

Secaucus
Board of
Education

Creative Writing
Course Code: 1537
English Language Arts Literacy



Born on October 2016
Aligned to the NJSLS-ELA adopted 2016
Aligned to the Technology and 21st Century Life and Careers Standards adopted 2014
Adopted by the Secaucus Board of Education December 22, 2016

District Equity Statement

The Board of Education directs that all students enrolled in the schools of this district shall be afforded equal educational opportunities in strict accordance with the law. No students shall be denied access to or benefit from any educational program or activity or from a co-curricular or athletic activity on the basis of the student's race, color, creed, religion, national origin, ancestry, age, marital status, affectional or sexual orientation, gender, gender identity or expression, socioeconomic status, or disability. The Board directs the Superintendent to allocate faculty, administrators, support staff members, curriculum materials, and instructional equipment supplies among and between the schools and classes of this district in a manner, that ensures equivalency of educational opportunity throughout this district. The school district's curricula in the following areas will eliminate discrimination, promote mutual acceptance and respect among students, and enable students to interact effectively with others, regardless of race, color, creed, religion, national origin, ancestry, age, marital status, affectional or sexual orientation, gender, gender identity or expression, socioeconomic status, or disability:

1. School climate/learning environment
2. Courses of study, including Physical Education
3. Instructional materials and strategies
4. Library materials
5. Software and audio-visual materials
6. Guidance and counseling
7. Extra-curricular programs and activities
8. Testing and other assessments.

Excerpt from Secaucus Board of Education, Policy 5750, Edited September 2016

Course Description

This course is an introduction to the craft of creative writing. In the context of a variety of genres, students will examine literary conventions as well as the writing techniques and tools essential to effective writing and editing. This course is also designed to sharpen students' awareness of, and skill in, using the elements of poetry. Students will complete a number of original poems in a variety of traditional and contemporary forms and styles. The class will discuss its own creative work and a wide variety of anthologized poetry in a workshop setting. Finally, this course will include an examination and discussion of the art and craft of contemporary nonfiction, including the submission of work for publication and market analysis techniques.

Interdisciplinary Connections

- ✓ Graphic Design
- ✓ Photography
- ✓ Music
- ✓ Art
- ✓ Mass Media

Potential Course Modifications (ELLs, Special Education, Gifted and Talented)

The teacher will determine, with the assistance of guidance counselors, teacher assistant/aides, educational specialists, and/or special education teachers, what modifications will be made for his/her students. Such examples of modifications can include, but not be limited to:

- Extended time as needed
- Modification of tests and quizzes

- Preferential seating
- Alternative/Formative assessment (projects)
- Effective teacher questioning (ranging from simple recall to higher order critical thinking questions)
- Supplemental materials
- Cooperative learning
- Teacher tutoring
- Peer tutoring
- Differentiated Instruction

Unit 1:	What is “Creative” Writing? The Sentence, The Paragraph and The Transition					
Timing:	Approximately six weeks. Pacing, summative and formative assessments will be differentiated as per readiness level (Honors, A, and L/R), student needs, and IEP modifications.					
Standards:	New Jersey Student Learning Standards					
	Reading		Writing		Speaking/Listening	Language
	RL.9-10.2 RL.9-10.3 RL.9-10.4 RL.9-10.5 RL.9-10.6 RL.9-10.7 RL.9-10.10	RL.11-12.2 RL.11-12.3 RL.11-12.4 RL.11-12.5 RL.11-12.7 RL.11-12.10	W.9-10.2.D W.9-10.3.A W.9-10.3.B W.9-10.3.C W.9-10.3.D W.9-10.3.E W.9-10.5 W.9-10.9 W.9-10.10	W.11-12.2.D W.11-12.3.A W.11-12.3.B W.11-12.3.C W.11-12.3.D W.11-12.3.E W.11-12.5 W.11-12.9 W.11-12.10	SL.9-10.1.A SL.9-10.1.C SL.11-12.1.A SL.11-12.1.C	L.9-10.1.B L.9-10.2 L.9-10.3.A L.9-10.4 L.11-12.1.B L.11-12.2 L.11-12.3.A L.11-12.4
	Tech	8.1.12.A.2, 8.1.12.D.1, 8.1.12.D.2				
Career Ready Practices:	CRP1, CRP2, CRP3, CRP6, CRP7, CRP8, CRP11					

Essential Questions:	Objectives:	Activities, Investigation, and Student Experiences:
<ul style="list-style-type: none"> • What distinguishes “creative writing” from any other genre? • How can the basic building blocks of written communication be honed to demand your audience’s attention? 	<p>Students will be able to:</p> <ul style="list-style-type: none"> ❖ Identify and explain choices professional writers make in literary texts. ❖ Develop an understanding of their own influences and aesthetic values as writers and how their own work fits into larger literary traditions. ❖ Apply a wide range of strategies to comprehend, interpret, evaluate, and appreciate texts. ❖ Apply knowledge of language structure, language conventions (e.g., spelling and punctuation), media techniques, figurative language, and genre to create, critique, and discuss print and non-print texts. ❖ Understand that all writing is creative, and it stands as the cornerstone of civilization. ❖ Analyze how an author’s word choice affects a reader’s understanding of literature. ❖ Analyze author’s use of style and structure ❖ Write for a specific purpose and audience ❖ Read required texts prior to discussions ❖ Analyze the impact of the connections and distinctions between ideas, individuals, and events on the reader ❖ Understand and apply conversational, academic, and domain specific vocabulary ❖ Revise and edit intentionally to improve writing ❖ Engage in conversations about grade-appropriate topics and texts ❖ Avoid plagiarism in writing 	<p>Read a variety of texts through history including excerpts from:</p> <ul style="list-style-type: none"> • <i>The Epic of Gilgamesh</i> • <i>The Song of Songs</i> • <i>Bhagavad Gita</i> <p>Examine how each text appealed to its audience and what it inspired in them.</p> <p>Craft and revise the building blocks of prose utilizing a variety</p> <p style="text-align: center;"><u>Sample Assignment</u> <u>Response to Art</u></p> <p>To prepare for analyzing and writing about various texts, students may begin a creative writing piece by writing about a piece of art or a photograph. The instructor shows a photograph or painting and without any discussion, students write about what feelings or mood the piece inspires in them. Then, students share their ideas and thoughts to brainstorm ideas for a piece of writing. The teacher might give a short prompt such as: "Write as though you are one of the people in this photograph." The teacher might</p>

	<ul style="list-style-type: none"> ❖ Assess the credibility and accuracy of each source ❖ Analyze the impact of the author’s point of view or purpose choices on the reader ❖ Critically examine how word choice impacts meaning ❖ Critically examine how word choice impacts tone 	<p>also ask students to draft a list of words they would use to describe the piece of art and then use those words to create a short story or poem about the piece.</p> <p style="text-align: center;"><u>Sample Assignment</u> <u>Creating a Hero</u></p> <p>In small groups, students will complete a chart to begin creating their own epic hero and epic journey. Students will complete the following:</p> <ol style="list-style-type: none"> 1) Name of Hero 2) The Force the Hero will battle 3) The Journey (specifically where will the journey start and finish) 4) Obstacles the Hero must overcome 5) How will the epic end 6) Theme or Real Reason hero took the journey <p>*Extension Activity: Create a children's book detailing the hero's journey.</p>
--	------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------	--------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------

Assessments:	Materials:	Resources:
Class participation and presentations Creative and analytical writing Annotating texts Test and Quizzes Daily Writer's Journal Weekly Essay Unit Composition of student's choice	<i>The Elements of Style</i> , By William Strunk Jr., and E.B. White. Interactive Whiteboard DVD/video player Laptops with Internet access	<u>The Epic of Gilgamesh</u> <u>The Song of Songs</u> <u>Bhagavad Gita</u> <u>The Hero's Journey and Archetypes</u>

Unit 2:	Introductions, Salutations and The Art of Description					
Timing:	Approximately six weeks. Pacing, summative and formative assessments will be differentiated as per readiness level (Honors, A, and L/R), student needs, and IEP modifications.					
Standards:	New Jersey Student Learning Standards					
	Reading		Writing		Speaking/Listening	Language
	RL.9-10.2	RL.11-12.2	W.9-10.2.D	W.11-12.2.D	SL.9-10.1.A	L.9-10.1.B
	RL.9-10.3	RL.11-12.3	W.9-10.3.A	W.11-12.3.A	SL.9-10.1.C	L.9-10.2
	RL.9-10.4	RL.11-12.4	W.9-10.3.B	W.11-12.3.B		L.9-10.3.A
RL.9-10.5	RL.11-12.5	W.9-10.3.C	W.11-12.3.C	SL.11-12.1.A	L.9-10.4	
RL.9-10.6	RL.11-12.7	W.9-10.3.D	W.11-12.3.D	SL.11-12.1.C		
RL.9-10.7	RL.11-12.10	W.9-10.3.E	W.11-12.3.E		L.11-12.1.B	
RL.9-10.10		W.9-10.5	W.11-12.5		L.11-12.2	
		W.9-10.9	W.11-12.9		L.11-12.3.A	
		W.9-10.10	W.11-12.10		L.11-12.4	
Tech	8.1.12.A.2, 8.1.12.D.1, 8.1.12.D.2					
Career Ready Practices:	CRP1, CRP2, CRP3, CRP6, CRP7, CRP8, CRP11					

Essential Questions:	Objectives:	Activities, Investigation, and Student Experiences:
<ul style="list-style-type: none"> • How is written communication a relationship between author and audience? • Why must the opening and closing of a piece leave an impression? • Why is a richness of description essential for any text? 	<p>Students will be able to:</p> <ul style="list-style-type: none"> ❖ Practice describing a person, place or thing in such a way that a picture is formed in the reader's mind. ❖ Capture an event through descriptive writing by paying close attention to the details and using their five senses. ❖ Revise sentences to incorporate imagery and sensory detail. ❖ Understand the deliberate choices that authors make with regard to diction and detail. ❖ Understand that all text is an agreement between writer and audience. ❖ Understand that a text is considered worthwhile if it has fulfilled the expectations of the audience or exceeded them. ❖ Examine how an appeal to all of the audience's senses is a necessary element to the craft of writing. ❖ Analyze how an author's word choice affects a reader's understanding of literature. ❖ Analyze author's use of style and structure ❖ Write for a specific purpose and audience ❖ Read required texts prior to discussions ❖ Analyze the impact of the connections and distinctions between ideas, individuals, and events on the reader ❖ Understand and apply conversational, academic, and 	<p>Review elements of the descriptive essay</p> <p>Read a variety of texts including excerpts from <i>Remembrance of Things Past</i> by Marcel Proust and <i>If I Die in a Combat Zone, Box Me Up and Ship Me Home</i> by Tim O'Brien.</p> <ul style="list-style-type: none"> • Discuss how well or badly each piece grabbed their attention. • Create "Grand Openings" and "Dramatic Exits". • Discuss each other's work. <p>Play "Guess That Object" based only on written descriptions.</p> <p style="text-align: center;"><u>Sample Assignment</u> <u>Voice</u></p> <p>Students will pick a family member or close friend whose character fascinates them in some way. Have students begin an essay by doing a character sketch of this person. Suggest that they include traits unique to the person and passages of dialogue that showcase that person's voice.</p>

	<p>domain specific vocabulary</p> <ul style="list-style-type: none"> ❖ Revise and edit intentionally to improve writing ❖ Engage in conversations about grade-appropriate topics and texts ❖ Avoid plagiarism in writing ❖ Assess the credibility and accuracy of each source ❖ Analyze the impact of the author’s point of view or purpose choices on the reader ❖ Critically examine how word choice impacts meaning ❖ Critically examine how word choice impacts tone 	<p style="text-align: center;"><u>Sample Assignment</u> <u>Sound and Memory</u></p> <p>Have students work on the difficult task of teasing out early memories by focusing on the first sound they remember hearing. Afterward, ask students to begin an essay that both describes the memory and explores the significance of it. An entire essay can be constructed around memories of something specific, like sound. Often, writers will go regularly to the same memories for inspiration and neglect the small memories which can sometimes inform the entire character or crisis of the narrator.</p> <p style="text-align: center;"><u>Sample Assignment</u> <u>Unique Characters</u></p> <p>House as character exercise: Tell students to begin an essay with a description of a house or room. The space should function as character and reveal something of the people who inhabit the space. Imagery should address all the senses and communicate the appropriate mood for the story.</p>
--	-----------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------	--------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------

Assessments:	Materials:	Resources:
Class participation and presentations Creative and analytical writing Annotating texts Test and Quizzes Daily Writer's Journal Weekly Essay Unit Composition of student's choice	<i>The Elements of Style</i> , By William Strunk Jr., and E.B. White. Interactive Whiteboard DVD/video player Laptops with Internet access	The Descriptive Essay The Online Writing Lab @Purdue

Unit 3:	Poetry- The First Form					
Timing:	Approximately six weeks. Pacing, summative and formative assessments will be differentiated as per readiness level (Honors, A, and L/R), student needs, and IEP modifications.					
Standards:	New Jersey Student Learning Standards					
	Reading		Writing		Speaking/Listening	Language
	RL.9-10.2 RL.9-10.3 RL.9-10.4 RL.9-10.5 RL.9-10.6 RL.9-10.7 RL.9-10.10	RL.11-12.2 RL.11-12.3 RL.11-12.4 RL.11-12.5 RL.11-12.7 RL.11-12.10	W.9-10.2.D W.9-10.3.A W.9-10.3.B W.9-10.3.C W.9-10.3.D W.9-10.3.E W.9-10.5 W.9-10.9 W.9-10.10	W.11-12.2.D W.11-12.3.A W.11-12.3.B W.11-12.3.C W.11-12.3.D W.11-12.3.E W.11-12.5 W.11-12.9 W.11-12.10	SL.9-10.1.A SL.9-10.1.C SL.11-12.1.A SL.11-12.1.C	L.9-10.1.B L.9-10.2 L.9-10.3.A L.9-10.4 L.11-12.1.B L.11-12.2 L.11-12.3.A L.11-12.4
	Tech	8.1.12.A.2, 8.1.12.D.1, 8.1.12.D.2				
Career Ready Practices:	CRP1, CRP2, CRP3, CRP6, CRP7, CRP8, CRP11					

Essential Questions:	Objectives:	Activities, Investigation, and Student Experiences:
<ul style="list-style-type: none"> ● What defines poetry as such? ● Why has the form endured so long? ● How is poetry a literary art form? 	<p>Students will be able to:</p> <ul style="list-style-type: none"> ❖ Understand the concept of sensory imagery in poetry and literature. ❖ Appreciate the history of poetry as an orally transmitted form of artistic expression dating back to ancient history. ❖ Understand the stylistic differences between performance poetry and other poetic form. ❖ Understand how verbal dynamics as well as non-verbal communication such as posture, gesture, and movement affect the tone of the poem. Recognize poetry from a variety of cultures, languages and historic periods. ❖ Analyze the various elements of poetry, such as diction, tone, form, genre, imagery, figures of speech, symbolism, theme, etc. ❖ Identify a variety of forms and genres of poetry from diverse cultures and historic periods, such as haiku, tanka, sonnets, ballads, dramatic monologues, free verse, etc. ❖ Recognize the rhythms, metrics and other musical aspects of poetry. ❖ Read and discuss selected poems in translation. Analyze how an author’s word choice affects a reader’s understanding of literature. ❖ Analyze author’s use of style and structure ❖ Write for a specific purpose and audience ❖ Read required texts prior to discussions ❖ Analyze the impact of the connections and distinctions between ideas, individuals, and events on the reader 	<p>Examine a variety of poetic texts throughout history. (Gwendolyn Brooks, “We Real Cool”, Sharon Olds, “I Go Back to May 1937” Billy Collins partially “found poem” “Victoria’s Secret”</p> <p>Become familiar with a number of forms; haiku, sestina, sonnet, etc.</p> <p>Understand the link between poetry, song lyrics, hip hop, and the oral tradition of storytelling.</p> <p style="text-align: center;"><u>Sample Assignment</u> <u>“To love or not to love poetry, that is the question...”</u></p> <p>Have students free write about their experiences (good and bad) with poetry. Then read and discuss Billy Collin’s “Introduction to Poetry” and compare and contrast that with the students’ own “introductions” to the form.</p> <p style="text-align: center;"><u>Sample Assignment</u> <u>Poetry in Motion</u></p> <p>Watch Animated Poems by Billy Collins. Create</p>

	<ul style="list-style-type: none"> ❖ Understand and apply conversational, academic, and domain specific vocabulary ❖ Revise and edit intentionally to improve writing ❖ Engage in conversations about grade-appropriate topics and texts ❖ Avoid plagiarism in writing ❖ Assess the credibility and accuracy of each source ❖ Analyze the impact of the author’s point of view or purpose choices on the reader ❖ Critically examine how word choice impacts meaning ❖ Critically examine how word choice impacts tone 	<p>one of your own</p> <p>Listen Spoken Word poetry @ Button Poetry</p> <p style="text-align: center;"><u>Sample Assignment</u> <u>Twitter Haiku</u></p> <p>Create a poem or story in 140 characters. Learn more at the site One Forty Fiction.</p>
Assessments:	Materials:	Resources:
<p>Poetry Portfolio</p> <p>Class participation and presentations</p> <p>Creative and analytical writing</p> <p>Annotating texts</p> <p>Test and Quizzes</p> <p>Daily Writer's Journal</p> <p>Weekly Essay</p> <p>Unit Composition of student's choice</p>	<p><i>The Elements of Style</i>, By William Strunk Jr., and E.B. White.</p> <p>Interactive Whiteboard</p> <p>DVD/video player</p> <p>Laptops with Internet access</p>	<p>“We Real Cool”, Gwendolyn Brooks</p> <p>Sharon Olds, “I Go Back to May 1937”</p> <p>Billy Collins partially “found poem” “Victoria’s Secret”</p> <p>Hip Hop and the Classics</p>

Unit 4:	Prose- Show, Don't Tell. The Essay, The Short Story and The Novel					
Timing:	Approximately six weeks. Pacing, summative and formative assessments will be differentiated as per readiness level (Honors, A, and L/R), student needs, and IEP modifications.					
Standards:	New Jersey Student Learning Standards					
	Reading		Writing		Speaking/Listening	Language
	RL.9-10.2 RL.9-10.3 RL.9-10.4 RL.9-10.5 RL.9-10.6 RL.9-10.7 RL.9-10.10	RL.11-12.2 RL.11-12.3 RL.11-12.4 RL.11-12.5 RL.11-12.7 RL.11-12.10	W.9-10.2.D W.9-10.3.A W.9-10.3.B W.9-10.3.C W.9-10.3.D W.9-10.3.E W.9-10.5 W.9-10.9 W.9-10.10	W.11-12.2.D W.11-12.3.A W.11-12.3.B W.11-12.3.C W.11-12.3.D W.11-12.3.E W.11-12.5 W.11-12.9 W.11-12.10	SL.9-10.1.A SL.9-10.1.C SL.11-12.1.A SL.11-12.1.C	L.9-10.1.B L.9-10.2 L.9-10.3.A L.9-10.4 L.11-12.1.B L.11-12.2 L.11-12.3.A L.11-12.4
	Tech	8.1.12.A.2, 8.1.12.D.1, 8.1.12.D.2				
Career Ready Practices:	CRP1, CRP2, CRP3, CRP6, CRP7, CRP8, CRP11					

Essential Questions:	Objectives:	Activities, Investigation, and Student Experiences:
<ul style="list-style-type: none"> ● Why must we “show, not tell” and what does this mean? ● How do the various forms of prose function? ● If poetry is as useful as we have learned, why is prose necessary? 	<p>Students will be able to:</p> <ul style="list-style-type: none"> ❖ Apply a wide range of strategies to comprehend, interpret, evaluate, and appreciate texts. ❖ Apply knowledge of language structure, language conventions (e.g., spelling and punctuation), media techniques, figurative language, and genre to create, critique, and discuss print and non-print texts. ❖ Understand how prose came into its own with the dawn of common literacy. ❖ Understand that the audience must “shown” not “told”. ❖ Analyze the how forms of prose function as an information delivery system, each with their own set of rules. ❖ Analyze how an author’s word choice affects a reader’s understanding of literature. ❖ Analyze author’s use of style and structure ❖ Write for a specific purpose and audience ❖ Read required texts prior to discussions ❖ Analyze the impact of the connections and distinctions between ideas, individuals, and events on the reader ❖ Understand and apply conversational, academic, and domain specific vocabulary ❖ Revise and edit intentionally to improve writing ❖ Engage in conversations about grade-appropriate topics and texts 	<p>Create their own essays, and short stories and create the scaffold and “chart” of a novel.</p> <p>Read selections from Poe, Hawthorne, Bradbury and Hemingway.</p> <p style="text-align: center;"><u>Sample Assignment</u> <u>The Birthmark</u></p> <p>Have students read “The Birthmark” by Nathaniel Hawthorne</p> <p style="text-align: center;"><i>“This American Life” Project</i></p> <p>Following the group discussion of the story, students will be put into groups of four (six groups of four in all). The teacher will pass out a general guideline for the project and review the directions. Students will pretend that they are working for the popular NPR show “This American Life”. For this assignment, they should pretend that they have been asked to produce a segment for this week’s show on the topic of scientific advancement. Students will write a script for a segment in which they depict the story of <i>The Birthmark</i> as if it actually happened. In their segment they should recount</p>

	<ul style="list-style-type: none"> ❖ Avoid plagiarism in writing ❖ Assess the credibility and accuracy of each source ❖ Analyze the impact of the author’s point of view or purpose choices on the reader ❖ Critically examine how word choice impacts meaning ❖ Critically examine how word choice impacts tone 	<p>the details of the story accurately and formulate some kind of response to the story as a whole. They may choose to highlight the story as a positive example of science or a negative example of scientific advancement, however, they should demonstrate a definite option. Once students have written their script, they will record a podcast of their script/show on the computer and then upload it to the class blog.</p> <p>Note: Students will preview a segment of “This American Life” to give them an idea of how the show is produced and recorded. They may make variations as they see fit.</p> <p style="text-align: center;"><u>Sample Assignment</u> <u>The Pedestrian</u></p> <p>Have students read Ray Bradbury’s “The Pedestrian”</p> <p>Activity: Students easily rattle off the standard definition for setting, time and place. Few, however, recognize its importance. Help students recognize the importance of setting in "The Pedestrian" by creating a citizen profile for the average citizen in Leonard Mead's world.</p> <p>1) Brainstorm as a class probable</p>
--	---------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------	--------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------

		<p>characteristics for a citizen in 2053, according to Bradbury. For example, he or she ignores the environment, watches TV constantly, does not know the neighbors, and never goes on vacation.</p> <ol style="list-style-type: none">2) Write the words "Profile of Citizen of 2053" in the center of the board and circle it.3) Draw three lines extending from the circle.4) Write a characteristic of a common citizen of 2053 next to each line, with a specific passage from the story to support it.5) Write a paragraph profile.
--	--	------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------

Assessments:	Materials:	Resources:
<p>Class participation and presentations</p> <p>Creative and analytical writing</p> <p>Annotating texts</p> <p>Test and Quizzes</p> <p>Daily Writer's Journal</p> <p>Weekly Essay</p> <p>Unit Composition of student's choice</p>	<p><i>The Elements of Style</i>, By William Strunk Jr., and E.B. White.</p> <p>Interactive Whiteboard</p> <p>DVD/video player</p> <p>Laptops with Internet access</p>	<p>The Pedestrian by Ray Bradbury</p> <p>“This American Life”</p> <p>The Birthmark by Nathaniel Hawthorne</p>

Unit 5:	Our Favorite Subject- The Memoir and Why it is Vital to Talk about Ourselves					
Timing:	Approximately six weeks. Pacing, summative and formative assessments will be differentiated as per readiness level (Honors, A, and L/R), student needs, and IEP modifications.					
Standards:	New Jersey Student Learning Standards					
	Reading		Writing		Speaking/Listening	Language
	RL.9-10.2 RL.9-10.3 RL.9-10.4 RL.9-10.5 RL.9-10.6 RL.9-10.7 RL.9-10.10	RL.11-12.2 RL.11-12.3 RL.11-12.4 RL.11-12.5 RL.11-12.7 RL.11-12.10	W.9-10.2.D W.9-10.3.A W.9-10.3.B W.9-10.3.C W.9-10.3.D W.9-10.3.E W.9-10.5 W.9-10.9 W.9-10.10	W.11-12.2.D W.11-12.3.A W.11-12.3.B W.11-12.3.C W.11-12.3.D W.11-12.3.E W.11-12.5 W.11-12.9 W.11-12.10	SL.9-10.1.A SL.9-10.1.C SL.11-12.1.A SL.11-12.1.C	L.9-10.1.B L.9-10.2 L.9-10.3.A L.9-10.4 L.11-12.1.B L.11-12.2 L.11-12.3.A L.11-12.4
	Tech	8.1.12.A.2, 8.1.12.D.1, 8.1.12.D.2				
Career Ready Practices:	CRP1, CRP2, CRP3, CRP6, CRP7, CRP8, CRP11					

Essential Questions:	Objectives:	Activities, Investigation, and Student Experiences:
<ul style="list-style-type: none"> • How does writing offer catharsis? • Why is a richness of description essential for any text? • “Write about what you know”, why is this advice valuable? 	<p>Students will be able to:</p> <ul style="list-style-type: none"> ❖ Practice strategies for accessing memories and generating ideas, ❖ Explore a variety of story structures, practice the use of specific and sense detail, and further develop our abilities to write in scenes. ❖ Understand the concept of voice. ❖ Refine their skills in giving and receiving meaningful feedback. ❖ Understand that all art, including writing, is self-referential. ❖ Understand that the author has no greater subject matter, or starting point, than his or her own individual experience. ❖ Analyze how an author’s word choice affects a reader’s understanding of literature. ❖ Analyze author’s use of style and structure ❖ Write for a specific purpose and audience ❖ Read required texts prior to discussions ❖ Analyze the impact of the connections and distinctions between ideas, individuals, and events on the reader ❖ Understand and apply conversational, academic, and domain specific vocabulary ❖ Revise and edit intentionally to improve writing ❖ Engage in conversations about grade-appropriate topics and texts ❖ Avoid plagiarism in writing 	<p>In this unit students will read text including passages from:</p> <ul style="list-style-type: none"> • “Mirror in My House” by Sean O’Casey • “Homecoming, With Turtle” by Junot Diaz. • “Fishcheeks” by Amy Tan • “A Litany” by Gregory Orr • “The Portrait” by Stanley Kunitz • “Bullet in the Brain” by Tobias Wolf (audio Act 6) <p>Play a variety of interview and introduction games.</p> <p>Create the first few chapters of their own memoirs and share with the class.</p> <p style="text-align: center;"><u>Sample Assignment</u> <u>Listening to Stories</u></p> <p>In preparation for students writing about their own lives, have them listen to the following:</p> <ul style="list-style-type: none"> • From This American Life, a moving story about a Chinese-American boy, who doesn't speak Chinese,

	<ul style="list-style-type: none"> ❖ Assess the credibility and accuracy of each source ❖ Analyze the impact of the author’s point of view or purpose choices on the reader ❖ Critically examine how word choice impacts meaning ❖ Critically examine how word choice impacts tone 	<p>finally connecting with his Chinese father, who doesn't speak English, from Show 567.</p> <ul style="list-style-type: none"> ● Listen to Mary Karr on writing memoirs: “No Doubt I’ve Gotten a Million Things Wrong”. She also talks about her new book <i>The Art of Memoir</i>. ● On The Moth, listen to a child soldier from Sierra Leone tell stories about trying to adjust to his new life as a teenager in New York City - powerful story! <p style="text-align: center;"><u>Sample Assignment</u> <u>“If Brevity is the Soul of Wit...”</u></p> <p>Students will read the short creative nonfiction pieces on Brevity 22 and write one of their own in “list form”.</p> <p>Read and discuss Make Me Worry You’re Not Okay by Susan Shapiro</p> <p>Watch the documentary <i>Stories We Tell</i></p> <p>Photo Journal Entry: Choose a photo of</p>
--	------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------	---------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------

		emotional importance to you. Write about it for 20 minutes.
Assessments:	Materials:	Resources:
Class participation and presentations Creative and analytical writing Annotating texts Test and Quizzes Daily Writer's Journal Weekly Essay Unit Composition of student's choice	<i>The Elements of Style</i> , By William Strunk Jr., and E.B. White. Interactive Whiteboard DVD/video player Laptops with Internet access	True Stories Live @ The Moth How To Write Your Own Memoir by Abigail Thomas Memoir Idea List

Unit 6:	So, You Want to Be a Rock and Roll Star Writer? Revision, Discipline, Technology and Networking					
Timing:	Approximately six weeks. Pacing, summative and formative assessments will be differentiated as per readiness level (Honors, A, and L/R), student needs, and IEP modifications.					
Standards:	New Jersey Student Learning Standards					
	Reading		Writing		Speaking/Listening	Language
	RL.9-10.2	RL.11-12.2	W.9-10.2.D	W.11-12.2.D	SL.9-10.1.A	L.9-10.1.B
	RL.9-10.3	RL.11-12.3	W.9-10.3.A	W.11-12.3.A	SL.9-10.1.C	L.9-10.2
	RL.9-10.4	RL.11-12.4	W.9-10.3.B	W.11-12.3.B	SL.11-12.1.A SL.11-12.1.C	L.9-10.3.A
RL.9-10.5	RL.11-12.5	W.9-10.3.C	W.11-12.3.C	L.9-10.4		
RL.9-10.6	RL.11-12.7	W.9-10.3.D	W.11-12.3.D		L.11-12.1.B	
RL.9-10.7	RL.11-12.10	W.9-10.3.E	W.11-12.3.E		L.11-12.2	
RL.9-10.10		W.9-10.5	W.11-12.5		L.11-12.3.A	
		W.9-10.9	W.11-12.9		L.11-12.4	
		W.9-10.10	W.11-12.10			
Tech	8.1.12.A.2, 8.1.12.D.1, 8.1.12.D.2					
Career Ready Practices:	CRP1, CRP2, CRP3, CRP6, CRP7, CRP8, CRP11					

Essential Questions:	Objectives:	Activities, Investigation, and Student Experiences:
<ul style="list-style-type: none"> • What makes the life of a writer so difficult? • What must one do to be successful as a professional writer? 	<p>Students will be able to:</p> <ul style="list-style-type: none"> ❖ Examine the internet presence of their favorite authors. ❖ Design art and print with an audience in mind. ❖ Understand that all writing is rewriting. ❖ Analyze how an author’s word choice affects a reader’s understanding of literature. ❖ Analyze author’s use of style and structure ❖ Write for a specific purpose and audience ❖ Read required texts prior to discussions ❖ Analyze the impact of the connections and distinctions between ideas, individuals, and events on the reader ❖ Understand and apply conversational, academic, and domain specific vocabulary ❖ Revise and edit intentionally to improve writing ❖ Engage in conversations about grade-appropriate topics and texts ❖ Avoid plagiarism in writing ❖ Assess the credibility and accuracy of each source ❖ Analyze the impact of the author’s point of view or purpose choices on the reader ❖ Critically examine how word choice impacts meaning ❖ Critically examine how word choice impacts tone 	<p>For this unit, students will:</p> <ul style="list-style-type: none"> • Learn how to create a digital portfolio. • Create their own author's website. • Learn the pros and cons of self-publishing • How to find, or become, your own agent. <p>Read excerpts from Stephen King’s <i>On Writing</i> Stephen King’s <i>20 Rules for Writers</i></p> <p style="text-align: center;"><u>Culminating Project</u></p> <p>Imagine: You are the Press Agent for a very successful author. Because your author's work is so well received, he/she receives hundreds of messages a day from fans asking all kinds of questions and requesting information about the many books that he/she has published. If the author answered all the fan mail received in one day, there would be no time left to write the next bestselling novel. So the author has asked you to design a website that his/her fans can access which will give them the answers to the many questions that they have been asking.</p>

		<p>The Task: To satisfy his/her many readers, you design a web page which contains everything that anyone would ever want to know about the author and his/her works. You will write an introduction for visitors to the site explaining the purpose of the site. You will tell your readers' about the author's background and create a FAQ (Frequently Asked Questions) list of the most common questions asked about the author and his or her work. You may list the novels published by your author, or link to a site containing a list of the author's works. You will write at least one review of the author's novels. You include a picture of the author on the site and, a poster that you create advertising one of the author's books.</p> <p>The Process:</p> <ol style="list-style-type: none">1) Choose your favorite author. This author is someone whose books you have read and really enjoyed. Using the resources listed below, research your author to find out the details of his/her life that would interest you and other fans. Some of the information that you are looking for should include:<ol style="list-style-type: none">a. His/her early background such as where the author is from and how he/she grew up.b. Information about his/her works.c. How his/her work has been
--	--	----------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------

		<p>received and any awards that the author has won.</p> <p>d. Any other area of the author's life that readers would be interested in.</p> <p>2) Write a welcoming introduction which will be displayed at the top of your web page. Greet the readers, thank them for coming to your site, and explain what he/she can find on your site. Try to generate interest so that your reader will explore the rest of your site and not move on immediately to another one.</p> <p>3) Create a FAQ list about your author and his/her books. Try to think of all the questions that a reader might want to ask of the author. Supply accurate answers to the questions.</p> <p>4) Write at least one review of the author's work with the aim of creating interest without giving away the ending of the story. Do some research to get an idea of how a book review should be written.</p> <p>Interdisciplinary connection: In art class, create a book poster about one of the author's books. If possible, scan the poster and include it on your site.</p>
--	--	-----------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------

Assessments:	Materials:	Resources:
Class participation and presentations Creative and analytical writing Website creation Annotating texts Test and Quizzes Daily Writer's Journal Weekly Essay Unit Composition of student's choice	<i>The Elements of Style</i> , By William Strunk Jr., and E.B. White. Interactive Whiteboard DVD/video player Laptops with Internet access	Stephen King's On Writing Stephen King's 20 Rules for Writers