevant, engaging details. • Use newly acquired descriptive writing concepts /practices to strengthen writing. <p>Extended Thinking (Level 4)</p> <ul style="list-style-type: none"> • Apply learning concepts to character creation and synthesis learning into future tasks. • Create a polished written product in which characters are dynamic, plot elements are clear and engaging, and the sequence of events prove coherent and intriguing. • Critique final written product for areas of strength and weaknesses, and to apply reflective learning future works.

Unit Title:	Duration/ Month(s)	Related Standards:	Learning Goals:	Topics and Skills:
Unit 3: Purpose, Audience, Voice	(6-8 Weeks) November- January	Power [Anchor] Standards: NJSLSA.R4 NJSLSA.R5 NJSLSA.R6 NJSLSA.W4 NJSLSA.W5 Supportive (Secondary): Reading: NJSLS.RL.11-12.4 NJSLS.RL.11-12.5 NJSLS.RL.11-12.6 Writing: NJSLS.W11-12.1D NJSLS.W.11-12.2(a-e) Speaking and Listening: NJSLS.SL.11-12.1 Interdisciplinary: Technology: NJSLS.TECH. 8.1.12.A.2	<ol style="list-style-type: none"> Students will apply knowledge of language to understand how language functions in different contexts and to make effective choices for meaning and/or style. (6-8 weeks) Students will produce clear, coherent writing in which development, organization, and style are appropriate to the task. (6-8 weeks) Students will write informative, explanatory or creative narratives to engagingly and powerfully convey ideas and experiences. (6-8 weeks) 	Recall (Level 1) <ul style="list-style-type: none"> Define “Voice.” Explore writing purposes and various audiences. Skill/ Concept (Level 2) <ul style="list-style-type: none"> Compare pieces written for different audiences to identify word choices and syntax used by the writers for desired effect. Strategic Thinking (Level 3) <ul style="list-style-type: none"> Within a written piece, use voice appropriate to audience and purpose. Apply concepts to a variety of narratives. Extended Thinking (Level 4) <ul style="list-style-type: none"> Create and extend a written product that requires revising language and form to appeal to diverse audiences. Critique final written product for areas of strength and weaknesses, and apply reflective learning to future works. Prove comprehension and skill development by applying learning to all future tasks.
Unit 4: Modeling: Style Study	(8-10 weeks) February -	Power [Anchor] Standards: NJSLSA.R4.	<ol style="list-style-type: none"> Students will analyze the impact of an author’s choices regarding 	Recall (Level 1) <ul style="list-style-type: none"> Define writer “Style.”

Unit Title:	Duration/ Month(s)	Related Standards:	Learning Goals:	Topics and Skills:
and Emulation	April	<p>NJSLSA.W4 NJSLSA.W5</p> <p>Supportive (Secondary): Reading: NJSLS.RI.11-12.5 NJSLS.RL.11-12.4 NJSLS.RL.11-12.5</p> <p>Writing: NJSLS.W.11-12.1.D NJSLS.W.11-12.3(a-e) NJSLS.W.11-12.4 NJSLS.W.11-12.5 NJSLS.W.11-12.6</p> <p>Speaking and Listening: NJSLS.SL.11-12.1</p> <p>Interdisciplinary: Technology: NJSLS.TECH.8.1.12.A.2</p>	<p>how to develop and relate elements of a story or poem. (4-5 weeks)</p> <p>2. Students will emulate aspects of a renown author’s writing style, synthesizing learning (the “how to”) into an original piece. (3-5 weeks)</p> <p>3. Students will engage in peer review, reflect, and revise to strengthen writing. (1-2 weeks)</p>	<ul style="list-style-type: none"> • Recite select poets/authors. • Identify specific poetry forms, including but not limited to, sonnet, sijo, hymn, and ballet. • Recognize iambic pentameter <p>Skill/ Concept (Level 2)</p> <ul style="list-style-type: none"> • Compare two or more authors’ and/or poets’ syntactical writing styles. • Identify patterns in word choices, meter, and form. • Examine and discuss the cause and effect of the writers’ choices. <p>Strategic Thinking (Level 3)</p> <ul style="list-style-type: none"> • Construct original pieces, emulating the established authors’ style /practices. • Experiment and “take risks” with form, meter, and structure. • Develop a sense of “what works” and what detracts from personal writing style. <p>Extended Thinking (Level 4)</p> <ul style="list-style-type: none"> • Synthesis learning, making strategic choices in future pieces or future revisions. • Apply higher level writing skills to all upcoming projects. • Independently and closely

Unit Title:	Duration/ Month(s)	Related Standards:	Learning Goals:	Topics and Skills:
				analyze the works of established writers and poets for style, word choices, figurative language, and form to better understand the nuances of the writers’ craft.
Unit 5: Focus on the Senses	(6-8 Weeks) April -June	<p>Power [Anchor] Standards: NJSLSA.R4. NJSLSA.W4. NJSLSA.W5 NJSLSA.L3</p> <p>Supportive (Secondary): Reading: RL.11-12.4</p> <p>Writing: NJSLS. W.11-12.1.D W.11-12.3 W.11-12.10. NJSLS. L.11-12.5</p> <p>Speaking and Listening: NJSLS.SL.11-12.1</p> <p>Interdisciplinary: Technology: NJSLS.TECH. 8.1.12.A.2</p>	<ol style="list-style-type: none"> Students will apply language, including but not limited to alliteration, imagery, metaphor, and simile to original, creative pieces to enrich the work and engage the reader. (2 weeks) Students will engage in sensory/physical writing activities and strategies that provoke response and invoke the imagination (6-8 weeks) Students will choose and apply sophisticated / powerful word choices to enhance imagery and to demonstrate understanding of word nuance and meanings. Students will develop and strengthen writing through peer workshop activities and reflective revision. 	<p>Recall (Level 1)</p> <ul style="list-style-type: none"> Recall figurative devices, including metaphor, simile, personification, imagery, alliteration. Illustrate or elaborate on the ways figurative language impacts the reader or listener. <p>Skill/ Concept (Level 2)</p> <ul style="list-style-type: none"> Make more astute observations about a devices impact on overall meaning. Summarize the differences in similar devices, and how these differences dictate use within a written piece (simile v. metaphor). Compare synonyms for likeness and differences and nuances in in meaning. <p>Strategic Thinking (Level 3)</p> <ul style="list-style-type: none"> Examine the impact of strategic word choices on a particular work and revise for clarity, purpose, or to strengthen a piece.

Unit Title:	Duration/ Month(s)	Related Standards:	Learning Goals:	Topics and Skills:
				<ul style="list-style-type: none"> • Experiment with figurative language, revising writing to enhance and/or evoke the reader’s imagination or to strengthen the writers theme. • Construct pieces that are unique, engaging and beautiful. • Formulate images in the readers’ imagination by implementing careful words choices and creating descriptive language. • Assimilate sensory experiments/methods, that clear ‘writers’ block’ or inspire the imagination, into personal writing practices. <p>Extended Thinking (Level 4)</p> <ul style="list-style-type: none"> • Prove mastery of and deep understanding of figurative language and its impact upon the reader by demonstrating thoughtful use of devices within all future works. • Analyze with work of renown authors /poets, reading closely and considering how the writers’ choices impact the meaning, the power, and the beauty of particular works.

Unit: 1 / Syntax, Word Choice, Figurative Language & Revision	Recommended Duration: [ONGOING 10 MONTH INSTRUCTION & SKILL PRACTICE]
<p>Unit Description: Students will, through learning and practice, gain firm control over the conventions of Standard English, effective language usage, and powerful vocabulary acquisition. Students will also advance their writing skills through study and practice of more sophisticated forms of syntax / sentence varieties, and learn to evoke the reader’s imagination through effective use of figurative devices and appropriate word choice. Throughout the school year and with each assigned written product, students will engage in the revision process to strengthen and refine their work.</p>	

Essential Questions:	Enduring Understandings:
<ul style="list-style-type: none"> • What is the purpose of applying grammar and mechanics skills? • How does word choice affect meaning? • How are poetic devices used to engage readers? • How do we evaluate writing? • How can we use evaluation and reflection to improve our writing? • What is the importance of sharing? 	<ul style="list-style-type: none"> • Written communication and proper grammar mechanics promote fluency of communication. • Figurative language and specific word choices shape meaning or tone. • To clearly express intended meaning, revision must be an integral part of the writing process. • Writing is a reflective process; writing is a multi-stage process.

Relevant Standards:	Learning Goals:	Learning Objectives:
<p>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.</p> <p>NJSLS.RL.11-12.4. Determine the meaning of words and phrases as they are used in the text, including figurative and connotative meanings; analyze the impact of specific word choices on meaning and tone, including words with multiple meanings or language that is particularly fresh, engaging, or beautiful. (e.g., Shakespeare as well as other authors.)</p>	<p>(Sept.-June)</p> <ol style="list-style-type: none"> 1. Students will apply knowledge of grammar conventions to demonstrate mastery and to make effective choices for meaning or style. 2. Students will build vocabulary and make word choices, included figurative language, to produce intended effects. 3. Students will develop and strengthen writing by planning, revising, editing, and rewriting. 	<ol style="list-style-type: none"> 1. Review and practice basic punctuation rule to strengthen writing foundational skills. 2. Apply rules to edit spelling, grammar usage, and punctuation conventions to strengthen writing. 3. Demonstrate command of conventions of English writing grammar and mechanics in a variety of short writing assignments. 4. Compile and put into practice a journal of power words to enrich personal writing.

Relevant Standards:	Learning Goals:	Learning Objectives:
<p>NJSLSA.W4. Produce clear and coherent writing in which the development, organization, and style are appropriate to task, purpose, and audience.</p> <p>NJSLSA.W5. Develop and strengthen writing as needed by planning, revising, editing, rewriting, or trying a new approach.</p> <p>NJSLS. W.11-12.1.D. Establish and maintain a style and tone appropriate to the audience and purpose (e.g. formal and objective for academic writing) while attending to the norms and conventions of the discipline in which they are writing.</p> <p>NJSLS.W.11-12.5. 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.</p> <p>NJSLS. W.11-12.10. Write routinely over extended time frames (time for research, reflection, and revision) and shorter time frames (a single sitting or a day or two) for a range of tasks, purposes.</p> <p>NJSLSA.SL2. Integrate and evaluate information presented in diverse media and formats, including visually, quantitatively, and orally.</p>		<ol style="list-style-type: none"> 5. Review definitions of literary devices and deepen understanding of their purpose and their effect on the reader through practice and thoughtful application. 6. Demonstrate knowledge of the principles of descriptive writing by applying figurative devices and by making powerful word choices with weekly assignments. 7. Recognize, practice, and apply sophisticated sentence forms to original work to elevate personal writing style. 8. Reflect and revise to strengthen message and engage the reader. 9. Engage in collaborative peer or individual writing exercises to develop a clearer understanding of personal writing strengths and weaknesses. 10. Engage in the weekly writer’s workshop to develop an understanding of personal writing strengths and weaknesses: <ul style="list-style-type: none"> • peer review and revision mark-up • silent share and comment • highlighting remarkable sentences • style study 11. Participate in weekly assessments to evaluate skill strengths and to address areas of misunderstanding or lapses in learning.

Relevant Standards:	Learning Goals:	Learning Objectives:
<p>NJSLSA.L3. 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.</p> <p>NJSLS. L.11-12.5. Demonstrate understanding of figurative language, word relationships, and nuances in word meanings.</p> <p>SL.11-12.1. Initiate and participate effectively in a range of collaborative discussions (one-on-one, in groups, and teacher-led) with peers on <i>grades 11–12 topics, texts, and issues</i>, building on others’ ideas and expressing their own clearly and persuasively.</p> <ul style="list-style-type: none"> A. Come to discussions prepared, having read and researched material under study; explicitly draw on that preparation by referring to evidence from texts and other research on the topic or issue to stimulate a thoughtful, well-reasoned exchange of ideas. B. Collaborate with peers to promote civil, democratic discussions and decision-making, set clear goals and assessments (e.g. student developed rubrics), and establish individual roles as needed. C. Propel conversations by posing and responding to questions that probe reasoning and evidence; ensure a hearing for a full range of positions on a topic or issue; clarify, verify, or 		

Relevant Standards:	Learning Goals:	Learning Objectives:
challenge ideas and conclusions; and promote divergent and creative perspectives.		

Formative Assessments	Summative Assessments:	Performance Assessments:	Major Activities/ Assignments (required):
<ul style="list-style-type: none"> • Outlines & Graphs • Grammar Practice Activities • Collaborative Discussions • Writers' Workshop • Peer-Share & Feedback Sessions • Collaborative Practice • Silent Read & Writing Feedback • Creative Writing Exit Tickets • Collaborative Board Work • Group Brainstorming 	<ul style="list-style-type: none"> • Quizzes & Tests • Written Product / Revision Process • CSA • Grammar Rewrites 	<ul style="list-style-type: none"> • Recitation • Fishbowl 	<ul style="list-style-type: none"> • Syntax Journal • Figurative Language Journal • Monthly Revision Submission • Grammar / Writing Practices • "Show, Don't Tell" • PowerPoint Presentations

Possible Assessment Adjustments (Modifications /Accommodations/ Differentiation):			
Special Education Students	English Language Learners (ELLs)	At-Risk Learners	Advanced Learners
Flexible/ extended time Modified writing rubric/ or modified assessment as per special need (ex.: technology)	Flexible/ extended time Modified writing rubric	Flexible/ extended time	Advanced rubric assessment

Instructional Strategies:
<p>Setting Objectives and Providing Feedback</p> <ul style="list-style-type: none"> • Set a core goal for each unit • Create Policy that outlines specific goals & expectations that students must attain and the grade they will receive if they meet those expectations. <p>Reinforcing Effort and Providing Recognition</p> <ul style="list-style-type: none"> • Peer Sharing & Feedback on Successes

Instructional Strategies:

- Private & Positive Teacher Feedback
- Encouraging Contest Entry

Nonlinguistic Representations

- Incorporate words and images and symbols to represent relationships (grammar).
- Use physical models and physical movement as writing prompt (tasks).

Cooperative Learning

- Common experiences or interests
- Vary group sizes and objectives.
- Design group work: appropriate use of social skills and individual and group accountability.

Cues, Questions, and Unique Organizers (To help students use what they already know about a topic to enhance further learning)

- Pause briefly after asking a question.
- Tell a story, skim a text, or create a graphic image.

Identifying Similarities and Differences

- Engage students in comparing, classifying, and creating using figurative devices, sentence forms, and power words.

Possible Instructional Adjustments (Modifications /Accommodations/ Differentiation):

Special Education Students	English Language Learners (ELLs)	At-Risk Learners	Advanced Learners
Cueing; physical movement; copies of notes; assignment modification as per need; preferential seating and grouping; timeline modification; concrete examples	Technology & Google translation; peer partnerships; timeline & task modification; mastery assessment accommodation; concrete examples	Timeline & pace modification; provide choice; preferential seating and pairing; modified sharing practice	Provide task/topic choice opportunities; One-on-one conferencing; Advanced rubric assessment

Unit Vocabulary:

Essential: syntax, complex, compound, compound-complex, asyndeton, polysyndeton, balanced sentence, loose sentence, periodic sentence, descriptive language, diction, figurative device, elision, metaphor v. simile, apostrophe (as device), imagery, assonance, consonance, alliteration, anaphora

Non-Essential: comma splice, run-on sentence, fragment, conventions, chiasmus

Interdisciplinary Connections & Career Ready Practices (Note Applicable Standards):	Integration of Technology:	21 st Century Themes:	21 st Century Skills:
<p>E/LA: Language Conventions</p> <p>Technology: Online practice</p> <p>Career Ready Practices: Writing Skills</p>	<p>Substitution: In many cases, Google Docs to replace Microsoft Word</p> <p>Augmentation: Google Sharing</p> <p>Modification: Using the commenting service in Google Doc to collaborate and to share feedback on a given task.</p> <p>Redefinition: Contest search, research the work of others, create original work, and entry into challenge.</p>	<p><input type="checkbox"/> Global Awareness</p> <p><input checked="" type="checkbox"/> Civic Literacy – [responsible adulthood and social/career leadership requires proficient reading & writing skills]</p> <p><input type="checkbox"/> Financial, Economic, Business, & Entrepreneurial Literacy</p> <p><input type="checkbox"/> Health Literacy</p>	<p><input type="checkbox"/> Creativity & Innovation</p> <p><input type="checkbox"/> Media Literacy</p> <p><input checked="" type="checkbox"/> Critical Thinking & Problem Solving: [identifying & reflecting on writing weaknesses and resolving deficiencies]</p> <p><input type="checkbox"/> Life and Career Skills (<i>flexibility, initiative, cross-cultural skills, productivity, leadership, etc.</i>)</p> <p><input type="checkbox"/> Information & Communication Technologies Literacy</p> <p><input checked="" type="checkbox"/> Communication & Collaboration: [advances communication skills]</p> <p><input checked="" type="checkbox"/> Information Literacy: [advances reading and communication skills]</p>

Resources:
<p>Texts/Materials:</p> <p>Purdue University’s Owl Writing Lab/ online database & practice</p> <p>Holt Handbook as reference handbook, definitions, explanations and examples of grammar rules applied</p> <p>Teacher Created Supplements:</p> <ul style="list-style-type: none"> • Teacher created grammar rubrics • Purdue.edu Practice Basis Review worksheets: Complex, Compound, Complex-Compound sentence forms • Students revise highlighted areas of teacher assessed writing submissions • Ongoing revision lessons, based on [volunteered] student pieces

<p>Resources:</p> <p>Whiteboard/ PowerPoint Presentations</p> <ul style="list-style-type: none"> • Teacher created <i>Comma Placement</i> • Teacher created <i>Choosing the Right Word</i> • Teacher created asyndeton, polysyndeton, balanced, loose, and period sentence lessons <p>Grammar databases (ex.:Grammar Girl)—for quick look-up, student usage</p> <p>Show, Don't Tell – descriptive language handout</p>
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Unit: 2 / Character, Story Elements and Description	Recommended Duration: [4-8 Weeks, September-October]
<p>Unit Description: Students will create polished written products in which characters are dynamic, plot elements are clear and engaging, and the sequence of events prove coherent and intriguing. They will employ newly acquired descriptive writing concepts and practices to strengthen their writing, support their ideas with relevant details, and participate in the writers' workshop process to peer assess and self-critique final written products for areas of strength and weaknesses.</p>	

Essential Questions:	Enduring Understandings:
<ul style="list-style-type: none"> • How does a writer effectively craft a story? • How does a writer create dynamic characters? • How does setting affect characterization and plot? • How does the writer strengthen his writing through description without creating verbiage? 	<ul style="list-style-type: none"> • Authors make intentional choices that are designed to produce a desired effect on the reader. • Well-written stories are comprised of precise words and phrases, telling details, and sensory language to convey a vivid picture of the experiences, events, setting, and characters.

Relevant Standards:	Learning Goals:	Learning Objectives:
<p>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.</p> <p>NJSLS. RI.11-12.5. Analyze and evaluate the effectiveness of the structure an author uses in his or her exposition or argument,</p>	<ol style="list-style-type: none"> 1. Students will review, define and then apply short story elements to a variety of genre specific pieces. 2. Students will review elements of the dynamic character and practice these elements by creating characters from a variety of physical prompts. 	<ol style="list-style-type: none"> 1. Recall, review, and define short story elements: <ul style="list-style-type: none"> • Exposition • Rising action • Inciting incident • Rising action • Climax • Falling action • Resolution

<p>including whether the structure makes points clear, convincing, and engaging.</p> <p>NJSLS.RL.11-12.5. Analyze how an author’s choices concerning how to structure specific parts of a text (e.g., the choice of where to begin or end a story, the choice to provide a comedic or tragic resolution) contribute to its overall structure and meaning as well as its aesthetic impact.</p> <p>NJSLSA.W4. Produce clear and coherent writing in which the development, organization, and style are appropriate to task, purpose, and audience.</p> <p>NJSLS. W.11-12.1.D. Establish and maintain a style and tone appropriate to the audience and purpose (e.g. formal and objective for academic writing) while attending to the norms and conventions of the discipline in which they are writing.</p> <p>NJSLS W.11-12.3. Write narratives to develop real or imagined experiences or events using effective technique, well-chosen details, and well-structured event sequences.</p> <p>NJSLSA.W5. Develop and strengthen writing as needed by planning, revising, editing, rewriting, or trying a new approach.</p> <p>NJSLSA.W6. Use technology, including the Internet, to produce and publish writing and to interact and collaborate with others</p>	<p>3. Students will write short narratives to develop imagined experiences or events using effective technique, well-chosen details, and well-structures sequences.</p> <p>4. Students will revise work, applying descriptive language features, like powerful word choice and figurative devices, to engage the reader and improve readability.</p>	<ul style="list-style-type: none"> • Setting • Dynamic / static character <ol style="list-style-type: none"> 2. Read and collaboratively analyze genre specific stories by published authors. 3. Analyze the impact of an author’s choices as to how to develop and relate elements of a story. 4. Connect character behavior to real-life situations, and model methods within an original writing piece. 5. Identify genre specific elements, and demonstrate knowledge of these elements, applying them to a genre specific original writing piece. 6. Apply knowledge of story elements, including plot structure, characterization, setting in a variety of genre specific writing assignments, including: <ul style="list-style-type: none"> * ghost story * urban legend * graphic novel * historical themed story * memoir 7. Write narratives and apply language conventions, including figurative devices to engage your reader, promote personal writing skills, and prepare for publication, (including but not limited to): <ul style="list-style-type: none"> * writing contests * sandwich stories 8. Engage in Peer Revision, then revise work, applying descriptive language features, like powerful word choice and figurative devices, to engage the reader and improve readability.
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<p>SL.11-12.1. Initiate and participate effectively in a range of collaborative discussions (one-on-one, in groups, and teacher-led) with peers on <i>grades 11–12 topics, texts, and issues</i>, building on others' ideas and expressing their own clearly and persuasively.</p>		<p>9. Use technology and databases to research for and to publish original writing products.</p> <p>10. Present and/or actively listen to original pieces, providing peer feedback as to successes and areas in need of improvement.</p>
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Formative Assessments	Summative Assessments:	Performance Assessments:	Major Activities/ Assignments (required):
<ul style="list-style-type: none"> • Outlines • Collaborative Discussions • Drafts/ Informal Writing Tasks • Writers' Workshop • Collaborative Writing Tasks • Independent Writing Tasks • Silent Read & Writing Feedback • Creative Writing Exit Tickets 	<ul style="list-style-type: none"> • Formal Written Products/ Revision Process • CSA • Voluntary Rewrites • Portfolio 	<ul style="list-style-type: none"> • Recitation • Dramatization • Peer Share & Feedback Sessions (by rubric) • Tech-Based Presentations 	<ul style="list-style-type: none"> • Portfolio Organization • Group Brainstorming • Character/Hat Creation • Collaborative Short Story • Letters About Lit. Contest Entry • Joe West Mystery • The Invasion Sandwich Story • The Urban Legend • Time Travel Historical Research Project • My Town Memoirs • Shirley Bundy Memoir • Hero-Villain Self Portrait • Collaborative Comic Book

Possible Assessment Adjustments (Modifications /Accommodations/ Differentiation):			
Special Education Students	English Language Learners (ELLs)	At-Risk Learners	Advanced Learners
Flexible/ extended time Modified writing rubric/ or modified assessment as per special need (ex.: technology)	Flexible/ extended time Modified writing assign/rubric	Flexible/ extended time	Advanced rubric assessment

Instructional Strategies:

Setting Objectives and Providing Feedback

- Set a core goal for each unit
- Create Policy that outlines specific goals & expectations that students must attain and the grade they will receive if they meet those expectations.

Reinforcing Effort and Providing Recognition

- Peer Sharing & Feedback on Successes
- Private & Positive Teacher Feedback
- Encouraging Contest Entry

Nonlinguistic Representations

- Incorporate words and images and symbols to represent relationships (grammar).
- Use physical models and physical movement as writing prompt (tasks).

Cooperative Learning

- Common experiences or interests
- Vary group sizes and objectives.
- Design group work: appropriate use of social skills and individual and group accountability.

Cues, Questions, and Unique Organizers (To help students use what they already know about a topic to enhance further learning)

- Pause briefly after asking a question.
- Tell a story, skim a text, or create a graphic image.

Identifying Similarities and Differences

- Engage students in comparing, classifying, and creating using figurative devices, sentence forms, and power words.

Possible Instructional Adjustments (Modifications /Accommodations/ Differentiation):

Special Education Students	English Language Learners (ELLs)	At-Risk Learners	Advanced Learners
Cueing; physical movement; copies of notes; assignment modification as per need; preferential seating and grouping; timeline modification; concrete examples	Technology & Google translation; peer partnerships; timeline & task modification; mastery assessment accommodation; concrete examples	Timeline & pace modification; provide choice; preferential seating and pairing; modified sharing practice: on-on-one conferencing	Provide task/topic choice opportunities; One-on-one conferencing; Advanced expectation rubric

Unit Vocabulary:			
Essential: conflict, characterization, plot device, turn, resolution, rising action, climax, dynamic/static character, transition, genre, narrative, memoir, urban legend, pane, call-out, description, “show, don’t tell.”			
Interdisciplinary Connections & Career Ready Practices (Note Applicable Standards):	Integration of Technology:	21st Century Themes:	21st Century Skills:
<p>E/LA: Reading & Writing</p> <p>Visual and Performing Arts: Recitation & Presentation</p> <p>Technology: Word Processing & Online Research & Design</p> <p>Career Ready Practices: Cooperation, Collaboration;</p>	<p>Substitution: In many cases, Google Docs to replace Microsoft Word</p> <p>Augmentation: Google Sharing</p> <p>Modification: Using the commenting service in Google Doc to collaborate and to share feedback on a given task.</p> <p>Redefinition: contest search, research the work of others, create original work, and entry into challenge.</p>	<p><input type="checkbox"/> Global Awareness</p> <p><input checked="" type="checkbox"/> Civic Literacy- [an American tradition-The Graphic Novel genre and the hero v. villain]</p> <p><input type="checkbox"/> Financial, Economic, Business, & Entrepreneurial Literacy</p> <p><input type="checkbox"/> Health Literacy</p>	<p><input checked="" type="checkbox"/> Creativity & Innovation</p> <p><input type="checkbox"/> Media Literacy</p> <p><input checked="" type="checkbox"/> Critical Thinking & Problem Solving: [creating plot; resolving fictional conflicts]</p> <p><input type="checkbox"/> Life and Career Skills (<i>flexibility, initiative, cross-cultural skills, productivity, leadership, etc.</i>)</p> <p><input checked="" type="checkbox"/> Information & Communication Technologies Literacy: [word processing & google sharing]</p> <p><input checked="" type="checkbox"/> Communication & Collaboration: [group/ team assignments]</p> <p><input type="checkbox"/> Information Literacy</p>
Resources:			
<p>Texts/Materials:</p> <p>Purdue University’s Owl Writing Lab - student reference</p> <p>Teacher Created Assignment Supplements:</p> <ul style="list-style-type: none"> • Antique hats & unique physical prompts • Printed Research / Public records about the 1800s Catawba West family mystery 			

<p>Unit Vocabulary:</p> <ul style="list-style-type: none"> Weird New Jersey 2006-2009 issues/ articles: <ol style="list-style-type: none"> “The Devil Walks Tuckahoe Road” “Tales From Boody Mill Road” “The Humanzee” “The Lonely bride of Browns Mill” <i>The Invasion</i> Sandwich Story template <p>Teacher created PowerPoint Presentations”</p> <ol style="list-style-type: none"> DC/ Marvel Character & Villain Characteristics comic book page layout <p>Writing prompts from <i>Now, Write!</i>:</p> <ul style="list-style-type: none"> “Collage” “Like Water for Words” “Be the Tree” “Language Portrait” <p>Gale Student Research database</p>
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Unit: 3 / Purpose, Audience, Voice	Recommended Duration: [6-8 Weeks, November-January]
<p>Unit Description: Students will read closely and analyze excerpts of published texts, written for specific audiences, to identify word choices, consider choices in sentence structure and diction, and to recognize the various ways in which the writer’s message is conveyed. Through emulation, creative practices/assignments, and reflective revision, students will learn to control their writing, adapting their writing style to reflect their intended purpose and engage their intended audience, while developing a clear, distinctive voice. Students will also work closely with peers to critique written product for areas of strength and weaknesses.</p>	

Essential Questions:	Enduring Understandings:
<ul style="list-style-type: none"> How does the audience influence the format of your writing? How does the purpose influence the format of your writing? How does one develop a distinctive voice in writing? 	<ul style="list-style-type: none"> Authors write with different purposes in mind. Effective communication relies on the usage of proper forms. Good writers use a repertoire of strategies that enables them to vary form and style, as to write for different purposes, audiences, and contexts.

Essential Questions:	Enduring Understandings:
<ul style="list-style-type: none"> • How does voice relate to audience and purpose? • How do advertisers attempt to influence consumers? (task specific) 	

Relevant Standards:	Learning Goals:	Learning Objectives:
<p>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.</p> <p>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.</p> <p>NJSLSA.R6. Assess how point of view or purpose shapes the content and style of a text.</p> <p>NJSLS.RL.11-12.4. Determine the meaning of words and phrases as they are used in the text, including figurative and connotative meanings; analyze the impact of specific word choices on meaning and tone, including words with multiple meanings or language that is particularly fresh, engaging, or beautiful. (e.g., Shakespeare as well as other authors.)</p> <p>NJSLS.RL.11-12.5. Analyze how an author’s choices concerning how to structure specific</p>	<ol style="list-style-type: none"> 1. Students will shape language in a variety of rhetorical patterns so that sentence structure, diction, and figures of speech serve purpose, mode, and audience. 2. Students will arrange information and ideas effectively for a given purpose. 3. Students will demonstrate in writing how word choices produce intended effects. 4. Students will develop and strengthen writing as needed by planning, revising, editing, engaging in the peer review process, and rewriting. 	<ol style="list-style-type: none"> 1. Define audience, purpose, and voice, and observe within selected text these terms applied. 2. Define ethos, pathos, logos, and observe within selected text these terms in practice. 3. Read and collaboratively analyze selected excerpts of texts to observe the ways an author utilizes the conventions of language to convey message and engage or persuade the reader. 4. Initiate and participate in discussions on the topic of rhetoric in the writing process. 5. Produce clear and coherent writing in which development, organization, rhetoric, and style are appropriate to the assigned task, i.e. memoir, personal narratives, etc. 6. Write creative narratives using varied syntax appropriate to a select audience, using effective details, genre-specific organization and style. 7. Through writing, engage and orient the reader by setting out a problem, situation, or observation

Relevant Standards:	Learning Goals:	Learning Objectives:
<p>parts of a text (e.g., the choice of where to begin or end a story, the choice to provide a comedic or tragic resolution) contribute to its overall structure and meaning as well as its aesthetic impact.</p> <p>NJSLS.RL.11-12.6. Analyze a case in which grasping a point of view requires distinguishing what is directly stated in a text from what is really meant (e.g., satire, sarcasm, irony, or understatement).</p> <p>NJSLSA.W4. Produce clear and coherent writing in which the development, organization, and style are appropriate to task, purpose, and audience.</p> <p>NJSLS. W.11-12.1.D. Establish and maintain a style and tone appropriate to the audience and purpose (e.g. formal and objective for academic writing) while attending to the norms and conventions of the discipline in which they are writing.</p> <p>NJSLS.W.11-12.2. Write Informative /explanatory texts to examine and convey complex ideas, concepts, and information clearly and accurately through the effective selection, organization, and analysis of content.</p> <p>A. Introduce a topic; organize complex ideas, concepts, and information so that each new element builds on that which precedes it to create a unified</p>		<p>and its significance, establishing one or multiple point(s) of view, and introducing a narrator or characters; create a smooth progression of experiences or events (example: <i>This I Believe</i> Essay).</p> <p>8. Reflect on the writing process and Synthesis all aspects of learning into personal writing practices to advance style and promote growth as a writer.</p> <p>9. Recognize career specific language and practices in advertising and marketing, and apply these conventions to an original written product.</p> <p>10. Integrate multiple media sources of information into an original career-specific task.</p> <p>11. Develop and strengthen writing as needed by planning, revising, editing, rewriting.</p> <p>12. Use technology to perfect and publish writing products.</p> <p>13. Present an original product before an audience of peers.</p> <p>14. Evaluate a peer-speaker’s point of view, reasoning, or rhetoric, assessing the tone, word choices, structure, and overall success, following a genre focused presentation.</p> <p>15. Participate in a range of collaborative activities, including fishbowl and pair/share in-class</p>

Relevant Standards:	Learning Goals:	Learning Objectives:
<p>whole; include formatting (e.g., headings), graphics (e.g., figures, tables), and multimedia when useful to aiding comprehension.</p> <p>B. Develop the topic thoroughly by selecting the most significant and relevant facts, extended definitions, concrete details, quotations, or other information and examples appropriate to the audience’s knowledge of the topic.</p> <p>C. Use appropriate and varied transitions and syntax to link the major sections of the text, create cohesion, and clarify the relationships among complex ideas and concepts.</p> <p>D. Use precise language, domain-specific vocabulary, and techniques such as metaphor, simile, and analogy to manage the complexity of the topic.</p> <p>E. Establish and maintain a style and tone appropriate to the audience and purpose (e.g. formal and objective for academic writing) while attending to the norms and conventions of the discipline in which they are writing.</p> <p>F. Provide a concluding paragraph or section that supports the argument presented (e.g., articulating implications or the significance of the topic).</p> <p>NJSLSA.W5. Develop and strengthen writing as</p>		<p>sessions.</p> <p>16. Recognize the friendly (traditional) letter writing format.</p> <p>17. Practice the friendly writing format through participation in a number of creative writing tasks.</p> <p>18. Define memoir and closely read a number of personal memoirs to better understand the genre conventions.</p> <p>19. Create a personal memoir writing map.</p> <p>20. Compose a number of authentic memoirs based on the personal memoir map.</p>

Relevant Standards:	Learning Goals:	Learning Objectives:
<p>needed by planning, revising, editing, rewriting.</p> <p>W.11-12.3. Write narratives to develop real or imagined experiences or events using effective technique, well-chosen details, and well-structured event sequences.</p> <p>A. Engage and orient the reader by setting out a problem, situation, or observation and its significance, establishing one or multiple point(s) of view, and introducing a narrator and/or characters; create a smooth progression of experiences or events.</p> <p>B. Use narrative techniques, such as dialogue, pacing, description, reflection, and multiple plot lines, to develop experiences, events, and/or characters.</p> <p>C. Use a variety of techniques to sequence events so that they build on one another to create a coherent whole and build toward a particular tone and outcome (e.g., a sense of mystery, suspense, growth, or resolution).</p> <p>D. Use precise words and phrases, telling details, and sensory language to convey a vivid picture of the experiences, events, setting, and/or characters.</p> <p>E. Provide a conclusion that follows from and reflects on what is experienced, observed, or resolved over the course of the narrative. a new approach.</p> <p>NJSLS. SL.11-12.1. Initiate and participate effectively in a range of collaborative discussions (one-on- one, in groups, and</p>		

Relevant Standards:	Learning Goals:	Learning Objectives:
teacher-led) with peers on grades 11–12 topics, texts, and issues, building on others' ideas and expressing their own clearly and persuasively.		

Formative Assessments	Summative Assessments:	Performance Assessments:	Major Activities/ Assignments (required):
<ul style="list-style-type: none"> • Outlines • Collaborative Discussions • Drafts/ Informal Writing Tasks • Writers' Workshop • Collaborative Writing Tasks • Independent Writing Tasks • Silent Read & Writing Feedback • Creative Writing Exit Tickets 	<ul style="list-style-type: none"> • Formal Written Products/ Revision Process • CSA • Voluntary Rewrites • Portfolio 	<ul style="list-style-type: none"> • Recitation & Performance • Dramatization • Peer-Share & Feedback Sessions • Tech Based Presentations • Fishbowl 	<ul style="list-style-type: none"> • Portfolio Organization • Group Brainstorming • This I Believe • Epitaph • The Dead Speak • My Town Memoir series • The Children's Book • The Rant • 'Why I Stole It' Fictional Narrative • Time Capsule Narrative (Letter) • Apology to the Turkey (Letter) • Coke-Pepsi Wars (Advertising)

Possible Assessment Adjustments (Modifications /Accommodations/ Differentiation):			
Special Education Students	English Language Learners (ELLs)	At-Risk Learners	Advanced Learners
Flexible/ extended time Modified writing rubric/ or modified assessment as per special need (ex.: technology)	Flexible/ extended time Modified writing assignment & rubric	Flexible/ extended time	Advanced rubric assessment

Instructional Strategies:
Setting Objectives and Providing Feedback <ul style="list-style-type: none"> • Set a core goal for each unit • Create Policy that outlines specific goals & expectations that students must attain and the grade they will receive if they meet those expectations. Reinforcing Effort and Providing Recognition

- Peer Sharing & Feedback on Successes
- Private & Positive Teacher Feedback
- Encouraging Contest Entry

Nonlinguistic Representations

- Incorporate words and images and symbols to represent relationships (grammar).
- Use physical models and physical movement as writing prompt (tasks).

Cooperative Learning

- Common experiences or interests
- Vary group sizes and objectives.
- Design group work: appropriate use of social skills and individual and group accountability.

Cues, Questions, and Unique Organizers (To help students use what they already know about a topic to enhance further learning)

- Pause briefly after asking a question.
- Tell a story, skim a text, or create a graphic image.

Identifying Similarities and Differences

- Engage students in comparing, classifying, and creating using figurative devices, sentence forms, and power words.

Possible Instructional Adjustments (Modifications /Accommodations/ Differentiation):

Special Education Students	English Language Learners (ELLs)	At-Risk Learners	Advanced Learners
Cueing; physical movement; copies of notes; assignment modification as per need; preferential seating and grouping; timeline modification; concrete examples	Technology & Google translation; peer partnerships; timeline & task modification; mastery assessment accommodation; concrete examples	Timeline & pace modification; provide choice; preferential seating and pairing; modified sharing practice	Provide task/topic choice opportunities; One-on-one conferencing; Advanced rubric assessment

Unit Vocabulary:
<p>Essential: voice, persuasion, audience, diction, personal narrative, objective, subjective, direct voice, rhetoric, devices, pathos, ethos, logos, memoir</p> <p>Non-Essential: , call-to-action, essay, marketing/design principles</p>

Interdisciplinary Connections & Career Ready Practices (Note Applicable Standards):	Integration of Technology:	21 st Century Themes:	21 st Century Skills:
E/LA: Writing	Substitution: In many cases, Google Docs to replace Microsoft	____ Global Awareness	_X_ Creativity & Innovation: [Writing / Originality]

Interdisciplinary Connections & Career Ready Practices (Note Applicable Standards):	Integration of Technology:	21 st Century Themes:	21 st Century Skills:
<p>Visual and Performing Arts: Design</p> <p>Social Studies: Social Topics/Issues</p> <p>Technology: Research & Word Processing</p> <p>Career Ready Practices: Collaboration</p> <p>Library: Research</p>	<p>Word</p> <p>Augmentation: Google Sharing</p> <p>Modification: using the commenting service in Google Doc to collaborate and to share feedback on a given task.</p> <p>Redefinition: contest search, research the work of others, create original work, and entry into challenge.</p>	<p><input type="checkbox"/> Civic Literacy - [social criticism & personal narrative]</p> <p><input checked="" type="checkbox"/> Financial, Economic, Business, & Entrepreneurial Literacy - [Principles of writing for advertisement]</p> <p><input type="checkbox"/> Health Literacy</p>	<p><input type="checkbox"/> Media Literacy: [Understanding Marketing & Advertising goals]</p> <p><input type="checkbox"/> Critical Thinking & Problem Solving: [Writing for a particular audience]</p> <p><input type="checkbox"/> Life and Career Skills (<i>flexibility, initiative, cross-cultural skills, productivity, leadership, etc.</i>): [Collaboration and peer feedback]</p> <p><input type="checkbox"/> Information & Communication Technologies Literacy: [Word processing, online research, computer graphics]</p> <p><input type="checkbox"/> Communication & Collaboration: [team collaboration & sharing]</p> <p><input type="checkbox"/> Information Literacy</p>

Resources:
<p>Texts/Materials:</p> <p>Purdue University’s Owl Writing Lab</p> <p>Teacher Created Supplements:</p> <ul style="list-style-type: none"> • Heroic Couplet & Meter Practice Template • Whiteboard/PowerPoint Presentations: <ul style="list-style-type: none"> • Town map example and drawing demonstration • Iambic Pentameter • Marketing and Advertising

Resources:
<ul style="list-style-type: none"> • Friendly/Personal letter writing format • Understanding “The Rant” • Writing the children’s book <p>Physical Prompts: Antique Adds, from period magazines:</p> <ul style="list-style-type: none"> ▪ 1956 Pepsi ad • 1954 Coke ad • 1976 Ginger Ale ad • 2006 Dr. Pepper ad <p><i>Now, Write!</i> (writing exercises):</p> <ul style="list-style-type: none"> • “The Dead Speak” • “Why I stole it” <p>NPR.org-- This I Believe:</p> <ul style="list-style-type: none"> • <i>I am the Greatest</i> • <i>Peace Begins with One Person</i> • <i>Be Cool to the Pizza Dude</i> <p>B’nai B’rith Diverse Minds Contest Instructions— https://www.bnaibrith.org/2018-2019-diverse-minds-contest-rules</p>

Unit: 4 / Modeling: Style Study and Emulation	Recommended Duration: [8-10 weeks, February – April]
<p>Unit Description: Students will deeply explore the definitions of elements of the writers’ craft, including but not limited to style, form, and genre, closely read and recite works or excerpts from select poets and authors, and compare two or more authors’ and/or poets’ syntactical writing styles. Students will also identify patterns in word choices, meter, and form, and examine and discuss the cause and effect of the writers’ choices. Throughout the unit, students will construct original pieces, emulating the established authors’ style /practices, while also having the freedom to experiment with form, meter, and structure. With practice, students should begin to develop a sense of “what works” and what detracts from the student’s personal writing style and purpose.</p>	

Essential Questions:	Enduring Understandings:
<ul style="list-style-type: none"> • How do good writers express themselves? • How do professional authors use narrative elements to create a story? • What is the effect of syntax on tone and character? 	<ul style="list-style-type: none"> • Writers develop a deeper understanding of the writer’s craft through close reading and reflection of superior text. • Writing is a process that includes: examining other texts critically and applying a variety of writing strategies to one’s own work.

Essential Questions:	Enduring Understandings:
<ul style="list-style-type: none"> Why do serious writers read and study great authors & poets? 	

Relevant Standards:	Learning Goals:	Learning Objectives:
<p>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.</p> <p>NJSLS.RI.11-12.5. Analyze and evaluate the effectiveness of the structure an author uses in his or her exposition or argument, including whether the structure makes points clear, convincing, and engaging.</p> <p>NJSLS.RL.11-12.4. Determine the meaning of words and phrases as they are used in the text, including figurative and connotative meanings; analyze the impact of specific word choices on meaning and tone, including words with multiple meanings or language that is particularly fresh, engaging, or beautiful. (e.g., Shakespeare as well as other authors.)</p> <p>NJSLS.RL.11-12.5. Analyze how an author’s choices concerning how to structure specific parts of a text (e.g., the choice of where to begin or end a story, the choice to provide a comedic or tragic resolution) contribute to its overall structure and meaning as well as its</p>	<ol style="list-style-type: none"> Students will critically examine renown texts and apply a variety of writing strategies to their own work. Students will communicate ideas and narrative events in a sophisticated writing style. Students will produce clear, coherent, and aesthetically beautiful, creative writing in which the style reflects the focused genre. Students will develop and strengthen writing as needed by planning, revising, editing, rewriting or trying a new approach. 	<ol style="list-style-type: none"> Closely read and analyze various excerpts of texts by renown authors for syntactical style, including but not limited to: <ul style="list-style-type: none"> Toni Morrison Cormack McCarthy Chuck Palanuik Dennis LeHane Model the syntactical style of renown authors, incorporating writing methods or strategies into one’s personal writing style. Closely read, recite and analyze the work of selected renown poets for syntactical style, including but not limited to: <ul style="list-style-type: none"> Walt Whitman Emily Dickinson William Carlos Williams Robert Frost William Shakespeare Spenser Model the syntactical style of renown poets, incorporating writing methods or strategies into one’s personal writing style.

Relevant Standards:	Learning Goals:	Learning Objectives:
<p>aesthetic impact.</p> <p>NJSLSA.W4. Produce clear and coherent writing in which the development, organization, and style are appropriate to task, purpose, and audience.</p> <p>NJSLS. W.11-12.1.D. Establish and maintain a style and tone appropriate to the audience and purpose (e.g. formal and objective for academic writing) while attending to the norms and conventions of the discipline in which they are writing.</p> <p>W.11-12.3. Write narratives to develop real or imagined experiences or events using effective technique, well-chosen details, and well-structured event sequences.</p> <p>A. Engage and orient the reader by setting out a problem, situation, or observation and its significance, establishing one or multiple point(s) of view, and introducing a narrator and/or characters; create a smooth progression of experiences or events.</p> <p>B. Use narrative techniques, such as dialogue, pacing, description, reflection, and multiple plot lines, to develop experiences, events, and/or characters.</p> <p>C. Use a variety of techniques to sequence events so that they build on one another to create a coherent whole and build toward a particular tone and outcome (e.g., a sense of mystery, suspense, growth, or resolution).</p>		<ol style="list-style-type: none"> 5. Define meter and practice iambic pentameter In a number of formative tasks. 6. Use iambic pentameter in an original poem. 7. Interpret figurative devices in use within a text. 8. Share observations in small and large group settings. 9. Assess the importance of cultural and historical impact on literary narratives and poems. 10. Trace the influence of important authors on contemporary writers. 11. Write narratives and poems to real or imagined events, using well-chosen details, elevated sentence structures and language that is beautiful and engaging: <ul style="list-style-type: none"> • Hymn • Free verse • Traditional Valentine • Prose Poetry • Sonnet 12. Read and analyze one act plays from renown playwrights. 13. Model the playwright style of a renown dramatist from the Theater of the Absurd. 14. Refine work and adhere to required procedures

Relevant Standards:	Learning Goals:	Learning Objectives:
<p>D. Use precise words and phrases, telling details, and sensory language to convey a vivid picture of the experiences, events, setting, and/or characters.</p> <p>E. Provide a conclusion that follows from and reflects on what is experienced, observed, or resolved over the course of the narrative.</p> <p>W.11-12.4. Produce clear and coherent writing in which the development, organization, and style are appropriate to task, purpose, and audience.</p> <p>W.11-12.5. 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.</p> <p>W.11-12.6. 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.</p> <p>NJSLSA.W5. Develop and strengthen writing as needed by planning, revising, editing, rewriting, or trying a new approach.</p> <p>SL.11-12.1. Initiate and participate effectively in a range of collaborative discussions (one-on-one, in groups, and teacher-led) with peers on</p>		<p>or expectations for publication or contest entry.</p> <p>15. Develop and strengthen writing as needed by planning, revising, editing, rewriting.</p> <p>16. Perform original works before an audience of peers.</p> <p>17. Provide writer’s feedback as per teacher created rubrics and base on knowledge of the conventions of the English language.</p> <p>18. Closely read and analyze traditional stories for genre specific details and format.</p> <p>19. Define satire and parody, and observe methods of creating satire through reading, performance, and discussion.</p> <p>20. Rewrite a traditional story, incorporating satirical elements for the engagement of a select audience.</p> <p>21. Engage in collaborative peer or individual writing reflection exercises to develop a clearer understanding of personal writing strengths and weaknesses</p>

Relevant Standards:	Learning Goals:	Learning Objectives:
<p>grades 11–12 topics, texts, and issues, building on others’ ideas and expressing their own clearly and persuasively.</p> <p>A. Come to discussions prepared, having read and researched material under study; explicitly draw on that preparation by referring to evidence from texts and other research on the topic or issue to stimulate a thoughtful, well-reasoned exchange of ideas.</p> <p>B. Collaborate with peers to promote civil, democratic discussions and decision-making, set clear goals and assessments (e.g. student developed rubrics), and establish individual roles as needed.</p> <p>C. Propel conversations by posing and responding to questions that probe reasoning and evidence; ensure a hearing for a full range of positions on a topic or issue; clarify, verify, or challenge ideas and conclusions; and promote divergent and creative perspectives.</p>		

Formative Assessments	Summative Assessments:	Performance Assessments:	Major Activities/ Assignments (required):
<ul style="list-style-type: none"> • Collaborative Discussions • Drafts/ Informal Writing Tasks • Writers’ Workshop • Independent Tasks/Writing • Silent Read & Writing Feedback 	<ul style="list-style-type: none"> • Formal Written Products/ Revision Process • CSA • Voluntary Rewrites • Portfolio 	<ul style="list-style-type: none"> • Recitation & Performance • Peer-Share & Feedback Sessions • Tech Based Presentations • Style Analysis: “Identify the Author” 	<ul style="list-style-type: none"> • Portfolio Organization • Collaborative Reading and Analysis • The Sonnet • Toni Morrison Emulation • Walt Whitman Emulation • Emily Dickinson Emulation • Chuck Palanuik Emulation • Cormack McCarthy Emulation • Theater of the Absurd/Pinter Play • Poe Valentine

Formative Assessments	Summative Assessments:	Performance Assessments:	Major Activities/ Assignments (required):
			<ul style="list-style-type: none"> The Fractured Fairytale -Satire

Possible Assessment Adjustments (Modifications /Accommodations/ Differentiation):			
Special Education Students	English Language Learners (ELLs)	At-Risk Learners	Advanced Learners
Flexible/ extended time Modified writing rubric/ or modified assessment as per special need (ex.: technology)	Flexible/ extended time Modified writing assignment and rubric	Flexible/ extended time	Advanced rubric assessment

Instructional Strategies:
<p>Setting Objectives and Providing Feedback</p> <ul style="list-style-type: none"> Set a core goal for each unit Create Policy that outlines specific goals & expectations that students must attain and the grade they will receive if they meet those expectations. <p>Reinforcing Effort and Providing Recognition</p> <ul style="list-style-type: none"> Peer Sharing & Feedback on Successes Private & Positive Teacher Feedback Encouraging Contest Entry <p>Nonlinguistic Representations</p> <ul style="list-style-type: none"> Incorporate words, images, and symbols to represent relationships (grammar). Use physical models and physical movement as writing prompt (tasks). <p>Cooperative Learning</p> <ul style="list-style-type: none"> Common experiences or interests Vary group sizes and objectives. Design group work: appropriate use of social skills and individual and group accountability. <p>Cues, Questions, and Unique Organizers (To help students use what they already know about a topic to enhance further learning)</p> <ul style="list-style-type: none"> Pause briefly after asking a question. Tell a story, skim a text, or create a graphic image. <p>Identifying Similarities and Differences</p> <ul style="list-style-type: none"> Engage students in comparing, classifying, and creating using figurative devices, sentence forms, and power words.

Possible Instructional Adjustments (Modifications /Accommodations/ Differentiation):			
Special Education Students	English Language Learners (ELLs)	At-Risk Learners	Advanced Learners
Cueing; physical movement; copies of	Technology & Google translation;	Timeline & pace modification;	Provide task/topic choice opportunities;

Instructional Strategies:			
notes; assignment modification as per need; preferential seating and grouping; timeline modification; concrete examples	peer partnerships; timeline & task modification; mastery assessment accommodation; concrete examples	provide choice; preferential seating and pairing; modified sharing practice	One-on-one conferencing; Advanced rubric assessment

Unit Vocabulary:
Essential: style, syntax, jargon, meter, iambic pentameter, sonnet, hymn, ballad, end rhyme, form, fiction, scan, stressed/unstressed syllable, tone
Non-Essential: trochee, conceit, conventions

Interdisciplinary Connections & Career Ready Practices (Note Applicable Standards):	Integration of Technology:	21 st Century Themes:	21 st Century Skills:
<p>E/LA: Reading, Writing, Analysis</p> <p>Visual and Performing Arts: Recitation</p> <p>Social Studies: Historical Setting/ Events/Traditions/ Renown Figures</p> <p>Technology: Word Processing & Online Research & Sharing</p>	<p>Substitution: In many cases, Google Docs to replace Microsoft Word.</p> <p>Augmentation: Google Sharing</p> <p>Modification: using the commenting service in Google Doc to collaborate and to share feedback on a given task.</p> <p>Redefinition: contest search, research the work of others, create original work, and entry into challenge.</p>	<p>___ Global Awareness</p> <p><u>X</u> Civic Literacy-[Historical perspectives by classic authors /poets]</p> <p>___ Financial, Economic, Business, & Entrepreneurial Literacy</p> <p>___ Health Literacy</p>	<p><u>X</u> Creativity & Innovation: [blending classic or unique writing styles with original ideas and observations]</p> <p>___ Media Literacy</p> <p><u>X</u> Critical Thinking & Problem Solving; [blending personal style with the style of renown authors]</p> <p>___ Life and Career Skills (<i>flexibility, initiative, cross-cultural skills, productivity, leadership, etc.</i>)</p> <p>___ Information & Communication Technologies Literacy</p> <p>___ Communication & Collaboration</p>

Interdisciplinary Connections & Career Ready Practices (Note Applicable Standards):	Integration of Technology:	21 st Century Themes:	21 st Century Skills:
			____ Information Literacy

Resources:
<p>Texts/Materials: Purdue University’s Owl Writing Lab, for student access & reference Glencoe Text, British Literature, for poem source reference(for student choice) Teacher Created Supplements – author emulation assignments PowerPoint Presentations:</p> <ul style="list-style-type: none"> • Dickinson, The Poet of Dread • “Whitman, The Father of American Poetry” <p>Physical Prompts: (antique items) Excerpts of <i>Survivor</i>, by Chuck Palanuik Excerpts of <i>The Road</i>, by Cormack McCarthy Excerpts of <i>Leaves of Grass</i> by Walt Whitman Excerpts from <i>The Complete Works of Emily Dickinson</i></p> <ul style="list-style-type: none"> • “I heard a fly Buzz—when I died” • “Because I could Not Stop for Death” • “Hope is the thing with feathers” • "I felt a Funeral, in my Brain" • "I'm Nobody! Who are you?" • "My Life had stood - a Loaded Gun" <p>Excerpts from <i>The Best of American Poets (students choose from anthology of American poets)</i> Excerpts of <i>The Bluest Eye</i> by Toni Morrison (chapters: “Winter” & “Spring”) Poe <i>Valentine</i> to Frances Sargent Osgood Grimm’s Fairytales (student choice) Sonnets:</p> <ul style="list-style-type: none"> • “London” by Wordsworth • “Sonnet LXXIII” by Shakespeare • “Sonnet LIV” by Spenser <p><i>That’s All</i> by Harold Pinter</p>

Unit: 5 / Focus on the Senses	Recommended Duration: [6-8 Weeks, April -June]
<p>Unit Description: After participation in a number of sensory activities and upon thoughtfully manipulating physical prompts, students will engage in writing tasks that ask them to employ figurative language to impact or ‘move’ the reader or listener: They will compare similar words for likeness, differences, and nuances in meaning to make mature language choices; examine the impact of strategic word choices on a particular work, and experiment with figurative language, revising writing to enhance and/or evoke the reader’s imagination or to strengthen the writers theme. Above all, tasks will invite students to construct pieces that are unique, engaging and beautiful, and formulate images in the readers’ imagination.</p>	
Essential Questions:	Enduring Understandings:
<ul style="list-style-type: none"> • How do literary devices enhance a text? • How can unique experiences or mundane objects inspire a writer’s imagination? • How can one utilize life experiences as a foundation for creative and expressive writing? • What does learning about ourselves teach us about others? 	<ul style="list-style-type: none"> • Strong verbs and nouns, concrete details, and sensory language help make meaning clear and engage the reader. • Writing can be used to make meaning of one’s own experience, and help us to gain a deeper appreciation for the perspective/experiences of others.

Relevant Standards:	Learning Goals:	Learning Objectives:
<p>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.</p> <p>NJSLS.RL.11-12.4. Determine the meaning of words and phrases as they are used in the text, including figurative and connotative meanings; analyze the impact of specific word choices on meaning and tone, including words with multiple meanings or language that is particularly fresh, engaging, or beautiful. (e.g.,</p>	<p>1. Students will participate effectively in a range of collaborative tasks and discussions with diverse partners on creative writing topics, building on the ideas of others and expressing one’s own clearly and persuasively.</p> <p>2. Students will write narratives and/ or poems (DI choice) to develop real or imagined experiences using effective technique, well-chosen details, and engaging language.</p>	<p>1. Express visceral experiences in a clear and engaging manner in a number of creative writing tasks:</p> <ul style="list-style-type: none"> • Active Sensory Experiment (Walking Mutely) • The Long Rain (Storm Simulation) <p>2. Compose writing products that express powerful emotions or ideas using language that if beautiful and compelling:</p> <ul style="list-style-type: none"> • Sijo • Crayola Poetry

Relevant Standards:	Learning Goals:	Learning Objectives:
<p>Shakespeare as well as other authors.)</p> <p>NJSLSA.W4. Produce clear and coherent writing in which the development, organization, and style are appropriate to task, purpose, and audience.</p> <p>NJSLS. W.11-12.1.D. Establish and maintain a style and tone appropriate to the audience and purpose (e.g. formal and objective for academic writing) while attending to the norms and conventions of the discipline in which they are writing.</p> <p>W.11-12.3. Write narratives to develop real or imagined experiences or events using effective technique, well-chosen details, and well-structured event sequences.</p> <p>W.11-12.10. Write routinely over extended time frames (time for research, reflection, and revision) and shorter time frames (a single sitting or a day or two) for a range of tasks, purposes.</p> <p>NJSLSA.W5. Develop and strengthen writing as needed by planning, revising, editing, rewriting, or trying a new approach.</p> <p>NJSLSA.L3. 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</p>	<p>3. Students will actively participate in exploratory writing practices and compose products that reflect and adequately detail the experiences to engage an audience.</p>	<p>3. Compose writing products that explore the inner self and/or explore the character of others:</p> <ul style="list-style-type: none"> • Tri-face Assignment • The Language portrait <p>4. Integrate sources of information from media formats into an original writing product that compels the reader in unique or compelling ways:</p> <ul style="list-style-type: none"> • TX-Message Poetry • Vicarious Nature Walk <p>5. Analyze the effectiveness of the structure a peer author used in his/her piece, particularly for effective rhetoric, figurative language usage, and authenticity</p> <p>6. Initiate and participate effectively in a collaborative sessions to discusses areas of strengths and successes.</p> <p>7. Speak before an audience of peers, reciting original works in an effective manner.</p> <p>8. Reflect, revise, and rewrite to improve a selected writing product for resubmission or for self-satisfaction/ authenticity.</p> <p>9. Use all prior leaning in an original piece that clearly demonstrates unique style or an identifiable voice.</p> <p>10. Interpret figurative language and critique its</p>

Relevant Standards:	Learning Goals:	Learning Objectives:
reading or listening. NJSLs. L.11-12.5. Demonstrate understanding of figurative language, word relationships, and nuances in word meanings.		usage. 11. Analyze the connections and effectiveness between ideas and the written construction.

Formative Assessments	Summative Assessments:	Performance Assessments:	Major Activities/ Assignments (required):
<ul style="list-style-type: none"> • Collaborative Discussions • Drafts/ Informal Writing Tasks • Writers' Workshop • Independent Tasks/Writing 	<ul style="list-style-type: none"> • Formal Written Products/ Revision Process • CSA • Voluntary Rewrites • Portfolio 	<ul style="list-style-type: none"> • Recitation & Performance • Peer-Share & Feedback Sessions • Silent Read & Writing Feedback 	<ul style="list-style-type: none"> • Finalize Portfolio • CSA Revision Submission • Active Sensory Experiment (Walking Mutely) • Sijo • The Long Rain (Storm Simulation) • Crayola Poetry • TX-Message Poetry • Tri-face Assignment • The Language Portrait

Possible Assessment Adjustments (Modifications /Accommodations/ Differentiation):			
Special Education Students	English Language Learners (ELLs)	At-Risk Learners	Advanced Learners
Flexible/ extended time Modified writing rubric/ or modified assessment as per special need (ex.: technology)	Flexible/ extended time Modified writing rubric	Flexible/ extended time	Advanced rubric assessment

Instructional Strategies:
<p>Setting Objectives and Providing Feedback</p> <ul style="list-style-type: none"> • Set a core goal for each unit • Create Policy that outlines specific goals & expectations that students must attain and the grade they will receive if they meet those expectations. <p>Reinforcing Effort and Providing Recognition</p> <ul style="list-style-type: none"> • Peer Sharing & Feedback on Successes • Private & Positive Teacher Feedback

<p>Instructional Strategies:</p> <ul style="list-style-type: none"> Encouraging Contest Entry <p>Nonlinguistic Representations</p> <ul style="list-style-type: none"> Incorporate words and images and symbols to represent relationships (grammar). Use physical models and physical movement as writing prompt (tasks). <p>Cooperative Learning</p> <ul style="list-style-type: none"> Common experiences or interests Vary group sizes and objectives. Design group work: appropriate use of social skills and individual and group accountability. <p>Cues, Questions, and Unique Organizers (To help students use what they already know about a topic to enhance further learning)</p> <ul style="list-style-type: none"> Pause briefly after asking a question. Tell a story, skim a text, or create a graphic image. <p>Identifying Similarities and Differences</p> <ul style="list-style-type: none"> Engage students in comparing, classifying, and creating using figurative devices, sentence forms, and power words.
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Possible Instructional Adjustments (Modifications /Accommodations/ Differentiation):			
Special Education Students	English Language Learners (ELLs)	At-Risk Learners	Advanced Learners
Cueing; physical movement; copies of notes; assignment modification as per need; preferential seating and grouping; timeline modification; concrete examples	Technology & Google translation; peer partnerships; timeline & task modification; mastery assessment accommodation; concrete examples	Timeline & pace modification; provide choice; preferential seating and pairing; modified sharing practice	Provide task/topic choice opportunities; One-on-one conferencing; Advanced rubric assessment

<p>Unit Vocabulary:</p> <p>Essential: metaphor v. synonym; figurative language, imagery, nuance, cliché, fluency</p> <p>Non-Essential: engaging, lush, free-verse</p>
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Interdisciplinary Connections & Career Ready Practices (Note Applicable Standards):	Integration of Technology:	21st Century Themes:	21st Century Skills:
E/LA: Writing Science: How one's environment	Substitution: In many cases, Google Docs to replace Microsoft Word	___ Global Awareness	__X__ Creativity & Innovation: [original writing from unique prompts]

Interdisciplinary Connections & Career Ready Practices (Note Applicable Standards):	Integration of Technology:	21 st Century Themes:	21 st Century Skills:
<p>effects the senses; color therapy</p> <p>Technology: Word Processing</p>	<p>Augmentation: Google Sharing</p> <p>Modification: using the commenting service in Google Doc to collaborate and to share feedback on a given task.</p> <p>Redefinition: contest search, research the work of others, create original work, and entry into challenge.</p>	<p><input type="checkbox"/> Civic Literacy</p> <p><input type="checkbox"/> Financial, Economic, Business, & Entrepreneurial Literacy</p> <p><input checked="" type="checkbox"/> Health Literacy – [awareness: experiencing ‘disabilities’]</p>	<p><input type="checkbox"/> Media Literacy</p> <p><input checked="" type="checkbox"/> Critical Thinking & Problem Solving: [resolving physical challenges and describing the effects in writing]</p> <p><input checked="" type="checkbox"/> Life and Career Skills (<i>flexibility, initiative, cross-cultural skills, productivity, leadership, etc.</i>): awareness of the challenges of those with special needs builds understanding and tolerance]</p> <p><input checked="" type="checkbox"/> Communication & Collaboration</p>

Resources:
<p>Texts/Materials:</p> <p>Teacher Created Supplements (writing prompts & assignments)</p> <p>Whiteboard/PowerPoint Presentations:</p> <ul style="list-style-type: none"> • Sijo writing instruction • Language Portrait writing instruction (expanded)) • Photograph Manipulation instruction <p>Physical Prompts (teacher supplied: crayons, dried food & organic items)</p> <p>Excerpts from <i>The Illustrated Man</i> by Ray Bradbury</p> <ul style="list-style-type: none"> • “The Long Rain”(short story) <p><i>Thunderstorm</i>, CD</p> <p><i>Dodge Poetry Festival</i> Materials:</p> <ul style="list-style-type: none"> • Poetry Selections, student choice, by Elizabeth Alexander* • Francisco Aragón • Renée Ashley • Ellen Bass* • Jan Beatty • William Brewer • Jericho Brown • Marina Carreira • Andrés Cerpa • Tina Chang • Cortney Lamar Charleston • Marilyn Chin* • Sandra Cisneros • Henri Cole • Aaron Coleman • Kwame Dawes* • Safia Elhillo • William Evans • Naomi Extra • María Fernanda • Forrest Gander* • Ross Gay • Maria Mazziotti Gillan • Rigoberto González • Linda Gregerson* • Juan Felipe

Resources:

Herrera • Brenda Hillman* • David Hinton • Nicole Homer • Marie Howe* • Eileen Huang • Rob Hylton • Joy Ladin • Joseph O. Legaspi • Raymond Luczak • Jasmine Mans • Khaled Mattawa (not exclusive)